This course examines the history, development and current state of educational systems (primary, secondary and post-secondary) as important institutions of society and explores how social forces shape what is taught, how and to whom and analyzes the roles that education plays in the United States and globally.

**GOALS**

1. To convey basic knowledge about the history and development of the educational system in the United States from the perspective of key sociological thinkers;

2. To explore how social forces such as political and economic conditions shape various components of educational institutions (i.e. their mission, structure, pedagogical orientation and curriculum) and how education occurs in and out of the context of schools;

3. To examine the social roles that educational systems play in the United States and globally; and

4. To impart a critical understanding of current social issues related to education with an emphasis on the implications for socially responsible citizenship and civic engagement.

**LEARNING OBJECTIVES**

By the end of the semester students will be able to:

- Describe the educational system in the United States from an historical perspective with an understanding of social forces that shape curriculum, pedagogical orientation and various advantages and challenges faced by particular social groups;

- Articulate an analysis of longstanding tensions related to education for the common good versus serving the political and economic elite; public versus private education; access and excellence in opportunity and outcome for diverse populations; and the function of higher education in society overall; and

- Apply knowledge gained to the interpretation and critique of perspectives about social issues relevant to the institution of education in society.

**COURSE TOPICS**

- Introduction to the Sociology of Education
- Historical, Social, Political & Economic Contexts That Shape Educational Systems
- Education and Social Structure: For Whom, With What Goals and Outcomes
- Equality, Equity and Diversity
- Democracy and Civic Education
- Higher Education
- Education around the Globe
- Education and Social Change

Supplementary readings as indicated on the Course Schedule. See the Reading List at the end of the syllabus for information about how to locate them. Please note that additional readings may be assigned throughout the semester. If so you will be notified in class and via Blackboard.

Course Requirements

Class participation and attendance: Active participation maximizes the benefits of this course for the individual and collectivity. Students are expected to complete reading assignments prior to class, participate in discussions and are responsible for material missed when absent.

Assignments are to be completed as noted below. Detailed instructions will be distributed.

* Lived Experience Essay
* Public Event Summary
* Education around the Globe Research Project
* Final Exam

Written assignments are to be typed, double spaced, with 1 inch margins. Grading will be based on the demonstration of mastery of the subject matter, whether the assignment was fulfilled completely, and depth of critical analysis, insight, clarity and thoughtful reflection. Subtitles should be used to organize thoughts. Papers should be carefully proofread before submission. There will be a 10% penalty for spelling, grammatical or formatting mistakes and/or for late papers. They may not be accepted after one week past the deadline. You may submit papers prior to a deadline to receive feedback. Please allow at least several days turn around.

Email and Blackboard: Each student is required to obtain an e-mail account, to arrange Blackboard access. There will be substantial communication throughout the semester via e-mail and occasional supplemental readings may be accessible only through the web. Students are expected to check e-mail between class periods for messages or documents (e.g. Wednesday and Sunday).

* Please note ES SP07 in the subject line of all emails.
* Assignments must be submitted by hard copy for grading AND electronically either via the drop box or Turnitin.com on Blackboard depending on the assignment instructions.
* Please follow this filename protocol: ES SP07 Yourname Assignment.doc
* It is your responsibility to make sure emails/assignments are received. Always keep copies!

Accommodations: If you are registered with the Office of Disability Services (3rd floor University Center) and need particular arrangements for this course, please bring this to my attention as soon as possible so I may assist you.

Plagiarism (writing someone else’s words as if they are your own), sharing your exam or paper with another student, or copying another student’s paper or exam will result in an F in the course. See the Adelphi University Undergraduate Bulletin and the Honor Code in the Guide to Student Life for a complete listing of regulations. Please note the use of Turnitin.com for all assignments. See Blackboard for Instructions.
EVALUATION CRITERIA

Class Participation (See below for details) 35%
Public Event Summary 10%
Lived Experience Essay 10%
Education around the Globe Research Project 25%
Final Exam 20%

A+ 97-100  B+ 87-89.9  C+ 77-79.9  D+ 67-69.9
A  93-96.9  B 83-86.9  C 73-76.9  D 60-66.9
A- 90-92.9  B- 80-82.9  C- 70-72.9  F Below 60

CLASS PARTICIPATION AND ATTENDANCE:
10% Timely completion of readings: Students are expected to come to class prepared including notes about main points, questions and reflections in a designated notebook or electronic file to be submitted twice during the semester and demonstrated through participation.
5% Attendance and punctuality More than 3 absences will result in a 5% reduction of your grade per additional absence. Persistent lateness will count as absences. Poor attendance and/or lack of participation will adversely affect your grade.
10% In-class assignments (written and participatory)
5% Readings: Pairs of students will be assigned to each week to be prepared to:
   a. State the key questions addressed and arguments related to the week’s subject matter
   b. Describe the relationship of this article to the course topic overall
   c. Pose two questions the material raises for possible class discussion (e.g. about the implications or significance of the article, differing positions about the issue, etc.)
Notes should be submitted electronically the night before and hard copy in class (1 copy).
5% Alternative media source: Students are responsible to monitor a listserv for articles related to education in society. Suggestions are listed at the end of the syllabus; in addition, any international press would be fine. If there is another source you’d like to monitor, please request approval. Over the semester print 3 that interest you (one for each of February, March and April), and bring them to class for discussion.

