

Sociology of Education

SOC 2163

Fall 2022

Course Description & Learning Outcomes

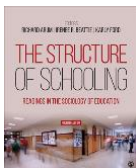
Education is lauded as the “great equalizer,” but inequalities in who has access to education – and their experiences within the American education system – often replicate inequalities. In this course, we will discuss these trends and ask big questions about patterns, such as: Why are all schools not equally resourced? Can education be a pathway to social mobility? Who benefits from a college degree, and why are these benefits not equally shared among all graduates? Should a college degree guarantee a good job after graduation? This Sociology elective explores the role of education in the United States, and its implications for inequality.

After successfully completing this course, you will be able to:

- Understand the cornerstone theoretical approaches used to analyze education from a sociological perspective (*assessed by Quizzes and Exams*).
- Describe how school structures and organizational differences between schools connect to education as a tool for mobility and the implications of this for inequality (*assessed by Reading Reflections, Quizzes, and Exams*).
- Identify how the college experience often differs by gender, race, class, and type of institution attended, and how these distinctions affect student success and future post-college outcomes (*assessed by Reading Reflections, Quizzes, and Exams*).
- Identify one education-related social problem and use the tools of Public Sociology to produce a public-facing product that could educate others and presents at least one possible solution (*assessed by Public Sociology Final Project*).

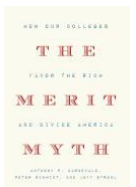
Required Texts and Materials

We have one primary book for this class. It will be available at the campus bookstore and online. We will read excerpts of *The Merit Myth*; purchasing it is optional. *Please contact me as soon as possible if obtaining the book(s) for this course are a challenge for you.*



Required. Arum, Richard, Beattie, Irene R., and Ford, Karley. 2021 *The Structure of Schooling: Readings in the Sociology of Education*. Fourth Edition.

***Be sure to get the Fourth Edition!**



Recommended (optional, but not required): Carnevale, Anthony P., Schmidt, Peter, and Strohl, Jeff. 2020. *The Merit Myth: How Our Colleges Favor the Rich and Divide America*.

Additional articles will be posted on our course website: blackboard.gwu.edu.

Dr. Brittany N. Dernberger
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Teaching Assistant

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Class Meets

Tuesdays & Thursdays
 4:45 pm – 6:00 pm
 Smith Hall of Art #120

Office Hours

After class or by appointment via Zoom. Book via [calendly](https://calendly.com).

Prerequisites

SOC 1001 or 1002

Course Communication

I will frequently communicate with the class via our online Blackboard course space; please be sure to check this regularly.

Email is the best way to contact me. During the week, I will make every effort to respond to your email within 24-48 hours. I may not respond to email over the weekend.

Please keep in mind that e-mail should be viewed as professional communication. For email guidance and tips, visit [this resource](#).

Activities, Learning Assessments, & Expectations for Students

Final grades will be based on the following components:

- Attendance, Participation, and Engagement (10%)
- Reading Discussion Questions (15%)
- Weekly Reading Quizzes (20%)
- Reading Reflections (20%)
- Take Home Exams (20%)
- Public Sociology Final Project (15%)

Attendance, Participation, and Engagement (10%). It is your responsibility, and an expectation, that you will prepare for class, attend, and actively engage during our class time. This includes small homework assignments that allow us to apply the reading and course material. Inappropriate use of technology or electronic devices, being disrespectful to your peers, and other disruptive behaviors will negatively affect your participation grade.

- A level participants are **consistently** prepared and knowledgeable. They have their materials handy and can refer to specifics in their materials during class. They contribute to the ongoing discussion by responding thoughtfully to others and/or by asking questions that help build useful group understanding. They are active leaders and listeners in small group discussion. They abide by the attendance policy. If this person were not a member of the class, the quality of the discussion would diminish.
- B level participants **mostly** meet the above criteria.
- C level participants **occasionally** meet the above criteria.
- D level participants **rarely** meet the above criteria.
- F level participants **fail** to meet the above criteria.

More details about attendance and engagement are on page 3.

