**State University of New York College at Cortland**
Foundations & Social Advocacy Department
FSA/SOC 505: Sociology of Education

<table>
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<tr>
<th>Course Information:</th>
<th>Professor Information:</th>
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<tr>
<td>Credit Hours: 3</td>
<td>Instructor: Dr. Brian D. Barrett</td>
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<tr>
<td>Semester/Year: Fall 2010</td>
<td>Phone: (607)753-230</td>
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<tr>
<td>Location: Van Hoesen B-213</td>
<td>Office Location: 1224 Cornish Hall</td>
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</tbody>
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<th>Office Hours: M 2:00-5:00 p.m.</th>
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<td></td>
<td>TR 10:00 a.m.-12 p.m.</td>
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<td></td>
<td>Or, by appointment</td>
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<td></td>
<td>E-mail: <a href="mailto:brian.barrett@cortland.edu">brian.barrett@cortland.edu</a></td>
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**Required Readings:**


Resource Bibliography:


Course Description: (From the SUNY Cortland catalog): Exploration of issues and theoretical and empirical understandings of the relationship between schooling and society.

Course Attendance Policy: Attendance involves coming to class on time and staying for the entire class. More than two absences, unless officially excused by the Dean’s Office or College policy, is considered excessive and your grade will be lowered by 1/3 of a letter (i.e., B+ to B or A to A-) for each additional class absence. My expectation is that you will not miss class unless there is a serious problem. If you find that you must miss class, it is your responsibility to submit any work that is due on time and to find out what you missed. A pattern of tardiness will also result in a lowered grade. Being late to class three times will equal one absence.
Course Objectives: In this course, students will become familiar with the contributions of key classic and contemporary theories and empirical research to the sociology of education. Students will become familiar with major canonical texts and will engage with primary sources as well as secondary interpretations of, and commentaries upon, them. The course focuses upon fostering students’ ability to develop sociological understandings of the relationship between education and society and, in particular, between education and social inequality.

Evaluation of Student Performance

Short writing assignments (30 percent of final grade): Twelve of our class meetings are accompanied by short writing assignments. Each assignment will focus on issues discussed in the assigned readings. Each assignment features a “writing prompt” to which you should respond by writing a 2-3 page (double-spaced) essay. The prompt for each assignment will be posted under “assignments” on our myreddragon course page at least one week before it is due.

The short writing assignments are aimed at reaching two main goals. First, the assignments give students an opportunity to think about course content. Second, they provide students an opportunity to practice using their writing skills as a way of processing information. In producing a satisfactory essay, students must: (1) display mastery of the course content, (2) exhibit critical thinking skills, (3) articulate a clear and consistent argument.

Each student must complete 9 short writing assignments over the course of the semester. This means that each student is allowed to skip 3 short writing assignments, without penalty, over the course of the semester. However, all students must complete short writing assignment #1. Students are still expected to read the assigned readings and participate in class discussion even if they choose to skip the short writing assignment for a given class meeting. In addition, some written assignments may require students to refer back to prior readings, so skipping the readings for a given class meeting is a bad idea, particularly given the possibility of pop quizzes as detailed below.

Of the 9 short writing assignments you complete, 8 will be worth 3 points each towards your final grade. The ninth short writing assignment will count for 6 points and will be prepared in the “tutorial” format of the ancient English Universities, Oxford and Cambridge. For this assignment, you will prepare a paper of expanded length (3-4 pages) and, one week after submission, will “defend” it in the presence of your professor and a small group of classmates. This unique experience is designed particularly to allow for an increased emphasis on helping you develop the logical and coherent style of writing that will bring you success on your term paper. (CEC 1; CF Knowledge Base, Professional Commitments, Diversity)

Term paper (50 percent of final grade): Over the course of the semester, you will write a 10-12 page term paper on a key issue in the sociology of education. In this assignment, not only will you develop your knowledge of a key area in the sociology of education, you will do something that students, academics, public officials, and others are often called on to do: select and read a collection of research reports on a single subject and report on the information in them. This is a
common and important kind of writing in which the writer tries to convey information in a straightforward, clear way for a reader looking for information. In this assignment, you will develop the important skill of reporting accurately what you learn from research studies and integrating them in order to develop an informative, coherent paper.

