Description: Education is one element of the socialization process by which people acquire behaviors deemed essential to become productive members of society. When we, in the United States, speak of education, we conceptually mean “schooling.” Education includes informal processes of learning, whereas schooling is a more organized form of education that takes place within schools. This course will expose students to both classical and contemporary approaches to the sociology of education, while focusing on the educational system of the United States.

There are three sociological perspectives—functionalism, conflict theory, and symbolic interactionism—that have had a profound impact on our understanding of schooling. While Functionalists emphasize the contributions schools make to the survival and maintenance of modern society, Conflict theorist emphasize the role schools play in reproducing and maintaining the current social order. These two theoretical traditions emphasize the interaction BETWEEN our education system and other aspects of our society. In contrast, Symbolic Interactionists, in general, emphasize the processes that occur WITHIN schools and the classrooms. This course will expose you to each of the three theoretical orientations and the research produced by such perspectives.

Learning Objectives
By the end of the semester, student will be
- able to describe each of the assumptions associated with the Functionalist, Conflict Theory, and Symbolic Interactionist perspectives in the sociology of education.
- able to discuss formal education’s role in social integration, social mobility, and the acquisition of knowledge.
- able to discuss formal education’s role in reproducing the social relations of production, social control, and certifying class membership.
- able to discuss how interactions and interpretations by both teachers and students influence student achievement and student learning.

COURSE REQUIREMENTS:
Reading Material:
Selections from books and journals that will be posted on Blackboard.
Attendance:
Students are expected to attend class, having read the assigned material. Past research indicates a strong relationship between class attendance and final grade earned.

Exams:
Three exams will be administered. The first exam, scheduled for February 19th, will cover education from the functionalist. Exam II, scheduled for April 2nd, will cover education from the conflict theorist perspective. The third exam, on the day of the final (May 14th) will cover education from the symbolic interactionism perspective.

The exam format will be consistent throughout the semester. Exams will be comprised of two parts. The first half of the exam is a take-home question that will be given to you the Thursday before the scheduled exam. You must turn it in within the first ten minutes of class on the day of the scheduled exam in order to not be penalized. Papers turned in within the next 24 hours will incur a 15 point deduction. Those submitted within the second 24-hour period will incur a 30 point deduction. The second half of the exam will consist of six questions, five of which you must answer. The questions will be short answer questions that will require a response that ranges from a paragraph to a short essay. On the day of the exam, you will be able to bring with you a 3x5” note card upon which you can have handwritten notes about the articles covered for the exam. Should directions for the note card not be followed, the student will not be able to use the note card. Note cards must be turned in with the exam. Each exam is worth 25% of the course grade.

In class writing assignments
In class writing assignments will be given during the first ten minutes of each class. They will ask basic questions regarding the day’s assigned readings. You will be allowed to use your notes but not your readings.

There are a total of 12 in-class writing assignments. There are no make-up in-class writing assignments. The top 9 will be used to calculate this portion of your grade. In-class writing assignments are worth 25% of your total grade.

Calculation of Semester Grade

<table>
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<th>Final Grade Scale:</th>
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<tr>
<td>All items will be graded on a 100-point scale.</td>
<td>89.5-100 = A</td>
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<tr>
<td>Exam 1............................26%</td>
<td>79.5-89.4 = B</td>
</tr>
<tr>
<td>Exam 2............................26%</td>
<td>69.5-79.4 = C</td>
</tr>
<tr>
<td>Exam 3............................26%</td>
<td>59.5-69.4 = D</td>
</tr>
<tr>
<td>In-Class Writing..................25%</td>
<td>&lt;59.5 = F</td>
</tr>
<tr>
<td>Total Grade........................103%</td>
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Make Up Exams
Make Up exams, for the short-answer portion of the exam must be completed within the week immediately following the scheduled exam. You must notify the instructor so that times may be coordinated. Note that there is a take-home portion of the exams, because you are allowed to turn in that portion of your paper late (with penalties) there is no opportunity to make up this portion of your exam. You are permitted to turn in the take-home portion early should you anticipate not being in class.
Electronic Devices:
Electronic devices are not permitted in the classroom. Please make sure that all your electronic devices are turned off prior to class beginning.

UNIVERSITY POLICIES
CHEATING POLICY
Any form of cheating will not be tolerated. Should you be caught cheating, your name will be submitted to the Department Chair, as well as to the Vice President of Student Affairs. If you are caught cheating, you will get a zero on the exam/assignment and will not be allowed to retake the exam/assignment or resubmit the reaction paper. Please see the Student Code of Conduct for the disciplinary procedures pertaining to academic dishonesty.

ACADEMIC ADVISING
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

DISABILITY SERVICES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

VETERANS
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

GRADE APPEALS PROCESS
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

EMAIL
You have your very own Islander e-mail account. I will be using this account should any correspondence be necessary. All university notifications will be using your Islander account to contact you. To access your Islander email, first go to S.A.I.L. for your new student ID number. Next, go to http://newuser.tamucc.edu for your new email account. For more information call 825.5618.
# CALENDAR

<table>
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<th>Date</th>
<th>Event</th>
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| **1/21** | Review of Syllabus  
Overview of Education |
| **1/28** | Parsons. “School Class as a Social System.” (21 pp)  
Goslin. “The Functions of School in Modern Society.” (18 pp) |
| **2/4** | Lemann. “Henry Chauncey’s Idea.” (13 pp)  
“The Glass Slipper.” (9 pp)  
Wong. “Evaluating the Content of Textbooks.” (7 pp) |
| **2/11** | Herrnstein and Murray. “Schooling.” (11 pp)  
Willis. “Elements of Culture” (15 pp) |
| **2/18** | **Exam Functionalism** |
| **2/25** | Collins. “Rise of the Credential System.” (15 pp)  
Hoschild. “Social Class in Public Schools.” (12 pp)  
| **3/11** | Cookson and Persell. “Privilege and the Importance of Elite Education” (17 pp)  
“The Vital Link: Prep Schools and Higher Education” (21 pp)  
Miller, Ross, and Sturgis. “Beyond the Tunnel Problem.” (18 pp) |
| **3/18** | **Spring Break** |
Loewen. “Gone with the Wind.” (32 pp)  
“John Brown & Abraham Lincoln” (13 pp)  
Lipsitz. “Law and Order: Civil Rights and White Privilege” (9 pp) |
| **4/1** | **Exam Conflict Theory** |
4/8
Mehan. “Understanding Inequality in Schools” (20 pp)
Jackson. “Student’s World” (8 pp)

4/15
Bernstein. “Social Class and Linguistic Development” (26 pp)
Lareau. “Invisible Inequality.” (25 pp)

4/22
Lortie. “The Limits of Socialization” (26 pp)
Lareau. “Social Class Differences in Family-School Relationships...” (12 pp)

4/26
Worthy. “Only the Names Haves Been Changed...” (24 pp)
Brown and Rodriguez. “School and the Co-Construction of Dropout” (21 pp)

5/6

Reading Day

DAY OF FINAL

Exam Symbolic Interactionism