Reading Discussion Questions (15%). For each class period, you will submit two discussion questions that engage with the assigned reading/material. Your questions should cover at least two of the materials in a way that makes it clear that you are engaging with the arguments being presented. The objective is to think critically about the materials. I find that if you do this ahead of time, you are likely to have more to contribute to the class and to get more out of the class discussion. Additional instructions will be posted on Blackboard. Discussion questions are due at 11:59 pm the day before class meets (by 11:59 pm on Mondays and Wednesdays). The two lowest discussion question assignments will be dropped at the end of the semester. This means that you essentially get two class periods to **not** submit any discussion questions without penalty.

Quizzes (20%). Weekly in-class quizzes will cover course readings and other class material. Quizzes are open book/open note and are designed to assess our collective understanding of key course concepts. If you have not done the reading, it will be difficult for you to do well on the quizzes. If you miss class on a day we have a quiz, you can make up the quiz within *two weeks* of the missed class period. Quizzes may not be made up after that two-week window.

Reading Reflections (20%). Four times during the semester, you will submit a reading reflection synthesizing themes across multiple readings from at least two different weeks. You should focus on class readings in the reflection, but these are also “thought exercises” asking you to provide your own perspective. You are welcome to draw on your past experiences, other courses, and outside readings. These reflections are designed for you to consider how multiple readings connect, disagree, or complement one another and how the reading connects to

broader course concepts. Reading reflections may be submitted in written (one page single-spaced) or video (60-120 second recording) format. Additional assignment details will be posted on Blackboard.

Take Home Exams (20%). We'll have two take-home exams that will assess your understanding of course content. The exams will consist of multiple choice, short answer, and essay questions. You'll have approximately a week to complete each exam.

Public Sociology Final Project (15%). You will identify one education-related social problem you want to learn more about and then produce a public-facing product (e.g., an infographic, podcast, game, video, etc.) that educates the public and presents at least one possible solution. Additional assignment details will be posted on Blackboard.

Attendance is crucial for your success in this class and is part of your participation grade. Simultaneously, we're living in a world of various public health crises that may result in you needing to miss class. We all must approach this semester with a spirit of flexibility and empathy. Use your best judgement to participate in the course to the maximum extent possible. If such circumstances arise where you will miss more than two class periods in a row, please inform me as soon as possible.

I suggest you find a "class buddy" and exchange contact information to ask for updates and notes for a missed class period. We will also establish other opportunities to mutually benefit from our classroom community (e.g., taking turns posting class notes) when we establish our shared community guidelines. If you are absent from class, please contact a classmate first to obtain the information you missed and then contact me if you have further questions about course material.

Engagement. Please come to class prepared with notes, ideas, and questions to discuss. This class will largely be discussion based. Therefore, it is essential that we all complete the readings before class begins and you're prepared to share your ideas with your peers. We will use the Discussion Board on Blackboard as an additional tool for the class to share relevant articles, content we see out in the world, news events related to the course, etc.

Classroom Community. During class discussions, we want to create a safe space in which individuals can ask questions and express ideas without fear of judgment from others. Our classroom community depends on the consistent presence and thoughtful engagement of all members. As members of this community, it is imperative that we listen empathically to one another, that we articulate our disagreements thoughtfully and respectfully, and that we remain committed to critical comprehension of all ideas and materials. An inclusive and open classroom community is the work of all of us; please do your part to address topics with sensitivity and maturity to ensure a productive discussion within this safe space. We will establish our class ground rules for our learning community during the first week of class and they will be added as an addendum to the syllabus.

Course-Specific Policies

Technology: Laptops and tablets are welcome for the purposes of note taking, research on topics under discussion, and/or review of course material. Please refrain from accessing personal e-mail, social media, or other non-course-related items during class time. Use of cell phones, iPads, laptops, etc. during class for non-course related purposes will negatively impact your participation grade.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready.

Late Work Policy: In general, late work will not be accepted. Preparation, Attendance, Participation, and Engagement assignments will not be accepted late unless prior arrangements have been made. Other assignments received after the due date will be reduced a partial letter grade (i.e., B+ → B) for each day that it is late. If you miss

class on a day we have a quiz, you can make up the quiz within *two weeks* of the missed class period. Quizzes may not be made up after that two-week window. Given ongoing world events, this policy is subject to adjustments as necessary.

