COURSE OBJECTIVES:
In this course students will develop a sociological understanding of higher education, primarily in the United States. Using both theory and empirical evidence, we will explore issues relating to the impact of social factors on higher education. Particular attention will be paid to the role that higher education plays in promoting social mobility as well as social reproduction. Specific topics to be covered include models of higher education, the application of Sociological theories to issues in higher education, access to college, Affirmative Action, standardized testing, and class, race, and gender-based differences in educational outcomes and retention.

LEARNING GOALS:
Upon completion of this course students will be able to demonstrate:
• familiarity with major sociological theoretical perspectives on education as they apply to post-secondary education
• understanding of how social inequalities in regard to race, class and gender affect post-secondary educational outcomes,
• the ability to analyze educational processes and practices through a sociological lens — an approach that incorporates both individuals and institutions.
• the ability to develop and write essays that integrate multiple perspectives on Sociology of Higher Education-related topics

PREREQUISITE: SOC 300. Due to the nature, amount of reading, and pace of the class, it is essential that all students have a basic familiarity with sociological concepts. If you have questions as to your knowledge level regarding this material, please see me and we can discuss your level of preparation and how to address this issue.

REQUIRED WORK:

Exams: 180 points

The mid-term and final exams will be take-home, essay format. Each exam counts 90 points towards your total course grade. The mid-term exam will cover the materials from weeks 1 – 5: the questions will build upon the study guide questions / in-class writings for those weeks. The Final exam will cover the materials on from
weeks 6 - 10, and the questions will build upon the study guide questions / in-class writings for those weeks. It is all right to confer with other students, however I expect each student to "do her/his own work." I will mark down papers with obviously identical answers. Late exams will be penalized.

GROUP PROJECT: 50 points

The class will be divided into 4-5 person small groups, each of which will develop a 30 minute in-depth exploration class presentation (20 minute presentation plus 10 minutes Q&A) on a specific issue relating to American higher education that will be presented to the entire class. Each group will be provided some “seed” material that is relevant to the issue being studied, and asked to incorporate that into the presentation. Directions for this assignment will be distributed in class on Tuesday April 7th.

In-Class Writing: 40 total points

Every Thursday, there will be a 15 minute, in-class writing assignment over that week's reading and lecture material. Students will be allowed to use their notes, however the 15 minute time limit will be enforced. IMPORTANT: You want to be prepared for the Wednesday writing as the in-class writing questions will be difficult to answer in allotted time if you are not previously familiar with each week's class material. If you miss the in-class writing AND you notify me, you can make the writing up during my office hours.

Week 1 paper will be a take-home assignment and worth 10 points
Weeks 2-9 Papers will be scored on a 0 to 4 point scale. Any additional points count as extra credit

Class Participation: 30 total points

I expect all students to come to class prepared to participate in the class discussion. This includes being "caught up" with the reading assignment for that week's class. I will ask questions over the reading material during the class lectures and will keep track of which students participate.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>points</th>
</tr>
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<tbody>
<tr>
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<td>93</td>
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<tr>
<td>A-</td>
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<tr>
<td>B</td>
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<td>B-</td>
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<table>
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<tr>
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<td>180</td>
</tr>
<tr>
<td>D-</td>
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<td>171</td>
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Study Sheets: A study sheet will be provided each Wednesday for the following week's set of required reading articles. NOTE: Study sheet questions make excellent in-class writing questions.

Missed In-Class Writing

If you are absent on the day when an in-class writing assignment is scheduled, please notify me (voice mail: 725-3961 / email cfpc@pdx.edu). In your message, please
include when you plan to make-up the in-class writing assignment. If you are absent on the day of a in-class writing assignment, AND you have notified me before class that you are going to miss the writing assignment, you must make up the assignment BEFORE you attend the next session of this class, unless you make other arrangements with me.

**Extra Credit Work: Film Reviews**

There will 2 films shown in this class. Students can earn extra credit in this class by writing a 2 page summary and critique of each film (typewritten; no larger than 12 point print, double-spaced; no more than one inch margins -- top, bottom, left, right).

