O'Connor 133  
MTWR: 10-12pm

Professor: Isabel Araiza, Ph.D.  
Office: BH 358  
Office Hours: MTWR 12-1pm  
Phone number: 361.825.3936  
Email: isabel.araiza@tamucc.edu

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 theorists 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. You will be asked to sign into class. Attendance will be worth 20% of your grade.

Exams:
Three exams will be administered. The first exam, scheduled for Wednesday, July 11th, will cover education from the functionalist perspective. Exam II, scheduled for Monday, July 23rd, will cover education from the conflict theory perspective. The third exam, on the day of the scheduled final (Friday August 3) 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 short answer. You will have four questions, of which you must answer three. The second half of the exam is an essay question. You must answer it. Each portion of the exam (short answer and essay) will be weighted equally. You will be provided the prompt to your essay question at the end of the class meeting preceding the scheduled exam. You will be permitted to bring with you a 4”x6” note card upon which you can have handwritten notes about the pieces read for class. Should you fail to follow the directions for the note card, you will not be permitted to use the note card. Note cards must be turned in with the exam. Exam 1 is worth 24%. Exam II is worth 26%. Exam 3 is worth 30%.

<table>
<thead>
<tr>
<th>Calculation of Semester Grade</th>
<th>Final Grade Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All items will be graded on a 100-point scale.</td>
<td>89.5-100 = A</td>
</tr>
<tr>
<td></td>
<td>79.5-89.4 = B</td>
</tr>
<tr>
<td>Exam 1…………………………24%</td>
<td>69.5-79.4 = C</td>
</tr>
<tr>
<td>Exam 2…………………………26%</td>
<td>59.5-69.4 = D</td>
</tr>
<tr>
<td>Exam 3…………………………30%</td>
<td>&lt;59.5 = F</td>
</tr>
<tr>
<td>Attendance……………………20%</td>
<td></td>
</tr>
<tr>
<td>Total Grade……………………100%</td>
<td></td>
</tr>
</tbody>
</table>

Make Up Exams
Given that the summer schedule is accelerated, if a student has to miss an exam, the student will need to make arrangements to take the make up the next class day. Anyone who does not take the exam at the scheduled time will NOT be permitted to use any aid while taking the make up. I reserve the right to change the format of the make up exam. I highly recommend student NOT miss an exam.

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
As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf.
For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

DROPPING A CLASS
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

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>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 7/2  | Review of Syllabus | Overview of Education  
Lecture: Functionalism, Conflict Theory, and Symbolic Interactionism |
| 7/3  | Parsons. | “School Class as a Social System.” (21 pp) |
| 7/5  | Goslin. | “The Functions of School in Modern Society.” (18 pp) |
| 7/6  | Lemann. | “Henry Chauncey’s Idea.” (13 pp)  
| 7/9  | Wong. | “Evaluating the Content of Textbooks.” (7 pp)  
Herrnstein and Murray. | “Schooling.” (11 pp) |
| 7/10 | Reigle-Crumb. | “More Girls Go to College” (20 pp) |
| 7/11 | Exam I: Functionalism | |
| 7/12 | Review of Conflict Theory |  
Hochchild. | “Social Class in Public Schools.” (12 pp) |
| 7/17 | Miller, Ross, and Sturgis. | “Beyond the Tunnel Problem.” (18 pp)  
Lipsitz. | “Law and Order: Civil Rights and White Privilege” (9 pp) |
| 7/18 | Cookson and Persell. | “Privilege and the Importance of Elite Education” (17 pp)  
“The Vital Link: Prep Schools and Higher Education” (21 pp) |
| 7/19 | Anyon. | “Ideology and United States History Textbooks.” (25 pp)  
Loewen. | “Gone with the Wind.” (32 pp) |
| 7/23 | Exam II: Conflict Theory | |
| 7/24 | Review of Symbolic Interactionism |  
Mehan. | “Understanding Inequality in Schools” (20 pp) |
| 7/26 | Lareau. | “Invisible Inequality.” (25 pp) |
| 7/30 | Jackson. | “Student’s World” (8 pp)  
Lareau. | “Social Class Differences in Family-School Relationships...” (12 pp) |
| 7/31 | Bettie. | “Exceptions to the Rule” (18 pp) |
| 8/1  | Worthy. | “Only the Names Have Been Changed...” (24 pp) |
| 8/2  | Brown and Rodriguez. | “School and the Co-Construction of Dropout” (21 pp) |
| 8/3  | Exam III: Symbolic Interactionism | |

*This calendar can be revised.*