When writers report on others’ research, they are likely to have to complete the following tasks:

- classify the information
- organize the information by topics or themes
- define key terms and keep them in focus for the reader
- clarify information for a reader not already familiar with it
- summarize research findings
- use references accurately and purposefully
- attribute ideas to their authors

Task 1: Your first task is to select a central area of investigation from a list of key issues in the sociology of education provided by your professor in class on January 31.

Task 2 (5 percent of final grade): Your second task is to establish the general research question(s) underpinning your term paper. Your research question(s) should be submitted to your professor in class on February 14.

Task 3: Your third task is to conduct a review of the literature relevant to your area of investigation and research question(s). We will review in class some key methods for research in the sociology of education, including how to search the library catalog and electronic databases like JSTOR and how to access periodicals both electronically and in hard copy. The body of your essay will ultimately require citations and references to at least 10 articles/books pertaining to issues in the sociology of education. Your paper must include a citation of and reference to at least one article from Sociology of Education, the leading journal in the discipline. Additionally, at least five of your citations and references in the paper must come from the following “top tier” publications in the sociology of education: Sociology of Education, British Journal of Sociology of Education, American Educational Research Journal, American Sociological Review, American Journal of Sociology, Social Forces, Review of Educational Research, Review of Research in Education, or Teachers College Record.

Task 4 (10 percent of final grade): To help you get into the habit of reading about research in the sociology of education and incorporating key findings into your literature review, you will be required to submit research summaries for each of the first five articles that you plan to incorporate into your literature review by the start of our class session on March 21. Each summary should run between 1 and 2 pages and include information under the following 5 headings: “Title of Reading,” “Who/What was Studied” (i.e., low-income students, Asian students, female students, tracking, parental involvement, etc.), “Hypothesis/Research Question(s) Driving the Study,” “Key Topics/Terms/Concepts,” and “Key Findings of the Study.”
Task 5 (10 percent of final grade): Develop an outline for your paper by the start of our class session on April 25. The outline should include a draft introduction to the term paper. The introduction should identify your central area of investigation and introduce the research question(s) on which your paper is based. Following the draft introduction you should provide an outline of the body of the paper. You should arrange the body your term paper by topics (or topically), taking one topic heading at a time and reporting all the information relevant to that topic before you proceed to another one. You will not arrange your report paper simply by summarizing first one study and then the next, because that would require your reader to do too much of the work you need to do. A report is more useful for a reader if it makes specific connections by topic; with full discussion of one topic and then another, readers will be able to see topical connections instead of having to make connections for themselves. The outline for the body of your essay should include (a) the headings by which you will organize your paper, (b) a topic sentence to introduce each main section of the body (as indicated by your headings), (c) information on the source and page numbers from which you will draw the information that you present in each section of the essay, and (d) a list of the key terms/concepts that you will define in each section of the essay.

Task 6 (25 percent of final grade): Write your paper, to be submitted by 6 p.m. on May 16. In writing your paper, refer to the following scoring system which will be employed in grading your paper:

Introduction - Establishing Significance (10 points): The opening should take a reader who may know nothing about the subject and prompt that reader to want to read further and understand enough to proceed. An engaging opening draws your readers in and prepares them to understand the new information you will present. It identifies your central area of investigation and introduces the research question(s) on which your paper is based.

Introduction - Orienting/Forecasting Statement (5 points): The forecasting statement tells your reader how and in what order you will present the information in support of your thesis. It offers the reader a way to follow your report more easily and anticipate what is coming. For this report, you will not need the same kind of thesis statement you would need for an argument because you are not offering a thesis of your own. You still need to orient the reader to what is coming, however, and so you need a statement telling what you are going to report on and how you are going to report on it.

Body- Paragraphs Conform to Headings (10 points): Your paragraphs should make sense in the context of your headings. For example, all of the material under a heading of “Tracking and Students’ Race” should be related to that topic.

Body - Paragraphs Contain Topic Sentences (10 points): Paragraphs should begin with a topic sentence that clearly presents the main focus of the paragraph and situates the material in relation to your research question(s) overall.
Body - Key Terms/Concepts Defined (10 points): Key terms provide a powerful tool for writing an explanation or report. Naming and defining key concepts (like “social capital” or “stereotype threat”). Key terms bring order out of disorder and give a reader clear signposts for understanding a complex body of information.

