Sociology SOC:3650:0001, Education, Schools, and Society
Fall 2021, Tu/Th 11:00am-12:15pm, 121 PBB

Administrative Home:	Department of Sociology & Criminology College of Liberal Arts and Sciences (CLAS)
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COURSE DELIVERY

This is an in-person course.

MEETING TIMES

Class Meetings
Tuesday & Thursday, 11:00-12:15pm, in 121 Pappajohn Business Building.

Office Hours
Tuesday & Thursday, 1:30-3:00pm.

Students are invited to drop by during these hours to discuss questions about the course material or concerns. I will make myself available by Zoom during Office Hours.

I am also available by appointment if you are unable to attend my office hours.

COURSE DESCRIPTION AND EXPECTATIONS

The purpose of this course is to help students understand the relationship between the social world we live in and the educational and schooling experiences we have. We will focus mostly

on education and schools in the United States but will sometimes look outside the USA for insights.

REQUIRED READINGS AND MATERIALS

The following book will be available at the University Book Store. They can also be bought on Amazon.com. Readings that are not in the above texts will be made available through ICON.

Paying for the Party: How College Maintains Inequality. Elizabeth A. Armstrong and Laura T. Hamilton. 2015. Harvard.

All other reading materials will be posted to ICON (https://icon.uiowa.edu/) alongside the date you must read them. While the daily readings are summarized below, ICON will be the official record for what you are to read each day.

COURSE REQUIREMENTS & GRADE BREAKDOWN

Group Presentation (15%)

All students will be randomly assigned to a group of two. Depending on final enrollment, there may be one or two groups of three. Each group will be responsible for making a 10-15 minute presentation on the most important material for an assigned day's reading. Groups will also provide questions to start the day's discussion.

Each member of each group will be expected to make meaningful contributions to the group presentation. All students will be asked to rate their own level of contribution, as well as those of their partners. These evaluations will be private and used to help me moderate any disputes.

Exams (40% total)

There will be two exams, one mid-term exam and one final exam.

Paper One: Student Choice (20%)

You will be required to write a minimum 5-page essay where you answer a question from a list of possible topics.

Paper Two: Educational Autobiography (25%)

You will be required to write a minimum 10-page "educational autobiography." In this assignment, you will describe how your upbringing and educational experiences shaped your

education thus far. You will also describe, relying on published literature, how your educational experiences might have differed were you born to different circumstances. A detailed assignment sheet will be posted on ICON, which you should read closely before and while writing.

GRADING SCALE

Grading scale:

A+	99-100	B+	88-89.49	C+	78-79.49	D+	68-69.49	F	≤ 59.99
A	92-98.99	B	82-87.99	C	72-77.99	D	62-67.99		
A-	89.5-91.99	B-	79.5-81.99	C-	69.5-71.99	D-	60-61.99		

This scale already rounds up marginal letter grades. Grades falling slightly below the cut off will not be rounded up.

COURSE POLICIES AND EXPECTATIONS

Attendance

While attendance will not count as a formal part of your grade, it is important that you attend all class sessions. Missed practice assignments that cannot be reasonably made up at home will count as zeros. Moreover, attending in person allows you to ask questions and participate in group activities.

Students are responsible for material when they miss class. Please contact me or other students to get notes.

Digital Recordings

Recordings of lectures may not be shared without instructor permission. When permission is granted, recordings should be shared with only students who are registered for the class. These precautions are necessary to protect the privacy of class participants.

Collaboration & Group Participatoin

For the group assignment, all group members are expected to contribute equally. If you have concerns about your partner, please get in touch with me privately. No other class projects

Plagiarism

Plagiarism will not be tolerated. If you are unsure about how to cite the work of others, please contact me.

Course Announcements

I will use email to send out announcements, provide helpful information, etc. You are responsible for checking your email and ICON on a regular basis.

Accommodations
Students requiring academic accommodations should first register with Student Disability Services and then meet privately with me to discuss necessary arrangements.

