

Sociology of Education¹

Sociology 3420, CRN #21920 – Fall 2016
MWF 9:30 a.m.-10:20 p.m.—Room SS 44

Professor: Carla Koons Trentelman, Ph.D. **Office:** SS 134 **Phone:** 801-626-6575
Email: carlatrentelman@weber.edu **[Note:** I do NOT respond to messages sent through Canvas]

Office hours: Tues. 8:00 – 8:30 a.m., Wed. 10:30-11:30 a.m., Th. 8:00 – 8:30 a.m. and noon to 1:00 p.m., or by appointment if needed.

Required Texts:

Ballantine, Jeanne H. and Floyd M. Hammack. 2012. *The Sociology of Education: A Systematic Analysis*, 7th ed. Upper Saddle River, NJ: Pearson Prentice Hall. (ISBN 978-0205800919)

New copies available in bookstore: \$139.35; used copies \$82.50; rentals also available. New and used copies, eTextbooks, and rentals also available through online sources for considerably less.

Sociology Writing Group. 2013. *A Guide to Writing Sociology Papers*, 7th ed. NY, New York: Worth Publishers. ISBN: 978-1429234795

New & used copies available in bookstore: New \$56.25; used copies \$37.00; eBook \$38.07; rental \$23.96. Both new & used (and e-book) available online.

Course Description: This course analyzes the structure and function of education as a central social institution in society. In addition to utilizing the textbook and other readings to examine the institution of education, this course will also use local education systems to illustrate the organization, processes, and some of the problems that exist in education, focusing particularly on stratification issues.

Expected learning outcomes: Students will develop or improve:

1. the ability to consider education-related issues using a sociological perspective, including a sociological consideration of the concepts, terms and theoretical perspectives associated with the institution of education, specifically:
 - a. an understanding of how education, economics and politics are interrelated.
 - b. an understanding of the complex relationship between education and social class, at the individual level as well as more meso and macro levels.
 - c. skills in critically evaluating claims related to education, whether those claims are made within the education field, the political sphere, the economic sphere or from other areas of society. This ability will come from the utilization of course materials, the experience of service work completed within Ogden City schools, and the building of syntheses between the two.
 2. the ability to articulate how their ongoing involvement in a community school has addressed problems with education.
 - a. This will include the ability to explore and explain education issues addressed in community service utilizing sociological concepts, theory, and prior research findings.
 3. their ability to participate in informed discussions regarding education-related problems as well as solutions to those problems.
- Through all of the above, students will develop stronger writing abilities and hone their critical thinking skills as related to this field.

¹ This syllabus is intended to give students guidance in what we will cover during the course, and will be followed as closely as possible. However, I reserve the right to modify, supplement, and make changes as course needs arise.

Course Format and Expectations: Since there are many ways to learn, with different people excelling at different tasks, this class will use a variety of learning methods. They include reading, lectures, guest speakers, service work, discussion, classroom activities, and written assignments. Most of these learning methods require your attendance to be of benefit.

- **Lectures** supplement, *but do not replace*, **required reading** from the text and other sources
 - Students will be held responsible for material presented in the readings, lectures, and by guest speakers. Readings should be completed before lectures and class discussions.
- **This class requires 15 hours of service work**, with written work about it, allowing you to learn from hands-on experience with education issues in your community. This **required service work** is part of the course materials for this class (not “extra work”), providing you chapters in a living textbook.
- **Discussion is an essential part of students’ learning** in this course. Part of your grade (20%) will come from your participation throughout the semester, in both discussion and class activities; attendance is also a consideration.
 - The usefulness and richness of the discussions are dependent on you having done the reading, so you know what you (and others) are talking about (even if you don’t understand it all).
 - My role in the discussions is that of facilitator and evaluator.
 - All students need the chance to participate.
 - Respect for all viewpoints is expected, including:
 1. **Treating everyone with civility, including listening without interrupting**
 2. **Avoiding insulting terms and stereotypes when describing people**
 3. **Attempting to understand other people’s behavior**
 4. **Critiquing ideas rather than the person holding them**
- **Other people holding philosophies, values and beliefs that are different than our own is not a threat to the philosophies, values and beliefs we each hold—it’s just different.**
- You will be **writing** papers of varying lengths for this course. The assignments give you a chance to demonstrate your progress with sociological analysis over the semester, and allow me to assess how well you organize your thoughts about the course material and express yourself in writing.
 - I expect university-level writing on all written assignments. This includes proper spelling, punctuation, grammar, etc. The Writing Center is a good resource for help with writing.
- **If you have a legitimate problem with a due date, you need to talk to me as early as possible so we can make arrangements before it affects your grade.**

On distractions: Coming to class late and leaving early are particularly distracting, and should be avoided if possible. **Please do not leave class early without making prior arrangements with me.**

- Electronic devices may ONLY be used for course work, NOT for texting, social media, or other non-class activities; devices must also be silenced.
- Please be considerate of your fellow students and your instructor.