Assignment Submission and Formatting: Unless otherwise noted, your work will be submitted via Blackboard prior to class starting. *Assignments must be submitted on Blackboard as a Microsoft Word document (not Pages or PDF). E-mail submissions will not be accepted.*

This is an in-person class! But here's what you need to know about virtual classes on Zoom.

This class is designed as an in-person, *synchronous*, class, meaning we will always meet during the scheduled class time, and I will prioritize engagement with people in the physical classroom. **Please make every effort to attend our class in person so you can fully participate.** If you cannot attend in person, you may login to the class virtually via Zoom. Most class sessions will be recorded on Zoom and uploaded automatically to Blackboard. You can access class recordings using the Zoom link on Blackboard (password is “education”). Note that it is against GW policy to share recorded class sessions for non-course related purposes. See the “Use of Electronic Course Materials and Class Recordings” section below for more details.

If you're joining class online:

- You will need to join our class session with a device in which you can use Blackboard and Zoom. The device should have a camera and microphone. I strongly encourage you to have your camera on and be in an environment where you will be able to unmute your microphone to participate in our discussion.
- If you need assistance with online classes, visit online.gwu.edu/student-support for additional resources.

Get Some Help!

Taking ownership for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit academiccommons.gwu.edu to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting gwu.mywconline.com and scheduling an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see studentsuccess.gwu.edu), and if you just need someone to talk to, visit healthcenter.gwu.edu/counseling-and-psychological-services or [one of the many other resources on campus](#).



Most services are free because you have already paid for it, and **everyone needs help**. All you have to do is ask for it.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit studentlife.gwu.edu/well-being-support for information about resources the campus offers you and let me know if I can help in any way.

Names/Pronouns and Self Identifications

GW recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit diversity.gwu.edu/chosen-name-gender-identity-pronouns to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about

our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all your fellow classmates.

Grades

Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course Blackboard page. If you would like to review any of your grades (including the exam), or have questions about how something was scored, please email me to schedule a time for us to meet.

I am happy to discuss any of your grades with you. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I must establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 \neq 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%		
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%		

University Policies

Average amount of minimum independent (out-of-class) learning expected per week

GW expects that in a 15-week semester, including exam week, you are expected to spend a minimum of 100 minutes in independent learning for every 50 minutes of direct instruction for a minimum total of 2.5 hours per week. A 3-credit course should include 2.5 hours of direct instruction and a minimum of 5 hours of independent learning per week for a combined minimum total of 7.5 hours per week. See [Assignment of Credit Hour Policy](#) for more information.

Academic Integrity Code

Academic integrity is an essential part of the educational process, and all members of the GW community take these matters very seriously. As the instructor of record for this course, my role is to provide clear expectations and uphold them in all assessments. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and otherwise violate the [Code of Academic Integrity](#). If you have any questions about whether or not particular academic practices or resources are permitted, you should ask me for clarification. If you are reported for an academic integrity violation, you should contact the Office of Student Rights and Responsibilities (SRR) to learn more about your rights and options in the process.

Consequences can range from failure of assignment to expulsion from the university and may include a transcript notation. For more information, please refer to the SRR website (<https://studentconduct.gwu.edu/academic-integrity>), email rights@gwu.edu, or call 202-994-6757.

University policy on observance of religious holidays

Students must notify faculty during the first week of the semester in which they are enrolled in the course, or as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls within the first three weeks of class, the student must inform

faculty in the first week of the semester. For details and policy, see “Religious Holidays” at provost.gwu.edu/policies-procedures-and-guidelines.

Use of Electronic Course Materials and Class Recordings

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions.

Support for students outside the classroom

Disability Support Services (DSS) 202-994-8250

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services at disabilitysupport.gwu.edu to establish eligibility and to coordinate reasonable accommodations.

Safety and Security

- Monitor [GW Alerts](#) and [Campus Advisories](#) to [Stay Informed](#) before and during an emergency event or situation
- In an emergency: call GWPD/EMeRG 202-994-6111 or 911
- For situation-specific actions: refer to GW's [Emergency Response Handbook](#) and [Emergency Operations Plan](#)
- In the event of an armed Intruder: Run. Hide. Fight.

Course Schedule

Ch = chapter in *The Structure of Schooling*; *Bb* = reading on Blackboard. Readings should be read **prior** to the class period for which they're listed.

