

LOYOLA UNIVERSITY OF CHICAGO

ELPS 410 - Sociology of Education – Fall, 2008

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Wednesdays: 7:00-9:30
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Course Outline

Description: In this course, we will examine texts that are essential reading in the sociology of education. We will explore central ideas about the nature of knowledge and learning, the nature of educational institutions, and how sociology examines these elements in a society. We will ask key questions: What are the foundational ideas of justice and rights in education in a democratic society? How are rights to be guaranteed in a pluralistic, multicultural democracy? What are the central foundations of liberal education and what ideas must be retained, as we move from generation to generation of thought in scholarly educational writings and education policy? How are these ideas brought forward in the sociology of education?

As educators and other professionals, our goal is to provide the greatest opportunities for those for whom we are responsible. The understanding of the foundational sociological issues in the processes of education and citizenship will enhance our ability to provide those opportunities.

II. Textbook: Steven Brint, *Schools and Societies*. (Second edition) Stanford, CA: Stanford University Press, 2006. Additional readings will be provided on Blackboard.

III. Requirements and Evaluation:

Two examinations: a mid-term and a final examination are required. One paper, 7 to 10 pages in length, is required for this course. The paper should be double-spaced, with no larger than 12-point font. University of Chicago, Turabian, MLA, or ALA formats are all acceptable but they must be consistent. Plagiarism is, according to Loyola policy as well as my own, completely unacceptable and you will forfeit your grade. It's a risk not worth taking. Seriously. Don't.

Choose a central issue current in American education and present the ways in which the issue is approached by sociologists and sociologists of education. You may cite the course text and readings, but you must include at least three additional sources (full citations) to support your presentation of the of the issue you choose, over time. The sources can be books or academic journal articles. Your paper should present a reasoned conclusion, discussing your assessment of the positions of your sources and explaining why you believe a particular approach to the issue is most appropriate. A minimum of seven concise, logically argued, and interesting pages is far preferable to ten pages with padding, by the way.

A. Class Participation: (10 percent) Class discussion will be based on the weekly readings. Emphasis will be placed on students developing an understanding of the central ideas in the texts, and demonstrating an effort to integrate these ideas in education issues, as we examine them.

B. Course Paper: 1 paper. (30 percent credit).

C. Mid-Term Examination: (30 percent) The mid-term exam will be based on readings included in class sessions up to (but not including) the mid-term class. It will consist of four or more questions: one will be answered by all students; students may chose two of the three remaining questions to answer. Grading will be based on accuracy, coherence of presentation, and inclusion of critically important points from the readings. This will be a take-home exam and you will have 72 hours to send me your completed exams, electronically. No exceptions, please.

D. Final Examination: (30 percent) The exam will be based on all of the readings. For the final, you may include any additional sources you have used in your paper, but please make sure you identify them. The exam will consist of five or more questions, of which one will be required to be answered – you can choose two others questions, in addition. As with the mid-term, grading will be based on accuracy, coherence of presentation, and inclusion of critically important points from the readings. This will be posted on Blackboard after Class 14; you will have until December 10th to return them to my email.

E. Course Objectives: You will be able to demonstrate an understanding of the development of the field of sociology of education in the United States and other cultures. In addition, through lectures and course discussions, you will be able to explain the significance and the development of various aspects of the field, as it evolved over time. You will be able to demonstrate an understanding of the application of these ideas in the formation of democratic educational theory and practice. This understanding will underscore students' expression of ethical approaches to research and educational procedures.

F. Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the

pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: http://www.luc.edu/education/academics_policies.shtml#honesty

G. Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>

H. Harassment

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

I. Conceptual Framework

Loyola's School of Education bases its coursework on a conceptual framework, which is summarized by the phrase, *professionalism in service of social justice*. This commitment to social justice is realized within a professional framework and it is this commitment that is the foundation for the instruction, learning, candidate development, faculty and staff practices, and all other activities the School of Education sponsors. To achieve this mandate, faculty assists students in their understanding through consistent reinforcement of the nature and definition of social justice principles in the School and in their personal and professional experiences, so students can apply ethical principles in their professional decision-making processes. Students will be able to demonstrate the understanding of this knowledge and skills in a variety of school and professional settings. (CF 2) As a result, they will develop a broader and more nuanced sense of necessary skills to work in various school and professional settings. In addition, students will develop the ability to

demonstrate professional decision-making skills that advance social justice and service. (CF 6) Our investigation of diverse cultures and perspectives on educational possibilities will promote student skill development in effective work with diverse actors in the educational process. (CF 4) Viewing the sociology of education through the lens of these tenets, students are better able to embrace the knowledge that their own actions – professionally and as citizens – form the democracy that will be encountered by future generations.

