11-10g. APR 13 2012

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		~~10-5lg.~~	AP-3/1/11	App-9/11/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Email Address
Hildebrandt, Melanie	melanieh@iup.edu
Proposing Department/Unit	Phone
Sociology	7-7635

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) *SYLLABUS OF RECORD FOR AN EXISTING COURSE (NONE CURRENTLY ON FILE), NO CHANGES TO COURSE*

_____New Course _____Course Prefix Change _____Course Deletion

__X__Course Revision _____Course Number &/or Title Change _____Catalog Description Change

***SYLLABUS OF RECORD AMNESTY**, NO SUBSTANTIVE CHANGES TO COURSE*

SOC 341 Sociology of Education	
***Current** Course prefix, number and full title*	***Proposed** course prefix, number and full title, if changing*

2. Additional Course Designations: check if appropriate

_____ This course is also proposed as a Liberal Studies Course.

_____ This course is also proposed as an Honors College Course.

_____ Other: (e.g., Women's Studies, Pan-African)

3. Program Proposals

_____New Degree Program _____Catalog Description Change _____Program Revision

_____New Minor Program _____Program Title Change _____Other

_____New Track

***Current** program name*	***Proposed** program name, if changing*

4. Approvals		**Date**
Department Curriculum Committee Chair(s)	Melanie D H	11/9/10
Department Chair(s)	Alex He	11-9-10
College Curriculum Committee Chair	Gail Gail	11/17/10
College Dean	A arm	4/10/12
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Edel Reilly TECC Curr	4/10/12
	A Kal Alex Cos	4/11/12
UWUCC Co-Chairs	Gail S Sechrist	4/13/12

* where applicable

Received APR 13 2012 Liberal Studies

Received SEP 21 2011 Liberal Studies

Received DEC 8 2010 Liberal Studies

SOC 341 – Syllabus of Record
Sociology of Education

I. Catalog Description

Examines the place of education in society. Special attention to the development of education in America and its relation to political and economic phenomena. Some attention given to education in other industrial and agrarian societies. **Prerequisites:** SOC 151

II. Course Outcomes:

Students will:

- Learn and apply an historical perspective to the development and reform of education, including manifest goals (workforce and citizenship socialization) and "hidden curricula."
- Learn and apply the sociological theories of education, the politics of educational theory and practice, and the various theories developed to create a context for educational institutions within the broader society.
- Distinguish ways in which education varies and is experienced differently due to social inequalities based on race, social class, and gender.
- Describe and discuss how education affects and is influenced by social contexts such as families, communities, cultures, and the nation state.
- Compare American education to other systems of education in the world.
- Summarize, write, and verbalize key theories and concepts within the sociology of education.
- Recall and describe substantive findings in the sociology of education.
- Apply a sociological perspective to education, its place in society, and its influence on individuals, families, education professionals, and citizens.
- Explore where your own biography – your social circumstances and experiences -- fits within the broader scheme of education and society.

III. Course Outline:

Week One-Sociological Perspectives on Education

Subtopics:

Sociological Perspective
Theoretical Perspectives on Education
Social Research Methods in Education

Week Two- The Structure of Education in Society

Subtopics:

Historical and Contemporary Education
Functions and Processes of Schools

Week Three- Socialization and Education

Subtopics:

The School as Socializer
Formal and Informal Curriculum
Teacher and Student Roles

Week Four-Education and The Process of Stratification

Subtopics:

Education and Mobility

SOC 341 – Syllabus of Record
Sociology of Education

I. Catalog Description

Prerequisite: SOC 151 **3c-01-3cr**

Examines the place of education in society. Special attention given to the development of education in America and its relation to political and economic phenomena. Some attention given to education in other industrial and agrarian societies.

II. Course Outcomes:

Students will:

a) Apply an historical perspective to the development and reform of education, including manifest goals (workforce and citizenship socialization) and "hidden curricula."
b) Examine and apply the sociological theories of education, the politics of educational theory and practice, and the various theories developed to create a context for educational institutions within the broader society.
c) Distinguish ways in which education varies and is experienced differently due to social inequalities based on race, social class, and gender.
d) Describe and discuss how education affects and is influenced by social contexts such as families, communities, cultures, and the nation state.
e) Compare American education to other systems of education in the world.
f) Summarize, write, and verbalize key theories and concepts within the sociology of education.
g) Recall and describe substantive findings in the sociology of education.
h) Apply a sociological perspective to education, its place in society, and its influence on individuals, families, education professionals, and citizens.
i) Explore where your own biography – your social circumstances and experiences -- fits within the broader scheme of education and society.