Course Welcome & Introduction to the Sociological Study of Education

Week 1: Introduction

Tuesday, August 30: Introduction to the course and to one another

- Establish collective community guidelines
- Bb. *Adrienne Rich*, "Claiming an Education" (1977)

Thursday, September 1

- Ch 1. *Gary S. Becker*, Human Capital
 - Bb. Listen to *The Daily* (2022, June 24). [One Elite High School's Struggle Over Admissions](#)
- Due: "About Me" discussion post on Blackboard**

A Sociological Approach to Analyzing Education

Week 2: Theoretical and Historical Perspectives Part 1: Forms of Capital

Tuesday, September 6

- Ch. 3. *James Coleman and Thomas Hoffer*, Schools, Families, and Communities
- Ch. 25. *Shamus Khan*, Privilege

Thursday, September 8

- Ch. 2. *Pierre Bourdieu*, The School as a Conservative Force: Scholastic and Cultural Inequalities
- Ch. 43. *Matthew H. Rafalow*, Disciplining Play: Digital Youth Culture as Capital at School

Week 3: Theoretical and Historical Perspectives Part 2: Cultural Capital and Status

Tuesday, September 13

- Ch 4. *Michele Lamont and Annette Lareau*, Cultural Capital: Allusions, Gaps, and Glissandos in Recent Theoretical Developments
- Ch. 21. *Annette Lareau*, Invisible Inequality: Social Class and Childrearing in Black Families and White Families

Thursday, September 15

- Ch. 8. *Archibald O. Haller and Alejandro Portes*, Status Attainment Processes
- Ch. 24. *Jessica McCrory Calarco*, Negotiating Opportunities

School Structures and School Practices

Week 4: Social Mobility, Social Reproduction, and Organizational Perspectives

Tuesday, September 20

- Ch 6. *Pitirim Sorokin*, Social and Cultural Mobility
- Ch. 23. *Julie Bettie*, Exceptions to the Rule: Upwardly Mobile White and Mexican American High School Girls

Thursday, September 22 ***no in-person class, complete asynchronous online activity***

- Ch. 11. *John W. Meyer*, The Effects of Education as an Institution
- Ch. 44. *David P. Baker*, A Quiet Revolution

Reading Reflection #1 must be submitted by this date

Week 5: Inequalities Between & Within Schools and the Organizational Environment

Tuesday, September 27

- Ch. 31. *Sean F. Reardon*, The Widening Income Achievement Gap
- Choose to read ONE of the following:
 - Chapter 36. *Karolyn Tyson*, Desegregation Without Integration: Tracking, Black Students, and Acting White After Brown
 - Chapter 39. *Amanda Lewis*, Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities

Thursday, September 29

- Ch. 40. *Heidi M. Gansen*, Reproducing (and Disrupting) Heteronormativity: Gendered Sexual Socialization in Preschool Classrooms
- Choose to read ONE of the following:
 - Ch. 17. *C.J. Pascoe*, Notes on a Sociology of Bullying: Young Men's Homophobia as Gender Socialization
 - Ch. 42. *Edward W. Morris*, "Tuck in That Shirt!" Race, Class, Gender, and Discipline in an Urban School

What is the Role of Higher Education in the United States?

Week 6

Tuesday, October 4

- Bb. *Anthony P. Carnevale, Peter Schmidt, and Jeff Strobl*, "What The Nation Needs" (*The Merit Myth*, 2020)
- Ch. 33. *Stephen Brint and Jerome Karabel*, Community Colleges and the American Social Order

Thursday, October 6

- Ch. 7. *Ralph H. Turner*, Sponsored and Contest Mobility and the School System
- Bb. Wilbers, Stefan and Jelena Brankovic. 2021. "The Emergence of University Rankings: A Historical-Sociological Account" *Higher Education*.

