

Last updated Feb 3rd, 2014

SOC 352-231(online)

Survey of Sociology of Education

Instructor: Hiroki Igarashi

Office Location: Saunders Hall, Room 232

Office Hours: Via email anytime or by appointment (Skype or in my office)

Email: hiroki@hawaii.edu

Course Website: <http://laulima.hawaii.edu/portal>

Class Meeting Time: Online through Monday to Saturday

Instructor's Bio: goo.gl/nYUOKq

The Syllabus Contents

1.	General Information about This Course.....	2
1.1	Course overview	2
1.2	Course objective.....	2
1.3	About this online course.....	2
1.4	What are ' <i>intellectual muscles</i> '? : A Message from the course Instructor.....	3
2	READING MATERIALS	3
2.1	Required textbooks.....	3
2.2	Selected chapters and articles.....	4
3	Course Requirements	4
3.1	Method of Evaluation.....	4
3.2	Weekly Flow Chart.....	5
3.3	Weekly Discussions (35% of the Final Grade).....	5
3.4	One-page reaction papers (35% of the Final Grade)	6
3.5	Midterm Exam (15% of the Final Grade)	6
3.6	Final Exam (15% of the Final Grade).....	7
4	Final Grades	7
5	Course Schedule.....	8
6	Departmental Statements.....	9
6.1	KOKUA Material	9
6.2	Plagiarism Material.....	10

1. General Information about This Course

1.1 Course overview

Welcome to SOC 352 (online)! This course will provide an overview of sociological theories and empirical studies in the field of sociology of education. In a way, this course is an ‘easy’ class because we know what education institutions are from our own experiences. Education is one of the familiar topics we can all discuss because the majority of us have had experiences in some form of schooling or another. This course will help you understand the relationship between the school and society and education and inequality. To examine the relationship between education and society or school and society, the course readings will focus on racial, social-class, gender, historical, organizational and cultural issues. In addition, through the completion of a series of course assignments (see: 3. Course Requirements), you will develop your ‘*intellectual muscles*’ (See: 1.4 What are ‘*intellectual muscles*’?).

1.2 Course objective

By the end of this course, you will (be able to)...

- recognize and understand various issues related to the relationship between school and society.
- use sociological language to explain issues about the sociology of education.
- identify myths about school being a great equalizer.
- understand the relationship between education and inequality.
- make sense of your past school experiences.
- become familiar with the following topics: schools as inequality of opportunity and educational outcomes, stratification, social reproduction, institutions of socialization, student-teacher relationship, organizational characteristics of schooling, elite education, higher education, and educational movements and reform.

1.3 About this online course

This is an online course and therefore it is very important to read the syllabus and other instructions carefully so that you know exactly what you need to do. An online course is similar to any traditional face-to-face course in some ways, yet different in others. You do not have to be on campus. You can work wherever and whenever you like. However, you still have to do all the readings, perhaps more intensively than in a face-to-face course because the instructor will not give “lectures” about the readings. You must read the textbooks and other materials thoroughly in order to be successful when you take part in class discussions and exams. It is NOT possible to pass this online course without actually participating in class discussions because all of your “participation” must be submitted in written form.

1.4 What are ‘intellectual muscles’? : A Message from the course Instructor

This concept of “intellectual muscles” is the core of my teaching philosophy. If I were to ask if you have ever tried any physical workout, most of you would say, “Yes.” We know that through engaging in physical workouts—weight training, jogging, yoga, etc.—one builds inner and outer muscles and endurance. We also know that the more effort we put forth during a workout, the stronger and healthier we become—a simple linear relationship. Additionally, *consistency* is an important element to build our physical muscles.

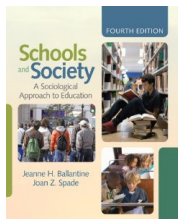
We can use the same logic for our intellectual capacity. How can we become ‘smart’? Some would say that intelligence is already given at birth, and that certain individuals are naturally intelligent—using a biological explanation. But as a sociologist, I’m reluctant to accept this claim because it implies that our intellectual capacity is already determined. We can link intellectual capacity to *intellectual muscles*. Thus, the more you study (reading, writing and discussing), the ‘smarter’ you become. Here, *consistency* matters as it does for physical workouts. And, if you don’t study constantly, your intellectual muscles will become weaker—again a pretty simple linear relationship.