EDUCATION AROUND THE GLOBE PROJECT: For this paper you will research a specific aspect of an educational system in a nation other than the United States. Your country selection and rationale need to be approved. For purposes of this paper, you might investigate how factors such as race, class, gender, sexuality, religion, ethnicity, language, ability, etc. are handled or a specific issue or component of educational systems such as curriculum, pedagogy, higher education, language education etc. This project will be submitted in sections:

Part I: Topic Proposal and Rationale with Initial List of Sources (5%)
Part II: Outline and Annotated Bibliography (10%)
Part III: Final Report (10%)

Students are encouraged to outreach to educators, authors, journalists and scholars in the country you research. Make an appointment for consultation at any time if you would like assistance.
**PUBLIC EVENT SUMMARY AND LIVED EXPERIENCE ESSAY:** Specific instructions including grading criteria will be distributed as specified on the CLASS SCHEDULE below.

**FINAL:** Instructions for this exam will be given as designated on the CLASS SCHEDULE below. Exam content will assess your understanding of the course topic relating to the course goals and learning objectives as stated in the syllabus. Makeup tests will be arranged only with an excused and documented absence.

**EXTRA CREDIT:** After receiving grades for the Public Event Summary and Lived Experience Essay, students may pursue opportunities for extra credit. Up to two points extra credit (maximum six points) will be given for participating in campus or community activities related to topics we discuss in class. To get the extra credit students must submit a one-page summary of the connections drawn to concepts we are discussing and what thoughts you had about the experience. Please check before assuming that an activity or event is acceptable.

**PLAGIARISM** (writing someone else’s words as if they are your own), sharing your exam or paper with another student, or copying another student’s paper or exam will result in an “F” in the assignment and may result in an “F” in the course. See the Adelphi University Undergraduate Bulletin and the Honor Code in the Guide to Student Life for a complete listing of regulations.

## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS / READINGS / ASSIGNMENTS</th>
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| FOUR | BALLANTINE AND SPADE  
Part 4: THE SOCIAL CONSTRUCTION OF KNOWLEDGE.  
| 2.13.07 | |

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<tr>
<th>EDUCATION AND SOCIAL STRUCTURE: FOR WHOM, WITH WHAT GOALS AND OUTCOMES</th>
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| FIVE | BALLANTINE AND SPADE  
Part 5: SCHOOLING IN ITS SOCIAL CONTEXT: EDUCATIONAL ENVIRONMENTS.  
23. Through the Back Door: The History of Women’s Education by David Sadker and Myra Sadker. |
| 2.20.07 | |

| 2.27.07 | |

| SEVEN | BALLANTINE AND SPADE  
Part 6: SOCIAL STRATIFICATION AND SCHOOLS.  
25. American Schooling and Educational Inequality by Adam Gamoran.  
28. Gender in Education in the United States by Joan Z. Spade. |
| 3.6.07 | |

| Education Around the Globe  
Part I -DUE | |

| Lived Experience Essay  
DUE | |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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</table>
| 3.13.07 | EIGHT                          | **BALLANTINE AND SPADE**  
Part 7: EFFORTS TOWARD EQUALITY AND EQUITY IN EDUCATION.  
30. Deepening Segregation in American Public Schools by Gary Orfield, Mark D. Bachmeier, David R. James, and Tamela Eitle.  
*Discussion of Alternative Media (Bring at least one article)* |
| 3.15.07 |                               | **DEMONSTRATION AND CIVIC EDUCATION**  
Public Event Summary DUE |
| 3.27.07 | TEN                            | **BALLANTINE AND SPADE**  
Part 10: EDUCATIONAL REFORM AND CHANGE.  
47. Beyond College for All: Career Paths for the Forgotten Half by James E. Rosenbaum.  
48. Deschooling Society by Ivan Illich.  
FairTest: “What’s Wrong with Standardized Tests?”  
[http://www.fairtest.org/facts/whatwron.htm](http://www.fairtest.org/facts/whatwron.htm)  
[http://www.rethinkingschools.org/archive/16_04/16_04.shtml](http://www.rethinkingschools.org/archive/16_04/16_04.shtml)  
OR  
Perrone, Vito. 2000. “Standardized Testing” How Did We Get Here?” |
| 3.29.07 |                               | **SPRING BREAK – No class on April 3rd or 5th** |
| 4.10.07 | ELEVEN                         | **BALLANTINE AND SPADE**  
Part 8: HIGHER EDUCATION.  
40. The Soul of a New University by Arthur Levine.  
Education Around the Globe Part II DUE |
**4.12.07**
*Discussion of Alternative Media (Bring at least one article)*

