



**FLORIDA  
ATLANTIC  
UNIVERSITY**

**COURSE CHANGE REQUEST  
Undergraduate Programs**

**Department** Sociology  
**College** Arts and Letters

UUPC Approval 12/4/23  
UFS Approval \_\_\_\_\_  
SCNS Submittal \_\_\_\_\_  
Confirmed \_\_\_\_\_  
Banner Posted \_\_\_\_\_  
Catalog \_\_\_\_\_

**Current Course Prefix and Number** SYO 3250

**Current Course Title**  
Sociology of Education

*Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

**Change title to:**

**Change description to:**

**Change prefix**

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change course number**

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change credits\***

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change grading**

**From:** \_\_\_\_\_ **To:** \_\_\_\_\_

**Change WAC/Gordon Rule status\*\***

Add  Remove

**Change General Education Requirements\*\*\***

Add  Remove

\*See Definition of a Credit Hour.

\*\*WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

\*\*\*GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

This course examines our education system from a sociological perspective, with an emphasis on the causes and consequences of educational inequality. It explores the relationship between social characteristics such as residential location and socio-economic status and quality, content of schooling received, how long students stay in school, and their later trajectories in adulthood.

**Change prerequisites/minimum grades to:**

**Change corequisites to:**

**Change registration controls to:**

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

**Effective Term/Year for Changes:** Fall 2024

**Terminate course? Effective Term/Year for Termination:**

**Faculty Contact/Email/Phone** Deborah Ford/deborahford2014@fau.edu/561-297-3270


**Approved by**

Department Chair Ann Branaman  
College Curriculum Chair [Signature]  
College Dean \_\_\_\_\_  
UUPC Chair Korey Sorge  
Undergraduate Studies Dean Dan Meeroff  
UFS President \_\_\_\_\_  
Provost \_\_\_\_\_

**Date**

11/6/23  
11/13/23  
11/14/23  
12/4/23  
12/4/23  
\_\_\_\_\_  
\_\_\_\_\_

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



**Florida Atlantic University**  
**Department of Sociology**  
**SYO 3250-001 CRN #: 21292**  
**Sociology of Education**

WF 12:30pm – 1:50pm

3 credits

Spring 2024

Instructor: Deborah L. Ford

Office: CU 251

Office hours: WF 2pm – 4pm

Classroom: General South (GS) Room 208

Telephone: 561-297-3270

Email: [Deborahford2014@fau.edu](mailto:Deborahford2014@fau.edu)

## **Course Description**

This course examines our education system from a sociological perspective, with an emphasis on the causes and consequences of educational inequality. It explores the relationship between social characteristics such as residential location and socio-economic status and quality, content of schooling received, how long students stay in school, and their later trajectories in adulthood.

Education is considered a vehicle for upward mobility and a means for achieving the American Dream. While schooling before college is free and compulsory, not all schools are the same. This course will examine our education system from a sociological perspective, allowing us to better understand the patterns of inequality in the quality of schooling, how long students stay in school, and what happens to students in later adulthood. These differences are often influenced by where students live, the socioeconomic status of their families, their racial-ethnic background, their citizenship status, their gender, and their sexuality, among others. Student characteristics are often tied to the quality of the schools they attend, further influencing the structure of educational opportunities available to them. This course will give you the tools necessary to understand the current state of our education system, and to think critically about how we can improve it.

## **Instructional Method**

Class will meet on Wednesdays and Fridays from 12:30pm – 1:50pm in the General Classroom South building (GS 208). During class lectures, I will provide a brief overview of topics, facilitate class discussion, and provide short class or take-home activities. To maximize class time, here are some general rules and expectations for behavior in and out of the classroom.

You are expected to complete readings before class meetings. You are responsible for all material covered in the readings, whether we discuss it in class or not. It is your responsibility to

keep up with information posted to the course website (CANVAS), such as announcements, additional readings, handouts, assignment guidelines and updates to the grade center. I suggest exchanging contact information with several classmates, in the instance you miss a class and want an update on what was covered. Last, check your official FAU email account and the Canvas course site regularly (I highly recommend a daily check).

## **Prerequisites/Corequisites**

*Prerequisites: None*

*Requirements: This course can be counted toward the sociology major or minor. There are no prerequisites for this course.*

## **Required Texts/Readings**

*The Sociology of Education: A Systematic Analysis*, Jeanne H. Ballantine, Floyd M. Hammack, and Jenny Stuber, 8<sup>th</sup> edition (B in syllabus)

## **Supplementary/Recommended Readings**

There will be additional readings available on Canvas.

