SOCIOLOGY OF EDUCATION  
Sociology 448 CRN #13439  
Fall 2012

Professor Lindsey Wilkinson  
Office: Cramer Hall 217N; 725-3975  
Office Hours: MW, 3-4 and by appointment  
E-mail: lindsw@pdx.edu  
Class Times: MWF*, 12:45-1:50; NH 350

TA: Schaylee Esparza  
Office:  
Office Hours:  
E-mail:  
Class Times:  

COURSE DESCRIPTION
Through analysis of *The Wire: The Complete Fourth Season*, this course aims to develop your sociological understanding of education in the United States. Integrating theory and empirical evidence, this course will investigate questions related to the role of schooling in society, the social structure of schools, social stratification and social reproduction, the dynamics of race, class, and gender in education, student teacher relationships, school choice, and educational outcomes. Using an open systems perspective, we will explore the U.S. educational system as a “whole, integrated, dynamic entity” comprised of parts and processes: the educational organization (e.g. structure, curriculum), the larger environment in which this organization is embedded (e.g. the local community), educational inputs (e.g. students and staff), educational outputs (e.g. knowledge), and the relationships among these parts and processes.

COURSE MATERIALS (Required)
(1) *Schools and Society: A Sociological Approach to Education*, Ballantine and Spade, 4th edition (2012). The text is available from the PSU bookstore and will be available on reserve at the library.
(2) Additional readings will be posted on D2L.
(3) *The Wire: The Complete Fourth Season*. Producer David Simon. HBO, 2006. TV mini-series. DVDs will be available on reserve at the library. However, I would recommend purchasing your own copy. Individual episodes (and the entire season) are available for purchase at amazon.com and from itunes. They are relatively inexpensive.

COURSE STRUCTURE
*This course will be taught using a hybrid format, so we will only meet twice a week (Mon. and Wed.). We will not meet on Fridays; Fridays should be spent reviewing assigned course readings, viewing *The Wire* episodes, and completing your participation in on-line discussions (on D2L). For the most part, Monday and Wednesday classes will consist of lectures covering the assigned readings. I will post lectures (PowerPoint slides) prior to class meetings. At the beginning of each week I will post questions for you to consider as you complete the assigned readings and *The Wire* episodes for the week.
COURSE WEBSITE
Course materials, grades, and on-line discussions will be available online at https://d2l.pdx.edu. I may also use D2L to communicate with the class. Please let me know if you are unable to access D2L. It is your responsibility to maintain an updated email address with D2L so that you can receive emails and announcements. **PLEASE DO NOT email me through D2L** The best way to get in touch with me is by emailing me directly at lindsw@pdx.edu. If you are having trouble accessing your D2L account or do not have an ODIN account please contact the OIT help desk (Smith Memorial Student Union (SMSU) 18) at 503-725-HELP (4357) or help@pdx.edu.

COURSE REQUIREMENTS AND GRADING (Total Points: 500)
(1) **Exams.** Two take-home essay exams worth 150 points each. **Total points: 300.**
(2) **In-class assignments/quizzes.** These assignments/quizzes will be, for the most part, unannounced in order to keep you motivated to attend class and to complete the assigned readings prior to class. We will have 6 in-class assignments/quizzes, worth 10 points each, and your lowest score will be dropped. **Total points: 50.**
(3) **D2L discussion participation.** There will be seven online discussions under “Discussions” on D2L based on the weekly readings and *The Wire* episodes, and your two lowest discussion participation scores will be dropped. Further details about discussions will be provided in class and posted on D2L. **Total points: 50.**
(4) **Education research assignment.** Using the social science citation index, you will be required to identify an educational research question of interest to you, to briefly summarize the previous research done on this question, and to identity a research gap related to this question. Further instructions will be provided in class. **Total points: 50.**
(5) **The Wire research assignment.** You will be required to choose a topic related to *The Wire* and the educational system (broadly) and to explore how this topic is experienced within the city of Baltimore and the city of Portland. You are required to write a two-page (minimum), summary of your topic and to be prepared to share your summary with the class. Further instructions will be provided in class. **Total points: 50.**

EXTRA CREDIT
You may earn up to 10 extra credit points by completing an extra research assignment (either the education or *The Wire* research assignment).