Body - Multiple Authors Cited/Quoted per Concept (10 points): An important aspect of this assignment is integrating information from various sources into a coherent essay. Since this is a report about research, you will need to refer constantly to the research itself and the researchers who conducted it. In this paper, any ideas that come from a particular researcher(s) - including facts, theories, and interpretations, as well as direct quotations - need to be attributed to that researcher(s). Referring accurately to sources involves more than merely inserting page references every time you quote a source. Ideas, findings, interpretations, and summaries that you take from the research also require clear references to their sources. In fact, most social science researchers do not always quote directly from the other researchers they cite because what is important is not the words that other researchers use to explain themselves, but a summary of their findings, their key terms, and important examples from their data. As noted earlier, you cannot arrange your report simply by summarizing first one study and then the next, because that would require your reader to do too much of the work you need to do. This is a very important skill to develop. The articles you read in your research often deal with very similar topics. There is a great deal of overlap among the articles. Therefore, you should be able to do some integration. Here is an example (from Barrett, 2010, pp. 450-451):

In terms of race, scholars dating back to W. E. B. DuBois (1898) have conceptualized the Black church as a key agency of social organization among African Americans (Johnson et al., 2000; Lincoln & Mamiya, 1990). In the past, for example, the Black church served as an “invisible institution” (Frazier, 1963) providing “one of the only social vehicles through which slaves could meet and organize” (Johnson et al. 2000, p. 480) at a time when other forms of social organization were forbidden for them. This example highlights also a historical tendency among Black Americans to turn inward and rely on one another for support in the face of racism, discrimination, and limited access to alternative sources of aid (Lee, Campbell, & Miller, 1991)— issues and inequalities that continue to confront Black students within the education system today.

Billingsley and Caldwell (1991), citing data from the University of Michigan’s National Survey of Black Americans (indicating, for example, that 84% of African American adults surveyed considered themselves to be religious and that 76% said that the church was a very important institution in their early childhood socialization), stated that “the Black church continues to hold the allegiance of large numbers of African Americans and exerts great influence over their behavior” (p. 428). They added that, “in the African American community, the church is more than a religious institution” (Billingsley & Caldwell, 1991, p. 412). Accordingly, Brown and Gary (1991) included psychological affirmation (personal comfort, consultation, emotional support, etc.), identity formation (the establishment and affirmation of group values), social support (advice, assistance, material aids, and services), protest (political education, advocacy, etc.), economic activity (employment opportunities and fund raising), education (Sunday school, adult education seminars, and forums for development of leadership and organizational skills), creativity (opportunities for involvement in and the development of spirituals, plays, sermons, gospel music), and social intercourse (picnics, church dinners, sports, church trips, etc.) among the social functions of religion particularly salient to the socialization experience of African Americans.
The connections the writer draws here - between writers and between concepts - and the explanations that go with them make new information easier to understand and appreciate.

Body - Supporting Details (10 points): Good papers provide plenty of detail - examples that elaborate and enrich the paper.

Body - Details on who/what was studied (5 points): This information is often important for comparing research.

Conclusion (10 points): Summarize the key findings that you have reported on.

Mechanics - Citing Sources (10 points): When you refer to sources, you must cite them to identify their source. All citations and references in this paper must be in APA format (see http://owl.english.purdue.edu/owl/resource/560/01/). References in the body of the paper are by name(s) of author(s), followed by year of publication in parentheses, i.e., (Barrett, 2010). For direct quotes from other authors, the page number(s) containing the quote must also be included in the citation, following the author’s last name and the date of publication, i.e., (Barrett, 2010, p. 448). For references authored by more than two contributors use the first author's name and et al. (Johnson et al., 2000). For multiple citations from one author in the same year use a,b,c after year of publication (Bourdieu, 1977a).