Due: Take-Home Exam #1 on Friday, October 7

Admissions, Enrollment, and Paying for College

Week 7

Tuesday, October 11

- Ch. 48. *Mitchell Stevens*, *Creating a Class: College Admissions and the Education of Elites*
- Bb. *Stephanie Saul*, “[Elite Colleges’ Quiet Fight to Favor Alumni Children](#)” (*The New York Times*, 2022)
- Bb. *Nick Anderson and Danielle Douglas-Gabriel*, “[Colleges Scramble to Recruit Students as Nationwide Enrollment Plunges](#)” (*The Washington Post*, 2022)

Thursday, October 13

Guest Speaker: Katharine Nasielski, Director of Government Relations, CARE USA

Note: check Blackboard for details as readings may be updated to reflect current events

- Bb. Skim *Andre M. Perry, Marshall Steinbaum, and Carol Romer*, “[Student Loans, The Racial Wealth Divide, and Why We Need Full Student Debt Cancellation](#)” (*Brookings Report*, June 2021)
- Bb. *Natasha Quadlin and Brian Powell*, “[College Decision Day is Coming. Who Do Americans Think Should Pay?](#)” (*The Washington Post*, April 2022)
- Bb. *Tressie McMillan Cottom*, “[America Turned the Greatest Vehicle of Social Mobility Into a Debt Machine](#)” (*The New York Times*, May 2022)
- Bb. *Susan Dynarski*, “[Why I Changed My Mind on Student Debt Forgiveness](#)” (*The New York Times*, August 2022)
- Bb. Watch “[Don’t Forgive Student Debt](#)” (*ReasonTV*; July 2022) [4 minutes]
- Bb. Watch “[Why Student Loan Forgiveness Comes with Economic and Political Risks](#)” (*The Wall Street Journal*; July 2022) [7 minutes]

Who Benefits from a College Degree?

Week 8

Tuesday, October 18

- Ch. 22. *Anthony Abraham Jack*, *The Privileged Poor: How Elite Colleges Are Failing Poor Students*
 - Ch. 34. *Anne E. Person, James E. Rosenbaum, and Regina Delia-Amen*, *Student Planning and Information Problems in Different College Structures*
- Public Sociology Project Step 1 Due**

Thursday, October 20: NO CLASS

Reading Reflection #2 must be submitted by this date

Global Education: Teaching English Internationally

Week 9

Tuesday, October 25: NO CLASS. Have a restful and rejuvenating Fall Break!

Thursday, October 27

Guest Speaker: Eric Trader, Virtual Education Coordinator, U.S. Department of State and Georgetown University

- No reading today – come prepared to engage thoughtfully with our guest speaker

The College Experience: Gender, Sexuality, Ethnicity, and Class

Week 10

Tuesday, November 1

- Bb. Quadlin, Natasha. 2020. "From Major Preferences to Major Choices: Gender and Logics of Major Choice" *Sociology of Education* 93(2):91-109.
- Bb. Mittelman, Joel. 2022. "Intersecting the Academic Gender Gap: The Education of Lesbian, Gay, and Bisexual America" *American Sociological Review* 87(2):303-335

Thursday, November 3

- Ch. 27. *Sara Goldrick-Rab, Jed Richardson, and Anthony Hernandez*, Coming Up Short: Basic Needs Insecurity on the College Campus
- Ch. 50. *Daisy Verduzco Reyes*. Inhabiting Latino Politics: How Colleges Shape Students' Political Styles

The College-to-Career Transition

Week 11: Go to College, Get a Good Job?

Tuesday, November 8

- Ch. 5. *Max Weber*, The "Rationalization" of Education and Training
- Ch. 14. *Samuel Bowles, Herbert Gintis, and Peter Meyer*, The Long Shadow of Work: Education, the Family, and the Reproduction of the Social Division of Labor
- Bb. *Noreen Malone*. "[The Age of Anti-Ambition](#)" (*The New York Times Magazine*, 2022)

Thursday, November 10

- Ch. 13. *Samuel R. Lucas*, Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects
 - Bb. *Erin A. Cech*, "[Loving Your Job is a Capitalist Trap](#)" (*The Atlantic*, 2021)
- Public Sociology Project Step 2 Due**

Week 12: The College-to-Career Transition: Inequality and Internships

Tuesday, November 15

- Bb. *Damaske, Sarah*. 2009. "Brown Suits Need Not Apply: The Intersection of Race, Gender, and Class in Institutional Network Building." *Sociological Forum* 24(2):402-24.
 - Bb. *Rainesford Stauffer*. "[How Are Unpaid Internships Still A Thing?](#)" (*Teen Vogue*, 2022)
- Reading Reflection #3 must be submitted by this date**

