

Sociology 3452 — Education & Society — Fall 2018

Blegen 120 — Tuesdays/Thursday — 2:30pm-3:45pm

Web Page (for slides, readings, etc.): <https://www.rob-warren.com/3452.html>

Also see the Course Canvas (not Moodle) Page (for grades, turning in assignments, etc.)

INSTRUCTOR: Rob Warren (he/him/his) | 1167 Social Sciences | warre046@umn.edu ([How to Email a Professor](#))

Office Hours: Tuesdays 4:00-5:00pm and by appointment

UNDERGRADUATE TEACHING ASSISTANT: Anneliese Ward | 1181 Social Sciences | wardx585@umn.edu

Office Hours: Mondays 2:45-3:45pm and by appointment

COMMUNITY-ENGAGED LEARNING COORDINATOR: Monica McKay | siems005@umn.edu | (612) 624-6574

COURSE DESCRIPTION

Everyone thinks they know what "education" is and how schools work, partly because everyone has first-hand experience with schools and the education system. Most people have opinions about why some people go farther in school than others, why some learn more than others, and what creates racial and economic differences in educational outcomes. Beyond that, most people have ideas about how education shapes who gets good jobs and who enjoys a long and happy life. Everyone also has opinions about how the education system should be improved.

This course is designed to challenge and expand what you believe and know about these things. We will bring academic and other materials into direct dialogue with structured experiences in community organizations to enrich our understanding of educational issues. The goal is to better understand how "education" works: what shapes educational achievement; where inequalities in educational achievements come from; how and why educational experiences and accomplishments result in better social and economic outcomes; how educational institutions might be improved; and how education problems might be solved.

This is not a course in which I will tell you what to think. We will collectively draw on our individual backgrounds and experiences; read and discuss research and other materials; debate and argue about the issues; and consider how educational issues play out in the community.

RECURRING QUESTIONS

The course will be organized around several questions that come up repeatedly regardless of the specific topic at hand (e.g., test scores, racial segregation, teacher quality, violence in schools). These include:

1. What are the goals of education?
2. Who gets to define and prioritize those goals?
3. How do some goals conflict with others?
4. Can improving education and schools—through policy or practice—really accomplish all of those goals?
5. Do schools and education mainly reproduce inequality from generation to generation? Or, are they mainly a vehicle for overcoming it?
6. Does engaged community service in education-related organizations solve underlying problems, or merely alleviate their symptoms?

THE BASICS

1. Respect for Others

This is a class that will touch on divisive, sometimes personal, and often politically-charged topics. For example, we will routinely explore and discuss reasons for social inequalities, what “fair” looks like, how public policy ought to be designed and paid for, and how to redress past racial, economic, and other injustices. It is understandable—maybe even necessary—that these discussions sometimes make people mad or uncomfortable.

Everyone involved in the class must treat everyone else in the class with unfailing respect. We are here to learn from one another, and we can learn the most from people who don’t think like us or have the same perspectives or experiences as us. This means it is crucial that everyone feel free to voice their opinions and perspectives—even if others disagree with those opinions or have different perspectives. In my experience, people can only effectively communicate when they feel they are being treated with respect.

Listen carefully and respectfully to others. No shouting. No interrupting. No sarcasm. No personal attacks. If you get really upset, take a break, take a deep breath, maybe go for a short walk, and then come back to the discussion ready to calmly and respectfully re-engage.

2. Technology in the Classroom

Many instructors forbid or limit the use of iPads, laptop computers, tablets, phones, and other devices in class. Not me! Bring them and use them—they can be great resources and learning aids. In fact, I insist that you bring them since I will ask you to use these devices for some interactive exercises and in-class assignments. However:

- a. Do **not** distract or annoy your classmates or me! This means: Notifications and ringers off. Media sound off. If you are likely to use technology in some way that might distract or annoy people, sit in the very back of the room. Use good judgment. Don’t be a jerk.
- b. If you are easily distracted or annoyed by other people’s (mis)use of technology, sit toward the front of the classroom. Then you won’t easily be distracted by them.
- c. My advice: Use technology sparingly while in class. Use it, when appropriate, for class-related activities. Use your cell phone to send or respond to urgent messages and to respond to polls or quizzes that I send out. Otherwise, try to pay attention to me and your peers. Snapchat and Twitter can probably wait until after class.
- d. I reserve the right to change this policy at any time.

COURSE REQUIREMENTS

1. Community Engaged Learning (CEL)

(110 points, or 55% of course grade)

Community-engaged learning (CEL) is a teaching and learning strategy that combines meaningful community service with instruction and reflection to enrich learning, teach civic responsibility, and strengthen communities. As described in detail in the **yellow handout** titled “Community-Engaged Learning Assignments,” you will do 22 hours of service in a community organization and complete a series of written and other assignments reflecting on your experiences there.

2. Writing Assignments: Statements of Beliefs

(30 points, or 15% of course grade)

As described in detail in the **green handout** titled “Writing Assignments,” there are two writing assignments (besides those that make up the CEL part of the course). First, at the start of the semester you will write an essay about your educational biography, about the factors that contributed to your educational accomplishments, and about the nature of educational inequality in America. Second, at the end of the semester you will write a version of that same essay that focuses on how your views and opinions changed after taking this course. You will get a chance to write a rough draft of the latter essay and then revise it.