**TWELVE**
**4.17.07**

**4.19.07**
To Be Announced

**EDUCATION AROUND THE GLOBE**

**THIRTEEN**
**4.24.07**
BALLANTINE AND SPADE
Part 9: EDUCATION IN AN INTERNATIONAL CONTEXT.
42. Development and Education by Colette Chabbot and Francisco O. Ramirez.

**4.26.07**
[Contesting the curriculum in the schooling of indigenous children in Australia and the United States: From eurocentrism to culturally powerful pedagogies](http://example.com) A. Hickling-Hudson, R. Ahlquist.

**EDUCATION AND SOCIAL CHANGE**

**FOURTEEN**
**5.1.07**
Additional reading on the Prison and Military Industrial Complexes - tba

**5.3.07**
Zyngier, David. 2003. “Connectedness – Isn’t it time that education came out from behind the classroom door and Rediscovered Social Justice.”
*Presentations*

**FIFTEEN**
**5.8.07**
*Concluding Discussion*

**FINAL**
**THURSDAY MAY 17th, 2007 (10:30am-12:30pm)**
**BOOKS for the LIVED EXPERIENCE ASSIGNMENT**
(Select one – Instructions to be distributed)


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**ALTERNATIVE MEDIA/LISTSERVES**

Campus Progress  
[http://www2.americanprogress.org/dia/organizationsCAP/americanprogress/signUp.jsp?key=1014&t=CampusProgress.dwt](http://www2.americanprogress.org/dia/organizationsCAP/americanprogress/signUp.jsp?key=1014&t=CampusProgress.dwt)

Education Week  

Inside Higher Ed.com  
[https://www.insidehighered.com/sign_up](https://www.insidehighered.com/sign_up)

*Journal of Blacks in Higher Education*  

New York Collective of Radical Educators  
[nycoreupdates-subscribe@yahoogroups.com](mailto:nycoreupdates-subscribe@yahoogroups.com)

Prison Moratorium Project  
[https://lists.mayfirst.org/cgi-bin/mailman/listinfo/school2prison](https://lists.mayfirst.org/cgi-bin/mailman/listinfo/school2prison)

*Rethinking Schools*  
[https://lists.core.com/mailman/listinfo/rscriticalteach](https://lists.core.com/mailman/listinfo/rscriticalteach)

*Teachers College Record*  
[www.tcrecord.org](http://www.tcrecord.org) (Go to Members Center to sign in as a visitor)

Tolerance.org  
[http://www.tolerance.org/teach/newsletter/index.jsp](http://www.tolerance.org/teach/newsletter/index.jsp)

*Tom Paine.com*  

*Wire Tap Magazine*  

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**SEE BLACKBOARD FOR ADDITIONAL RELATED WEBSITES, ORGANIZATIONS AND LINKS**

Education Not Incarceration  

Electronic Magazine of Multicultural Education  
[http://www.eastern.edu/publications/emme/](http://www.eastern.edu/publications/emme/)

Harvard Education Press  
[http://gseweb.harvard.edu/hepg](http://gseweb.harvard.edu/hepg)

Higher Education Statistics Agency  
[http://www.hesa.ac.uk/](http://www.hesa.ac.uk/)

National Center for Science Education  

Radical Teacher  
[http://radicalteacher.org](http://radicalteacher.org)

Rethinking Schools  

Tolerance.org  
[http://www.tolerance.org/](http://www.tolerance.org/)

United for a Fair Economy  
[http://www.faireconomy.org/](http://www.faireconomy.org/)
<table>
<thead>
<tr>
<th><strong>READING LIST – ALPHABETICAL BY AUTHOR</strong></th>
<th><strong>LOCATION</strong></th>
</tr>
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<tbody>
<tr>
<td>Census 2000. <em>America at the Dawn of a New Century</em> and Sections on Education</td>
<td>Blackboard</td>
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<td>Author</td>
<td>Title</td>
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<tr>
<td>Gordon, Lenore</td>
<td>1994. ‘What Do We Say When We Hear ‘Faggot’”</td>
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<td><a href="http://www.rethinkingschools.org/archive/16_04/16_04.shtml">http://www.rethinkingschools.org/archive/16_04/16_04.shtml</a> Accessed 25.1.05.</td>
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