SOC 104
SOCIOLOGY OF EDUCATION

FALL, 2016
Meeting Times: Tuesdays and Thursdays, 3:30pm-4:50pm
Lecture Hall: Shiffman 219

Professor D. Wallace
Office: Abraham Shapiro Academic Complex (ASAC) 214
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Phone number: 781-736-2088
Skype: derron.jr.wallace
Office Hours: Tuesdays 10am-12pm, and by appointment

Teaching Assistant
Ann Ward | PhD Student| Sociology| agward@brandeis.edu
Office Hours: Mondays 11.30am-1pm, and by appointment

COURSE DESCRIPTION
This course examines contemporary and cross-cultural perspectives on the significance of education in the United States. Informed by a range of theoretical approaches, this course introduces students to critical sociological inquiry and the urgent need for institutional and systemic change in the field of education, from pre-school to college. Sociology of Education considers questions such as: what is the purpose of schooling for self and society? What types of individuals do (and should) schools produce? How, and to what extent, do schools contribute to social equality? Are schools sites of liberation or social control? How do race, ethnicity, class, gender, sexuality, immigration and citizenship affect educational outcomes? Of what function are the histories of settler colonialism, enslavement, economic exploitation, segregation and imprisonment in the contemporary social order? Which constituencies have power to evaluate and restructure schooling? What does meaningful activism in the field of education entail? These and related questions are explored through readings, course discussions, campus events, guest lectures, student-led research and reflexive analyses. This course is geared towards students interested in the issues of power, justice and social change in educational institutions and the wider society.

COURSE OBJECTIVES
By the end of the course, students will be able to:
• Understand and critique theoretical and conceptual approaches used by sociologists to explore education, equality and social change;
• Identify the relationship between individual educational experiences and wider structural inequality;
• Demonstrate an awareness of the educational policies and practices in need of reform;
• Decipher how related factors such as ethnicity, gender, sexuality, religion, language and culture are interwoven into the educational experiences of dominant and minoritized communities;
• Improve their writing, analytical and presentation skills through intensive assignments.

COURSE REQUIREMENTS

The following are core requirements for all students enrolled in the course:

I. ATTENDANCE
Class attendance is mandatory. It is important that all students attend class sessions in order for all of us to discuss and decipher the course materials and lectures as a collegial community of learners. Attendance will be taken during each class period and students will be required to attend the entire class session to receive full credit. In case of illness or other legitimate reasons for absence, it is the student’s responsibility to inform Prof. Wallace in advance. Every absence after two instructor-excused absences will result in the reduction of your overall grade by a third of a letter grade (e.g. an A becomes an A-, a B+ becomes a B, etc.). To earn full attendance credit, you must come to class prepared to discuss the readings assigned for that session and with the necessary materials, required books, articles, paper, and notes.

II. PARTICIPATION
Active class participation is expected of all students. The dynamics of the class are contingent upon all those in the room. Active participation includes voicing critical questions about course materials, engaging in class discussions, working with peers in small-group discussions, and recording notes to be shared with the entire class.

Please be advised that texting, e-mailing and commenting on online media platforms of any sort (Facebook, Twitter, Yik Yak, and the like) will not be condoned during class. Students found doing this will be asked to leave and will lose 10% on their mid-term or final assignment. Students are also encouraged to silence all cellphones before class begins.

III. INTEGRITY
Because Brandeis University is a collegial community deeply committed to the free exchange of ideas, academic integrity is expected of all its members. Plagiarism is not at all acceptable. Students who enroll in this class hereby agree to conduct themselves responsibly and are expected to participate in the creation of a welcoming space in which all students can discuss race, racism, sexism, poverty, identities, inequalities and related matters. To maintain a ‘safe space’ in the class, students are expected to challenge ideas and not the individuals; respectful disagreement is always welcome. This is a professional courtesy all are required to maintain. For more details on academic integrity, please refer to the Brandeis Rights and Responsibilities Handbook.
GRADED REQUIREMENTS

- Class Participation: 10% of grade
- Précis: 20% of grade
- Response Paper: 10%
- Midterm: 20% of grade
- Final: 30% of grade
- Final Portfolio: 10% of grade

Paper Format
All written assignments should use the following formatting guidelines:
- Name, assignment, and date in the top right-hand corner
- Page numbers on every page
- Double-spaced
- One-inch margins on all sides
- Times New Roman, 12pt
- Use the following file name format to save your paper: FirstName_SOE.doc

GRADING NOTES

In this class, work will be evaluated on the basis of: depth of analysis (40%), clarity in the presentation of ideas (40%) and grammar/punctuation/spelling (20%).