3. In-Class Quizzes & Peer Feedback

(60 points, or 30% of course grade)

There will be a brief quiz during 22 of 28 class sessions. Quizzes might happen at the beginning, middle, or end of class. Each will include a few basic questions about (1) readings or other materials I’ll ask you to review before class and (2) activities or discussions that happen in class. Although there will be 22 quizzes, you only need to complete 18 of them to get full credit. Each one is worth 2 points, so you can earn a total of $18 \times 2 = 36$ points for quizzes. This also means you can miss 4 quizzes/assignments and still get full credit. You can only complete in-class quizzes if you attend class in person.

During the other 6 of 28 class sessions, you will read and provide feedback on other students’ written assignments. You will get 4 points for each of the sessions in which you fully participate, for a total of $6 \times 4 = 24$ points. You can only get credit if you attend class in person.

4. Extra Credit

As described in detail in the **blue handout** titled “Extra Credit,” there are three ways to get extra credit in this course.

GRADING AND EVALUATION

1. How Grades Will Be Assigned

There are 200 total points in the class (plus some opportunities for extra credit). Your end-of-semester letter grade will be based on the percentage of the 200 points that you earn:

Grade	Percentage	Grade	Percentage	Grade	Percentage
A	93.0% to 100.0%	B-	80.0% to 82.9%	D+	67.0% to 69.9%
A-	90.0% to 92.9%	C+	77.0% to 79.9%	D	63.0% to 66.9%
B+	87.0% to 89.9%	C	73.0% to 76.9%	F	less than 63.0%
B	83.0% to 86.9%	C-	70.0% to 72.9%		

In all, the community-engaged learning (CEL) assignments are worth a total of 110 points (or 55% of the course grade); in-class quizzes and peer evaluations are worth 60 points (or 30% of the course grade); and the other writing assignments are worth 30 points (or 15% of the course grade). You can get up to 28 points of extra credit.

2. Contesting Grades

The teaching assistant and I might sometimes make mistakes—it happens—but we want you to get the grade you deserve. To contest a grade on an assignment: First, wait 24 hours after you receive the grade. Are you *sure* the grade was unfair? Then, if you still want to contest the grade, email me a list of your reasons for your dissatisfaction with the grade.

3. Incompletes

A course grade of “Incomplete” is only given when (1) a student is making good progress throughout most of a course and then (2) some unexpected event or circumstance temporarily prevents that student from completing the course assignments on time. I will only agree to give an “incomplete” when both conditions are met. Also, I will only give an “incomplete” once you and I have met to sign the required university paperwork and have agreed about how and by what date all course assignments will be completed.

4. Learning Styles, Abilities, and Accommodations

If you are overwhelmed or feel like you could use some helping catching up in the course, one good first step is to visit with me or the teaching assistant in our office hours. In most cases we can help you get back on track, especially if you talk to us early.

Everyone learns in different ways. If, for any reason, you become concerned about your ability to fully participate in this course due to the structure of activities or assignments please talk to me about it. I am committed to providing all students equal access to learning opportunities.

Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 612-626-1333 (V/TTY) or ds@umn.edu. Additional information is available at <http://diversity.umn.edu/disability/>. If you are already registered with Disability Services, please notify me at the start of the semester.

This course involves a fair amount of writing, and if you write poorly your grade will likely suffer. If you would like help with your writing, Student Writing Support at the Center for Writing (<http://writing.umn.edu/sws/>) offers a variety of very useful resources.

5. Sexual Misconduct

As an instructor, one of my responsibilities is to help create a safe learning environment. I also have a reporting responsibility related to my role: I am required to share information regarding sexual misconduct or information about a crime of sexual misconduct with the Office for Equal Opportunity & Affirmative Action (EOAA) at diversity.umn.edu/eoaa/home. For victims of sexual assault: The Aurora Center provides free and confidential support and academic advocacy via their 24-hour help line (612-626-9111) and by email (aurora.umn.edu).

6. Academic Misconduct

I encourage you to collaborate and brainstorm with your classmates and to read drafts of one another's written work, both inside and outside of class. However, individual assignments and essays should represent your own ideas and be your own work. If any words are not your own, you must place them in quotes, include a citation, and include the reference in a reference list at the end of the assignment. If any ideas are not your own even if the words are, you must still include a citation and include the reference in a reference list. (See the American Sociological Association's [Style Guide](#) for useful direction on citations and references.) It is OK to reflect on and synthesize the ideas of other people, with proper citation of sources. It is not OK to imply that those ideas are yours or to use them without attribution. When in doubt, cite!

Taking credit for work that is not your own constitutes scholastic dishonesty. I am a “zero tolerance” professor when it comes to scholastic dishonesty. The university makes it easy for me to report it, too. I fill out one short report via a very nice web interface—I can do it from my phone!—and they take it from there. If I ever think you engaged in scholastic dishonesty, I will discuss it with you first. After that, if I still think you engaged in scholastic dishonesty, I will give you a zero on the relevant assignment and report the incident to the university.

Not sure what scholastic dishonesty is? Read about it in the “Scholastic Dishonesty” section of the [Student Conduct Code](#).

