Course Description

Whether or not we like it (and many don’t), schools play a major part in our lives. Nearly all of us will spend the required 12 years of our lives in schools, and many of us will spend our early adulthoods in educational institutions as well. Education also plays a big role in our society. Many view mass, intensive schooling as a crucial element in economic growth, anti-poverty programs, and ultimately efforts to improve human well-being.

This class will introduce you to the sociological perspective on education. We will examine how schools affect us on an individual and society-level, and how in turn we affect schools.

This class has a heavy research-methods orientation that you can experience in one of two ways. First, there is a service-learning track which will involve you going into schools. You will write fieldnotes about your experiences in the schools which will form the basis of an ethnography you will turn in at the end of the semester. Second, there is the research paper track where you will write a proposal outlining a feasible research study based on your outside readings.

Course Materials

Two books are required for this course:


Requirements

*Field Notes or Reaction Papers*—These papers are intended as an opportunity for students to engage with their observations at Philadelphia area schools or other placements, or the issues in the readings. If students choose to write field notes then they will describe in detail the surroundings and their visit to the school. They should be as descriptive as possible. As they write these, students should begin to notice and code themes that emerge from these
observations. This will help to build the final paper. These papers will be graded such that a simple report of occurrences at the school is worth 3 points, rich description is worth 4-5, and the student will be given 6 points if she or he begins to identify themes and connects observations to them. If a student does not like the grade on one of these sets of notes, that student will be able to turn in an additional set of field notes, and that grade will substitute for the lowest grade. Field notes should be at least 3-5 pages, though they can be more.

Field notes need to be e-mailed to me at klugman@temple.edu with the subject header: 3176 FN# yourlastname. The file should be named FN#_yourlastname.

If a student decides to write reactions to the readings, he or she should choose a “General Question” from the reading guides and take a position. Students must support this position using evidence from other readings, reports in the news, other data, etc. They should include a brief summary of the appropriate reading or readings, but be sure to relate it to the “General Question” at the bottom of the reading guide. This is not simply a summary of the readings. Students will be given 3 points for correctly summarizing the readings, 4 points for taking a position grounded in evidence from the class readings, and 5-6 points for supporting a position with evidence from a source other than class readings. Students will have the opportunity to rewrite one of these papers (and only one) if they choose. Reaction papers should be three or more pages in length, with 1 inch margins, and 12pt. font.

Two sets of field notes or reaction papers must be turned in before the midterm and two are turned in before the final (see due dates on course schedule).

Reaction papers need to be e-mailed to me at klugman@temple.edu with the subject header: 3176 RP# yourlastname. The file should be named RP#_yourlastname.

**Final Paper or research proposal**—For this assignment, students have a choice. If they participate in the service-learning component of the course, they will write a 7-10 page paper integrating their observations around a theme or themes from their field notes, readings, and one outside article. They will use observations from the field notes to support or refute the themes that occur in the readings and in an outside article that they choose.

If students do not participate in the service learning component of the course, they will develop a research proposal. They will not be conducting research this semester, but hopefully will begin to shape a project that could be developed in another course or as an independent study. Students are required to cite five to seven articles or books on the topic (not included in the course readings) and integrate them within their own research. Students should envision and propose this research imagining that they have access to the ideal data. This proposal should be between 10-15 pages in length, 1 inch margins, in 11 or 12 pt. font.

The final paper or research proposal is due on December 4. Students will receive a hand-out with more detail on each of these projects at the beginning of the semester.

**Exams**—We will have an essay and short-answer midterm and final on October 11th and December 11th, respectively. The final will cover the whole semester but focus on the latter half.
I do not give make-up exams, except under the most extreme circumstances. If for some reason you have to miss an exam, the chances of you being allowed to do a make-up exam increase if you make arrangements with me before the exam date and you give me proof of the circumstances that prevent you from taking the exam. If an unplanned emergency prevents you from taking an exam, you must contact me either by e-mail or by phone no later than the day of the exam.

Attendance—Starting the second week of the semester, student attendance will be noted for each class. Students have two “free” absences. Starting with the third absence, students will receive one point off their final attendance grade for every additional absence (out of 23).

Class Participation—The goal of this class is to generate questions and construct understandings together. Careful reading and analysis, class discussions, and reflections will be the core of the course. You will be evaluated on the extent to which you put a good-faith effort into the readings and class discussions.