GRADING SCALE

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100% (Excellent)</td>
<td>C-</td>
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<tr>
<td>A-</td>
<td>90 – 93%</td>
<td>D+</td>
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<tr>
<td>B+</td>
<td>86 – 89%</td>
<td>D</td>
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<tr>
<td>B</td>
<td>82 – 85% (Good)</td>
<td>D-</td>
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<tr>
<td>B-</td>
<td>80 – 81%</td>
<td>F</td>
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<tr>
<td>C+</td>
<td>76 – 79%</td>
<td>P</td>
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<tr>
<td>C</td>
<td>72 – 75% (Satisfactory)</td>
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<tr>
<td>Date</td>
<td>Readings</td>
<td>Exams &amp; Due Dates</td>
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<td><strong>Week 1. What is the sociology of education? Why <em>The Wire?</em> Episode 1: Boys of Summer</strong></td>
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| Mon., Sept. 24th to Fri., Sept. 28th | **BS**: Introduction (pp. 1-7)  
**D2L**: Slate; “The Wire on Fire”  
**D2L**: Bill Moyers’ Journal: Interview of David Simon  
http://www.pbs.org/moyers/journal/04172009/watch.html | |
| **Week 2. Intro to sociological perspectives on education; Intro to race/class inequality Episode 2: Soft Eyes** |
| Mon., Oct. 1st to Fri., Oct. 5th | **BS**: #1 Getting Started (pp. 9-29)  
**BS**: #36 How Race and Education are Related (pp. 311-317)  
**BS**: #42 The Achievement Gap: A Broader Picture (pp. 368-372)  
**BS**: #14 Lasting Consequences of the Summer Learning Gap (pp. 116-121) | |
| **Week 3. Schools as organizations/agents of socialization Episode 3: Home Rooms; Episode 4: Refugees** |
| Mon., Oct. 8th to Fri., Oct. 12th | **BS**: #3 The School Class as a Social System (pp. 35-39)  
**BS**: #5 Conflict Theory of Educational Stratification (pp. 44-50)  
**BS**: #19 Learning the Student Role (pp. 149-153)  
**BS**: #20 Real School: The Universal Drama (pp. 154-165) | |
| **Week 4. Individual cognitive vs. non-cognitive traits; “flow” Episode 5: Alliances** |
| Mon., Oct. 15th to Fri., Oct. 19th | **D2L**: After the Bell Curve  
**D2L**: Do Skills and Behaviors in High School Matter?  
**D2L**: Learning to Like Challenges  
**D2L**: Aligned Ambitions  
Optional:  
**D2L**: The 10,000 Hour Rule; Rice Paddies and Math Tests | **DUE: The Wire research paper (Wed., Oct. 17th)** |
| **Week 5. Unequal educational environments? Episode 6: Margin of Error; Episode 7: Unto Others** |
| Mon., Oct. 22nd to Fri., Oct. 26th | **BS**: #32 Schools: The Great Equalizer (pp. 271-281)  
**BS**: #38 Lessons Forgotten (pp. 333-340)  
**D2L**: NPR: Supreme Court Quashes School Desegregation  
**BS**: #33 Tracking in Mathematics and Science (pp. 283-293)  
Optional: **D2L**: NYTimes: What if the Secret to Success is Failure? | **DUE: Exam #1 (Fri., Oct. 26th)** |
| **Week 6. The family Episode 8: Corner Boys** |
| Mon., Oct. 29th to Fri., Nov. 2nd | **BS**: #8 Moments of Social Inclusion and Exclusion (pp. 74-83)  
**D2L**: Social Capital in the Creation of Human Capital  
**D2L**: Why Do Parents Become Involved?  
**D2L**: Optimism and Achievement | |
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<th>Date</th>
<th>Readings</th>
<th>Exams &amp; Due Dates</th>
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<td><strong>Week 7. Teachers</strong></td>
<td><strong>Episode 9: Know Your Place</strong></td>
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| Mon., Nov. 5th to Fri., Nov. 9th | BS: #25 Teacher Influences on Students’ Attachment to School (pp. 212-215)  
                                | **D2L:** Subtractive Schooling  
                                | BS: #24 Teacher Burnout (pp. 199-211)  
                                | Optional  
                                | **D2L:** The Problem of Underqualfied Teachers in American Secondary School |
| **Week 8. School organization/Reform** | **Episode 10: Misgivings**                                                                                                                                                                         |
| Mon., Nov. 12th is a HOLIDAY – no class Wed., Nov. 14th to Fri., Nov. 16th | BS: #11 No Child Left Behind” (pp. 100-106)  
                                | BS: #21 Why Public Schools Need Democratic Governance (pp. 167-171)  
                                | BS: #40 Charter Schools and the Public Good (pp. 351-357)  
                                | BS: #7 Small Class Size and Its Effects (pp. 65-73)  
                                | Optional  
                                | **D2L:** Are Failing Schools Really Failing?  
                                | **D2L:** Former 'No Child Left Behind' Advocate Turns Critic  
                                | **D2L:** YouTube: Michelle Rhee Discusses “Waiting for Superman” |
| **Week 9. Peers/Bullying/Masculinity** | **Episode 11: A New Day**                                                                                                                                                                          |
| Mon., Nov. 19th to Wed., Nov. 21st Fri., Nov. 23rd is a holiday | BS: #27 Low-Level Violence (pp. 225-233)  
                                | BS: #35 “Rednecks, “Rutters,” and ‘Rithmetic (pp. 303-309)  
                                | BS: #37 Gender and Education (pp. 321-331)  
                                | **D2L:** Adolescent Masculinity, Homophobia, and Violence | **DUE:** Education research paper (Nov. 21st) |
| **Week 10. Higher education & the transition to adulthood/Political systems** | **Episode 12: That’s Got His Own; Episode 13: Final Grades**                                                                                                                                          |
| Mon., Nov. 26th to Fri., Nov. 30th | BS: #52 Education and Social Stratification Processes in Comparative Perspective: School to Work (pp. 464-478)  
                                | BS: #46 The Community College  
                                | **D2L:** Career and College Advice to the Forgotten Half  
                                | **D2L:** YouTube: Michelle Rhee in DC |
| **Finals Week**              |                                                                                                                                                                                                     | **DUE:** Exam #2  
                                |                                                                                                                                                                                                     | **DUE:** Extra Credit |

