**UNIVERSITY OF WYOMING**

**SOCIOLOGY 3065: SOCIOLOGY OF EDUCATION**

**3 CREDITS**

**SPRING 2018**

Class Meetings: Tuesdays and Thursdays, 11:00 AM -12:15 PM

Classroom: Agriculture 2018

Professor: Timothy J. (Tim) Nichols, Ph.D.

Office Hours: Tuesdays 2:00-4:30 PM, Arts and Sciences 204

Wednesdays 8:30-11:30 AM Guthrie 209

Email: [tjnichol@uwyo.edu](mailto:tjnichol@uwyo.edu)

Phone: 605-690-5042

Course Description: This is a foundational course in the application of sociological principles to the field/discipline/social institution of education. Topics to be examined include theoretical and historical perspectives as well as contemporary issues and trends. The course will explore issues such as race, class and gender as they relate to education, along with phenomena including the achievement gap, educational funding, education policy, education as a social institution, the hidden curriculum, and the role schools in society. Emphasis will be placed on understanding the *intersectionality* of these issues from the ‘open systems perspective’ of functions, processes, and multiple stakeholder groups (e.g. students, teachers, administrators, policy makers, and citizens). The focus will be on sociological issues as they relate to the US educational system, but relevant international issues and approaches will also be discussed.

Course Objectives:

As a result of participating in this course, students will:

>Develop foundational knowledge of a wide range of sociological concepts and their application to the field/discipline/social institution of education;

>Critically reflect upon and be able to communicate their own experiences with education from a sociological perspective;

>Demonstrate an enhanced awareness and appreciation for multiple perspectives on a range of historical and contemporary issues relating to the sociology of education.

Text/Required Readings:

Ballantine, Jeanne, Hammack, Floyc, and Jenny Stuber (2017). *The Sociology of Education: A Systematic Analysis.* Eighth edition. Routledge, (an imprint of the Taylor and Francis Group), New York. ISBN: 978-1-138-23736-0.

Additional Materials:

Additional resources, readings, video clips, and web-based information will be posted to the course website, available through WyoWeb.

Students will be responsible for mastery of readings and other posted course materials, not all of which will be explicitly covered during lectures.

Power point lecture slides will be posted/updated to the course website, typically on a weekly basis. These slides are provided as resources, but are not intended to substitute for lecture attendance.

Our course will feature a diverse line-up of guest presenters as experts on given subject matter areas. Students are responsible for materials from these presentations/discussions. Even though this material will often not be available online; this content will be included in course assessments.

Course Requirements:

Examinations (200):

There will be two (2) 100 point examinations, and one (1) 100 point optional comprehensive final. Exams will include multiple choice, true/false, short answer, and essay questions. The two exams will take place in class and the final will take place during the university-assigned final exam time. Students are required to bring their university ID to every exam.

* Exams are tentatively scheduled for the weeks of March 12 & 14 and April 16 & 18.
* The final exam is scheduled for: May 16, 10:15 AM -12:15 PM.

Quizzes (50):

There will be two in-class quizzes, worth 25 points each. Quizzes will include multiple choice, true/false, short answer, and essay questions. Students are required to bring their university ID to every quiz.

\*Quizzes are tentatively scheduled for the week of February 5 & 7 and May 7 & 9

Guest reactions: 5 @ 10 points each (50):

We will have a number of guest speakers and visits/visitors to class during the semester. During their visit/s we will treat our guests with the utmost of respect. Students will summarize the selected speakers’ presentation/s and integrate into other course content, and more broadly, into what they are learning about the sociology of education. These should be submitted one week following the speaker or experience under examination; a minimum of two will be due March 12; the remaining three must be submitted by May 2.

Personal Reflection Essay (50):

Students will write a four-to-five page essay in which they reflect on their own educational biographies from a sociological perspective, integrating key topics and themes from our text and class presentations and discussions. Guidelines and a rubric will be distributed in class. Essays are due to WYO courses March 13.

Sociology of Education Debate (25):

We will hold a series of in-class debates on complex topics relating to the Sociology of Education. Students will be assigned to teams on a particular side of an issue in question. Rules for the debates and a rubric for assessment will be provided. Debates are tentatively scheduled for class May 7 & 9.

Sociology of Education in the News (25):

In teams of two, students will present a briefing to class and lead a discussion about a topic or issue relating to the Sociology of Education from that week’s news. Sign-up sheets will be distributed early in the semester, and presentations will be ongoing.

Service Learning (50):

Students will contribute a two-four hours to a service project to benefit (an) educational program/s in Laramie; and they will write reflectively about their experience, integrating their service with the course’s academic content. Guidelines, deadlines, logistical support, and a rubric will be provided.

Class Participation (50):

Students are expected to attend every class session in order to master the course’s key concepts, to engage course material with the instructor and their classmates, and to contribute to class and group discussions and projects. In-class activities will sometimes be collected as participation points. These will not be announced ahead of time and cannot be made up without approved university absences and prior communication with the instructor.

Extra Credit:

A variety of speakers and events will be held on campus and announced throughout the semester relating to the Sociology of Education (these include, but are not limited to the Martin Luther King Days of Dialogue, and the Shepard Symposium on Social Justice). Students may attend these events and write a one-two page reflection on their experience, relating it to course content for five points each. In addition, we will hold drives (e.g. school supplies and after school snacks) for local educational service agencies. A maximum of 20 points extra credit may be earned over the course of the semester.

