Fall 2013
San Jose State University

Interdisciplinary Social Science/Sociology 177:
Sociology of Education

Professor: Maria Luisa Alaniz, Ph.D.
Office Location: DMH 220
Telephone: 408.924.5543
Email: maria.alaniz@sjsu.edu
Office Hours: Tuesday – Thursday 9 a.m. – 12:00 p.m.
Class Days/Time: Tuesday (03) 3:00 – 5:45 p.m.
Thursday (04) 3:00 – 5:45 p.m.
Classroom: Tuesday: BBC 003
Thursday: BBC 225

Course Description
This course will provide an interdisciplinary approach to the analysis and critique of the educational system in the United States. The first half of the semester we will focus on sociology of education theory to assist us in identifying and examining the relationship between society and education. We will explore issues such as the role of schools in socialization, social certification, institutional legitimation, cultural capital, social capital, inequality in educational/occupational outcomes and formation of individual values.

The second half of the semester we will examine issues specific to race/ethnicity, class and gender in the U.S. educational system. In particular, we will look at historical and contemporary factors that have positively and negatively affected the educational experience of youth of color. We will examine issues related to the academic achievement gap, attrition and retention, sexism in the classroom and the exclusionary curriculum.

Throughout the semester we will explore the effects of micro-level student-teacher interaction, specifically the short and long-term effects of positive reinforcement (praise, recognition) and negative reinforcement (neglect, criticism) on a student's sense of self and subsequent academic achievement. We will also discuss the critical role of the teacher in
creating an inclusive classroom culture conducive to the learning of all students. Finally, we will look at the teacher's role and agency in macro-level educational policy issues.

This course will combine lecture, group work and class discussion. Active participation is expected on a regular basis. In order to apply theory to practice, the course includes a fieldwork component. You will be required to engage in a minimum of twenty-five hours of observation and/or participation in a public school classroom.

**Required Textbooks**


**Classroom Protocol**

By definition, if you are going to participate and benefit from the class it is necessary that you be present. It is essential that you attend each class session and that you come prepared to discuss, question and/or critique the ideas expressed by the authors and the instructor.

Completion of reading assignments prior to the designated class session is critical to your participation. In order to get the full benefit of the class, you are expected to come to class prepared to discuss the reading assigned for the week.

YOU are responsible for all material presented in class whether or not you are present. Students are responsible for all assignments and announcements presented in class. If you are late or absent, it is your responsibility to contact another student. Assignments are collected in class on the day designated in the course syllabus. I have a no late work policy. I do not accept assignments via email.

Use of cell phones and lap top computers are NOT allowed in class. Full participation requires attentiveness to the discussion and respectful listening behavior when peers and the professor are speaking.

**Assignments and Grading**

**In Class Oral Participation (20 points)**

Attendance and engagement in thoughtful discussion regarding the readings is essential to the learning process. Since we are all products of the K-12 educational system, we have the relevant experience to participate in a critique of the perspectives presented in class. Your participation and sharing will greatly enhance the understanding and analysis of the course content.
Short Essays (40 points)
Four times in the semester you will be asked to respond to a set of questions regarding the readings, documentaries and class discussions. The assignment will require that you analyze, contrast and synthesize the course material covered in the previous weeks. This assignment will not require rote memorization but rather critical reflection. I am interested in your perspective and interpretation of the course material. You will have one week to submit the 3 – 5 page assignment. Due dates are in the syllabus.

Kozol Presentation (10 points)
Starting in the third week students will present a chapter from “The Shame of a Nation.” The presentation should include: an overview of the chapter (the major themes), application of the concepts/readings discussed in class, your perspective/critique and two questions to facilitate/generate discussion.