What is of importance to me for this course is *your consistent commitment* to our class activities. I don’t assign a big final paper at the very end, but rather a series of small assignments throughout the semester. Why? Because I would like you to stimulate your brain to build your ‘*intellectual muscles*’ through consistent work. Therefore, if you don’t commit yourself to this class, your intellectual muscles won’t develop, and accordingly your results will suffer. Compared to physical muscles, it is hard to know if your intellectual muscles are developed or not. But completing your assignments every week as well as doing required reading for this course will help you to gauge the development of your intellectual muscles. Thus, by the end of this course, you will not only become familiar with the topics of sociology of education but also become ‘intellectually macho.’ Let’s enjoy an ‘intellectual workout’ through this course. Are you ready?

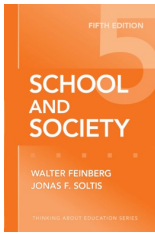
2 READING MATERIALS

2.1 Required textbooks

Two books below are assigned for this course. Be aware that the titles of these two textbooks are very similar! I will refer to the first book edited by Ballantine and Spade as “*the white book*” or “*B & S.*” The second book written by Feinberg and Soltis will be called “*the orange book*” or “*F & S.*” Make sure to purchase the SAME editions.



- Ballantine, J. H., & Spade, J. Z. (Eds.). (2011). *Schools and Society: A Sociological Approach to Education* (4th ed.). Pine Forge Press. **(B & S)**



- Feinberg, W., & Soltis, J. F. (2009). *School and society* (5th ed.). New York: Teachers College Press. (F & S)

NOTE: The required textbooks above will be available for a 2 hour loan at Sinclair Library (third floor) throughout the semester. When you check out the books at the counter, refer to the call numbers: the white book =PC#355, and the orange book =PC #354.

2.2 Selected chapters and articles

The following articles and chapters are available on Laulima. Go to the section of “Resources” and click “Reading materials.” I may also add some readings throughout the semester.

- Calarco, M. Jessica. 2011. “I Need Help!” Social Class and Children’s Help-Seeking in Elementary School.” *American Sociological Review* 76(6): 862-882.
- Gaztambide-Fernández, Rubén A. 2011. "Bullshit as Resistance; Justifying Unearned Privilege among Students at an Elite Boarding School." *International Journal of Qualitative studies in Education* 24(5):581-86.
- Khan, Shamus Rahman. 2012. *Privilege: The Making of an Adolescent Elite at St. Paul's School*. Princeton: NJ: Princeton University Press. (Excerpts)
- Lareau, Annette. 2002. “Invisible Inequality: Social Class and Childrearing in Black Families and White families.” *American Sociological Review* 67: 747-766.
- Levine, Steven B. 1980. "The Rise of American Boarding Schools and the Development of a National Upper Class." *Social Problems* 28(1):63-94.
- Murakami, Haruki. 2009. *What I Talk about When I Talk about Running*. New York: Vintage International (Excerpts).

3 Course Requirements

IMPORTANT NOTES:

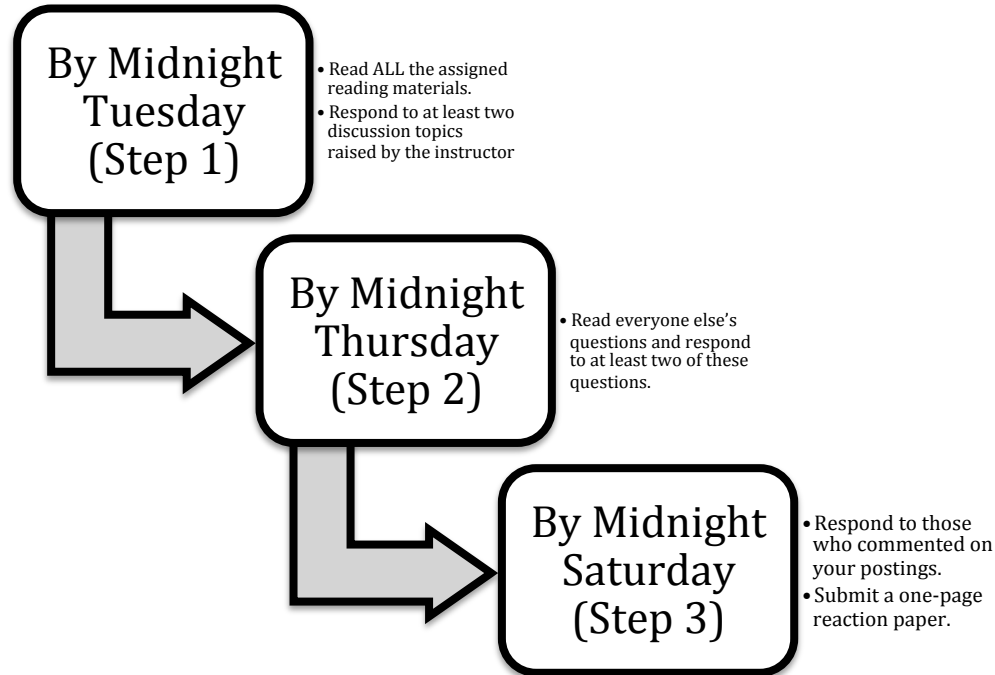
This is an online class and any excuse that your computer or the Internet did not work will not be accepted. Please make sure to have a back-up plan in case yours “acts up” in any way.