WEEK-BY-WEEK CLASS SCHEDULE

PART I: HISTORY AND BACKGROUND

WEEK 1

- Tuesday, 9/4 *Class Introduction; Syllabus*
- Thursday, 9/6 *Introduction to Community Engaged Learning*

WEEK 2

- Monday, 9/10 Sign Up for CEL Organization
- Tuesday, 9/11 *A Brief History of American Education*
- Thursday, 9/13 *Peer Evaluations of "Start of Semester Statement of Beliefs"*
Bring 3 Copies of "Start of Semester Statement of Beliefs" to Class

WEEK 3

- Tuesday, 9/18 *Race and American Education, Part I*
- Thursday, 9/20 *Guest Lecturer: TBA*
"Start of Semester Statement of Beliefs" Due

WEEK 4

- Tuesday, 9/25 *Race and American Education, Part II*
- Thursday, 9/27 *Gender and American Education, Part I*

WEEK 5

- Tuesday, 10/2 *Peer Evaluations of CEL Essay #1*
Bring 3 Copies of CEL Essay #1 ("History & Mission") to Class
- Thursday, 10/4 *Gender and American Education, Part II*

WEEK 6

Tuesday, 10/9 *Disability and American Education*
CEL Essay #1 ("History & Mission") Due

Thursday, 10/11 *Topic TBA --- Determined by the Class*

WEEK 7

Tuesday, 10/16 *Peer Evaluations of CEL Essay #2*
Bring 3 Copies of CEL Essay #2 ("Initial Impressions") to Class

Thursday, 10/18 *Guest Lecturer: TBA*

PART II: INTERNATIONAL COMPARISONS

WEEK 8

Tuesday, 10/23 *Education Systems and Outcomes around the World, Part I*
CEL Essay #2 ("Initial Impressions") Due

Thursday, 10/25 *Education Systems and Outcomes around the World, Part II*

PART III: EDUCATION PROBLEMS AND CONTROVERSIES

WEEK 9

Tuesday, 10/30 *Test Score Gaps*

Thursday, 11/1 *School Segregation*

WEEK 10

Tuesday, 11/6 *Guest Lecturer: TBA*

Thursday, 11/8 *School Violence and Discipline*

WEEK 11

Tuesday, 11/13	<i>Peer Evaluations of CEL Essay #3</i> <u>Bring 3 Copies of CEL Essay #3 ("Progress Report") to Class</u>
Thursday, 11/15	<i>Social Mobility from Generation to Generation</i>

PART IV: POLICY SOLUTIONS?

WEEK 12

Tuesday, 11/20	<i>Early Childhood Education / Family Effects</i> <u>CEL Essay #3 ("Progress Report") Due</u>
Thursday, 11/22	No Class — Thanksgiving

WEEK 13

Tuesday, 11/27	<i>Charter Schools / Voucher Programs</i>
Thursday, 11/29	<i>College for All? / For-Profit Schools</i>

WEEK 14

Tuesday, 12/4	<i>Topic TBA --- Determined by the Class</i> <u>CEL End of Semester Email Due</u>
Thursday, 12/6	<i>Peer Evaluations of "End of Semester Statement of Beliefs"</i> <u>Bring 3 Copies of "End of Semester Statement of Beliefs" to Class</u>

WEEK 15

Tuesday, 12/11	<i>Peer Evaluations of CEL Essay #4</i> <u>Bring 3 Copies of CEL Essay #4 ("Reflection on CEL Experiences") to Class</u>
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FINALS WEEK

Thursday, 12/20	<u>Deadline to Complete 22 CEL Hours</u> <u>CEL End of Semester Evaluation Due</u> <u>CEL Essay #4 ("Reflection on CEL Experiences") Due</u> <u>"End of Semester Statement of Beliefs" Due</u>
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ADDITIONAL NOTES FROM THE CENTER FOR COMMUNITY-ENGAGED LEARNING

Academic integrity applies to community work done for academic credit

Any of the following actions constitute academic dishonesty within a community-based learning context and will be addressed in the same way as any other act of academic dishonesty. Incidents may also be referred to the [Office for Community Standards](#).

1. Misrepresenting hours completed at a community site or spent working on a community project. This includes documenting hours done in previous semesters or with an unauthorized organization.
2. Writing reflections or completing other assignments about events or activities the student did not actually participate in or attend at their community site. This includes drawing on community work done in previous semesters or with an unauthorized organization.

The University of MN [Student Conduct Code](#) also applies to student behavior while doing community work for academic credit

Violations or potential violation of the student conduct code applies in any setting where a student is engaged in work toward academic credit or is related to University activities. Any potential violations reported to CCEL liaisons from community partners will be forwarded to the Office for Community Standards to be addressed.

Accommodations for students registered with disability resource center doing community-engaged learning

If you are registered with the Disability Resource Center and use reasonable accommodations in your courses, you may also want to explore what accommodations may be useful in your community-engaged learning. CCEL staff can work with you on how to bring up accommodation needs at a community learning site, or assist you in finding a site that meets your health and/or accessibility needs. We can work closely with your instructor and/or your Access Consultants to discuss the type of work environment and structure you need to be successful during your community experience. Additionally, we also strongly suggest having a conversation with your community supervisor in order to allow them to understand what you need to be successful.

