SOED-GE 2002

Introduction to the Sociology of Education

DEPARTMENT OF APPLIED STATISTICS, SOCIAL SCIENCE, AND HUMANITIES
New York University
Fall 2017 | Tuesdays 4:55-6:35pm | Location: Waverly, Room 366.

Instructor: Jackie Cruz
Office Hours: By appointment | jec538@nyu.edu |

COURSE DESCRIPTION:

This graduate seminar is focused on providing students with a thorough and detailed introduction to key concepts and ideas in sociology of education. We will explore how social theory relates to education. In the course, we will think critically about the intersections between theory and practice. In addition, schools do not solely have inputs (students) and outputs (an educated person). Many social processes and sorting occur both within and across schools. These processes influence patterns of social stratification, inequality and inequities. Throughout the course, we will consider questions like the following:

1. How do social markers of difference---such as race, class, language status, gender, ethnicity, sexuality, ability---affect, or relate to, the schooling process and educational outcomes?
2. What role does the organizational, legal and political environment have on the process of schooling?
3. How does social context and social structure influence the process of schooling?
4. How are formal and informal relationships organized within schools, and what are the consequences for students' learning and identities?
5. How are inequalities related to social class, ethnicity, race, gender, and sexual orientation manifested in schools?
6. To what extent, and in what ways, do schools promote equal opportunity, as well as reproduce prevailing patterns of power, privilege, and hierarchy?

COURSE DESIGN:

Critical thinking and active participation are essential given the seminar design of the course. Discussion of the assigned readings is a central component of each session; students should take sufficient notes on passages and concepts or theories of interest, such as aspects of the literature that students considered particularly insightful, intriguing, provocative, offensive, confusing, or infuriating. Course discussion will also be supplemented by mini-lectures, video clips, experiential exercises or activities, autobiographical writing, and guided discussion in large and small groups.

REQUIRED TEXTS:


Other articles read in the course will be accessible via NYU Classes or e-reserves @ Bobst.

**COURSE ASSIGNMENTS:**

(1). **SCHOOLING NARRATIVE** (10%) Draft a 2-3pg. story related to a “memorable moment” (positive or negative) in your own PreK-12 education. Rather than a longer memoir, choose a single event or vignette to narrate that vividly illustrates an aspect of your experience with being a student in a school or classroom. **Due 9.26 in class**

(2). **WEEKLY POSTING** (20%) Each session you will be expected to write a short reaction paper (100-200 words) posted by 1:00pm on Tuesdays on NYU Classes. Please do not summarize the readings, instead postings should contain your “thinking.” The reflections should be critical and thoughtful, and engage with the ideas in the texts.

(3). **MIDTERM** (20%) This paper is a precursor to your final assignment; the final paper will require you to write a research paper on an issue related to the sociology of education. In this paper, you will identify the issue you want to explore and why you want to study it. You will then choose and introduce two or three *different* perspectives on your issue, (you can utilize opinion pieces, journal articles, or books) and analyze the different frameworks and assumptions that shape these perspectives. **Due 10.31 by midnight on NYU Classes**

(4) **RESEARCH PAPER** (40%) The final paper will require you to write a research paper on an issue related to the sociology of education. This paper must utilize a variety of research articles from different academic journals and/or books. Topics should be chosen in consultation with the professor early in the semester. **The paper should be at least 12 pages long— not including references— and should be in APA style.**

(5). **ATTENDANCE/CLASS PARTICIPATION** (10%) Attendance, punctuality, and participation are expected. Students are responsible for showing up on time and being prepared to be active and engaged during class time, and these tasks represent the standard expectations for any life-long learner. If you need to be absent or late due to extenuating circumstances (illness or emergency), you must contact the professor to make appropriate arrangements. Absences from a class or limited participation will have bearing on the outcome of your grade in the class (i.e., except where other arrangements need to be made such as prolonged illness, in which case, proper documentation is required).

**GRADING:**

- **A** Exceptional—Exceeds expectations in all dimensions
- **A-** Excellent—Meets expectations in all dimensions and exceeds expectations in some
- **B+** Solid—Meets expectations in all dimensions
- **B** Needs Improvement—Below expectations in some dimensions
- **B-** Needs Significant Improvement—Below expectations in many dimensions
- **C** Insufficient—Significantly below expectations in some or all dimensions
COURSE SCHEDULE:

09.05 Course Overview & Introductions

Part 1: History, Theory and Method in the Sociology of Education

09.12 The Field and Its Methods


09.19 Foundational History of Education in the United States


Select 1 of 2 below:


Suggested Readings:

A Nation At Risk: The imperative for educational reform:  

The Moynihan Report – The Negro Family: The case for national action:  
09.26 **Functional and Conflict Theories of Education**


*SCHOOL NARRATIVE DUE IN CLASS*

10.03 **Schools as Institutions: A History**

**Guest Lecturer: Noah Kippley-Ogman**


10.10 **No Class**

10.17 **Part 2: School Organization and the Processes of Schooling:**

**Curriculum, Pedagogy, and Assessment**


10.24 **Parenting, Academic Tracks, and School Success**


*Midterm due by midnight

10.31 Labeling Theory, Disproportionality, and Ableism in Special Education


11.07 School Discipline and the Criminalization of Black Girls


11.14 Educational Equity in Higher Education: Access, Admissions, and Title IX


Part 3: Education, Identity, and Inequality

11.21 Race, Identity, and Education


Suggested Reading:

11.28 Gender and Sexuality


Part 4: Educational Reform and Policy


COURSE AND NEW YORK UNIVERSITY POLICIES:

Assignments. All assignments should be professional in appearance. Papers should be typed, double-spaced, stapled once in the top left-hand corner. Do not use any decorative covers or binders for any assignment. Assignments received in this fashion will be returned ungraded. Assignments not turned in by the due date listed on the course schedule will be considered late. It is the responsibility of the student to turn in assignments on time. A half-grade deduction will be administered per day late; including the weekend. (B+ to B; If one-day late, etc.)

Academic Honesty. Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgment of the source is intellectual theft and is called plagiarism. It is not plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged. Students who consult such critical material and wish to include some of the insights, terms or statements encountered must provide full citations in an appropriate form.

COURSE AND NEW YORK UNIVERSITY POLICIES (continued):

Access and Accommodations for Students with Disabilities. In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, New York University is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/or Learning) consult the Office of Student Disabilities.

Expectations for Written Proficiency. Students must demonstrate consistently written English in coursework. The New York University Reading & Writing Center provides tutoring to students across the curriculum and at all academic levels. For more information, see http://www.nyu.edu.

REFERENCES:

This sociology of education course has been modeled after syllabi from the following university professors: Joseph Nelson (Swarthmore College) and Catherine Kramarczuk Voulgarides (NYU).