

**SOCIOLOGY OF HIGHER EDUCATION
SPRING 2011 COURSE OUTLINE**

SOC 450/550 section 001
TTh 1400 –1550
PHONE: (503) 725-3961
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PROFESSOR: Collier
OFFICE: 217-0 CH
OFFICE HOURS: TTh 900-945
AND TTh 1245 – 1345
or by arrangement

This class meets in Cramer Hall 375

TA: Claudia Plesa
Office: CH 217-W
E-mail: plesac@pdx.edu

Phone: (503) 725-5820
Hours: TTh 900-945 & 1245 – 1345
& by arrangement

IMPORTANT: use the emails on this syllabus to contact the professor and TA for this course – do not send emails from within D2L

TEXT: This will be discussed in class

Note: you have to have Adobe Acrobat Reader to open or view documents.

COURSE OBJECTIVES:

In this course students will develop a sociological understanding of higher education, primarily in the United States. Using both theory and empirical evidence, we will explore issues relating to the impact of social factors on higher education. Particular attention will be paid to the role that higher education plays in promoting social mobility as well as social reproduction. Specific topics to be covered include models of higher education, the application of Sociological theories to issues in higher education, access to college, Affirmative Action, standardized testing, and class, race, and gender-based differences in educational outcomes and retention.

LEARNING GOALS:

Upon completion of this course students will be able to demonstrate:

- familiarity with major sociological theoretical perspectives on education as they apply to post-secondary education
- understanding of how social inequalities in regard to race, class and gender affect post-secondary educational outcomes,
- the ability to analyze educational processes and practices through a sociological lens -- an approach that incorporates both individuals and institutions.
- the ability to develop and write essays that integrate multiple perspectives on Sociology of Higher Education-related topics

PREREQUISITE: SOC 300 Due to the nature and amount of reading, as well as the pace of the class, it is essential that all students have a basic familiarity with sociological concepts. If you have questions as to your knowledge level regarding this material, please see me and we can discuss your level of preparation, and , if necessary, I can recommend a introductory text.

REQUIRED WORK:

Undergraduate Students:

exam (2)	60% of course grade
in-class writing	10%
group presentation	20%
class participation	10%
total	100%

GRADUATE STUDENTS: *see separate Graduate syllabus*

Grading Scale

Grade	%
A	93
A-	90
B+	86
B	83

Grade	%
B-	79
C+	75
C	70
C-	66

Grade	%
D+	63
D	60
D-	57

Exams (2): The mid-term and final exams will be take-home, essay format. The mid-term exam will cover the **materials from weeks 1 – 5**; the questions will build upon the study guide questions / in-class writings for those weeks. The Final exam will cover the **materials on from weeks 6 -10**, and the questions will build upon the study guide questions / in-class writings for those weeks. It is all right to confer with other students, however I expect each student to "do her/his own work." I will mark down papers with obviously identical answers. Late exams will be penalized.

The two exams will count for 60% of your total course grade.

GROUP PROJECT:

The class will be divided into 5-6 small groups, each of which will develop a 20-25 minute in-depth exploration class on a specific issue relating to American higher education that will be presented to the entire class. Each group will be provided with material – e.g. a video (or part of a video) -- that is relevant to the issue being studied, and asked to incorporate that into the presentation. Directions for this assignment will be distributed in class on Tuesday April 5th.

The Group Project will count for 20% of your final grade.

In-Class Writing

Every Thursday, there will be a 15 minute, in-class writing assignment over that week's reading and lecture material. Students will be allowed to use their notes, however the 15 minute time limit will be enforced. **IMPORTANT: You want to be prepared for the Thursday writing as the in-class writing questions will be difficult to answer in allotted time if you are not previously familiar with each week's class material. If you miss the in-class writing AND you notify me, you can make the writing up during my office hours.**

Papers will be scored on the following scale:

- " check+" = 2 pts
- " check " = 1.5 pts
- " check --" = 1 pt

The 10 in-class writing assignments will count for 10% of your final grade.

Class Participation: I expect all students to come to class prepared to participate in the class discussion. This includes being "caught up" with the reading assignment for that week's class. I will ask questions over the reading material during the class lectures and will keep track of which students participate.

Participation will count for 10% of your final grade.