Confidentiality and Privacy Issues in community work

Be aware that through your community-engaged learning, you may come to know information about individuals that is covered by policies and ethical guidelines about confidentiality. You should speak to your community supervisor about how confidentiality obligations apply to you. Examples of how these issues might arise in your community engagement include:

1. Photography: You should never take photos of anyone at your community organization without first knowing the organization's policy for obtaining consent.
2. Personal Identifiers: Be careful about revealing information that could be used to personally identify individuals you work with at your community organization. This includes changing the names of people at your organization when submitting assignments for class.

Criminal background checks are required for many community organizations

If the organization's volunteer application asks about any convictions and you have a criminal record, be honest. Failure to state convictions that are then uncovered in a background check will likely result in your immediate dismissal from the organization. If you are concerned that your record could disqualify you from the approved community-engaged learning options, please be proactive and discuss your options with your community-engaged learning liaison.

Non-Discrimination in community work

According to the University of Minnesota Board of Regents policy on *Equity, Diversity, Equal Opportunity and Affirmative Action*, the University shall,

Provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

All CCEL partner organizations have verified that the engagement opportunities they offer to students are in compliance with this policy. If your faculty member allows community-engaged learning at an organization that is not a CCEL partner, CCEL staff will contact the organization to ensure their compliance with this non-discrimination policy before it will be approved for class credit.

Religious Service

Faith-based organizations, including religious institutions such as churches, mosques, synagogues, or temples, can be community-engaged learning sites as long as they comply with the U of MN's non-discrimination policy. However, service done as part of an academic course cannot include any of the following religious activities: providing religious education/instruction, worship activities, or any form of proselytizing.

COLLEGE OF LIBERAL ARTS POLICIES

GRADES: University academic achievement is graded under two systems: A-F (with pluses and minuses) and S-N. Choice of grading system and course level (1xxx/3xxx/4xxx) is indicated on the registration website; changes in grade scale may not be made after the second week of the semester. Some courses may be taken under only one system; limitations are identified in the course listings. The Department of Sociology requires A-F registration in courses required for the major/minor. University regulations prescribe the grades that will be reported on your transcript.

- A Represents achievement that is outstanding relative to the level necessary to meet course requirements (4.00 grade points)
- A- 3.67 grade points
- B+ 3.33 grade points
- B Achievement significantly above the level necessary to meet course requirements (3.00 grade points)
- B- 2.67 grade points
- C+ 2.33 grade points
- C Achievement that meets the basic course requirements in every respect (2.00 grade points)
- C- 1.67 grade points
- D+ 1.33 grade points
- D Achievement worthy of credit even though it fails to meet fully the course requirements (1.00 grade point)
- F Performance that fails to meet the basic course requirements (0 grade points)
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.
- N No credit. Its use is now restricted to students not earning an S on the S-N grade base
- I Incomplete, a temporary symbol assigned when the instructor has a "reasonable expectation" that you 1) can successfully complete unfinished work on your own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. The instructor may set date conditions for make-up work. If a course is not completed as prescribed or not made up as agreed within the year, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.
- W Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.

FINAL EXAMINATIONS (see schedule on the Calendar web site at <https://onestop.umn.edu/academics/final-exam-times>): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

CLASS ATTENDANCE: As a student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies (<https://policy.umn.edu/education/makeupwork>).

COURSE PERFORMANCE AND GRADING: Instructors establish ground rules for their courses in conformity with their department policies and are expected to explain them at the first course meeting. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tutorial services, if available. The instructor also describes the general nature of the course, the work expected, dates for examinations and paper submissions, and expectations for classroom participation and attendance. Instructors determine the standards for grading in their classes and will describe expectations, methods of evaluation, and factors that enter into grade determination. The special conditions under which an incomplete (I) might be awarded also should be established. The college does not permit you to submit extra work to raise your grade unless all students in the class are afforded the same opportunity.

CLASSROOM BEHAVIOR: You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave (the policies regarding student conduct are outlined on-line at <https://communitystandards.umn.edu/know-code/consequences>).

ELECTRONIC DEVICES: University instructors may restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting. For the complete policy, visit: <http://policy.umn.edu/education/studentresp>

SCHOLASTIC CONDUCT: The University Student Conduct Code defines scholastic dishonesty as follows: Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. **Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop").** For the complete policy, visit: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf

STUDENT MENTAL HEALTH AND STRESS MANAGEMENT: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu/>.

A REMINDER OF RELEVANT POLICIES AND PROCEDURES
*** SOCIOLOGY DEPARTMENT POLICIES ***

GRADE INFORMATION: Grades are due in the Office the Registrar within 3 business days after the final examination. No information regarding grades will be released by the department office staff to anyone except designated personnel in Records and college offices. Students may access their own grades through the MyU Portal.

INCOMPLETES: It is the instructor's responsibility to specify conditions under which an Incomplete (I) grade is assigned. Students should refer to the course syllabus and talk with the instructor as early as possible if they anticipate not completing the course work. Coursework submitted after the final examination will generally be evaluated down unless prior arrangements are made in writing by the instructor. University policy states that if completion of the work requires the student to attend class in substantial part a second time, assigning an "I" grade is NOT appropriate. Incompletes are appropriate only if the student can make up the coursework independently with the same professor. Students need to have completed a substantial portion of the course in order to be even considered for an Incomplete.