J. Technology

While this course is not about technology, it is necessary for students to develop ease of use in accessing and sending emails on Loyola's Groupwise system, in placing work in the Blackboard Dropbox, in accessing readings on Blackboard, and in exploring the vast resources available through Loyola's online library resources. This facility with technological interaction will serve students in good stead in their professional and personal lives.

K. Diversity

This course examines the sociology of education in the United States, and globally, exploring the framework based on the radical egalitarian principles that are central to progressive education in a democracy and to Loyola University's social justice commitment. Through readings, discussion, and writing, students examine the central ideas that allow education to serve all American citizens to reinvigorate and implement democratic principles. Emphasis in text and in readings is placed on analysis and exploration of the ways in which diverse populations are included in and generate this process.

IV. Schedule (*All "assigned readings" are for the following class.)

August 27 - Class 1. Introduction

Assigned reading: Harp and Richer; J. S. Mill (Blackboard, under "Course Documents")

September 3 - Class 2. Lecture and discussion: Field of sociology of education (Harp and Richer, J. S. Mill)

Assigned reading: Chapter 1 in Brint; Dewey, Democracy and Education, Ch. 7 (Blackboard)

September 10 - Class 3. Lecture and discussion: Schools as social institutions

Assigned reading: Chapter 2 in Brint

September 17 - Class 4. Lecture and discussion: Schooling in the industrial world

Assigned reading: Chapter 3 in Brint; Steven F. Diamond, Race to the Bottom (Blackboard).

Film: Eyes on the Prize

September 24 - Class 5. Lecture and discussion: Schooling in the developing world

Assigned reading: Chapter 4 in Brint; Immanuel Wallerstein, *New Revolts Against the System* (Blackboard)

October 1 - Class 6. Lecture and discussion: Cultural transmission through schooling
Assigned reading: Chapter 5 in Brint; James Q. Wilson on John Ogbu (Blackboard)

October 8 - Class 7. Lecture and discussion: Schools and socialization
Assigned reading: Chapter 6 in Brint; James Coleman, *Social Capital in the Creation of Human Capital* (Blackboard)

Film: *Weapons of the Spirit* (Le Chambon-sur-lignon)

Midterm Exam posted on Blackboard - Due to kjen-1@msn.com within 72 hours
(somewhat negotiable)

October 15 - Class 8. Lecture and discussion: Social selection in schooling
Assigned reading: Chapter 7 in Brint

October 22 - Class 9. Lecture and discussion: Schools and inequality
Assigned reading: Chapter 8 in Brint
Film: *Eyes on the Prize*

October 29 - Class 10. Lecture and discussion: Teaching and learning, comparative perspectives
Assigned reading: Chapter 9 in Brint; Patrick Spread, *Blau's Exchange Theory, Support and Macrostructure* (Blackboard)

November 5 - Class 11. Lecture and discussion: Reform in schooling
Assigned reading: Jane Addams: *Democracy and Social Ethics*, Chs. 1 and 6
(Blackboard)

November 12 - Class 12 Lecture and discussion: Addams from the perspective of recent readings
Assigned reading: Carr, *Educators and Education for Democracy: Moving Beyond "Thin Democracy"* (Blackboard)
Papers due by email to kjen-1@msn.com.

November 19 - Class 13 Lecture and discussion: Carr, *Educators and Education for Democracy*
Assigned reading: Prepare detailed review of two earlier assigned readings

No class -- November 26th – Happy Thanksgiving!

December 3 - Class 14 Class review of readings
Final exam posted on Blackboard.

December 10 – Class 15 - meets informally – student conferences, etc. **Final exams due by 10:00 p.m. December 10th -- no later, pls.! -- in my email: kjen-1@msn.com**