Student and Instructor Responsibilities:

Students	Instructor
Be prepared for class	Be prepared for class
Arrive on time	End on time
Turn in assignments on time	Return graded assignments in timely fashion
Know and understand grading policy	Follow grading policy with fairness
Ask about what you don’t know or understand	Research & report back on what I don’t know or understand
Bring up problems when they occur	Bring up problems when they occur

Core Beliefs: According to the WSU Student Code, students are to “[d]etermine, before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs” (WSU Student Code, Section IV, item D. 9; http://www.weber.edu/ppm/Policies/6-22_StudentCode.html).

Academic Integrity: “...As members of Weber State University academic community, students shall...maintain academic ethics and honesty.” Plagiarism, “the unacknowledged (uncited) use of any other person’s or group's ideas or work” (including purchased or borrowed papers), and cheating are specifically prohibited (WSU Student Code). Academic dishonesty of any sort is not acceptable in this course. If your writing appears plagiarized, or if sources are not documented properly, you may receive an E on the assignment. If repeated offenses occur, you will receive a failing grade for the class and I will notify the WSU Due Process Officer. For further information, see Section IV, Student Responsibilities, item D.2 of the student code referred to above (http://www.weber.edu/ppm/Policies/6-22_StudentCode.html), or talk with the instructor.

<u>Summary of grading:</u>	<u>Percent (rounded) of course grade:</u>
<ul style="list-style-type: none"> ● Participation and Class Activities—60 points total: <ul style="list-style-type: none"> ○ Includes attendance as well as class participation ○ Includes occasional free-writing assignments in class ● Reflexivity essay—10 points: ● Analysis of Education in the 2016 Elections —80 points total: <ul style="list-style-type: none"> ○ Annotated bibliography of sources – 15 points ○ Analysis paper – 65 points ● Education Service Project—150 points total: <ul style="list-style-type: none"> ○ Preparation for service: online training modules – 10 points total ○ 15 hours of service work at an Ogden City school ○ Reflection journal – 25 points cumulatively (letter grades on each) ○ Reflection paper #1 – 15 points ○ Reflection paper #2 – 25 points ○ Application paper – 75 points ● Total possible: 300 points 	<p>20%</p> <p>3%</p> <p>27%</p> <p>50%</p> <hr style="width: 10%; margin-left: auto; margin-right: 0;"/> <p>100%</p>
<ul style="list-style-type: none"> ● Extra credit assignments will be available, no more than 15 points total 	

Grades will be distributed as follows:

93% and higher (326-350) = A	80-82% (280-289) = B-	67-69% (234-244) = D+
90-92% (315-325) = A-	77-79% (270-279) = C+	60-66% (210-233) = D
87-89% (304-314) = B+	73-76% (256-269) = C	Less than 60% (209) = E (F)
83-86% (290-303) = B	70-72% (245-255) = C-	

A denotes *exceptional* performance, B—*above average* performance, C—satisfactory performance, D—poor performance, E(F)—failing performance

Extra Credit (maximum of 15 points): Extra credit assignments will be available. Details about extra credit options will be provided after the first few weeks of class. **All extra credit assignments are due by Fri. 12/9; late extra credit assignments will not be accepted or negotiated about.**

Make-up Policies: Only those students whose absence from class has been excused will be allowed to make up an exam, quiz, class activity, or writing assignment.

- An *excusable* absence needs to be cleared with me in order for it to become *excused*.
- Excused absences need to be cleared before the next class.
- **In the case of an unexcused absence, no make up for missed work will be allowed.**
- Students who miss class for any legitimate reason, including participation in organized university activities, should notify me **in advance** of their absence if possible.

Students with Disabilities: Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. For more information about the SSD, contact them at 801-626-6413, ssd@weber.edu, or <http://departments.weber.edu/ssd>

Emergency Closure: If for any reason the university is forced to close for an extended period of time, we will conduct our class through email and Canvas. Look for announcements on your Weber email and on Canvas. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.