## **Course Objectives/Student Learning Outcomes**

- Recognize the inequalities within the school system, particularly those based on class, race, and gender
- Understand the interconnectedness of education with other institutions, such as the family, politics, and the economy
- Distinguish the consequences of the differences in educational opportunities afforded to children in the U.S.
- Think critically about how education is influenced by outside forces

## **Course Evaluation Method**

Grades are based on a 100% scale. Details for assignments are listed below. More information on each will be provided via course announcements and in the “Assignments” tab on Canvas.

1. **Quizzes (60%)** – You are required to take 7 non-cumulative quizzes throughout the course semester (1 quiz covering 2 chapters: EXAMPLE quiz 1 covers chapters 1 and 2 of *The Sociology of Education* text). Each quiz counts for roughly 8.5% of your grade. Quizzes will include 25 multiple-choice questions and may cover all material from lectures, assigned readings/supplementary materials, and written assignments. Quizzes can be found under the “quizzes tab” on canvas.
2. **Assignments (35%)** Detailed guidelines will be explained and provided in written form on Canvas. To submit your paper, you must upload via the Turnitin link that will be in your assignment folder before the period in which it is due. You are required to complete 1 written assignment per chapter for a total of 14 short assignments. Each assignment is worth roughly

2.5% of your grade.

3. **Attendance/Participation (5%):** Attendance is mandatory for this class. Class attendance and participation will be worth 5% of your total grade.

## Course Grading Scale

A 93-100 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C+ 77-79 C 73-76 C- 70-72  
D 59-69 F < 59

## Time Commitment

To be successful in this course, I estimate that you will need to commit at least 8 hours per week. 3 of those hours would have been the ones that you otherwise would have spent in class; the additional ones should not exceed the university's general expectation that students will do 2-3 hours of coursework outside of class for every hour spent in class. All course work is evenly distributed throughout every single week of the semester. You have 1 short essay assignment each chapter and 1 quiz every 2 weeks; there are *no* additional high-stake exams or assignments at particular points in the semester.

## Policy on Makeup Tests, Late Work, and Incompletes

Students must complete assignments at the times indicated on the syllabus. For missed quizzes with an excused absence, you must email me *within one week* of the missed quiz to schedule a make-up. Missed quizzes due to an unexcused absence may also be made up but will differ in format and be more extensive than the exam/quizzes given to students during the assigned class period. It may also be subject to a 10% penalty. Assignments submitted late without an excused absence are subject to a penalty of 3% per each day late. In-class assignments may not be made up unless your absence is excused. You must contact me as soon as possible after missing an assignment due to an emergency or medical illness. If due dates for assignments coincide with the observation of religious holidays or the representation of FAU at official functions, such as intercollegiate debating or varsity sports events, you must contact me in advance of the due date for the assignment so that alternative arrangements can be made.

## Classroom Etiquette Policy

A degree of classroom decorum is necessary to ensure that all students have the opportunity to learn without distraction. This means no cell phones, no browsing the Internet, studying for another class or any other disruptive activity during class. (You may use laptops, tablets, and/or smart phones for notetaking or in-class assignments.) If you need your cell phone to receive emergency calls, please keep the phone on vibrate. Entering and leaving the room during class is distracting. Please be on time for class and stay until the end. If you must enter late or leave early, inform me before class begins, take the seat nearest an exit and enter/leave quietly.

In our structured and unstructured class discussions and assignments, we will have many occasions and opportunities to explore some challenging world issues while increasing our

understandings of differences in people and cultures. Our discussions, deliberations, and reflections may not always be easy; sometimes we make mistakes in our vernacular and in our listening; sometimes we will need patience, courage, and/or inventiveness and imagination or any number of combined qualities to engage our texts, classmates, and our own ideas and experiences. We will always need respect for others. Thus, an additional aim of our course will be for us to increase our capabilities in handling difficult conversations that arise with the goal of deepening our understandings of other perspectives- whatever backgrounds, experiences, views, or stances.

Discussions of the issues we study can stimulate strong feelings and heated debate. Since this is a college classroom, *all discussions must be scholarly and respectful of others*. Scholarly comments are: Respectful of diverse opinions and open to follow up questions and/or disagreement; oriented towards scientific evidence and the pursuit of knowledge; related to the class and course material; are delivered in normal tones and a non-aggressive manner.

## **Policy on the Recording of Lectures**

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## **Attendance Policy**

*Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.*

## **Counseling and Psychological Services (CAPS) Center**

*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

## **Disability Policy**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

## **Code of Academic Integrity**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

## **Religious Accommodations for Students and Faculty**

In accordance with regulations of the Florida Board of Governors and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations, and work assignments. The details of this policy, as it pertains to FAU, may be found in the University Catalog and University Regulation 2.007, Religious Observances.