Course Grading:

|  |  |
| --- | --- |
| Item | Points Possible |
| Exams/Final: 2 @ 100 points each | 200 |
| Quizzes: 2 @ 25 points each | 50 |
| Guest reactions: 5 @ 10 points each | 50 |
| Personal Reflection on Sociology of Education | 50 |
| Sociology of Education in the News | 25 |
| Sociology of Education Debate | 25 |
| Service Learning | 50 |
| Attendance and Participation | 50 |
| Total | 500 |

Grades will be earned according to the following standard of excellence:

|  |  |  |
| --- | --- | --- |
| Grade | Percentage | Points |
| A | 93-100 | 465-500 |
| A- | 90-92.99 | 450-464 |
| B+ | 87-89.99 | 435-449 |
| B | 83-86.99 | 415-434 |
| B- | 80-82.99 | 400-414 |
| C+ | 77-79.99 | 385-399 |
| C | 73-76.99 | 365-384 |
| C- | 70-72.99 | 350-364 |
| D+ | 67-69.99 | 335-349 |
| D | 60-66.99 | 300-334 |
| F | <59.99 | 0-299 |

Missed/Late Assignments: Missed exams or quizzes and class participation points may not be made up, except in the case of a documented university-excused absence. Timing for excused absence exams and quizzes will be set by the instructor. Late assignments will not be accepted.

Classroom Environment: With topics that we will cover in class, it is essential that we maintain an inclusive, accepting, respectful classroom environment that will help us all learn the subject matter and grow together. This means participating, listening carefully and thoughtfully, and offering your own insights and perspectives.

Classroom Statement on Diversity: The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning.

Academic Honesty: The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated. Teachers and students should report suspected violations of standards to the instructor, department head, or Dean. Other university regulations may be found at: <http://www.uwyo.edu/generalcounsel/new-regulatory-structure/index.html>.

Academic dishonesty will not be tolerated in this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, a zero or “F” on an exam, a zero or “F” on the class component exercise, and/or an “F” in the entire course. Academic dishonesty means anything that represents someone else’s ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person’s writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person’s academic dishonesty is also considered academic dishonesty and will be treated identically.

Accommodations: If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with and provide documentation of your disability to University Disability Support Services (UDSS) in SEO room 330 Knight Hall. We will work together to help you be successful.

The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or [udss@uwyo.edu.](mailto:udss@uwyo.edu) It is in the student’s best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: [www.uwyo.edu/udss](http://www.uwyo.edu/udss)

Duty to Report: UW faculty are committed to supporting students and upholding the University’s non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the University, the faculty member MUST report information you share about the incident to the university’s Title IX Coordinator (you may choose whether you or anyone involved is identified by name). If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may find info about UW policy and resources at <http://www.uwyo.edu/reportit>

You do not have to go through the experience alone. Assistance and resources are available, and you are not required to make a formal complaint or participate in an investigation to access them.

Campus Resources:

DISABILITY SUPPORT SERVICES: [udss@uwyo.edu](mailto:udss@uwyo.edu), 766-3073, 128 Knight Hall, [www.uwyo.edu/udss](http://www.uwyo.edu/udss)

COUNSELING CENTER: [uccstaff@uwyo.edu](mailto:uccstaff@uwyo.edu), 766-2187, 766-8989 (After hours), 341 Knight Hall, [www.uwyo.edu/ucc](http://www.uwyo.edu/ucc)

ACADEMIC AFFAIRS: 766-4286, 312 Old Main, [www.uwyo.edu/acadaffairs](http://www.uwyo.edu/acadaffairs)

DEAN OF STUDENTS OFFICE: [dos@uwyo.edu](mailto:dos@uwyo.edu), 766-3296, 128 Knight Hall, [www.uwyo.edu/dos](http://www.uwyo.edu/dos)

UW POLICE DEPARTMENT: [uwpd@uwyo.edu](mailto:uwpd@uwyo.edu), 766-5179, 1426 E Flint St, [www.uwyo.edu/uwpd](http://www.uwyo.edu/uwpd)

STUDENT CODE OF CONDUCT WEBSITE: [www.uwyo.edu/dos/conduct](http://www.uwyo.edu/dos/conduct)

Substantive changes to syllabus: All deadlines, requirements, and course structure is subject to change if/as deemed necessary by the instructor. Given our inclusion of guest speakers and field experiences in Sociology of Education, I may need to make minor changes to the syllabus/schedule as the course proceeds. These will be announced in class and posted to the course website. Be sure to attend class, check WyoCourses, and your UW email for updates.

Tentative Course Schedule and text chapter readings, indicated in parentheses ( ).

January 29 & 31 Introduction to Sociology of Education (1)

February 5 & 7 Conflicting Functions – Making the System Work (2)

Quiz 1

February 12 & 14 Equality of Opportunity and Social Class Differences (3)

February 19 & 21 Equality of Opportunity and Gender Differences (4)

February 26 & 28 Equality of Opportunity and Racial/Ethnic Differences (5)

March 5 & 7 The School as Organization (6)

March 12 & 14 Roles in the Educational System (7)

Exam 1(Ch. 3-6)

Speaker Reaction papers (2) due to WYO Courses (3/12);

Personal Reflection Essays Due to WYO Courses (3/13)

March 19 & 21 Spring Break – No Class

March 26 & 28 Students: The Core of the School (8)

April 2 & 4 The Informal System (9)

April 9 & 11 The Educational Environment (10)

April 16 & 18 Higher Education (11)

Exam 2 (Ch 7-11)

April 23 & 25 Educational Systems Around the World (12)

April 30 & May 2 Educational Movements and Reform (13)

Final Speaker reaction papers (3) due May 2

May 7 & 9 Course Culmination and Conclusion

Sociology of Education Debates

Quiz 2 (Ch 11-13)

Finals Week Optional Comprehensive Final Exam

May 16, 10:15 AM -12:15 PM.