3.1 Method of Evaluation

1. Weekly Discussions	35 %
2. One-page Reaction Papers	35 %
3. Mid-term Exam	15 %
4. Final Exam	15 %
Total (1-6):	100 %

3.2 Weekly Flow Chart

The following chart shows a typical work week for this course (except for the first, midterm and final weeks).



3.3 Weekly Discussions (35% of the Final Grade)

[Step 1] The instructor will post various discussion topics on the week's readings by Friday night before the following week (Except for the first week). You are expected to read ALL the assigned reading materials, and answer at least two of the topics by **midnight Tuesday** (11:59:59 PM, Hawaii time). Post your answers on the "Discussion" section of Lualima.

[Step 2] After Step 1, you will read everyone else's answers and respond to at least two of these posts, which are not the topics you chose in Step 1 by **midnight Thursday** (11:59:59 PM, Hawaii time). For example, if the instructor raises 4 discussion topics, and you choose to answer Topics 1 and 2 in Step 1, you have to respond to other two students' posts on Topics 3 and 4 (Not Topics 1 and 2) in Step 2.

[Step 3] After Step 2, you will respond to those who commented on your postings by **midnight Saturday** (11:59:59 PM, Hawaii time). You will also insert the following statement in the very end of your response to clarify which topics you chose for Step 1 and whose answers and which topics you responded to for Step 2 (e.g. [I chose Topic 1 and Topic 2 for my discussion and responded to NAME1 (Topic 3) and NAME 2 (Topic 4)])

[NOTE] By going through Step 1, 2 and 3, students will make postings **three to five times per week**. It is not considered participating in a discussion when you “just post” comments at the end of the week: **your postings should be thoughtful, constructive, and on time**. A discussion should be an interactive communication between the instructor and all students throughout the week dealing with the particular topic of that week. If you are late posting your questions after deadline, your discussion points will be deducted. Be on time.

[Grading] Each student’s discussion will be graded from 0 to 5. There will be a total of 13 weekly discussions (5 x 13 = 65 points= 35 % of final grade).

3.4 One-page reaction papers (35% of the Final Grade)

You will submit a one-page reaction paper each week (Except for the midterm week), based on the assigned readings. The instructor will post an essay question covering the readings (topics) for that week by Friday morning. Reaction papers should be submitted via Lualima under the “Assignments” section. The purpose of this assignment is to help you process the contents covered each week. These one-page reaction papers will be graded based on how clearly your ideas are expressed, structure and format, thoughtfulness and demonstration of critical thinking. Your paper will be evaluated by the instructor using a scale from 0 to 5.

[Grading] There will be a total of 12 reaction papers (5 x 12 = 60 points= 35 % of final grade).

[Guidelines for the paper]

- Deadline: Midnight, Saturday
- If you submit late, points will be deducted.
- Your file name should be, “Your family name-date-Course #” (e.g. Igarashi-02.03.14-SOC352).
- Papers should be typed using single spacing.
- Use Times New Roman, 12 point.
- Name, date, and title should be included.
- Use MS Word.
- You have to write more than 300 words (including your name, date and title).
- Submit your paper under the “Assignment” section of Lualima.
- Follow a proper citation format if you quote. ASA format is preferred. See the format from the following URL: goo.gl/FTzX0Q

3.5 Midterm Exam (15% of the Final Grade)

Information on this midterm exam will be provided as the semester goes forth. You will write a long essay (approximately 1,000 words) for this assignment. The midterm question will be announced in the middle of Week 7, and students will submit their midterm paper by Midnight Sunday, March 23rd.