MAKE-UP EXAMINATIONS: Arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements. Circumstances for missing an exam include, but are not necessarily limited to: verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible.

GRADE CHANGES: Grades properly arrived at are not subject to renegotiation unless all students in the class have similar opportunities. Students have the right to check for possible clerical errors in the assignment of grades by checking with the instructor and/or teaching assistant.

Students with justifiable complaints about grades or classroom procedures have recourse through well-established grievance procedures. You are expected to confer first with the course instructor. If no satisfactory solution is reached, the complaint should be presented in writing to the department Director of Undergraduate Studies or the Coordinator of Undergraduate Advising (909 Soc Sci). If these informal processes fail to reach a satisfactory resolution, other formal procedures for hearing and appeal can be invoked. See the departmental advisor in 923 Social Sciences to explore options.

DISABILITY SERVICES: Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. For more info contact Disability Resource Center in 180 McNamara.

SEXUAL HARASSMENT: University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office in 419 Morrill Hall.

SOCIOLOGY PROGRAMS INFORMATION: The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. Students interested in majoring in Sociology should view the online-information session about the major. Further information can be obtained from the following persons and offices or online at <http://cla.umn.edu/sociology>

General information, Sociology Department, 909 Social Sciences - 624-4300
[Coordinator of Undergraduate Advising, Bobby Bryant, 923 Social Sciences – 624-4300](#)
Director of Undergraduate Studies, Professor Joe Gerteis, 1125 Social Sciences - 624-1615
Soc Honors Faculty Representative, Prof. Joe Gerteis, 1125 Social Sciences - 624-1615
Director of Graduate Studies, Professor Jeylan Mortimer, 1014B Social Sciences – 624-4064 and/or
Graduate Program Associate, Becky Drasin, 927 Social Sciences - 624-2093

Undergraduate jobs, internships, volunteer and research opportunities, scholarships, and much more can be found in the Undergraduate Resources site - <https://sociologyundergrad.wordpress.com/>

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COMMUNITY-ENGAGED LEARNING ASSIGNMENTS

Community-engaged learning (CEL) is a teaching and learning strategy that combines meaningful community service with instruction and reflection to enrich learning, teach civic responsibility, and strengthen communities. Community-engaged learning and classroom-based academic learning complement one another. On one hand, our understanding of academic issues will be enriched by seeing how those issues play out in the real world. On the other hand, through CEL we will learn about practical applications of academic knowledge and we will become actively contributing citizens and community members through service.

Here's what you need to do:

1. *Sign Up!*

By Monday, September 10 at 11:59pm: Submit your CEL referral request, which identifies your top three choices of organizations, through the online system at <http://csl.umn.edu/>.

Several things to keep in mind as you consider your request:

1. Try to find an organization whose work interests you personally.
2. If you already work or volunteer at the organization, please do not request it.
3. Consider practical issues like transportation and schedules very carefully. Will you be able to get there and to serve when they need you?
4. If you want to request an organization that is not on the list, ask me about it—I will certainly try to make it work—but please be sure its mission has to do with education.

If you are doing community-engaged learning for multiple classes, email your service-learning coordinator as soon as possible and copy all of your instructors on the message. They will work with you to make sure your organization is approved for both classes and to decide how many total hours of service-learning will be expected of you during the semester; students in this situation are asked to do more than the minimum number of hours required for just one class.

This part of the CEL assignment is worth **4** points. You will lose all 4 points if you fail to submit your referral request on time. Note: You do not need to do anything to prove to me that you fulfilled this requirement on time; the CEL office will let me know.

2. Attend a Pre-Service Workshop ... for Extra Credit!

OPTIONAL, and for **8** points of extra credit (see the blue “Extra Credit” handout for details): Attend a pre-service training and reflection workshop at the Center for Community-Engaged Learning. For schedules and to sign up, [see this web page](#).

If you are new to community-engaged learning, I strongly recommend that you attend a session of “Community Involvement in Practice.” If you have previously been in courses that featured community-engaged learning, I recommend you attend a session of “Critical Perspectives on Community Involvement.”

Note: You do not need to do anything to prove that you attended one of these workshops; the CEL office will let me know.

3. Serve 22 Hours at Your Organization

By Thursday, December 20: Complete 22 hours of service at the organization. You are expected to work 2-3 hours per week for a total of at least 22 hours during the semester. (You must also complete any trainings or orientations required by your service-learning organization.)

Throughout the semester, log your hours through the online system at <http://csl.umn.edu/>. Time travelling to and from the organization or site does *not* count toward your 22 hours. However, time spent being trained at the organization or site *does* count. Continue to work through the end of the semester, even after you complete your required 22 hours. If you are going to miss a scheduled shift or assignment at your organization, be sure to notify the staff member you report to as far in advance as possible. Also, please be aware of privacy and ethical issues in your organization.

This part of the CEL assignment is worth **60** points. You will lose 5 points for every hour you fail to complete. For example: If you only completed 20 hours (not 22), you would lose $2 \times 5 = 10$ points. This means that you will get no credit at all if you complete fewer than 11 hours.

Misrepresenting the hours you spend at your organization constitutes academic dishonesty.