RELATED COURSE POLICIES

Assignments:
All assignments should be professional in appearance. Research papers and response papers should be typed, double-spaced and proofread carefully. Please keep a copy of all written work before submitting. Do not use any decorative covers or binders for any assignment. Assignments received in this fashion will be returned ungraded. With the exception of précis, all papers should be emailed to Prof. Wallace at dwallace@brandeis.edu. Hard copies of précis will be collected at the beginning of each class session.

Deadlines:
All deadlines are firm. Extensions will only be granted under exceptional circumstances. Assignments not turned in by the due date and time listed on the course schedule will be considered late; students will be penalized for this. Assignments submitted after the outlined deadline will lose 30% of the final grade; ones submitted more than an hour after the deadline will lose 50% of the final grade; papers submitted after 24 hours will not be accepted. It is the responsibility of the student to turn in assignments on time.
Extra Credit:
Students will be afforded one extra credit opportunity throughout the course of the semester. The extra credit assignment will be announced a week before it is due. It may come in the form of current affairs analyses or participation in select on-campus events hosted by the Departments of Sociology, Education, African & Afro-American Studies and/or the Social Justice & Social Policy program.

Computer Usage:
Laptops, i-Pads or other relevant electronic devices are allowed, but only for accessing the assigned course readings on LATTE. Use of electronic devices for any other purpose is strictly prohibited; violations will not be excused. Any violation of this policy will result in the prohibition of your electronic device for future use in the classroom during the course.

Disability Services:
"If you are a student who needs academic accommodations because of a documented disability, please contact me and present your letter of accommodation as soon as possible. If you have questions about documenting a disability or requesting academic accommodations, you should contact Beth Rodgers-Kay in Academic Services (x6-3470 or brodgers@brandeis.edu.) Letters of accommodation should be presented at the start of the semester to ensure provision of accommodations, and absolutely before the day of an exam or test. Accommodations cannot be granted retroactively."

COURSE SCHEDULE

August 25: Overview & Introductions

PART I: REFLEXIVITY BEFORE RESEARCH:
INVITATION TO CRITICAL SOCIOLOGICAL INQUIRY

August 30: Foundational Frames | Assessments of Social Justice


September 1: Critiques of Privilege, Power & Personhood?


September 6: *The Utility of Sociology in the Study of Education*


September 8: NO CLASSES| BRANDEIS MONDAY

**PART II: SELECTIVITY, SEGREGATION & SCHOOLING**

September 13: *Historical Perspectives on Education & Equality*


September 15: *Contemporary Implications of Segregation*


September 20: *The United States: Unequal by Design?*

--PRECIS #1 DUE--


September 22: *Sociological Theories on Social Stratification*


September 27: Sociological Theories on Social Stratification


September 29: Critical Race & Feminist Theories in Education

--PRECIS #2 DUE--


October 4: MIDTERM ASSIGNMENT

PART III: EDUCATIONAL INEQUALITY IN SOCIAL INSTITUTIONS

October 6: Dynamics of Family Relations


October 11: Class, Codes & Control in Schools


October 13: Organizational Analyses of Schools


October 18: Disciplinary Differences in US Schools

--PRECIS #3 DUE--


October 20: Policing Young People in and outside of Schools
Guest Lecturer: Dr. Carla Shedd


October 25: NO CLASSES| BRANDEIS MONDAY

October 27: Tracking & the Reproduction of Privilege


November 1: Non-Traditional Spaces for Teaching & Learning

--PRECIS #4 DUE--


November 3: Schooling Immigrants in the US


**November 8: Immigrants & the Future of US Schools**


**November 10: Gender Differences in Schooling & Success**


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**Sociology of Higher Education Week**

**November 15: Experiences of Inequality in Elite Universities**

*Guest Lecturer: Dr. Natasha Warikoo*


**November 17: Poverty, Privilege and Power at Elite Universities**

*Guest Lecturer: Dr. Tony Jack*


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**November 22: Research Day for Final Paper | Response Papers Due by 3.30 PM**