3.6 Final Exam (15% of the Final Grade)

Information on this final exam will be provided as the semester goes forth. You will write a long essay (approximately 1,000 words) for this assignment. Further details will be announced later.

4 Final Grades

Criteria

A+ = 98-100	A = 93-97	A- = 90-92
B+ = 87-89	B = 83-86	B- = 80-82
C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62
F = below 60		

5 Course Schedule

Week and Date	Topic	Reading*	Assignment
Week 1 02/03-02/08	What is sociology of education?	<u>1.</u> F&S: Chapter 1 (Page3-8) <u>2.</u> B&S: Introduction, Introduction of Chapter 1, & Reading 1 (Page 1-29) <u>3.</u> Murakami (2008) (Available on Laulima)	One-page reaction paper-01
Week 2 02/10-02/15	What is a functionalist perspective?	<u>1.</u> F&S: Chapter 2 & 3 (Page 13-36) <u>2.</u> B&S: Readings 2 & 3 (Page30-39)	One-page reaction paper-02
Week 3 02/17-02/22	What is a conflict theorist perspective?	<u>1.</u> F&S: Chapter 4 & 5 (Page 41-75) <u>2.</u> B&S: Readings 4 & 5 (Page 40-50)	One-page reaction paper-03
Week 4 02/24-03/01	What is an intepretivist perspective?	<u>1.</u> F&S: Chapter 6 and 7 (Page 79-110) <u>2.</u> B&S: Reading 6 (Page 51-59)	One-page reaction paper-04
Week 5 03/03-03/08	Research Methods in Education	B&S: Introduction of Chapter 2, and Readings 7, 8 & 9 (Page 61-90)	One-page reaction paper-05
Week 6 03/10-03/15	Education Policies in the United States	TBA	One-page reaction paper-06
Week 7 03/17-03/22	Educational Environments	B&S: Introduction of Chapter 3, and Readings 10, 11, 12, 13, 14 & 15 (Page 91-127)	Midterm
Week 8 03/24/-03/29	Spring Recess, NO CLASS!		

Week 9 03/31-04/05	Roles and Responsibilities	B&S: Introduction of Chapter 5, and Readings 22, 23, 24, 25, 26, 27 & 28 (Page 173-239)	One-page reaction paper-07
Week 10 04/07-04/12	Sociology of Knowledge	B&S: Introduction of Chapter 6, and Readings 29, 30 & 31 (Page 241-266)	One-page reaction paper-08
Week 11 04/14-04/19	Who Gets Ahead?	B&S: Introduction of Chapter 7, and Readings 32, 33, 34, 35, 36 & 37 (Page 267-331)	One-page reaction paper-09
Week 12 04/21-04/26	Cultural Capital	1. Lareau (2002) 2. Calarco (2011)	One-page reaction paper-10
Week 13 04/28-05/03	Elites	1. Levine (1980) 2. Khan (2012) 3. Gaztambide-Fernandez (2011)	One-page reaction paper-11
Week 14 05/05-05/10	Higher Education	B&S: Introduction of Chapter 9, and Readings 44, 45, 46, 47, 48 & 49 (Page 381-441)	One-page reaction paper-12
Week 15 05/12-05/16	Course Review		Final Exam

* The contents of reading are subject to change.

6 Departmental Statements

6.1 KOKUA Material

Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center for Student Services.

6.2 Plagiarism Material

The following definition of plagiarism comes from the UH-Manoa Student Conduct Code:

Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms.

University of Hawai`i at Manoa Student Conduct Code (1992), p. 6

It is ultimately each student's responsibility to learn about plagiarism and how to avoid it. Ignorance of the rules, saying "I forgot about that" or "I made a mistake" are not considered valid excuses when it comes to plagiarism.

Notice regarding syllabus on Web

Students: Please be advised that this syllabus is provided for informational purposes only. YOU SHOULD NOT PURCHASE ANY BOOKS OR MATERIALS ON THE BASIS OF THIS SYLLABUS AS IT MAY CHANGE PRIOR TO THE FIRST DAY OF CLASS. Please wait until the first day of instruction at which time you will be given the final version of the syllabus.