4. CEL Essay #1: The History and Mission of Your CEL Organization

Write an essay about the history, mission, and clientele of your CEL organization. In your essay, answer these questions:

1. Why, when, and by whom was your organization founded or opened?
2. What problems does the organization seek to solve, or what issues does it address?
3. How does your organization try to solve those problems or address those issues?

4. Who are the people that your organization serves or helps?
5. If your organization is a school:
 - a. What grades does your school include? How many students are there? What is the racial/ethnic composition of the school's students?
 - b. How do the school's test scores and "report cards" compare to other schools in the district? In the state? [This web site](#) may be useful.
6. If your organization is not a school:
 - a. How does your organization identify its clientele, or how does its clientele come to be served by your organization?
 - b. Where does the money come from to support your organization?

To answer these questions, you may need to combine information from a variety of sources. The organization may have written documents it gives you; it may have a web site; or you may be able to read about it elsewhere. You may also need to talk to people in the organization (e.g., your supervisor, long-time employees, key staff), at least informally. Be sure to cite your sources, and document where you obtained your information.

This essay should be about **1,000 words**. Use reasonable formatting and font sizes. Bring 3 printed copies of the essay to class on Tuesday, October 2. Then, after receiving feedback from your peers on that day, revise the essay and turn it in via Canvas by Tuesday, October 9.

The essay is worth **8** points. Only the final version that you turn in by Tuesday, October 9 will be graded. It will be graded based on how completely and thoughtfully you address the questions above. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Essays turned in up to one week late will receive no more than half credit; those turned in more than a week late will be read and will receive feedback but will get 0 points

5. CEL Essay #2: Your Initial Impressions of Your CEL Work

Write an essay about your initial impressions of your work at your CEL organization. In your essay, answer these questions:

1. Very Briefly, to Remind Me:
 - a. What is your organization, what problems does your organization seek to solve, or what issues does it address?
 - b. How does your organization try to solve those problems or address those issues?
 - c. What is your role in the organization? Why are you needed?
2. What are your initial impressions of your work at your CEL organization? Are the environment, the work, and the overall experience the same or different from what you expected? How so?
3. *Before you started*: What were some of your preconceptions or beliefs about the people or clients the organization serves? What did you think the people were going to be like?

4. *Now*: Have those preconceptions or beliefs turned out to be true so far? Explain.
5. How do you personally differ from the people that your CEL organization serves (in terms of your background, prior life experiences, advantages and disadvantages you may have, race or gender, political views, etc.)?
6. *Before you started*: What fears or anxieties, if any, did you have about your work at your CEL organization? Have you overcome those fears or anxieties? If so, how?
7. *Now*: What fears or anxieties, if any, do you have about your work there the rest of the semester?

This essay should be about **1,200 words**. Use reasonable formatting and font sizes. Use reasonable formatting and font sizes. Bring 3 printed copies of the essay to class on Tuesday, October 16. Then, after receiving feedback from your peers on that day, revise the essay and turn it in via Canvas by Tuesday, October 23.

The essay is worth **10** points. Only the final version that you turn in by Tuesday, October 23 will be graded. It will be graded based on how completely and thoughtfully you address the questions above. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Essays turned in up to one week late will receive no more than half credit; those turned in more than a week late will be read and will receive feedback but will get 0 points.

6. CEL Essay #3: Progress Report

Write an essay about your work at your CEL organization. In your essay, answer these questions:

1. Very Briefly, to Remind Me:
 - d. What is your organization, what problems does your organization seek to solve, or what issues does it address?
 - e. How does your organization try to solve those problems or address those issues?
 - f. What is your role in the organization? Why are you needed?
2. What have been your biggest challenges or frustrations so far in your CEL work? How have you dealt with those challenges or frustrations?
3. Have you had any unexpected emotional or intellectual reactions to your CEL work, or have there been any unexpected events?
4. Over the past few weeks, how has your understanding of the problems the organization tries to solve changed? What caused your understanding to change? Be specific.
5. What are your future professional goals (i.e., what line of work do you want to go into)? What are you doing in your CEL work right now that you think will be important or useful for furthering your professional goals?

This essay should be about **1,200 words**. Use reasonable formatting and font sizes. Use reasonable formatting and font sizes. Bring 3 printed copies of the essay to class on Tuesday,

November 13. Then, after receiving feedback from your peers on that day, revise the essay and turn it in via Canvas by Tuesday, November 20.

The essay is worth **10** points. Only the final version that you turn in by Tuesday, November 20 will be graded. It will be graded based on how completely and thoughtfully you address the questions above. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Essays turned in up to one week late will receive no more than half credit; those turned in more than a week late will be read and will receive feedback but will get 0 points.

7. Send an Email to Your CEL Supervisor to Warn Them You Are Leaving Soon

By the start of class on Tuesday, December 4: copy me (warre046@umn.edu) on an email to your supervisor at your CEL organization in which you remind them that you will end your service to them at the end of the semester.

Do not assume that your organization knows you will be leaving because the end of the semester is coming up. Treat this as you would a job and send an email with a two-week advance notification of the end date of your service. Copy me.

Note: This is a great opportunity to provide feedback and a note of thanks for the experience, and to ask if you can contact your supervisor in the future for a letter of recommendation.

This part of the CEL assignment is worth **3** points. You will lose points if you fail to send the email on time on time (or if your email is unprofessional).