**COURSE POLICIES**  
*Please turn off your cellphones*, ipods, etc. during class, and please turn your attention away from materials (i.e. newspapers) that are not relevant to the class.

**Net Etiquette:** In all of your course communications, whether formal or informal, you are required to observe the rules of netiquette. They include the following:

**General Rules from PSU D2L help:**
- Avoid using all CAPS as it can give the impression that you are shouting. If you want to emphasize a point, use *asterisks* around a word.
Avoid personal attacks, otherwise known as "flaming." If you read a message that you suspect might be a personal attack, resist the temptation to fire off a response. Instead, let your response sit before sending or request that your instructor resolve the situation.

If you disagree with a fellow student, describe your perspective clearly and politely rather than primarily criticizing her/his comments. Avoid any personal criticism or potentially offensive language.

Additional Rules for the Class:
- Be respectful when making a comment or responding to others’ comments. This rule is the same as for face-to-face classroom behavior. However, as there is no body language and tone of voice in our online communications, please use formal English appropriately.
- Be extra polite, careful, and kind about how you express yourself while posting to a discussion board, and emailing me or the TA.
- Avoid those thousand-word lengthy posts, and avoid posting dozens of messages a week. In the interests of time only, which I know none of you have enough of, please work on being succinct.
- Avoid the twitter and text message abbreviations. Not everyone knows them.
- Finally, if you run into any netiquette-related problems—if something has offended or hurt your feelings, for instance—please e-mail me directly about it. I would like to be aware of any problems.

Deadlines and Make-ups. Assignments and readings are to be completed by the beginning of class on their due date, and I prefer that you turn in a hard copy of all assignments. Prior approval is required for e-mailed assignments. (E-mail assignments at your own risk – they sometimes get lost in my inbox.) Late work is penalized 1/3 of a letter grade per each class day. Missed quizzes cannot be made-up without prior approval. Please document any family or medical emergency and notify the professor or TA before the class you will miss.

Requirements for Papers. All papers should be typed using 12-pt font, 1-inch margins (all the way around), and double-spacing. All papers should be checked and corrected for spelling and grammar errors. You may be marked down if you have multiple spelling and/or grammar errors. The PSU Writing Center is a great resource. Please take advantage of it: (http://www.writingcenter.pdx.edu; 188F Cramer Hall, (725.3570).

Plagiarism. Plagiarism is a serious offense than can result in a failing grade and other serious consequences, including expulsion. Plagiarism occurs when you utilize the ideas, expressions, phrases or words of another person without correctly citing that person or source. Make sure you understand how to correctly cite sources, including when and how to paraphrase and quote.

Students with disabilities, who may require accommodations, are encouraged to contact the PSU Disabilities Resource Center (DRC) and the professor at the beginning of the term to arrange accommodations. The DRC is located in 435 Smith and can be contacted at 725-4150 or by email at drc@pdx.edu. Visit their site at www.pdx.edu/uasc/drc.

Recommended Materials
Here are some helpful on-line grammar and writing resources:
The OWL at Purdue University
Resources to Help You Succeed at PSU

Writing Center (http://www.writingcenter.pdx.edu)
One-on-one help with writing, on a drop-in or appointment basis
188F Cramer Hall, 725.3570

Millar Library (http://www.lib.pdx.edu)
Reference desk, phone, IM, email, 24/7 chat: http://library.pdx.edu/askus.html
Research guides, research survival guide: http://library.pdx.edu/researchguides.html

Undergraduate Advising and Support Center (UASC) (http://www.pdx.edu/uasc)
Drop-in advising hours are Monday-Friday, 10-3 (subject to change) OR call to schedule an appointment
425 SMU, 725.4005, askuasc@pdx.edu

Student Health and Counseling Center (SHAC) (http://www.shac.pdx.edu)
Counseling, psychological evaluation and intervention, testing services, and all health-related concerns
1880 SW 6th Ave., 725-2800