LATE WORK

Late work is accepted up to one week after the due date but will receive only half credit. Students are encouraged to communicate with the instructor about late work; often short extensions can be granted when circumstances warrant it.

CLASS SCHEDULE

The following schedule is tentative and may be changed in response to the needs of the class. New versions will be posted and dated on ICON and will be accompanied by an announcement in class and through email.

Work that must be submitted is in bold. All submissions will have a location on ICON with directions. There will be other assignments requiring submission that are not listed here and will be announced in class on ICON.

Week	Day	Topics/Questions/Activities	Reading/Assignments Due
1	8/24	Introduction	
	8/26	The American School System: Goals & Stakeholders	Labaree, Public Goods & Private Goods
2	8/31	The American School System: History, Politics, and Structure	Spring, The History and Political Goals of Public Schooling Downey & Gibbs, How Schools Really Matter
	9/2	Education Outside School: The Information Environment	Postman, Amusing Ourselves to Death, Selections Valkenburg & Piotrowski, Youth and Media, Ch. 1 Klinenberg, Palaces for the People, pp. 39-43
3	9/7	Perspectives: Education & Society	Durkheim, On Education and Society Jefferson, A Bill for the More General Diffusion of Knowledge
	9/9	Perspectives: Socialization & Individualization Group 1	Rorty, Education as Socialization and as Individualization Rogers, On Becoming A Person
4	9/14	Perspectives: Functionalism & Conflict Theories	Collins, Functional and Conflict Theories of Educational Stratification
	9/16	Perspectives: Human, Social, Cultural Capital	Spring, The Economic Goals of Schooling, American Education Bourdieu, Forms of Capital
5	9/21	Perspectives: Meritocracy Group 2	Davis and Moore, Some Principles of Stratification Yglesias, Meritocracy is Bad Hilditch, Why Meritocracy Makes Us Miserable Cooper, The False Promise of Meritocracy
	9/23	Perspectives: Critical Theory Group 3	Freire, Pedagogy of the Oppressed, Ch. 1 Illich, Deschooling Society, Ch. 1

6	9/28	Perspectives: Critical Race Theory	Washington Post columns by Victor Ray, Sam Hoadley-Brill, Matt Yglesias on ICON
	9/30	Perspectives: Multicultural Education Group 4	Spring, Multicultural & Multilingual Education Lind, Why Arthur Schlesinger's 'Disuniting of America' Lives On
7	10/5	Perspectives: Education & Culture	Bloom, Closing of the American Mind, Preface Hirsch, Cultural Literacy
	10/7	Flex & Mid-term review	
8	10/12	Mid-term	
	10/14	Inequality & Education Group 5	Domina, Penner, & Penner, Categorical Inequality: Schools As Sorting Machines (ICON)
9	10/19	Inequality: Class Group 6	Lareau, Unequal Childhoods Heckman, Skill Formation
	10/21	Inequality: Race	Reardon & Owens, 60 Years after Brown
10	10/26	Inequality: Gender Group 7	Buchmann, DiPrete, McDaniel, Gender Inequalities in Education
	10/28	Inequality: Elites & Schooling Group 8	Karabel, The Chosen selections Flanagan, Priviate Schools Have Become Truly Obscene Kim, In Defense of Private Schools
11	11/2	K12: Curriculum & School Control	Common Core State Standards Initiative Wikipedia Page Loewen, Lies My Teacher Told Me selection Clark, Gleason, Tuttle and Silverberg. Do Charter Schools Improve Student Achievement? (Read abstract, skim rest)
	11/4	K12: Segregation Group 9	Tyson, Integration Interrupted, Introduction **Paper 1 Due**
12	11/9	K12: Tracking Group 10	Hallinan/Oakes Debate
	11/11	College: Who Learns? How Much? Group 11	Rosenbaum, College-for-All: Do Students Understand What College Demands? Arum and Roksa, Limited Learning on College Campuses