8. CEL Essay #4: Reflecting on Your CEL Experiences

Write an essay reflecting on your CEL experience. In your essay, answer these questions:

1. Very Briefly, to Remind Me:
 - a. What is your organization, what problems does your organization seek to solve, or what issues does it address?
 - b. How does your organization try to solve those problems or address those issues?
 - c. What is your role in the organization? Why are you needed?
2. Think about the community that is served by your CEL organization. What have you learned about that community through your CEL work? About the problems it faces, the source of those problems, and how the community is approaching solving those problems?
3. What impact did you have on the community through this work? What did you contribute?
4. What have you learned about yourself through your CEL work? How have you been challenged personally? How did you grow or change as a person?

5. What values, opinions, or beliefs of yours changed because of your CEL work? Be specific: What ideas, preconceptions, or opinions changed and why?
6. What do you think are the long-term solutions to the problems and issues your CEL organization addresses through its work? How does the work of your CEL organization fit into the long-term solution, if at all?
7. How have course materials (e.g., readings, class discussions) changed your understanding or views of your CEL work—that is, of the mission or importance of your organization, of its role in solving problems, or of the issues faced by its clients? Provide specific examples.
8. How has your CEL work changed or informed your understanding of course materials (e.g., readings or lectures)? That is, how has your time in your CEL organization affected the way you interpret or understand class materials? Provide specific examples.

This essay should be about **2,000 words**. Use reasonable formatting and font sizes. Use reasonable formatting and font sizes. Bring 3 printed copies of the essay to class on Tuesday, December 11. Then, after receiving feedback from your peers on that day, revise the essay and turn it in via Canvas by Thursday, December 20.

The essay is worth **12** points. Only the final version that you turn in by Thursday, December 20 will be graded. It will be graded based on how completely and thoughtfully you address the questions above. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Essays turned in up to one week late will receive no more than half credit; those turned in more than a week late will be read and will receive feedback but will get 0 points.

9. Complete the Online End-of-Semester Evaluation

The Center for Community-Engaged Learning is constantly trying to improve the services they offer. Please complete an end-of-semester evaluation through the online system at <http://csl.umn.edu/> by Thursday, December 20.

This part of the CEL assignment is worth **3** points. You will lose all 3 points if you fail to submit your evaluation on time. Note: You do not need to do anything to prove to me that you fulfilled this requirement on time; the CEL office will let me know.

See below for more information about academic integrity as it applies to community-engaged learning; about accommodations for students with disabilities; about confidentiality and privacy issues within the community-engaged learning context; about criminal background checks; and about non-discrimination and religious service.

Sociology 3452 — Education & Society — Fall 2018

WRITING ASSIGNMENTS

There are two writing assignments (besides those that make up the community-engaged learning component of the course).

1. *Beginning of Semester Statement of Beliefs*

Write an essay that responds to the questions listed below. This essay should be about **2,000 words**. Use reasonable formatting and font sizes. Bring 3 printed copies of the essay to class on Thursday, September 13. Then, after receiving feedback from your peers on that day, revise the essay and turn it in via Canvas by Thursday, September 20.

This essay should reflect your true experiences, beliefs, and feelings ... not what you think anybody else might *want* to hear. The essay will *not* be graded based on *what* you say ... it will be graded based on whether you took it seriously and answered the questions coherently, completely, and to the best of your ability.

Questions:

a. What kind of education did you experience from when you were born until today?

Consider all the schools you have ever attended, the teachers you have ever had, and other educational influences in your life (e.g., churches, family, coaches). What kinds of schools did you have? What kind of teachers did you have?

b. Did you have more opportunities than most people in the United States ... or fewer?

Did you have better quality schools and teachers ... or worse? In what ways did you have better opportunities, teachers, schools, etc.? In what ways did you have worse?

c. How were your educational opportunities and experiences influenced by:

1. Where you happened to live (i.e., what city, suburb, or neighborhood you lived in, whether you lived in a rural, suburban, or urban area, etc.) when you were growing up?
2. How much money your family had while you were growing up?
3. Your racial or ethnic background and your country of birth?
4. Your gender?
5. Your sexual orientation?

d. Why have you been successful in your education?

To what extent have your educational successes — you've all made it to college, so you're all successful to some extent! — been because of:

1. Your own merits (e.g., your own hard work, intelligence, and perseverance)?
2. Having certain personal attributes (e.g., being female, being gay, being Latina, being disabled)?
3. Luck or chance (e.g., being in the right place at the right time, being born to the right family)?

e. Can anybody succeed in their education in America if they just try hard enough?

Many people argue that anybody—regardless of their gender or race/ethnicity or other attributes and regardless of the family they were born to—can succeed in America’s schools and education system if they just work hard and persevere. What do you think? Can anybody succeed in America’s schools and education system? Explain.

The essay is worth **12** points. Only the final version that you turn in by Thursday, September 20 will be graded. It will be graded based on how completely and thoughtfully you address the questions above. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Essays turned in up to one week late will receive no more than half credit; those turned in more than a week late will be read and will receive feedback but will get 0 points.

2. End of Semester Statement of Beliefs

Write an essay that responds to the same questions above—but *after* you have completed Sociology 3452. This essay should be about **2,500 words**. Use reasonable formatting and font sizes. Bring 3 printed copies of the essay to class on Thursday, December 6. Then, after receiving feedback from your peers on that day, revise the essay and turn it in via Canvas by Thursday, December 20.

