

## **Sociology of Education**

SOCL 4431, Section 001

Department of Sociology

Louisiana State University

Fall 2017

**Mark J. Schafer**, Associate Professor

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Classroom: 102 Audubon Hall

Class Meetings: Tuesdays and Thursdays, **10:30 – 11:50**

Office Hours: Tuesdays: 3:00 – 4:00, or email to make an appointment

### **LSU General Catalog Undergraduate Course Description**

**SOCL 4431 Sociology of Education (3)**. Prereq.: SOCL 2001 or equivalent. Theoretical approaches to understanding the roles of the institution of education, socialization processes, the linkages between education and stratification and educational change.

#### **Course Overview**

Sociology of Education is a subfield in sociology focusing on the institution of education and its interconnections with individuals, other social institutions, and the broader society. Sociologists use a range of theoretical perspectives and methods to explore topics related to learning, schools, socialization processes, educational systems, and social inequality. In this course, we will critically examine these theoretical perspectives, and strive to gain a better understanding of education as a social institution.

#### **Course Material**

1. Ballantine and Spade (editors). 2015. *Schools and Society: A Sociological Approach to Education, Fifth Edition*. SAGE Publications.  
ISBN: 978-1-4522-7583-3
2. Additional readings will be made available through Moodle or email.

#### **Course Structure**

For upper-level (400

We all have a nice advantage for reflection because, simply, we have multiple years of personal experience with the institution of education. We have all either been to school or been homeschooled. So, we all have some insight, just as we all have some insight into most topics in sociology (family, gender, race/ethnicity, and so forth).

In Sociology of Education, I will ask you to read each assigned reading very carefully and critically, and I will also ask each of you to, individually, reflect on these readings in writing. In addition, I will ask each of you to actively participate in either educational



### **Course Paper**

- The course paper is designed to allow students to reflect more broadly on what they have learned in the course, combining the readings and in-class activities with their unique outside service or research activities.
- Students may choose to write course papers that respond to specific essay-style questions I will design and distribute in October. Students will also have the opportunity to develop their own theme for their course paper.
- A required first draft of the course paper will be due before the Thanksgiving Holiday, and all students will have the opportunity to revise the paper based on my comments.

### **Grading Scale with Pluses and Minuses**

A+	98.00	-	100.00
A	92.00	-	97.99
A-	90.00	-	91.99
B+	88.00	-	89.99
B	82.00	-	87.99
B-	80.00	-	81.99
C+	78.00	-	79.99
C	72.00	-	77.99
C-	70.00	-	71.99
D+	68.00	-	69.99
D	62.00	-	67.99
D-	60.00	-	61.99
F	0	-	59.99

### **Service-Learning Option and Research Option**

All students will be required to choose between either the service-learning or the research option. I designed the course with the intent that both options will require an equal amount of time and effort. I developed this chart in order to provide all students with a fair comparison of the two options.

## **Academic Integrity and Professionalism**

I insist that all students enrolled in Sociology of Education to uphold the highest standards of academic integrity required at LSU and (for tutors) the East Baton Rouge Parish School System. Fortunately, nearly all my previous students have represented LSU and my class admirably. Unfortunately, a very small handful of students have not adhered to LSU's academic integrity standards.

LSU now has many resources for anyone with questions about academic integrity.  
Our

**Tentative Weekly Schedule (Note: Subject to Change)**

Week 1:	Course Introduction
08-22	Course Overview: Complete VIPS Application
08-24	Syllabu

Week 11: C10. Globalization and Education  
10-31 Tenth Reflection Due  
11-02

Week 12:  
11-07 Ch11. Can Schools Change?  
11-09 Eleventh Reflection Due

Week 13: Student Topics

## **Service-Learning**

This is a service-learning course. Service-learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an

School. Charlotte Britten, Principal of Buchanan, will also be invited to attend the