

Race and Class in Schools
Monday, Wednesday, Friday 12:30 p.m. -1:20 p.m.

SOCI A294-003

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Office: Monroe Library, 301F
Office Hours, Wednesdays 11:00-12 noon,
or by appointment

Course Description

Education as a social institution is one of the major structural components of a society. A sociological analysis of education gives a deeper understanding of the purpose of education in a society, as well as how education interacts with other social institutions such as family, religion, the political and economic systems. This advanced Common Curriculum course will emphasize the ways in which schools reproduce, reinforce, and challenge existing social economic and political relationships. How does the education system in the United States operate? What is its purpose? What are the barriers to achieving the purpose? How do race and class shape the education system and how does the education system affect race and class relations? What challenges does today's U.S. education system face, and what is being done to mitigate those issues? These and other questions will be addressed throughout this course. In order to gain a firsthand knowledge of education in action, all students will complete 15 hours of service learning at a pre-designated site.

The Common Curriculum

In addition to the major you will pursue at Loyola, you will take a broad range of courses in the liberal arts and sciences known as the Common Curriculum. This Common Curriculum offers you an educational experience you will not find at state institutions and other private schools. It is a large part of the "Loyola Difference"—that is, it defines what makes our university and the education you receive here distinctive.

The Common Curriculum...

- Includes courses taught in English and history, philosophy and religious studies, the sciences and the arts
- Teaches important foundational subject matter for your major study
- Gives you a broad education outside your major, preparing you for the demands of a complex world
- Is grounded in the core values of our Jesuit mission and identity
- Develops your understanding of human values and social justice
- Develops your critical thinking, writing, and speaking skills

Learning Objectives

- Students will read a text and formulate relevant questions that relate to their contemporary experience, and respond to questions utilizing class texts and outside resources;
- Students will be able to develop a thesis statement and support it using evidence from scholarly and popular sources;
- Students will positively engage a community partner in the work that they are doing to improve education in New Orleans.

Your Objectives

Late Work:

Any assignment that is submitted late will incur a grade reduction for each day it is late. The definition of “late work” is any work that is received after midnight on the date it is due. (For example, if a paper with a grade of a B+ is submitted two days late, then the resulting grade will be a B-).

Students with Disabilities:

If you have a documented disability and require particular accommodation please notify me immediately. FYI: “A student with a disability that qualifies for accommodations should contact Sarah Mead Smith, Director of Disability Services at 504.865.2990 (Academic Resource Center, Room 405, Monroe Hall). A student wishing to receive testing accommodation (e.g., extended test time) should provide the instructor with an official Accommodation Form from Disability Services in advance of the scheduled test date” ([http://www.loyno.edu/provost/documents/SyllabusPolicy\(UGGrad\).pdf](http://www.loyno.edu/provost/documents/SyllabusPolicy(UGGrad).pdf)).

NOTE: Unless you have a documented disability, laptops and hand-held devices are prohibited in class.

Note on Cheating & Plagiarism:

Cheating in any form, including plagiarism (the uncited use of direct quotes, paraphrasing, and reworking of an author’s work) is strictly prohibited. Any offense will be reported to the Dean’s office and you will receive a failing grade for the assignment that you cheated on. Parenthetical citations (American Sociological Association format) are the accepted form for citations in this course [for ex.: (Feagin 2001:45)]; see <http://www.calstatela.edu/library/bi/rsalina/asa.styleguide.html>.

Note on Emergencies:

Please consult the University website (www.loyno.edu) for information about emergency situations and the University’s response. If an evacuation becomes necessary, then you are responsible for maintaining your coursework through remote access using Blackboard and email within 48 hours of an evacuation notice being posted on the University website. Please make sure that you have all necessary materials in your possession to continue the course via remote access.

Grading

A	4.0	B+	3.3	C+	2.3	D+	1.3	F	0.0
A-	3.7	B	3.0	C	2.0	D	1.0		
		B-	2.7	C-	1.7				

Readings

Blackboard (Bb): All readings are posted on Blackboard (Readings).

NOTE: Readings may be added/deleted at the discretion of the instructor at any time.

Lectures

Blackboard (Bb): All lecture notes are posted to Blackboard (Course Materials).

Assignments

Participation (40 points, 20 of which are Service Learning): Service learning and participation in community events is critical for this course. You are required to participate in **service learning** throughout the semester (total of 12+ hours); this is a requirement in order to pass the course. Kelly Brotzman is your contact person for this segment of your grade (kbrotzma@loyno.edu). The class will participate in **community activities** that will be made known to you during the course of the semester (If you are unable to attend any event, then please notify the instructor in advance and an alternative assignment will be provided.). An active dialogue will be the basis for this course, therefore participation in **class discussions** is expected; short **in-class journals** will be written and shared from time to time (in-class journals will be submitted to the instructor at the end of class). You are expected to be familiar with the readings such that you can explain and critique the major and finer points asserted by the authors and compare and contrast the positions of various authors. A large component of this grade will be **weekly discussion questions** (typed, 2-4 questions; due every Friday at the beginning of class).

Essay Papers (20 points each; total of 40 points): **2, 5-6 page papers** (double-spaced, 12 point font, Times New Roman) will be submitted to the instructor on the date due during the semester. Paper topics are of your own choosing. However, papers should be connected to the readings in some way (a comparison of two or more readings; criticism of a particular reading, etc.) and should directly refer to applicable readings (i.e. quotes, paraphrasing, brief summaries). No Wikipedia citations are allowed. These papers may be used for discussion in class. Please see Bb "Assignments" for examples of this type of paper.

Final Exam (20 points): The **final exam** will consist of an essay paper within which you will evaluate the literature, reflect on and analyze your experiences with community involvement through service learning and participation in community events, and apply the knowledge you have gained to create a policy that will enhance the positive effects or mitigate the negative effects related to a particular diversity issue of your choosing. Please see Bb "Course Material" for rubric.

NOTE: If you are absent the day that an assignment is due, then it is your responsibility to email the assignment to the instructor at the email address listed above on the due date; I will send a confirmation of receipt of the assignment-this is your only insurance that I have received your work.

NOTE: Assignments are subject to change.