Course Assignments

NOTE: Late papers will be docked unless you have made arrangements ahead of time.

- **Unless noted otherwise, YOU MUST TURN IN PRINTED ASSIGNMENTS – I do not grade assignments submitted electronically.**

Education Service Project – Due dates below – worth 150 points total

Purpose: While reading about education issues from a textbook and listening to lectures, guest speakers, etc. is useful and eye-opening (and required), this project gives students the opportunity to learn from being in an educational setting and working with students on a regular basis over a period of time. You will also have the opportunity to reflect on what you have learned, and use it as part of a paper on an education issue of your choice.

Task: There are three parts:

- At least 15 hours of service work in one of the schools in Ogden City School District (after the completion of brief online training modules)
- Ongoing reflection work related to the service work
- A larger application paper that reports on a substantive education issue we are covering this semester, drawing from course materials as well as your own experience with your service work

Preparation (10 points total):

Register with WSU's Center for Community Engaged Learning (CCEL); record service (research) hours:

- Register as a Service-Learning Student with Center for Community Engaged Learning. Do this by going to: <http://weber.edu/ccel> and click on "Register" in the bubble labeled "Students." Once you successfully register, the Center will be able to track your hours digitally through WeberSync.
 - Note: This will be beneficial to you for this class but also for future employment and/or graduate school admission. The center will record your service hours for the duration of your college career and can submit a letter verifying the service you've completed in the community to future employers and/or graduate programs upon your request.
- **To complete registering, you will be required to accept an Informed Consent Agreement in order to begin your service-learning with community partners. If you have any questions about the reasons we require this to be completed prior to any volunteer involvement come to the Center for Community Engaged Learning, 327 Shepherd Union.**

- You will submit all of your hours to be approved by your site supervisor digitally through the WeberSync system. This can be done by creating involvement entries within WeberSync. This can be accessed on your dashboard under the heading “My Tools ->My Involvement.” Your site supervisor will receive prompts to validate your hours through e-mail. It is important that when creating involvement entries you provide valid e-mail addresses for supervisors.
- **Complete the CCEL training modules** (you may use certificates of completion from prior semesters if you have them) **(10 points)**
 - Go to <http://weber.edu/ccel/training.html>
 - Read all 8 modules, take the quizzes on Chi Tester, and email me or bring me the certificates of completion – completion of all eight earns you a CCEL purple t-shirt, your “uniform” for your service work – take all the certificates into the CCEL (327 Shepherd Union) and pick up your shirt
 - The certificates must be turned in to me **by Wed., Sept. 21st**.

The service work: the 15 hours of service work need to be spread out over the course of the semester, at least one hour a week for at least 8-9 weeks. **You should begin by no later than the week of Sept. 26th. Hours should be completed by class on Mon. Nov. 28th**, with your time recorded on WeberSync.

- Service activities completed for another WSU course or a job, or regular service work you are involved in through other organizations **may not be used for this assignment**

The reflection work: includes three parts: a reflection journal and two reflection papers

- **Reflection journal: Cumulative 25 points – each entry will be assigned a letter grade**
 - For each time you serve, you will write a reflection journal entry. For each entry, write a paragraph that addresses the following:
 - Describe the experience objectively. What happened? Where did it happen? Who was there? When did it happen? Why did it happen?
 - Did anything particularly noteworthy (positive or not so positive) happen?
 - Your journal will help provide you with information, examples, and clearer recollections you can use in the other assignments for the full project
 - **Collection dates: Mon., Oct. 17th; Mon., Nov. 7th; and Mon., Nov. 28th**
- **Reflection paper #1: About the service work (2-3 pages). Due Mon., Oct. 3rd – 15 points**
 - What does the school/class/students need from your service? What is the goal of this project? What are the specific outcomes you are hoping to achieve? Why is this an important project? How is this project connected to understanding sociology of education?
 - What are the talents, skills, and/or knowledge you bring to this project? Identify any challenges you see in pursuing and completing this project. What are some potential solutions to these challenges?
- **Reflection paper #2: About your experience (3-5 pages). Due Wed., Nov. 30th – 25 points**
 - Examine the experience using the following reflection prompts:
 - Your strengths and weaknesses that contributed to the experience.
 - What assumptions did you bring? What assumptions did you form?
 - Did your personal values about community engagement help you?
 - Did your personal values about education help you?
 - What effect did you and this experience have on others?
 - In evaluation, did you recognize any need for you to change personally?
 - Articulate the learning that happened. What did you learn? How did you learn it? Why does it matter? What might or should be done in light of it?