Study Sheets :A study sheet will be provided each Thursday for the following week's set of required reading articles. **NOTE:** Study sheet questions make excellent in-class writing questions.

Missed In-Class Writing

If you are absent on the day when an in-class writing assignment is scheduled, please notify me (voice mail: 725-3961 / email cfpc@pdx.edu). In your message, please include when you plan to make-up the in-class writing assignment. If you are absent on the day of a in-class writing assignment, AND you have notified me before class that you are going to miss the writing assignment, you must make up the assignment BEFORE you attend the next session of this class, unless you make other arrangements with me.

Extra Credit Work: Film Reviews

There will 2 films shown in this class. Students can earn extra credit in this class by writing a 2 page summary and critique of each film (typewritten; no larger than 12 point print, double-spaced; no more than one inch margins -- top, bottom, left, right).

Each paper can be worth up to **3 points towards your final class score**. A critique guideline will be passed out in class, along with specific due dates for each assignment
papers are due in class one week after the period in which the film is shown

NO LATE PAPERS WILL BE ACCEPTED

In an effort to make this class a learning experience for everyone, please be considerate of the other students in the class. Do not play walkmans or other radios/tape players in the class (even with headphones). Also, **if you wish to carry on conversations with your friends, please do so outside of class; not during the lecture**. If these or other types of distracting behavior persists, the students involved will be asked to leave the class.

week 1 March 29 - 31 Introduction to the Sociology of Higher Education / Sociological Perspectives on Higher Education: Interactionism

Readings: week 1

Article 1. Kerr 1991. *The great transformation in higher education, 1960-1980* "Ch 1 Higher Education Systems."

Article 2. Power 2009 "University students' perceptions of plagiarism." *The Journal of Higher Education*, 80(6), 643-662.

week 2 April 5 - 7 Sociological Perspectives on Higher Education: Structural-functionalism and Conflict theory

Readings: week 2

Article 3. Meyer.1977. "The Effects of Education as an Institution," *American Journal of Sociology*, V. 83, 1, pp. 55-77

Article 4. Karen 2002. "Changes in Access to Higher Education in the United States: 1980 – 1992," *Sociology of Education*

week 3 April 12 - 14 Social Mobility and Social Reproduction

Readings: week 3

Article 5. Knottnerus 1987 "Status Attainment & image of society" *Sociology of Education*, V. 75, pp. 191-210

Article 6. Smith, B. 2007. Accessing social capital through the academic mentoring process. *Equity & Excellence in Education*, 40(1), 36-46."

week 4 April 19 - 21 Social Reproduction / Models of Educational Attainment and Persistence

Readings: week 4

Article 7. Tinto 1988 "Stages of Student Departure: Reflections on the Longitudinal Character of Student Leaving". *Journal of Higher Education*, v59 n4 pp. 438-55

Article 8. Guiffrida, 2006, "Toward a cultural advancement of Tinto's theory," *The Review of Higher Education*, 29(4), 451-472

week 5 April 26 - 28 Who Gets In? / Standardized tests

Article 9. Kinzie, Palmer, Hayek, Hossler, Jacob and Cummings. 2004. "50 Years of College Choice: Social, Political and Institutional Influences on the Decision making Process" Lumina Foundation for Education: New Agenda Series, V. 5, 3

Article 10. Toby 2002. "Increasing Access to College: An Educational Mistake" *Academic Questions*, 08954852, Spring2002, . 15, Issue 2

Article 11. Tinto 2004 "Promoting retention: Facing the Truth and Living with the Consequences," The Pell Institute for the Study of Opportunity in Higher Education, Occasional Paper #1

Article 12. Johnson, Rochkind, Ott and DuPont, 2010. "With Their Whole Lives Ahead of them: Myths and Realities About Why So Many Students Fail to Finish College," *Public Agenda Report for The Bill & Melinda Gates Foundation*

Article 13 Buchmann, Condon, Roscigno 2010. "Shadow Education, American Style: Test Preparation, the SAT and College Enrollment." *Social Forces*, V. 89. Pp. 35-482

****Thursday April 28th Mid-term Exam distributed in class ****

week 6 May 3 - 5 Affirmative Action and Alternative Admissions Standards

Readings: week 6

Article 14. Wildman 2001. "Affirmative Action: Necessary for Equality for All Women, Expert report submitted in the University of Michigan Admissions policy Supreme Court Case." *Berkeley La Raza Law Journal*, V. 12, pp. 429-432.