Field Work in Public School Setting (K – 12) (30 points)
The major purpose of this assignment is to apply the theories, concepts and research we discuss in class to a public school setting. You are required to spend a minimum of 25 hours in a public school (elementary, junior high or high school). In the first half of the semester you will collect demographic data on your fieldwork/school site. The mid-term assignment is a 3 – 5 page descriptive overview of your school and surrounding community. As you engage in fieldwork and we discuss social theories in class, you will be expected to observe and identify manifestations of the theories (i.e. labeling) in the classroom. The final exam/assignment will consist of 1) a 3 – 5 page paper using the theories and concepts discussed in class to analyze and critique your experience in the classroom and 2) a 10-minute power point presentation providing an overview of your fieldwork experience.
# Course Schedule

*The schedule is subject to change with fair notice. If a change occurs an announcement will be made in class and via campus email.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>8/22-8/27</td>
<td><strong>Introduction</strong>&lt;br&gt;Introduction to the course&lt;br&gt;*fingerprints and TB test if needed</td>
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<td>2</td>
<td>8/29-9/3</td>
<td><strong>Theory and Method in the Sociology of Education</strong>&lt;br&gt;Sadovnik: Introduction, Chapter 1 and 2&lt;br&gt;Kozol: Introduction, Chapter 1</td>
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<td>3</td>
<td>9/5-9/10</td>
<td><strong>Functionalist and Conflict Theories of Educational Stratification</strong>&lt;br&gt;Sadovnik: Chapters 3 and 4&lt;br&gt;Kozol: Chapter 2&lt;br&gt;*Select a school site; contracts due week five&lt;br&gt;*fingerprints and TB test complete&lt;br&gt;*Assignment: Short Essay 1</td>
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<td>4</td>
<td>9/12-9/17</td>
<td><strong>Understanding the Processes of Schooling: The Contributions of Labeling Theory</strong>&lt;br&gt;Sadovnik: Chapter 5&lt;br&gt;Kozol: Chapter 3&lt;br&gt;*Short Essay 1 Due</td>
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<td>5</td>
<td>9/19-9/24</td>
<td><strong>The Forms of Capital/Social Capital in the Creation of Human Capital</strong>&lt;br&gt;Sadovnik: Chapters 6 and 7&lt;br&gt;Kozol: Chapter 4&lt;br&gt;*School site contract due: week 5</td>
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<td>6</td>
<td>9/26-10/1</td>
<td><strong>Class and Pedagogies: Visible and Invisible/The Effects of Education as an Institution</strong>&lt;br&gt;Sadovnik: Chapters 8 and 9&lt;br&gt;Kozol: Chapter 5&lt;br&gt;*Assignment: Short Essay 2</td>
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<td>7</td>
<td>10/3-10/8</td>
<td><strong>School Organization and Processes: Teaching, Learning and Curriculum/Higher Education</strong>&lt;br&gt;Sadovnik: Chapters 11 and 18&lt;br&gt;Kozol: Chapter 6&lt;br&gt;*Short Essay 2 Due</td>
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<td>Week</td>
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| 8    | 10/10 - 10/15 | **Education and Inequality**  
Sadovnik: Chapters 19, 20 and 22  
Kozol: Chapter 7  
| 9    | 10/17 - 10/22 | **Mid-term Overview and Review**  
*Assignment: Short Essay 3*  
| 10   | 10/24 - 10/29 | **Fieldwork Updates, Progress Reports and Discussion**  
*Descriptive Overview Due*  
| 11   | 10/31 - 11/5 | **The Flat World, Educational Inequality and America’s Future**  
The Anatomy of Inequality/New Standards for Old Inequalities  
Darling-Hammond: Chapter 1, 2 and 3  
Kozol: Chapter 8  
| 12   | 11/7 - 11/12 | **Inequality on Trial/A Tale of Three States/Steady Work**  
Darling-Hammond: Chapter 4, 5 and 6  
Kozol: Chapter 9  
*Short Essay 3 Due*  
| 13   | 11/14 - 11/19 | **Doing What Matters Most: Developing Competent Teaching/Organizing for Success: From Inequality to Quality**  
Darling-Hammond; Chapters 7 and 8  
Kozol: Chapter 10  
Sadovnik: Chapter 27  
Darling-Hammond: Chapter 9  
Kozol: Chapter 11  
*Assignment: Short Essay 4*  
| 15   | 11/28** 12/3 | **Fieldwork presentations**  
Kozol: Chapter 12/Epilogue  
**Thanksgiving Holiday – 11/28**  
| 16   | 12/5 | **Fieldwork Presentations**  
*Short Essay 4 Due*  

The following are due on the last day of class:  
*Fieldwork teacher evaluation form, copy of thank you note to the teacher, short essay #4, fieldwork overview*
University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.