**November 24: No Classes**
PART IV: FROM ANALYSIS TO ACTIVISM?: SOCIOLOGY OF EDUCATION REFORM

November 29: Teaching the Taboo: Sexuality in Schools


December 1: Teaching for Change?
--PRECIS #5 DUE—


December 6: Course Recap

FINAL on December 13 at 9.15 am – 12.45 pm
<table>
<thead>
<tr>
<th>Précis #1</th>
<th>September 20, 2016 @ 3.30pm</th>
<th>Provide a critical synthesis of the two readings assigned for September 20, 2016</th>
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<tbody>
<tr>
<td>Précis #2</td>
<td>September 29, 2016 @ 3.30pm</td>
<td>Provide a critical synthesis of the two readings assigned for September 29, 2016</td>
</tr>
<tr>
<td>Midterm</td>
<td>TBD</td>
<td>Wouldn’t you like to know now... 😊 You’ll have to wait until October 4 to find out what the essay assignment will be about</td>
</tr>
<tr>
<td>Extra Credit #1</td>
<td>October 5, 2016 @ 5pm</td>
<td>Screening independent film Tested</td>
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<tr>
<td>Précis #3</td>
<td>October 18, 2016 @ 3.30pm</td>
<td>Provide a critical synthesis of the two readings assigned for October 18, 2016</td>
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<tr>
<td>Précis #4</td>
<td>November 1, 2016 @ 3.30pm</td>
<td>Provide a critical synthesis of the two readings assigned for November 1, 2016</td>
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<tr>
<td>Response Paper</td>
<td>November 22, 2016 @ 3.30pm</td>
<td>Provide a two-to-three page, typed, double-spaced piece in response to Drs. Warikoo &amp; Jack presentations</td>
</tr>
<tr>
<td>Précis #5</td>
<td>December 1, 2016 @ 3.30pm</td>
<td>Provide a critical synthesis of the two readings assigned for December 1, 2016</td>
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<tr>
<td>Portfolio</td>
<td>December 8, 2016 @ 12 noon</td>
<td>Prepare an electronic folder with all graded and corrected assignments. Students should also include a statement of personal and intellectual growth</td>
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<tr>
<td>Final</td>
<td>December 13, 2016 @ 9.15pm</td>
<td>Choose from one of the following options for your final: oral exam, written exam, research paper, video essay, creative exposition (visual or textual art directly related to the course accompanied by critical analysis)</td>
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**FREQUENTLY ASKED QUESTIONS**

1. **WHAT IS A PRECIS?**
   A précis is a critical synthesis of a pair of articles that demonstrates the reader’s critical thinking and analytical skills.

   A strong précis includes:
   - ASA citation of articles throughout the piece;
   - Summation of main argument(s)/theme(s) in introductory paragraph;
   - An introduction that shows consideration of how the articles intersect, whether by theme, mode of analysis, methodology, evidence, etc.
   - A thesis statement outlining the main critique or finding in the first paragraph;
   - A paragraph devoted to each article summarizing its core arguments;
   - References to and examples of specifics in each article/book chapter in the body of the précis;
   - Core analytical questions italicized in the conclusion.
2. WHAT IS EXPECTED FOR THE EXTRA-CREDIT ASSIGNMENT?
Extra credit assignments are opportunities for students to infuse personal reflections into a critical appraisal of a campus event. Like a précis, these assignments should be one-page, typed, single-spaced papers that use American Sociological Association citation style throughout. Extra credit assignments must address three core areas: (1) argument—outlining the lecturer’s core arguments and how did they justify them; (2) introspection—detailing what you appreciated most about the lecture, and what concepts, theories, evidence you found most compelling; and (3) praxis—highlighting the plans of action you are inspired to pursue as a result of the lecture. Students are encouraged to have a clear thesis statement, and to devote a paragraph to each of the core areas mentioned above.

3. WHAT IS EXPECTED FOR THE RESPONSE PAPER?
The response paper is a two-page, typed, double-spaced piece that draws on American Sociological Association citation style to address the following questions: how, and to what extent, does inequality prevail at elite colleges and universities like Brandeis. Your response should be based both on Dr. Warikoo’s and Dr. Jack’s presentations. Critical response papers should be as focused and substantive as first-rate précis.

4. WHAT IS EXPECTED FOR THE PORTFOLIO?
The portfolio is an opportunity for students to document and demonstrate growth over the course of the semester. The portfolio should include all submitted précis, midterm essay, response paper corrected by the Teaching Assistant(s), score sheets and revised précis. Students should also include a Statement of Personal and Intellectual Growth; this one-page, double-spaced document is generally open-ended. Students should carefully and convincingly highlight how they have developed throughout the course.