Article 15. National Association for College Admission Counseling, 2001 "Issue Paper: Affirmative Action in College Admission" pp. 1-23 (*timeline of legal challenges*)

Article 16. Long 2004 "Race and College Admissions: An Alternative to Affirmative Action?" *The Review of Economics and Statistics*, Vol. 86, No. 4 pp. 1020-1033

*****Thursday May 5th Mid-term Exam DUE *****

week 7 May 10 – 12 Paying for College / Community Colleges

Readings: week 7

Article 17. Tierney & Venegas 2009 " Finding Money on the Table: Information, Financial Aid, and Access to College," *The Journal of Higher Education*, Vol. 80, No. 4 pp. 363-388

Article 18. Conley 2001. "Capital for College: Parental Assets and Postsecondary Schooling," *Sociology of Education*, V. 74, pp. 59-72

Article 19. Dougherty 2007 "The Community College: The Impact, Origin, and Future of a Contradictory Institution" in *Schools and Society: A Sociological Approach to Education*, 2007, Ballantine & Spade (eds.), pp. 399-408.

week 8 May 17 - 19 Race & Ethnicity Matters when it comes to Higher Education

Readings: week 8

Article 20. Steele 1999 " Thin Ice: Stereotype Threat and Black College Students," *The Atlantic Magazine*,

Article 21. Hurtado 1997 "Effects of College transitions and Perceptions of Campus Racial Climate on Latino Students' Sense of Belonging. *Sociology of Education*, V. 70, pp. 324-345

Article 22. Saunders & Serna 2004. "Making College Happen: The College

Experiences of First-Generation Latino Students.” *Journal of Hispanic Higher Education*, pp. 146-163

week 9 May 24 - 26 Social Class Matters when it comes to Higher Education

Readings: week 9

Article 23. Aries and Selder, 2005. “The Interactive Relationship Between Class Identity and the College Experience: The Case of Lower Income Students.” *Qualitative Sociology*, V. 28, 4 pp. 419-443

Article 24. Collier & Morgan, 2007. ““Is that paper really due today?”: Differences in first-generation and traditional college students’ understandings of faculty expectations,” *Higher Education* V.55, pp. 425-446

Article 25. Dumais 2002. "Cultural Capital, Gender, and School Success: The Role of Habitus," *Sociology of Education*, V. 75, pp. 44-68

week 10 May 31 – June 2 Gender Matters when it comes to Higher Education

Readings: week 10

Article 26. Jacobs 1999 "Gender & college stratification," *The Journal of Higher Education*, Vol. 70, No. 2 pp. 161-187

Article 27. Cress and Hart, 2009. “Playing Soccer on the Football Field: The Persistence of Gender Inequities for Women Faculty,” *Equity & Excellence in Education*, 42: 4, 473 — 488

Article 28. Spalter-Roth, Kennelly and Erskine, 2006 "Resources or Rewards work family policies," *American Sociological Association Research Brief*

Article 29. Spalter-Roth, Erskine, and Besic, 2004 "Best Time to Have a Baby," *American Sociological Association Research Brief*

******* FINAL EXAM *******

Passed out at the end of class Thursday May 26th

Due in class during scheduled exam period

Monday June 6th 1015 -- 1115

The schedule listed in the course syllabus is subject to change during the term. Any changes will be announced in class.

INFORMATION ****

1. All papers are to be typed or computer printed. Handwritten papers will not be accepted.
2. Please pay attention to deadlines for turning in papers.
 - **The Term Paper is due, in class, Monday May 17th. Late Term Papers will be penalized 5 points per class period; term papers will not be accepted after Friday, May 21st.**
 - **The Final exam is due, in class, Monday June 7th. Late final exams will be penalized 5 points a day. The final exam will not be accepted after noon on Wednesday June 9th.**
 - **Late extra-credit papers will not be accepted.**
3. All papers need to be checked and corrected for spelling errors, and should be grammatically correct. If you require assistance in this area, the PSU writing lab (188F CH) can help. Papers with high numbers of spelling and grammatical errors will be penalized 20% of assignment grade.
4. Keep a copy of all papers you write for this course.