Each paper can be worth up to **3 points towards your final class score**. A critique guideline will be passed out in class, along with specific due dates for each assignment.

**Film Reviews**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>Wk 1</td>
<td>3-31</td>
<td>4-2</td>
</tr>
<tr>
<td>Introduction to SOHE; SOC Perspectives on Higher Ed: Interactionism</td>
<td></td>
<td>Class Canceled Take Home paper: What is the Purpose of 21st Century Higher Education</td>
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<tr>
<td>Wk 2</td>
<td>4-7</td>
<td>4-9</td>
</tr>
<tr>
<td>SOC Perspectives on Higher Ed: functionalism &amp; conflict</td>
<td>Purpose of Higher Education Paper due</td>
<td>in-class writing</td>
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<tr>
<td>Wk 3</td>
<td>4-14</td>
<td>4-16</td>
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<td>Social Mobility &amp; Social Reproduction</td>
<td>Film Declining by degree 1</td>
<td>in-class writing</td>
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<td>Wk 4</td>
<td>4-21</td>
<td>4-23</td>
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<td>Social Reproduction &amp; Persistence</td>
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<td>5</td>
<td>Who gets in? Standardized Tests</td>
<td>4-28 Mid-term passed out in class</td>
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<td>6</td>
<td>Affirmative Action and alternative admission</td>
<td>5-5</td>
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<td>7</td>
<td>Paying for college; Race Matters in Higher Ed</td>
<td>5-12</td>
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<tr>
<td>8</td>
<td>Race Matters in Higher Ed; Class Matters in Higher Ed</td>
<td>5-19</td>
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<td>9</td>
<td>Class Matters in Higher Ed Group presentations</td>
<td>5-26</td>
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<tr>
<td>10</td>
<td>Gender Matters in Higher Ed / Group presentations</td>
<td>6-2 Student group 1: Student group 2:</td>
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</table>

**Final Exam Period**
Thursday June 11th 1015-1205

**NOTE:** dates of in-class presentations may change

The schedule listed in the course syllabus is subject to change during the term. Any changes will be announced in class.

**Readings**

**week 1 March 31 - April 2**  
*Introduction to the Sociology of Higher Education* / *Sociological Perspectives on Higher Education: Interactionism*


**week 2 April 7 - 9**  
*Sociological Perspectives on Higher Education: Structural-functionalism and Conflict theory*


**week 3 April 14 - 16 Social Mobility and Social Reproduction**


**week 4 April 21 - 23 Social Reproduction / Models of Educational Attainment and Persistence**


**week 5 April 28 - 30 Who Gets In? / Standardized tests**


week 6 May 5 - 7 Affirmative Action and Alternative Admissions Standards


week 7 May 12 - 14 Paying for College / Race & Ethnicity Matters when it comes to Higher Education


Article 21. Steele 1999 " Thin Ice: Stereotype Threat and Black College Students," The Atlantic Magazine,

week 8 May 19 – 21 Race & Ethnicity Matters when it comes to Higher Education / Social Class Matters when it comes to Higher Education


week 9 May 26 - 28 Social Class Matters when it comes to Higher Education


week 10 June 2 - 4 Gender Matters when it comes to Higher Education

INFORMATION ****

1. All exams are to be typed or computer printed. Handwritten papers will not be accepted.

2. Please pay attention to deadlines for turning in papers.
   • The Mid Term Exam is due, in class, Wednesday May 7th. Late exams will be penalized 5 points per class period. Mid terms will not be accepted after Wednesday, May 21st.

   • The Final exam is due during the exam period on Monday June 9th. Late final exams will be penalized 5 points a day. The final exam will not be accepted after noon on Friday June 13th.

   • Late extra-credit papers will not be accepted.

3. All papers need to checked and corrected for spelling errors, and should be grammatically correct. If you require assistance in this area, the PSU writing lab (188F CH) can help. Papers with high numbers of spelling and grammatical errors will be penalized 20% of assignment grade.

4. Keep a copy of all papers you write for this course.