(Education Service Project continued on next page)

(Education Service Project cont.)

Application paper (75 points): Due by 5 p.m. on Fri., Dec. 9th

- **First:** choose a substantive education issue from those we are covering this semester—this will be the topic for your application paper

Write a 5-6 page report on your issue (typed, double spaced, 1 inch margins, 12 point font, pages numbered)

- You must use information from course materials, but you may also use other resources – materials from the school and/or program you worked with, from the district, and from the census are examples of materials that could be useful
- You are strongly encouraged to draw from your reflections on your service work
- Throughout the paper, make your source of information clear for any point you make, whether from academic sources, other sources, or your own service experience and reflections

- **You need to use the required reading from *Writing Sociology Papers* to craft a well-written paper. Use the information from the reading to practice your writing skills.**

- Before you begin writing, think about the argument you want to make about the issue. As you write the paper described below, think about how to make your argument and then support it from your course materials and other sources.
- Remember, well-constructed arguments also include evidence of other positions and possible arguments, but then counter that evidence with logic and further evidence.

In the narrative-style report (paragraph form, not bullet points) you should include (with headings):²

1. A brief intro that includes an introduction to your issue
2. “Lit review”: A detailed explanation of your issue, its causes and conditions, as well as a brief discussion of the sociological theory **you** think explains the issue the best (the theory should come from the text book. If you want to use some other sociological theory, talk to me about it **FIRST**)
 - This section will come primarily from academic sources such as our course materials. If you wish, you may also include articles from academic journals.
3. “Study Area and Methods”: A summary of your service work and setting:
 - Where you did your work and the sorts of things you did
4. “Findings”: Your observations about the issue you are addressing within the setting you did your service work
 - At the setting where you did your work, what are the goals concerning the issue?
 - What are the ways they work towards those goals in that setting?
 - How do staff, teachers, administrators, volunteers, etc. see the issue, and if the issue is a problem, what do they see as the solution?
 - If pertinent for the issue, include student perspectives here, too
5. “Discussion”: Bridge your “findings” with your academic section (“lit review”), using experiences and observations to illustrate the main points you made in describing your issue in the academic section, and using the points you made in that section to inform your discussions in this section
 - This section must include a critique of the service work and setting, and in addition to addressing strengths as well as weaknesses or challenges, consider the following:
 - Do you see the issue the same way as the program you worked with?
 - How effective is the work they do in addressing the issue?
 - Does their work achieve their goals?
 - Are there other approaches to the issue that could be more effective?
 - In your critique you need to be specific and use examples to support your position

(Directions for Application Paper continued next page)

² Your projects are not empirical research, in that they do not include systematic data collection. I am using this report format to familiarize you with the format of research reports and research articles found in academic journals.

(Education Service Project – Directions for Application Paper cont.)

6. “Summary”: Briefly summarize your main points, **and** discuss what you learned from the project, being specific rather than general, vague, fluffy or flowery
- Utilizing the information from *Writing Sociology Papers* on in-text citations (pp. 66-68) and reference sections (pp. 69-72), properly cite all references you use throughout the paper, and include them in a reference section at the end of the report.
- **Use ASA citation style** (in *Writing Sociology Papers*, pp. 69-72; see also Purdue Online Writing Lab (OWL), formatting in Sociology: <https://owl.english.purdue.edu/owl/resource/583/01/>).

Other course assignments:

Reflexivity Essay – Due in class Wed., Sept. 7th – worth 10 points

Purpose: to consider what you are bringing to the table for this class, in terms of background – and also to consider where that background came from, to begin thinking about it critically.

Task: Using reflexivity (explained in class), write a relatively short (2 pages) paper on the following 3 things:

- 1) Why you’re taking this class
- 2) What you know and think about education
- 3) How you know what you know and why you think what you think

The narrative-style essay (i.e. paragraph form, not bullet points) needs to be typed (double spaced, 1 inch margins, 12 point font, pages numbered).

Analysis of Education in the 2016 Elections – Due in class Mon., Nov. 21 – worth 80 points total

Purpose: To develop a better understanding of the linkages between education and politics, use a sociological perspective to analyze how education-related issues are addressed in one race in the 2016 elections (Nov. 8), utilizing information from campaign literature, the media and other sources, as well as course materials.

