**Sociology of Education-Hunter College**

**SOC.** 203 Prof. Daniel M. Bronstein  
SPRING 2019 [Db1003@hunter.cuny.edu](mailto:Db1003@hunter.cuny.edu)

TU/FR.: 11:10-12:25

Office Hrs.: (By

Appointment)

**About the Course:** This class will examine contemporary education through the lens of Sociological Theory. Education includes schooling as well as other social institutions, media, popular culture, and the family. Topics to be discussed include inequality and social stratification, the politics of knowledge, school reform and privatization, college admissions and affirmative action. Throughout the course, you will be encouraged to cultivate the sociological imagination, viewing educational issues in their historical, social, and political contexts, and in their relationships to other social phenomena.

* How do social scientists approach the study of education?
* What can educational systems tell us about a particular group or society?
* Why is it important to study education within the socio-historical context in which it is produced and also reconfigured?

**Course Learning Outcomes: Upon successful completion of the course students will be able to:**

* Apply sociological approach to Education.
* Understand the centrality of education to every day life.
* Understand how various societal factors, including gender, sexuality, politics, economics and race and ethnicity impact the educational experience.
* Cultivate respectful interpersonal discourse on sensitive topics.
* Cultivate critical reading and text analysis.

**Class Conduct**

We will be learning from our texts and from each other, thus bringing us into contact with varied - - and conflicting - - perspectives on education in particular and societal structure at large. Mutual respect and sensitivity are required for class particularly since discussion is an essential component of class. At the same time, openness is crucial to making our conversations truly substantive. Your participation in class discussions and out of class activities - - based on mutual respect -- is absolutely critical. In other words, you should come to these discussions prepared and with an open mind.

**Attendance & Class Structure:**

You are both student and teacher in this class. Thus, your attendance is imperative. Absences on account of illness, family emergencies or jury duty will be excused w/proper documentation (e.g., a doctor’s note). While class session will revolve around readings from the UC, some sessions will also utilize additional readings to be distributed and other forms of media.

**Course Requirements and Grades:**

* Readings & Class participation – 15%
* Periodic Writing Assignments – 15%
* Midterm – 20%
* T**e**rm Paper – 25% (inclusive of presentation)
* **IMPORTANT NOTE: Final papers should be handed in on or before the due date. Late papers will receive grade reductions**.
* Cumulative Final – 25%

**Required Text**

Lareau, *Unequal Childhoods: Class, Race and Family Life.* (U. Of Cal. Press, 2nd edition ’11)

PLEASE NOTE: Periodically, I will also be bringing in additional readings.

**Reading Strategy:**

Identify the main argument (s) of each text. Devise at least onequestion for discussion. This can be a *clarifying question* (about something that was unclear to you), an *interpretive question* (about what the author means), or a *response question* (soliciting others’ ideas about the text).

**Paper Guidelines:**

Focusing on a controversial issue in education, you will analyze arguments from various perspectives and gather evidence with which to form your own view. The preliminary paper outline is due 10/2. In sum:

* In conjunction with instructor, students are required to devise a paper topic.
* Students will submit a paper proposal. Each proposal must include the following:
  + A topic discussing contemporary education in the USA.
  + An articulation of the relevance of the topic
  + A listing of at least three academic sources. By” academic, ” we mean, books and or articles, and not website sources.
  + Students will introduce paper topic w/class in 5 min. presentations.
  + Each paper should be no less than 7 and no more than 12 pages

Important Additional Information: **On Plagiarism:**

Plagiarism is a very serious academic offense that will result in penalties ranging from reduction of class grade to failure in the course. Plagiarism occurs when the ideas and words, published or unpublished, of others are presented as one’s own without citing the original source. Plagiarism also occurs when the papers, research, or works of another person are presented as one’s own work." Please see the full Statement on Plagiarism on the Department's website: <http://www.hunter.cuny.edu/history/plagiarism.shtml>

**ADA Policy**  ”In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230.”  **Hunter College Policy on Sexual Miscondu**ct (required on all syllabi by Senate resolution) “In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.  Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).  All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose ([jtrose@hunter.cuny.edu](mailto:jtrose@hunter.cuny.edu) or 212-650-3262) or Colleen Barry ([colleen.barry@hunter.cuny.edu](mailto:colleen.barry@hunter.cuny.edu) or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.  CUNY Policy on Sexual Misconduct Link: [http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual- Misconduct-12-1-14-with-links.pdf](http://http/www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-%20Misconduct-12-1-14-with-links.pdf)

**LECTURE OUTLINE AND READINGS**

Session #1: 1/28/19: **Introductions: A discussion of class structure and creating a learning community.**

#2: 1/31: **Lecture/Discussion: Methods and Worldview.** Reading: Chapter 1 Unequal Childhoods & examine Appendix C Tables pp. 365-375.

\*Be prepared to analyze the author’s worldview and methodology.

#3: 2/4: **Lecture and Discussion: Location, Location, Location.** Reading: Chapt. 2

\*Be prepared to discuss the significance of community and social structure to individual learning.

#4: 2/7: **Lecture/Discussion: Family Matters: What happens at home matters at school.** Reading: pp. 35-7 & Chapt. 3.

#5: 2/11: **The interface between learning and the “extracurricular.** Reading: Chapt. 4 & writing assignment: How does the author intertwine “class” with extracurricular activity? (2-3 pages)

#6: 2/14: **Lecture/Discussion: Adult Supervision.** Reading: chapt. 5.

\*Be prepared to discuss child rearing, in theory and in practice

NO CLASS ON 2/18

#7: 2/21: **Discussion on proposal, presentations and final paper.**

#8: 2/25:  **Lecture/Discussion: Language and Learning Pt. I.** Reading: p. 107 & Chapt. 6.

\*Be prepared to discuss the interface between learning and family language.

#9: 2/28: **Lecture/Discussion: Language and Learning Pt. II.** Reading: Chapt. 7.

#10: 3/4: **Lecture/Discussion: Parental Patterns Pt. I.** Readi ng:Chapt. 8 **& Proposal Outline Due.**

#11: 3/7: **Lecture/Discussion: Parental Patterns Pt. II.** Reading:Chapt. 9

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#12: 3/11: **Lecture/Discussion: Teachers or Parents?** Reading: Chapt. 10.

#13: 3/14: **Lecture/Discussion: Fear, Punishment and Learning.** Reading: Chapt. 11.

#14: 3/18: **REVIEW SESSION**

#15: 3/21: **Midterm**

#16: 3/25: **Lecture/Discussion: How much does class matter?** Reading Chapt. 12. \*Be prepared to share your views in reference to reading.

#17: 3/28: **Class Presentations**

#18: 4/1: **Class Presentations**

#19: 4/4: **Class Presentations**

#20: 4/15: **Class Presentations**

#21: 4/18: **Class Presentations**

NO CLASS ON 4/22 & 4/25

#22: 4/29: **Lecture/Discussion: New economies, older children.** Reading: pp. 261-62 & Chapt. 13.

\*Be prepared to discuss the author’s reflections on methodology.

#23: 5/2: **Lecture/Discussion: The view from the field.** Reading: Chapt. 14.

#24: 5/6: **Lecture/Discussion: Evaluating and applying the results**. Reading:Chapter 15, Afterword and Appendix A, pp. 333-360.

#25: 5/9: **Discussion: Compare and contrast results of Appendixes C & D.**

#26: 5/13: **Review Session & Final Paper Due**

**FINAL: 5/20: 11:30-1:30**

***PLEASE NOTE: Assignment Schedule may be subject to some adjustment depending on class progress and/or other unforeseen factors.***