In this essay, focus on how course materials, in-class discussions, and your CEL work changed your answers to the questions above. If your answers to the questions above changed because of SOC 3452, what specific things (e.g., readings, discussions, CEL experiences) caused them to change? If they did not change, how do you respond to arguments or evidence from course materials that contradict your thinking and beliefs? I recommend that you start by re-reading your “Beginning of Semester Statement of Beliefs” and then writing about how and why your answers changed.

The essay is worth **18** points. Only the final version that you turn in by Thursday, December 20 will be graded. It will be graded based on how completely and thoughtfully you address the questions above. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Essays turned in up to one week late will receive no more than half credit; those turned in more than a week late will be read and will receive feedback but will get 0 points.

Sociology 3452 — Education & Society — Fall 2018

EXTRA CREDIT

There are three ways to get extra credit in this course. First, you can do a pre-service workshop at the Center for Community-Engaged Learning. This workshop will greatly enhance the value of your community-engaged learning experience in this course. Second, you and a small group of students can take me to lunch/coffee—and have the College of Liberal Arts (CLA) pay for it! What better way to get to know your professor and classmates than to eat a (free!) meal with them? Third, you can go listen to a presentation about education-themed research on campus. Take advantage of the fact that you are at a major research university!

1. Attend a Pre-Service Workshop at the Center for Community-Engaged Learning

If you are new to community-engaged learning, I recommend you attend a session of “Community Involvement in Practice.” If you have previously been in courses that featured community-engaged learning, I recommend you attend a session of “Critical Perspectives on Community Involvement.” For schedules and to sign up, [see this web page](#).

You will get **8** points of extra credit for attending one of these courses. Note: You do not need to do anything to prove that you attended a workshop; the CEL office will let me know.

2. Take Your Professor to Lunch!

Two downsides of attending a major research university: Students rarely get to have extended one-on-one interactions with their professors *and* it can be hard for them to get to know other students. Fortunately, and to combat this: For undergraduate students in a class of 30 or more, the College of Liberal Arts will [pick up the bill](#) when they and at least two other classmates take their professor to lunch.

Important Note: CLA only pays for one lunch per student per semester!

You will get **8** points of extra credit just for going to lunch with me and at least two other classmates. Use this signup sheet (which is also available on the course web page) to register. I will email to confirm the time and location of each lunch; if fewer than three students sign up for a lunch, it might get cancelled.

3. Go Listen to Education Researchers Talk about their Current Research

A benefit of attending a major research university is that there are faculty, students, and others doing education amazing research all around you. Periodically, these people describe their ongoing research at seminars, workshops, or other venues. You can get extra credit for going

to listen to how researchers share their education-relevant scholarship and respond to questions and criticisms. (These events usually also feature free food!)

[This document](#) has information about when and where education-themed presentations of research will occur. You will get **6** points of extra credit for doing the following:

- a. Attend the presentation. Take a photograph of yourself in the seminar room or have someone take a picture of you and share it with you. Listen to the whole presentation. Enjoy the snacks.
- b. Write a one page (maximum!) summary of what the researcher talked about. Answer these questions: (i) What was their research question? (ii) Why do they argue it is an *important* question? (iii) What did they find or conclude? (iv) How do their questions and findings relate to themes in our course's readings and discussions?
- c. Email (i) the one-page summary and (ii) the photo of you at the presentation to me at warre046@umn.edu.

You can earn credit for attending up to 2 of these presentations during the semester, for a maximum of **12** extra credit points. To get credit, you need to send the above information by Thursday, December 20.

Sociology 3452 — Education & Society — Fall 2018

SUMMARY OF ASSIGNMENTS

ASSIGNMENT	Point Value	Due Date
COMMUNITY-ENGAGED LEARNING (CEL) ASSIGNMENTS		
Sign Up	4 pts.....	September 10
Serve 22 Hours	60 pts.....	December 20
CEL Essay #1: History & Mission	8 pts.....	October 2/9*
CEL Essay #2: Initial Impressions.....	10 pts.....	October 16/23*
CEL Essay #3: Progress Report	10 pts.....	November 13/20*
End of Semester Email	3 pts.....	December 4
CEL Essay #4: Reflection on CEL Experiences.....	12 pts.....	December 11/20*
End-of-Semester Evaluation	3 pts.....	December 20

** On the first date listed, bring 3 printed copies to class. On the second, the assignment is due via Canvas.*

OTHER WRITING ASSIGNMENTS

Start of Semester Statement of Beliefs	10 pts.....	September 13/20*
End of Semester Statement of Beliefs	10 pts.....	December 6/20*

** On the first date listed, bring 3 printed copies to class. On the second, the assignment is due via Canvas.*

IN-CLASS QUIZZES AND PEER EVALUATIONS

22 quizzes (only 18 needed for full credit)	36 pts total, 2 each	22 of 28 classes
6 peer feedback sessions	24 pts total, 4 each	6 of 28 classes

EXTRA CREDIT

CEL Info Session	8 pts.....	Varies
Take Your Professor to Lunch	8 pts.....	Varies
Education Research Talks	6-12 pts	Varies