## **Contacting Me**

The best way to contact the instructor of this course is by email. I will usually respond within 24 hours; if you have not gotten a response within that time period, please send your email again. If you wish to speak to me by phone, please indicate this in your email. I will call you at a mutually convenient time.

## **Course Schedule & Outline**

Wednesday, January 12	Introduction to course
Friday, January 14	Sociology of Education: A Unique Perspective for Understanding Schools (Ballantine, Chapter 1)

Wednesday, January 19	Continue Ballantine, Chapter 1; <b>Chapter 1 (B) essay due</b>
Friday, January 21	Conflicting Functions and Processes in Education: What Makes the System Work (Ballantine, chapter 2)
Wednesday, January 26	Continue Ballantine, Chapter 2; <b>Quiz 1: Chapter 1 &amp; 2 (B) quiz due</b> <b>Chapter 2 (B) essay due</b>
Friday, January 28	Equality of Educational Opportunity?: A Look At Social Class Differences and Inequalities (Ballantine, Chapter 3)
Wednesday, February 2	Continue Ballantine, Chapter 3; <b>Chapter 3 (B) essay due</b>
Friday, February 4	College, Society, and the Sociological Imagination ( <i>College and Society</i> , Sweet, Chapter 1) READING FOUND ON CANVAS
Wednesday, February 9	Continue College and Society Chapter 1; <b>Quiz 2: Chapter 3 (B) &amp; Chapter 1 (CS) quiz due</b> <b>Chapter 1 (CS) essay due</b>
Friday, February 11	Equality of Educational Opportunity?: A look at Gender Differences and Ethnic Differences and Inequalities (B, Chapter 4);
Wednesday, February 16	Continue Ballantine, Chapter 4 <b>Chapter 4 (B) essay due</b>
Friday, February 18	Equality and Educational Opportunity?: A Look at Racial and Ethnic Differences and Inequalities (Ballantine, Chapter 5)
Wednesday, February 23	Continue Ballantine, Chapter 5; <i>Video</i> : Drunk History: The Little Rock Nine Take on Segregation in Schools <b>Quiz 3: Chapter 4 &amp; 5 (B) quiz due</b> <b>Chapter 5 (B) essay due</b>
Friday, February 25	The School as an Organization (Ballantine, Chapter 6)
Wednesday, March 2	Continue Ballantine, Chapter 6; <b>Chapter 6 (B) essay due</b>
Friday, March 4	The Janus Face of College Bureaucracy ( <i>College and Society</i> , Sweet, Chapter 4) READING FOUND ON CANVAS;

Wednesday, March 9	Spring Break NO CLASS
Friday, March 11	Spring Break NO CLASS
Wednesday, March 16	Continue College and Society, Chapter 4 <b>Quiz 4: Chapter 6 (B) &amp; Chapter 4 (CS) Quiz Due</b> <b>Chapter 4 (CS) essay due</b>
Friday, March 18	Conflict or Cooperation?: Formal Roles within the Educational System (Ballantine, Chapter 7)
Wednesday, March 23	Continue Ballantine, Chapter 7 <b>Chapter 7 (B) essay due</b>
Friday, March 25	Students: The Core of the School (Ballantine, Chapter 8)
Wednesday, March 30	Continue Ballantine, Chapter 8 <b>Quiz 5: Chapter 7 (B) &amp; Chapter 8 (B) quiz due</b> <b>Chapter 8 (B) essay due</b>
Friday, April 1	The Informal System and the “Hidden Curriculum”: How “Invisible Forces Impact Educational Experiences, (Ballantine, Chapter 9)
Wednesday, April 6	Continue Ballantine, Chapter 9 <b>Chapter 9 (B) essay due</b>
Friday, April 8	The Education System and the Environment: A Symbiotic Relationship, (Ballantine Chapter 10)
Wednesday, April 13	Continue Ballantine, Chapter 10 <b>Quiz 6: Chapter 9 (B) &amp; Chapter 10 (B) quiz due</b> <b>Chapter 10 (B) essay due</b>
Friday, April 15	Fraternity Hazing: Insights from the Symbolic Interactionist Perspective (College and Society, Sweet, Chapter 2) READING FOUND ON CANVAS
Wednesday, April 20	Continue College and Society, Sweet, Chapter 2; READING FOUND ON CANVAS



**Chapter 2 (CS) essay due**

Friday, April 22

College Athletics, Cohesion, and Exploitation (College and Society, Sweet, Chapter 5) READING FOUND ON CANVAS

**Chapter 5 (CS) essay MONDAY, April 25, 2022**

Wednesday, April 27

READING DAY (NO CLASS)

Friday, April 29

**Final Exam 10:30am – 1pm**

**Quiz 7: Chapter 2 (CS) & Chapter 5 (CS) quiz due**

*\*Schedule of readings is subject to change*