You should conclude your paper with a reference list, in APA format, consisting of any readings cited throughout your paper. For example:


Mechanics - Grammar (10 points)
(CEC 1; CF Knowledge Base, Professional Commitments, Diversity, Assessment)

**Pop quizzes** (15 percent of final grade): At his discretion, the professor will administer pop quizzes, in multiple choice or short answer format, to determine your comprehension of the readings for a particular week. At the end of the semester, the professor will drop the two lowest quiz scores for students with perfect class attendance; he will drop the lowest quiz score for students who miss one class. Students with more than two absences over the duration of the course will not have low/missed quiz scores dropped. (CEC 1, 9; CF Knowledge Base, Assessment)
Participation (5 percent of final grade): Students are expected to participate in class regularly. The class participation mark is comprised of several components: attendance, lateness, participation, demeanor, attitude, quality of feedback prepared for colleagues, and overall disposition in class. Your active participation will be most helpful to your classmates during their presentations. (CEC 1, 2, 3, 5, 10; CF Knowledge Base, Professional Commitments, Diversity, Assessment)

Assessment Rubric for Participation

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<thead>
<tr>
<th>Active Participation</th>
<th>Incomplete/ Unacceptable</th>
<th>Unsatisfactory/ Unacceptable</th>
<th>Satisfactory/ Acceptable</th>
<th>Excellent/ Target</th>
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<tbody>
<tr>
<td>No unsolicited participation in class or small groups. Resistance to solicited participation.</td>
<td>Minimal participation in class and in small groups. Participate only when solicited. No questions asked.</td>
<td>Unsolicited participation in small group or class discussion. Asks questions.</td>
<td>Active, unsolicited participation in class and group discussions. Demonstrates leadership.</td>
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<tr>
<td>Quality Participation</td>
<td>No participation or Participation that is not related to texts/topic. Non-constructive criticism</td>
<td>Participation does not respond to other students, professor, or topic; reveals lack of preparation.</td>
<td>Participation is clear and is relevant to topic and the flow of discussion. Demonstrates understanding/ reflection</td>
<td>Satisfactory + shows insight/interest and develops discussion. Inspires others.</td>
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<tr>
<td>Professional/ Moral Etiquette</td>
<td>Disrespect for other students or professor (e.g., head on desk, disrupting discussion)</td>
<td>Passive/apathetic disposition Responds to conflict/ disagreement with aggression or resentment.</td>
<td>Responds to conflict/ disagreement constructively/ w respect Appears focused</td>
<td>Offers constructive suggestions Energetic participation</td>
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FINAL GRADE ASSIGNMENT, BASED ON POINTS, IS DETERMINED AS FOLLOWS:

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<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>97-100</td>
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<td>A</td>
<td>94-96</td>
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<td>A-</td>
<td>90-93</td>
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<td>B+</td>
<td>87-89</td>
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<td>B</td>
<td>83-86</td>
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<td>B-</td>
<td>80-82</td>
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<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
<td>70-72</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>59 and below</td>
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Course Schedule and Activities

1. January 24 – Introduction and course goals

   Read: James S. Coleman, “Equal schools or equal students?” Posted in “course readings” folder on our myreddragon class page.
   Due: Short writing assignment #1 (CEC 1, 2; CF Knowledge Base, Professional Commitments, Diversity, Technology)
3. February 7 – The relationship between education and social inequality: Introducing issues and explanations in the sociology of education/Term papers: Researching your topic
Read: Ralph Turner, “Sponsored and contest mobility and the school system.” Posted in “course readings” folder on our myreddragon class page.
Due: Short writing assignment #2 (CEC 1; CF Knowledge Base, Professional Commitments, Diversity, Technology)

4. February 14 – Functionalist theory and the explanation of education’s role in society
Read: Talcott Parsons, “The school class as a social system.” Posted in “course readings” folder on our myreddragon class page.
Due: Short writing assignment #3 (CEC 1, 2; CF Knowledge Base, Professional Commitments, Diversity, Technology)
Due: Term paper research question(s) (CEC 1; CF Knowledge Base, Professional Commitments)

5. February 21 – Conflict theory and the explanation of education’s role in society
Read: Randall Collins, “Functional and conflict theories of educational stratification.” Posted in “course readings” folder on our myreddragon class page.
Due: Short writing assignment #4 (CEC 1, 5; CF Knowledge Base, Professional Commitments, Diversity, Technology)