Tasks:

- **First:** choose one election race to focus on. In Utah there are a number of elections in 2016:
 - At the federal level: President & Vice-President, U.S. Representatives, U.S. Senator
 - At the state level: Governor & Lt. Governor; both State Senators and State Representatives (members of the State Legislature); State Attorney General; State School Board members [it may be difficult finding media stories or any information on State School Board member races and candidate positions]
 - At the local level: in some areas, School Board members as well as other local offices
- **There must be at least 2 candidates for the race you choose** – you will be comparing and contrasting the candidates
 - Include **all** candidates running for the office (both the main parties as well as any others)
- The project consists of **two parts**: an annotated bibliography of all the sources you use for your research (whether you cite them in your paper or not), and a report based on your findings.
 - **Utilize the information from *A Guide to Writing, Part 2, “Working with Sources”* (Ch. 4, “Collecting and Evaluating Sources” and Ch. 5, “Citing Sources and Preparing Bibliographies,” pp. 43-74) to assist your work**

Annotated Bibliography (15 points): Build an annotated bibliography that lists all the sources of information you use for your paper. This includes background information you might not include in your paper. It can include sources of information about the election process itself if you need to increase your understanding.

Resources should demonstrate how your selected election campaign addresses education issues, and should include whatever background material you need to develop good understanding, such as:

(Elections assignment continued on following page)

(Elections Assignment cont.)

- Campaign materials (e.g. brochures, position papers, websites, etc.)
- Newspaper articles and other mainstream journalistic coverage (e.g. news videos, news magazine articles, editorials and other opinion pieces, etc.)
- Other internet sources
- Attending speeches, candidate debates or other presentations (or watching videos of them)
- Direct communication with candidates, whether by email, phone or in person
- For the last two, take notes to use for your paper (be prepared to let me see the notes if I ask)

The annotated bibliography (typed, single spaced, 1 inch margins, 12 point font, pages numbered):

- The annotated bibliography **must** include **some** items from:
 - Campaign materials generated by the candidates
 - **AND** mainstream journalism
 - **AND** a number of other types of sources, as noted above
- The minimum number depends on the length and usefulness of the items, but it is expected that you will use **AT LEAST 5-7** items – more if these items are short or vague, etc.
- Write an annotated bibliography of these items that includes, for each item:
 - 1) Full citation information, and what the thing is (e.g. news broadcast, TV debate, commercial, etc.).
 - **Use ASA citation style** (in *Writing Sociology Papers*, pp. 69-72; see also Purdue Online Writing Lab (OWL), formatting in Sociology: <https://owl.english.purdue.edu/owl/resource/583/01/>).
 - Questions about citations?? Ask!!
 - 2) A one paragraph summary of the item
- You will include a reference section in the Analysis Paper—the only sources that should appear in the reference section are those you cite when writing the paper.
 - You may have more sources in your annotated bibliography than you have in your reference section, but **every source you include in the reference section must also appear in the annotated bibliography**. The only exception is your course textbook.

Analysis Paper (65 points): Utilizing information from course materials and from the types of resources referred to above, write a 4-6 page report on the election race you chose (typed, double spaced, 1 inch margins, 12 point font, pages numbered).

- **You need to use the required reading from *Writing Sociology Papers* to craft a well-written paper. Use the information from the reading to practice your writing skills.**
 - Before you begin writing, think about the argument you want to make about the race. As you write the paper described below, think about how to make your argument and then support it from your collection of materials.
 - Remember, well-constructed arguments also include evidence of other positions and possible arguments, but then counter that evidence with logic and further evidence.

In the narrative-style report (paragraph form, not bullet points) you need to include the following (use headings to show the reader how you've organized the paper):

1. A brief intro that introduces the reader to your race – the office, the candidates, etc.
2. A detailed explanation of the race where education is concerned, including the positions taken by each of the candidates
 - Do the candidates have track records where education is concerned? What are their interests in education? Do they have any vested interests?
 - How do the various candidates construct education, education needs and problems, and solutions to these needs and problems?

(Elections assignment continued on following page)

(Election Assignment cont.)