III. Course Outline:

Week One-Sociological Perspectives on Education
Subtopics:
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Theoretical Perspectives on Education
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Subtopics:
Historical and Contemporary Education
Functions and Processes of Schools

Week Three- Socialization and Education
Subtopics:
The School as Socializer
Formal and Informal Curriculum
Teacher and Student Roles

Week Four-Education and The Process of Stratification
Subtopics:
Education and Mobility

Opportunity and Achievement

Week Five-Education and Inequality-Gender
Subtopics:
Gender Achievement Debate
Gender Identity Formation and Schooling
Teacher and Counselor Bias
Single and Co-ed Education

Week Six-Education and Inequality-Race
Subtopics:
Racial Demographics in American Schools
Racial Privilege
Achievement Inequality
Segregation
Teacher Bias

Week Seven-Education and Inequality-Social Class
Subtopics:
Aspirations and Resources/Reproduction
Public and Private Schooling
Tracking
Oppositional Cultures
Dropping out

Week Eight-Education and Families and Communities
Subtopics:
Family Background
Parents and Relationships to Schools
Community Politics and Schools

Week Nine- Education and the School-to-work transition
Subtopics:
Vocational Education
University Education

Week Ten-Extracurricular Activities and School
Subtopics:
Sports
Popularity, Proms, Beauty Contests
Violence and Bullying

Week Eleven- Higher Education
Subtopics:
Community Colleges
Stratification in Higher Education

Week Twelve-Cross Cultural Perspectives and Education
Subtopics:
Globalization and Schooling
Universal Access to Education

Week Thirteen- Educational Policies
Subtopics:
No Child Left Behind
Desegregation
Title IX

Week Fourteen- Educational Reform
Subtopics:
School Choice
Multicultural Education

Week Fifteen- Final Exam Week
Culminating Activity-In-class exam and/or presentations

IV. Evaluation Methods

The final grade will be determined as follows:

Participation	0 to 15%
Writing assignments	10 to 50%
Class presentation(s)	0 to 25%
Quizzes (may be in-class or take-home, multiple choice and/or essay	0 to 40%
Exams (may be in-class or take-home, Multiple choice or essay)	25 to 75%
Other forms of evaluation	0 to 50%
	Must total 100%

This arrangement is designed to provide faculty with maximum flexibility and academic freedom in regard to the design of their courses.

[Note: Individual faculty members should determine the methods of evaluation for student learning in the course. The methods and their proportion of the course grade should be listed in the syllabus provided to students. The percentages may vary from those indicated here: the parameters above are merely suggested minimum and maximum weights for different types of methods of evaluation frequently used in courses.]

V. Grading Scale

Grading Scale: A: 90% or higher B: 80-89% C: 70-79% D: 60-69% F: 59% or lower

VI. Attendance Policy

IUP expects students to attend class. University policy permits students unexcused absences without penalty as follows: 3 absences in classes that meet for 50 minutes 3 times per week (i.e., MWF classes); 2 absences in classes that meet for 75 minutes twice per week (i.e., (T, Th classes); and 1 absence in classes that meet for 150 or more minutes once per week.

[Note: Individual faculty members should develop an attendance policy for the course that it is in keeping with the university's policy (see the undergraduate catalog for Undergraduate Course Attendance Policy). The faculty member's attendance policy for the course should be included in the syllabus provided to students.]

VII. Required textbooks, supplemental books and readings

[One text, such as the sample texts below, supplemented by other readings and videos.]

1. Ballantine, J. and Spade, J. 2008. *Schools and Society: A Sociological Approach to Education, 3rd Ed.* Pine Forge Press.
2. Ballantine, J. and Hammock, F. 2009. *The Sociology of Education: A Systematic Analysis. (6th edition).* Pearson.

Supplemental Materials:

1. Arum, Richard and Irene R. Beattie (eds.). 2000. *The Structure of Schooling: Readings in the Sociology of Education.* Mountain View, CA: Mayfield Publishing.
2. Antonio Darder, Marta Baltodano and Rodolfo Torres. 2003. The Critical Pedagogy Reader. NY: RoutledgeFalmer.
3. Hallinan, M. Kubitschek, W., Gamoran, A. and Loveless, T. (eds.). 2003. Stability and Change in American Education: Structure, Process, and Outcomes. Elliot Werner Publications.

VIII. Special resource requirements

Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use an appropriate web based instructional software such as Moodle and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in either Microsoft Word or Rich Text Format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate appropriate online conduct

Technical Support

Technical support for computer issues and technology related to this course is available from the Indiana University of Pennsylvania IT Support Center (724-357-4000, G-35 Delaney Hall). When you contact them you should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received. If you experience issues outside of the normal IT Support Center hours, you can also submit your error or question via e-mail at it-supportcenter@iup.edu or via electronic form available online in Moodle.