			Winship, The Faculty-Student Low-Low Contract
13	11/16	College: Admissions & Testing Group 12	Tough, The Years That Matter Most, Ch. 1 Strauss, Is it finally time to get rid of the SAT and ACT? Wai et al., No on likes the SAT. It's still the fairest thing about admissions.
	11/18	College: Inequality Group 13	Paying For The Party, Introduction, Chs. 1-4
14		*Thanksgiving Recess*	
15	11/30	College: Inequality, Pt. 2 Group 14	Paying For The Party, Chs. 5-9
	12/2	College: Getting A Job Group 15	Graeber, On the Phenomenon of Bullshit Jobs: A Work Rant Which College Programs Give Students the Best Bang for Their Buck?
16	12/7	College: Student Debt Group 16	Graeber, Debt, Ch. 1 Perry, Steinbaum, Romer, Why We Need Full Student Debt Cancellation Baum, Mass Debt Forgiveness Is Not a Progressive Idea
	12/9	Review	**Final Paper Due**
		Final exam TBA (Announced 5th week of semester)	

COLLEGE OF LIBERAL ARTS AND SCIENCES
Information for CLAS Undergraduates
Fall 2021

ATTENDANCE AND CLASSROOM EXPECTATIONS

Students are responsible for attending class and for knowing an instructor's attendance policies, which vary by course and content area. All students are expected to attend class and to contribute to its learning environment in part by complying with University policies and directives regarding appropriate classroom behavior or other matters.

ABSENCES

Students are responsible for communicating with instructors as soon they know that an absence might occur or as soon as possible in the case of an illness or an unavoidable circumstance. Students can use the CLAS absence form to help communicate with instructors who will decide if the absence is excused or unexcused; the form is located on ICON within the top banner under "Student Tools." Delays by students in communication with an instructor could result in a forfeit of what otherwise might be an excused absence (https://clas.uiowa.edu/students/handbook/attendance-absences).

ABSENCES: ILLNESS, UNAVOIDABLE CIRCUMSTANCES, AND UNIVERSITY SPONSORED ACTIVITIES

Students who are ill, in an unavoidable circumstance affecting academic work, or who miss class because of a University sponsored activity are allowed by UI policy to make up a missed exam. Documentation is required by the instructor except in the case of a brief illness. Students are responsible for communicating with instructors as soon as the absence is known (https://opsmanual.uiowa.edu/students/absences-class#8.1).

ABSENCES: HOLY DAYS

Reasonable accommodations are allowed for students whose religious holy days coincide with their classroom assignments, tests, and attendance if the student notifies the instructor in writing of any such religious Holy Day conflicts *within the first days of the semester and no later than the third week.* (See the UI Operations Manual, https://opsmanual.uiowa.edu/students/absences-class#8.2).

ABSENCES: MILITARY SERVICE OBLIGATIONS

Students absent from class due to U.S. veteran or U.S. military service obligations (including military service-related medical appointments, military orders, and National Guard Service obligations) must be excused without penalty. Instructors must make reasonable accommodations to allow students to make-up exams or other work. Students must communicate with their instructors about the expected possibility of missing class as soon as possible. (For more information, see https://opsmanual.uiowa.edu/iv-8-absences-class%C2%A0-0).

ACADEMIC MISCONDUCT

All undergraduates enrolled in courses offered by CLAS have in essence agreed to the College's Code of Academic Honesty. Academic misconduct affects a student's grade and is reported to the College which applies an additional sanction, such as suspension. Outcomes about misconduct are communicated through UI email (https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code).

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

UI is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as a mental health, attention, learning, vision, and a physical or health-related condition) through the Student Disability Services (SDS) office. The student is responsible for discussing specific accommodations with the instructor. Note that accommodations are not granted retroactively but from the time of the student's request to the instructor onward; additionally, accommodations must be requested at least two weeks in advance of the related assignment or exam (https://sds.studentlife.uiowa.edu/).

