

SOCIOLOGY 230: EDUCATION in the 21st Century



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Office Hours: Monday - Thursday 1:00p - 2:00p or by appointment

Live Lecture times: MW 10:30a-11:20a; [Note: Lectures will be recorded]

Course Catalog Description

What role do education and schools play in society? How do schools both reinforce and challenge prevailing social practices? Untangle such complex issues as gender differences in education, racial and ethnic segregation, and affirmative action, and learn more about current political controversies about schools.

Course Content

Sociologists study a broad range of topics--some of which includes provocative content and adult themes. While every attempt will be made to keep things PG-13, please know that there will be times where R-rated content (language, images, etc.) is necessary to examine course topics within an academic context. Students will not be penalized for excusing themselves from content they find objectionable or difficult to watch, see, discuss or listen to. That being said, students who excuse themselves are responsible for any course material they miss as a result of choosing not to participate. If you have any questions or concerns about course content or classroom climate, feel free to speak with me about it at any time. I am not punitive, I am here to support you. Come talk to me during office hours or email me.

Classroom Theme/Pedagogical Approach

Video selections and music will be prominently featured in this class and will be used to illustrate course topics and themes. All multimedia selections are chosen for their ability to make you think and therefore, inspire engaging classroom conversations. No one will be put on the spot, but please be prepared to participate in class discussions. Critical thinking is the goal. This course uses many different online and internet based tools to support classroom management and enhance student learning. Students in SOC 230 will need to have stable and consistent internet access along with a working Bellevue College email account.

Learning Outcomes:

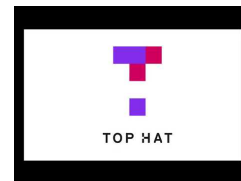
After completing this class, students should be able to:

- Explain the educational system from a sociological perspective.
- Identify the ways in which schools are used to enforce enculturation, assimilation, and conformity to dominant ways of thinking.
- Describe how schools both challenge and perpetuate inequalities between people.
- Explain how and why alternative educational models differ from the dominant cultural system.

Course Materials:

A **Top Hat + Textbook** Subscription is required for this class.

JOIN CODE: **575118**. <https://tophat.com/students/>



Please be sure to include your First and Last name when you sign up for Top Hat. **DO NOT sign up for a trial subscription.** If you need to use financial aid, buy your subscription via the Bellevue College Bookstore. Otherwise, please be prepared to purchase your subscription when you complete the sign up process.

Your Top Hat subscription includes an interactive eTextbook, a Virtual Classroom for Live Lectures, and chat functionality via Slate. Note that you will be asked to sign up for Slate access separate from Top Hat. There is no additional charge for Slate.

Textbook:

Foundations of Education. Problems and Possibilities in American Education

By Samuel M. Craver and Maike Ingrid Philipsen. ISBN 9781441197481. 2011.

<https://www.bloomsbury.com/uk/foundations-of-education-9781441197481/>

Course Schedule

Week	Topic(s)	Readings/Media/Todos
1	Welcome and Course Overview Discussion... "Changing Educational Paradigms" Film Screening...	Syllabus; Prince EA video "Another Brick in the Wall" "Ivory Tower"
2	Sociology: Overview/Review Public Education in a pandemic Teaching as a profession	Crash Course, Ed. in Society Top Hat Textbook, Chapter 1
3	School Governance Film Screening...	Top Hat Textbook, Chapter 2 "American Teacher"
4	Social Class and Education Film Screening...	Top Hat Textbook, Chapter 3 "Waiting for Superman"
5	Race and the Education of African Americans Film Screening...	Top Hat Textbook, Chapter 4 "Boys of Baraka"
6	Ethnicity and Education	Top Hat Textbook, Chapter 5
7	Gender and Education	Top Hat Textbook, Chapter 6
8	Project Work Week	
9	Educational Access; UDL	Top Hat Textbook, Chapter 7
10/11	Final Projects — Virtual Presentations	

Course Requirements

TOP HAT + Textbook Content (60%)

- Opening Questions
- Questions for Further Reflection
- Suggested Activities

Film Analysis (20%)

- ▶ “Ivory Tower”
- ▶ “American Teacher”
- ▶ “Boys of Baraka”
- ▶ “Waiting for Superman”

Students are asked to identify two (2) key aspects of each film to discuss and analyze. Flexible options are available for assignment submission. More info. on Top Hat.

Term Project (20%)

- **Self-assessment:** *What is your preferred learning style? What type of assignment submission best fits you're learning style? How can you best demonstrate you're learning?*
Students will work through some activities and exercises to help them determine their learning style and academic strengths.
- **Topic Statement:** *What are you curious about? What issues in education do you want to better understand or investigate further? What do you want to know?*
- **Final Product:** Students will have the opportunity to choose how they would like to demonstrate their learning after conferencing with the course instructor.

There are 1000 points available in this class. Here is the grading scale:

950+pts = (4.0)	A	720+pts = (2.3) C+	>560pts= (0.0) Fail
900+pts = (3.7)	A-	690+pts = (2.0) C	
850+pts = (3.3)	B+	650+pts = (1.7) C-	
800+pts = (3.0)	B	600+pts = (1.3) D+	
750+pts = (2.7)	B-	560+pts = (1.0) D	

Bellevue College Email:

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC.

Cheating, Stealing and Plagiarizing*

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.

*If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").

F Grade

Students who fail a course will receive a letter grade of "F."

Final Examination Schedule

NO FINAL EXAM IN SOC 230

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at www.bellevuecollege.edu/titleix/. For further information and contacts, please consult College Anti-Discrimination Statements.

Public Safety and Emergencies

Public Safety is located in the K building and can be reached at 425-564-2400 (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at RAVE Alert Registration

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these three rules:

- 1) Take directions from those in charge of the response -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to) - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) In an emergency, call 911 first, then Public Safety.

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the Public Safety web page for answers to your questions.

Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact Autism Spectrum Navigators Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is DRCatBC (NOTE: There is no @ sign...it is actually DRCatBC). Please visit our website at Disability Resource Center for application information into our program and other helpful links.

Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.