6. February 28 – School effects: Functional and conflict accounts of tracking
Read: Maureen T. Hallinan, “Tracking: From theory to practice.” Posted in “course readings” folder on our myreddragon class page.
Read: Jeannie Oakes, “More than misplaced technology: A normative and political response to Hallinan on tracking.” Posted in “course readings” folder on our myreddragon class page.
Read: Jeannie Oakes, “Two cities’ tracking and within-school segregation.” Posted in “course readings” folder on our myreddragon class page.
Due: Short writing assignment #5 (CEC 1, 2, 4, 5, 7; CF Knowledge Base, Professional Commitments, Diversity, Technology)

7. March 7 – Family and peer effects: Functional and conflict accounts of social capital
Read: James S. Coleman, “Social capital in the creation of human capital.” Posted in “course readings” folder on our myreddragon class page.
Read: Erin McNamara Horvat, Elliot B. Weininger, and Annette Lareau, “From social ties to social capital: Class differences in the relations between schools and parent networks.” Handout.
Due: Short writing assignment #6 (CEC 1, 2, 5, 10; CF Knowledge Base, Professional Commitments, Diversity, Technology)

8. March 14 – No class: Spring break

Read: Claude M. Steele, “Race and the schooling of Black Americans.” Posted in “course readings” folder on our myreddragon class page.
Due: Short writing assignment #7 (CEC 1, 2, 3, 7; CF Knowledge Base, Professional Commitments, Diversity, Technology)
Due: Term paper research summaries (CEC 1; CF Knowledge Base, Professional Commitments)

10. March 28 – Term paper progress reports/Citing and referencing outside sources

11. April 4 – Interactionist theory and the explanation of education’s role in society: Part 2 - Agency
Due: Short writing assignment #8 (CEC 1, 2, 9; CF Knowledge Base, Professional Commitments, Diversity, Technology)

12. April 11 – Cultural capital: Engaging conflict and interactionist theoretical approaches in explaining educational inequality
Read: Annette Lareau, “Social class differences in family-school relationships: The importance of cultural capital.” Posted in “course readings” folder on our myreddragon class page.
Due: Short writing assignment #9 (CEC 1, 2, 6, 9; CF Knowledge Base, Professional Commitments, Diversity, Technology)

13. April 18 – Code theory: Engaging conflict and interactionist theoretical approaches in explaining educational inequality

Read: Basil Bernstein, “Social class, language and socialization.” *Please begin reading at “Language, socialization and class” on p. 476 and read to the end of the article. Handout.

Read: Basil Bernstein, *Class, codes and control*, Vol. 3. * Please read from the beginning to “We now give a group” on p. 119 and from “The class assumptions of invisible pedagogy” on p. 123 to “Finally, the major analysis” on p. 133. Handout.


Due: Short writing assignment #10 (CEC 1, 3, 6, 9; CF Knowledge Base, Professional Commitments, Diversity, Technology)


Read: David P. Baker and Gerald Letendre, “Nation versus nation: The race to be first in the world.” Handout.


Due: Short writing assignment #11 (CEC 1, 2, 3, 4; CF Knowledge Base, Professional Commitments, Diversity, Technology)

Due: Term paper outline (CEC 1; CF Knowledge Base, Professional Commitments)

15. May 2 – Sociological accounts of recent trends in education reform: Part 2 - The United States

Read: Douglas Lee Lauen, “False promises: The school choice provisions in NCLB.” Posted in “course readings” folder on our myreddragon class page.

Read: David C. Berliner, “Our impoverished view of educational research.” Posted in “course readings” folder on our myreddragon class page.

Due: Short writing assignment #12 (CEC 1, 2, 3, 4, 6, 8; CF Knowledge Base, Professional Commitments, Diversity, Technology)

16. May 9 – Course reflections

Disability Statement: SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Student Disability Services Office located in B-1, Van Hoesen Hall or call 753-2066 for an appointment. Because many accommodations require early planning, requests for accommodations should be made as soon as possible.
Academic Integrity Statement: “Students in this course are expected to abide by the guidelines on academic dishonesty that are found in chapter 340 of the SUNY Cortland College Handbook (http://www.cortland.edu/president/handbook.pdf). As stated in these guidelines, any instance of plagiarism, cheating on examinations or other forms of academic dishonesty will be punished, most likely by the receipt of a failing grade for this course and possible dismissal from the College. The primary means for enforcing the course’s policy on academic dishonesty will be a Web-based plagiarism detection service to which you will be required to submit all of the papers you write for this course.”