CLASS RECORDINGS: PRIVACY AND SHARING

Course lectures and discussions are sometimes recorded or live-streamed. These are only available to students registered for the course and the intellectual property of the faculty member. These materials may not be shared or reproduced without the explicit written consent of the instructors. Students may not share these recordings with those who are not enrolled in the course; likewise, students may not upload recordings to any other online environment. Doing so is a breach of the Code of Student Conduct and could be a violation of the Federal Education Rights and Privacy Act (FERPA); also see https://dos.uiowa.edu/policies/code-of-student-life/.

COMMUNICATION: UI EMAIL

Students are responsible for all official correspondences sent to their UI email address (uiowa.edu) and must use this address for any communication with instructors or staff in the UI community (Operations Manual, III.15.2). Emails should be respectful and brief, with complex matters addressed during the instructor's drop-in hours, for example. Faculty are not expected to answer email after business hours or during the weekends.

COMPLAINTS ABOUT ACADEMIC MATTERS

Students with a complaint about a grade or a related academic issue should first visit with the instructor and then with the course supervisor (if one is assigned), and next with the Chair of the department or program offering the course. If not resolved, students may bring their concerns to the College of Liberal Arts and Sciences: https://clas.uiowa.edu/students/handbook/student-rights-responsibilities.

FINAL EXAMINATION POLICIES

The final exam schedule is published during the fifth week of the fall and spring semesters or on the first day of summer classes; *students are responsible for knowing the date, time, and place of their final exams*. Students should not make travel plans until knowing this information. A student with exams scheduled on the same day and time or who have more than two final exams on the same day should visit this page for how to resolve these problems by the given deadline: https://registrar.uiowa.edu/makeup-final-examination-policies. No exams may be scheduled the week before finals; some exception, however, have been made for labs, language courses, and off-cycle courses (https://registrar.uiowa.edu/final-examination-scheduling-policies).

FREE SPEECH AND EXPRESSION

The University of Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We are committed to open inquiry, vigorous debate, and creative expression inside and outside of the classroom. Visit Free Speech at Iowa for more information on the University's policies on free speech and academic freedom (https://freespeech.uiowa.edu/).

HOME OF THE COURSE

The College of Liberal Arts and Sciences (CLAS) is the home of this course, and CLAS governs the course's add and drop deadlines, the "second-grade only" option (SG0), and other undergraduate policies and procedures. Different UI colleges may have other policies or deadlines. See https://clas.uiowa.edu/students/handbook. Questions? Contact CLAS at clasps@uiowa.edu or 319-335-2633.

MENTAL HEALTH

Students are encouraged to seek help as a preventive measure or if feeling stressed or overwhelmed. Students should talk to their instructors for guidance with specific class-related concerns and are encouraged to contact University Counseling Service (UCS) at 319-335-7294 during regular business hours to schedule an appointment. USC offers group and individual therapy as well as counseling for couples about relationships while making referrals to other resources (https://counseling.uiowa.edu/). Student Health can also address related concerns (https://studenthealth.uiowa.edu/). These visits are free to students. After hours, students are encouraged to call the Johnson County Community Crisis Line at (319) 351-0140 or dial 911 in an emergency.

NONDISCRIMINATION IN THE CLASSROOM

The University of Iowa is committed to making the classroom a respectful and inclusive space for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited in MyUI to optionally share the names and pronouns they would like their instructors and advisors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals based on race, class, gender, sexual orientation, national origin, and other identity categories indicated by the University's Human Rights policy. Contact the Office of Equal Opportunity and Diversity at https://diversity.uiowa.edu/division/office-equal-opportunity-and-diversity-eod.

SEXUAL HARASSMENT

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff; all members of the UI community are expected to conduct themselves in a manner that maintains an environment free from sexual harassment and sexual misconduct. Those experiencing sexual harassment are strongly encouraged to report the incidents and to seek help (https://osmrc.uiowa.edu/).