Thursday, November 17

- Bb. *Rivera, Lauren A*. 2012. "Hiring as Cultural Matching: The Case of Elite Professional Service Firms" *American Sociological Review* 77(6):999-1022
- Bb. *Brittany N. Dernberger*. 2020. "[To Avoid Baristas with Degrees, Moving College Classes Online Isn't Enough](#)" (*Medium*)

The Future of Higher Education

Week 13

Tuesday, November 22 – **Class Meets on Zoom**

- Bb. *Tomas Chamorro-Premuzic and Becky Frankiewicz*. “[Does Higher Education Still Prepare People for Jobs?](#)” (*Harvard Business Review*, 2019)
 - Bb. *Anthony P. Carnevale, Peter Schmidt, and Jeff Strobl*, “College for All” (*The Merit Myth*, 2020)
- Take-Home Exam #2 Due Tuesday, November 22 at 11:59 pm**

Thursday, November 24: NO CLASS. Happy Thanksgiving!

Co-Designed by Class: School—Choice, Boards, and Prison Pipeline

Week 14: School Choice, School Boards, and Teacher Shortages

Tuesday, November 29: School Choice for Whom?

- Bb. Berends, Mark. 2015. “Sociology and School Choice: What We Know After Two Decades of Charter Schools.” *Annual Review of Sociology* 41:159-80.
- Bb. *Samantha M. Shapiro*. “[Young and Homeless in Rural America](#)” (*The New York Times Magazine*, 2022)
- Bb. *Jill Rosen*. “[Johns Hopkins Sociologist Challenges Common Assumptions about School Choice](#)” (*JHU Hub*, 2015)

Thursday, December 1: Curriculum Debates, School Boards, and Teachers

- Ch. 46. *Richard M. Ingersoll, Philip Sirinides, and Patrick Dougherty*, Leadership Matters: Teachers’ Roles in School Decision Making and School Performance
- Bb. *Hannah Natanson*. “[Virginia is Changing the Way it Teaches History, Social Studies. Here’s How.](#)” (*The Washington Post*, 2022)
- Bb. *EPI Staff*. “[Moving Beyond Fake Education Debates to Focus on Student Success](#)” (*Economic Policy Institute*, 2022)
- Bb. *Lindsey M. Burke*, “[School Districts Have Tools They Need to Address Alleged Teacher Shortages](#)” (*The Heritage Foundation*, 2022)

Week 15: Public Sociology & End of Semester Reflection

Tuesday, December 6: Solutions to the School-to-Prison Pipeline

- Bb. *Wilson, Harry*. 2015. “Turning off the School-to-Prison Pipeline.” *Reclaiming Children and Youth* 23(1): 49-53

Reading Reflection #4 must be submitted by this date

Thursday, December 8: End of Semester Celebration & Reflection

End of Semester

Due: Public Sociology Final Project (Step 3) on Friday, December 16 at 11:59 pm

Note: This is a tentative schedule, and subject to change as necessary – monitor the course Blackboard page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

ADDENDUM 1: CLASSROOM COMMUNITY GUIDELINES

Our class mutually agreed to these expectations for our shared learning during our first week of the semester:

Community

- Make an effort to learn, and then address, each other by our preferred names and pronouns
- Come to class prepared to discuss with peers

Class Discussion

- Conversations are confidential
- Safe space to discuss thoughts/opinions and ask questions. This is a learning environment!
- Respect for each other's perspectives and voices
- Uphold a lens of equity and justice, recognizing this might look differently for each of us
- Mutual respect and honesty
- Step up/Step back
- Avoid overgeneralizations about racial and ethnic groups (and other social categories)
- Moderation from Dr. Dernberger between opposing viewpoints as needed – we want our discussions to be productive
- Make use of small groups and other relevant strategies to gather thoughts before sharing with rest of class

Course Structure

- Communication/reminders about discussion question submissions and other assignments
- Clear deadlines for assignments (*available on the Syllabus and Blackboard*)
- Clarify what material have to read/hear for each class (*available on the Syllabus and Blackboard*)
- Discussion material vs exam material (clarity about scope of assessment content) (*quizzes are open note and exams are take home; learning objectives will structure each class period*)