- Are there differences in their perspectives? Are there differences in the assumptions about education they seem to make?
 - Describe any sources of controversy or conflict about education related to the race
- 3. Using a sociological perspective informed by course materials, analyze and critique the way education issues are addressed in the race, including the manner in which education issues were constructed by the various groups involved.
 - When you look at the candidates' positions on education, are some people or groups likely to benefit more than others? Is it likely that the costs of their proposed policies (fiscal and otherwise) will be higher for some than others?
 - In your critique of the candidates, include what you think they did right as well as things you question, important aspects you think they missed, possible bias, etc.
 - Be aware of how the media are treating the various candidates, issues, people affected by the issues, and interest groups, and include pertinent observations about the media coverage
- In your critiques, be specific, using examples to support what you say
- 4. Briefly summarize your main points, **and** discuss what you learned from the project, being specific rather than general, vague, fluffy or flowery
- 5. Properly cite all references you use throughout the paper, and include them in a reference section

Course Schedule³:

Aug. 29th: Introduction to the course.

Reading for Aug. 31st: Feller, B. (2006) "Study: Most College Students Lack Skills."⁴ Excerpts: Mills, C. W. (1959) "The Promise of Sociology;" Berger, P.L. (1963) "Invitation to Sociology"⁵ [all on Canvas]; also *A Guide to Writing*, pp. x-xii, "To the Student"

❖ **September 5th: Holiday—Labor Day**

Reading for Sept. 7th: Ch. 1—Sociology of Education (intro chapter); also *A Guide to Writing*, pp. 4-12 from Ch. 1, "Getting Started"

✓ **Assignment due: Reflexivity**

Reading for Sept. 14th: [on Canvas] Kimmel, M. 2003. "Introduction: Toward a Pedagogy of the Oppressor;"⁶ readings on the local case (TBA)

Reading for Sept. 19th: *A Guide to Writing*, pp. 13-27 – Ch. 2, "Designing Your Paper"

✓ **Training modules must be completed no later than Wed., Sept. 21**

Reading for Sept. 26th: **Ch. 13**—Educational Movements and Reform; Green, E. (2014) "Why do Americans Stink at Math?"⁷ and other resources on Common Core (TBA)

➤ **Service work should start this week (or sooner)**

³ Note: syllabus is subject to change due to speakers, added activities & readings, or circumstances beyond my control

⁴ Feller, Ben. 2006. "Study: Most College Students Lack Skills." Associated Press, Jan. 19. Accessed 4/18/06 at: (<http://www.breitbart.com/news/2006/01/19/D8F7UO204.html>).

⁵ Both from Howard, Eve L. 2004. *Classic Readings in Sociology*. Belmont, CA: Wadsworth/Thompson.

⁶ Kimmel, M.S. 2003. Pp. 1-10 in *Privilege*, ed. by Kimmel and Ferber. Boulder, CO: Westview Press.

⁷ Green, Elizabeth. 2014. "Why do Americans Stink at Math?" *New York Times Magazine*, July 23.

Reading for Oct. 3rd: Ch. 2—Conflicting Functions and Processes in Education; also *A Guide to Writing*, pp. 29-41 – Ch. 6, “The Textual Analysis Paper”

✓ **Assignment due: Reflection paper #1**

❖ **Friday, October 7th: WSU Diversity Conference – “Privileged History: Where Did All the Diversity Go?” – No class – attendance of conference required**

Reading for Oct. 12th: Ch. 3—Education and the Process of Stratification

✓ **Mon. Oct. 17th – 1st collection of Reflection Journal**

Reading for Oct. 19th: Ch. 4—Gender, Race, and Class; also *A Guide to Writing*, pp. 163-166 – Part 4, “Finishing Up”

❖ **October 21st: Fall Break**

Reading for Oct. 31st: **Ch. 7**—Students: The Core of the School

❖ **Friday, Nov. 4th: No class; catch up day**

Reading for Nov. 7th: Ch. 8—The Informal System and the “Hidden Curriculum”

✓ **2nd collection of Reflection Journal**

➤ **Tuesday, November 8th: Election Day!**

November 8th: Last day to drop course; or to change to C/NC

Reading for Nov. 14th: Ch. 9—The Educational System and the Environment

✓ **Mon., Nov. 21st – Assignment due: Elections paper**

Reading for Nov. 23rd: Ch. 10—The System of Higher Education

❖ **November 25th: Thanksgiving Break**

✓ **Mon., Nov. 28th – Service work must be completed, 3rd collection of Reflection Journal**

✓ **Wed., Nov. 30th – Assignment due: Reflection paper #2**

➤ **Dec. 9th: Course wrap-up—last day of class**

✓ **Assignment due by 5 p.m.: Service Project Application Paper**

✓ **Last day ANY extra credit may be turned in**