In-Class Technology--It is hard to imagine life without laptops and cell phones. While these devices can be excellent for finding, sharing, or storing information, they can also be distractions. For this reason, all cell phones should be turned off or silenced (including vibration) before the beginning of class. Further, if you are texting or doing any other activity that looks like texting, such as playing games, you will be asked to put your phone away and you will be counted as absent for that day.

My preference is for students not to use laptops during class sessions, but I do not prohibit it. However, the use of a laptop in class is subject to one strictly enforced rule: if I ever notice you using your laptop for something other than taking notes, including checking your e-mail, using the internet, or playing games, you will be asked to close your laptop and you will not be allowed to use it in class for the remainder of the semester.

<table>
<thead>
<tr>
<th>Final Grade Breakdown</th>
<th>Grade Cutoffs</th>
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<tbody>
<tr>
<td>Final Paper / Proposal</td>
<td>A  93 - 100</td>
</tr>
<tr>
<td>Field Notes / Reaction Papers (4)</td>
<td>A- 90 – 92.99</td>
</tr>
<tr>
<td>Midterm</td>
<td>B+ 87 – 89.99</td>
</tr>
<tr>
<td>Final</td>
<td>B  83 – 86.99</td>
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<tr>
<td>Attendance</td>
<td>B- 80 – 82.99</td>
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<tr>
<td>Class Participation</td>
<td>C+ 77 – 79.99</td>
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<td>C  73 – 76.99</td>
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<td>D  63 – 66.99</td>
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<td>D- 60 – 62.99</td>
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<td>F  &lt;60.00</td>
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Computing—I may have to make special announcements outside of normal class hours via e-mail or Blackboard, so I strongly suggest you check Blackboard and your e-mail account daily.
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>3176 Topics / Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>08/28</td>
<td>Introduction to the Course</td>
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*** FIELD NOTES / REACTION PAPER #1 DUE 9/20*** |
<table>
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<tr>
<th>Week</th>
<th>Day</th>
<th>3176 Topics / Readings</th>
</tr>
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| 6    | 10/02 | **Within-School Inequalities**  
| 6    | 10/04 | **Education and Families**  
*** FIELD NOTES / REACTION PAPER #2 DUE*** |
| 7    | 10/02 | **Education and Families II**  
| 7    | 10/11 | Midterm                                                                                                                                                                                                                 |
| 8    | 10/16 | **Education and Families III**  
| 8    | 10/18 | **College Access**  
| 9    | 10/23 | **The Effects of College**  
| 9    | 10/25 | **Racial Segregation**  
Orfield, Gary, and Chungmei Lee. “*Brown at 50: King’s Dream or Plessy’s Nightmare?*” P. 165-177 in Arum reader.                                                                                                         
***WORKING DRAFT OF FINAL PAPER/PROPOSAL DUE*** |
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>3176 Topics / Readings</th>
</tr>
</thead>
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| 10   | 10/30| **The Oppositional Culture Debate**  
| 10   | 11/1 | **The Black-White Test Score Gap**  
| 11   | 11/06| **Immigration and Education**  
| 11   | 11/8 | **Gender and Education**  
***FIELD NOTES/REACTION PAPER #3 DUE*** |
| 12   | 11/13| **Class, Gender, and College Majors**  
| 12   | 11/15| **Education and Class in International Context**  
| 13   | 11/20| **Equity Versus Excellence?**  
***FIELD NOTES/REACTION PAPER #4 DUE*** |
| 14   | 11/27| **School Reform**  
| 14   | 11/29| **School Reform II**  
Liability Language: As part of the service learning track, you may be involved in an individual or group project that necessitates you walking or taking public transportation into the local Temple neighborhoods or other Philadelphia neighborhoods. If you are uncomfortable with this aspect of the course, you should pursue the research proposal track.

Disability Statement: This course is open to all students who met the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 to coordinate reasonable accommodations for students with documented disabilities.

Statement on Academic Freedom: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Policy on Academic Honesty: The section in italics is quoted verbatim from the Temple University Bulletin for 2011-2012. Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect. Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism. Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person. The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the
university. The penalty varies with the nature of the offense, the individual instructor, the department, and the school or college. Students who believe that they have been unfairly accused may appeal through the school or college's academic grievance procedure.