Spring 2018
San Jose State University
SOCIOLOGY/SOCIAL SCIENCE 177: Sociology of Education

Professor: Maria Luisa Alaniz, Ph.D.
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Email: maria.alaniz@sjsu.edu
Office Hours: Tuesday 2:30 – 4:30 p.m.
Thursday 2:30 – 3:30 p.m.
Class Days/Time: Tuesday and Thursday
12:00 – 1:15 p.m.
Classroom: DMH 231

Course Description
This course will provide an interdisciplinary approach to the analysis and critique of the education system in the United States. 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.

We will also 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 positively and negatively affect the educational experience of students 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. Consistent attendance, punctuality and active participation is expected. 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**


Select one of the following:


**Classroom Protocol**

By definition, if you are going to participate and benefit from the class it is necessary that you be fully 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.

**Participation** is a part of your grade. 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.

Improper use of technology during class time will hurt your grade. Please maintain responsibility for your own learning and respect for that of your colleagues by keeping your technological devices stowed away during class time unless we have agreed upon a different arrangement or we are using it for in-class work.
Assignments and Grading

In Class Participation (10 points)
Attendance and engagement in thoughtful discussion/active listening 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. **Points will be deducted if you are not present and/or late to class.**

Short Essay Assignments (40 points)
Four times in the semester you will be asked to respond to a set of questions regarding the readings, documentaries, class discussions and fieldwork. The take-home 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-page assignment. Due dates are in the syllabus.

Book Presentation (10 points)
In week 2 you will select a book from the list provided and join a group to discuss and critique the author’s perspective. Group presentations will be scheduled for week 8 and 9. The presentation should include: an overview of the book (i.e. major themes), application of the concepts/reads discussed in class, your perspective and questions to facilitate/generate discussion. You will have a presentation rubric and class time to prepare the presentation.

Field Work in Public School Setting (K – 12) (40 points)
You are required to spend a minimum of 25 hours in a public-school classroom (elementary, junior high or high school). The purpose of this assignment is three-fold: 1) observation in a public-school classroom; 2) provide a service to the teacher and 3) apply the theories, concepts and research we discuss in class to a K-12 public school setting.

Field Work Assignments
I. Mid-term: School Site Descriptive Overview/Contract (due week 9) (15 points)
In the first half of the semester you will collect demographic data on your fieldwork/school site and surrounding community. Mid-term assignment due: 1) a three-page descriptive overview of your school site and surrounding community and 2) school site contract.
II. Final: Field Work: Observation, Analysis and Evaluation (due week 16) (25 points)
You will engage in observation/service at your school site; this will enable you to identify manifestations of the theories we discuss in class (i.e. labeling) as you observe the classroom structure and social interaction. The final assignment will consist of 1) a 5-page paper using social theory and concepts to analyze and critique your fieldwork/classroom experience, 2) a 5-minute power point presentation/overview of your fieldwork/classroom experience, 3) completed teacher evaluation form (filled out by the teacher) and a copy of a thank you note to the teacher.
Course Schedule

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

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>1/25</td>
<td><strong>Introduction</strong>&lt;br&gt;Introduction to the course</td>
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<tr>
<td>2</td>
<td>1/30 – 2/1</td>
<td><strong>I. Theoretical and Historical Perspectives</strong>&lt;br&gt;ABF: A. Status Attainment and Social Mobility&lt;br&gt;*Select a book</td>
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<td>3</td>
<td>2/6 – 8</td>
<td><strong>I. Theoretical and Historical Perspectives</strong>&lt;br&gt;ABF: B. Human Capital, Cultural Capital and Social Capital&lt;br&gt;Selected book: Introduction; Chapter 1 - 3&lt;br&gt;*Select a school site; schedule fingerprints and TB test if needed</td>
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<td>4</td>
<td>2/13 – 15</td>
<td><strong>I. Theoretical and Historical Perspectives</strong>&lt;br&gt;ABF: C. Changing Theories of Educational Systems&lt;br&gt;Selected book: Chapter 4 - 6&lt;br&gt;*Assignment: Short Essay 1</td>
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<td>5</td>
<td>2/20 – 22</td>
<td><strong>II. Stratification Within and Between Schools</strong>&lt;br&gt;ABF: Chapters 12 - 15&lt;br&gt;Selected book: Chapter 7-9&lt;br&gt;*Short Essay 1 Due</td>
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<td>6</td>
<td>2/27 – 3/1</td>
<td><strong>II. Stratification Within and Between Schools</strong>&lt;br&gt;ABF: Chapters 16 - 18&lt;br&gt;Selected book: 10 - 12&lt;br&gt;*Assignment: Short Essay 2</td>
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<td>7</td>
<td>3/6 – 8</td>
<td><strong>III. Class, Race, Ethnicity, Gender and Sexuality</strong>&lt;br&gt;ABF: A. Class&lt;br&gt;Selected book: Epilogue, Author’s Note, Appendix&lt;br&gt;*Short Essay 2 Due</td>
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<td>8</td>
<td>3/13 – 15</td>
<td><strong>Book Presentations</strong></td>
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<td>9</td>
<td>3/20 – 22</td>
<td><strong>Book Presentations and Mid-term Assignment</strong>&lt;br&gt;*School Site Descriptive Overview and Contract Due (15 points)</td>
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<td>10</td>
<td>3/27 - 29</td>
<td><strong>Spring Break</strong></td>
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<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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| 11   | 4/3 - 5   | III. Class, Race, Ethnicity, Gender and Sexuality  
|      |           | ABF: B. Race and Ethnicity               |
| 12   | 4/10 - 12 | III. Class, Race, Ethnicity, Gender and Sexuality  
|      |           | ABF: C. Gender and Sexuality             |
|      |           | *Assignment: Short Essay 3                |
| 13   | 4/17 - 19 | IV. Student Behavior and Adolescent Subculture  
|      |           | *Short Essay 3 Due                       |
| 14   | 4/24 - 26 | V. The Organizational Environment         
|      |           | ABF: A. The Cultural and Institutional Environment |
|      |           | *Assignment: Short Essay 4                |
| 15   | 5/1 - 3   | V. The Organizational Environment         
|      |           | ABF: B. Education Policy and School Reform |
|      |           | *Short Essay 4 Due                       |
| 16   | 5/8 - 10  | Final Fieldwork Presentations and Final Assignment  
|      |           | The following are due on the last day of class (5/10): Fieldwork teacher evaluation form, copy of thank you note to the teacher, final field work assignment |
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/