Disability Services

IUP is committed to ensuring equal access to education as intended by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Disability Support Services provides services to students with disabilities of all kinds, including learning, physical, hearing, vision, or psychological. Students who plan to request accommodations should contact the Disability Support Services Office at the beginning of each semester. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact: Office of Disability Support Services, 216 Pratt Hall, 724-357-4067.

Academic Integrity

IUP students are expected to maintain the highest standards of honesty and integrity. You are responsible for knowing and abiding by the IUP Academic Integrity Policy, (website: http://www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm). Practicing academic integrity means you do not:

- Provide or receive unauthorized assistance in coursework, including papers, quizzes, and examinations.
- Use unauthorized materials and resources during quizzes and tests.
- Possess course examination materials without the prior knowledge of the instructor.
- Plagiarize
- Engage in behaviors that are disruptive or threatening to others.
- Use computer technology in any way other than for the purposes intended for the course.

Plagiarism involves using the words, facts, or ideas of another person or source as if they were your own. It is illegal and violates both university policy and the principles of scholarship. To avoid plagiarism, you must properly cite other people's words, facts, and ideas that you incorporate into your work. If you paraphrase (put into your own words) or quote (use the author's exact words) from any source (including material from the Internet), the paraphrase or quote must be cited properly. Quotes need to be placed in quotation marks, with the page number(s) indicated in the properly formatted citation of the source. Plagiarism, cheating, and other forms of academic dishonesty are grounds for receiving an F on an assignment or exam, an F for the course, and referral to the university for judicial review and potential sanctions that may include suspension or expulsion from the university.

IX. Bibliography

1. Ballantine, Jeanne, Richard Arum, Floyd Morgan Hammack, Edith King, Caroline Hodges Persell, and Theodore C. Wagenaar. 2004. *Teaching Sociology of Education: Syllabi and Instructional Materials*, Sixth Edition. Washington, D.C.: American Sociological Association.

2. Brint, Steven, Mary F. Contreras, and Michael T. Matthews. 2001. "Socialization Messages in Primary Schools: An Organizational Analysis." *Sociology of Education* 74: 157-180.

3. Deluca, Stefanie and James E. Rosenbaum. 2001. "Individual Agency and the Life-Course: Do Low-SES Students Get Less Long-Term Payoff for Their School Efforts?" *Sociological Focus* 34: 357-376.

4. Gamoran, Adam. 2001. "American Schooling and Educational Inequality: A Forecast for the 21st Century." *Sociology of Education* extra issue: 135-153.

5. Hochschild, Jennifer L. 2003. "Social Class in Public Schools." *Journal of Social Issues* 59: 821-840.

6. Lareau, Annette. 2003. *Unequal Childhoods: Class, Race, and Family Life*. University of California Press.

7. Lareau, Annette. 1987. "Social Class Differences in Family-School Relationships: The Importance of Cultural Capital." *Sociology of Education* 60: 73-85.

8. Lewis, Amanda. 2003. *Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities.* Rutgers University Press.

9. Pascoe, C.J. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School.* University of California Press.

10. Portes, Alejandro. 2002. "English-Only Triumphs, But the Costs Are High." *Contexts* 1: 10-15.

11. Leonhardt, D. 2005. The College Dropout Boom. In Correspondents of the *New York Times* (Ed.), *Class Matters* (pp. 87-104). New York: Henry Holt & Company.

12. Lareau, A. 2000. Why Does Social Class Influence Parent Involvement in Schooling. *Home Advantage*: *Social Class and Parental Intervention in Elementary Education* (pp. 97-148).

13. O'Neil, J. 1992. On Tracking and Individual Differences: A Conversation with Jeannie Oakes. *Educational Leadership 50:2,* 18-22.

14. Ryan, J. E. 2004. The Perverse Incentives of the No Child Left Behind Act. *New York University Law Review 79:3*, 932-989

15. Schneider, Barbara, 2003, "Sociology of Education: An Overview of the Field at the Turn of the 21st Century," In M. Hallinan (Ed.) Stability and Change in American Education: Structure, Process, and Outcomes.

[See also American Sociological Association teaching resources available at www.asanet.org.]

Conceptual Framework	**INTASC Standards**	**NCSS Program Standards**	**Course Objectives**	**Course Assessment**
1a.	1	1.Culture and Cultural Diversity	(a), (c), (d), (e)	Midterm evaluation
		2. Time, Continuity and Change	(a), (e)	Final evaluation
		5. Individuals, Groups and Institutions	(a) – (e), (h), (i)	