

Syllabus: SOC 455, Sociology of Higher Education

Spring 2017. January 11 – May 12, 2017, Fully Online.

Instructor Information

Instructor

Meltem Odabaş

meltemodabas@email.arizona.edu

Office: Social Sci. Bldg. Room 430

Office Hours: by appointment.

Students may contact me through e-mail. I usually respond within 24 hours.

General Information

Description

Higher education is a key component of our lives. However, with the increase of education costs and increasing level of unemployment among college graduates, what the goals of higher education should be and to what extent college education benefits graduates as they transition into the workforce has become a contested issue. This class will contribute to our understanding of what higher education is and how students are selected to institutions of higher education. Topics covered include: whether everyone has equal access to college, how students perform after being admitted to institutions of higher education, at what cost they receive their education, and whether higher education contributes to graduates' skill sets and enables them to find employment.

Learning Expectations and Goals:

- Learning major theories within the field of sociology of education;
- Learning how to apply the knowledge gained in this class to current developments and debates;
- Improving abilities for demonstrating critical thinking skills, complex reasoning and written communication skills.

Course Format, D2L & Technology

This is a fully-online class. Therefore, all the content in this class will be web-delivered. During the semester, ***you are expected to visit the D2L webpage of the class several times each week, any time Monday through Sunday*** (All the deadlines for assignments are set to Sunday of each week by 11:59 PM, to give you the flexibility to decide when to complete the assignments throughout the week. So, for example, if you want to have weekends for yourself, please complete the assignments by Friday. Additionally, if you are working full-time and want to use your weekends to complete the assignments, you are free to do so as well). Students are expected to check the D2L news feed and their e-mails frequently, preferably every weekday. All material will be provided via the D2L webpage. The instructor will upload notes/videos/PowerPoint slides on the topics to be covered every week, by Monday at 9:00 AM (Arizona time). These materials will be organized through checklists under the "Contents" section of the D2L page. Students are expected to contribute to weekly discussions on the D2L webpage of this course (we will use VoiceThread for this purpose) and to upload their homework assignments through D2L Dropbox folders by the assigned deadline. In addition, students are expected to contribute to the discussion pages each week. It is the students' responsibility to make sure that you have a reliable and steady internet connection throughout the semester.

Course Materials

Required Materials

There are no required textbooks for this class. I will provide all required readings in online OneNote notebook format, under the “Notebook” tab on the Table of Contents section of the D2L page of the class. In case you need OneNote to be able to view the notebook (I guess you do), please download the Microsoft Office programs for free through UA Bookstore.

Course Requirements

Required Readings

Students are expected to read the required readings, ideally before the week starts, or at the very beginning of the week. The content of the required readings will be the basis of the weekly online discussions (students are expected to participate in these weekly discussions; please see below for details). Students will find notes taken by the instructor in the online OneNote notebook that the instructor shares through the D2L page of the course (please see Table of Contents > Notebook).

Online Discussions

The online discussions will be held on VoiceThread. To learn more about how to use VoiceThread, please watch the video on the D2L page of this class (please find it under Table of Contents > Start Here. The video is embedded in the description). Students can participate in the online discussion any time during the week up until the deadline: every Sunday of that week, by 11:59 PM (Arizona time). There are 14 online discussions assigned in this course. 4 out of 14 online discussions with the lowest grades will be dropped from the final grade calculation. This grading scheme is for you to feel free to skip some of the online discussions – either because you are sick, busy, or just not feeling it. If you want to contribute to more than 10, please feel free to do so.

Short Written Assignments / Memos

This assignment is designed to motivate students to think critically about the assigned readings. The students are expected to write a short memo by the end of every week, describing their take on the readings. The students can write about whether they agree or disagree with the ideas presented in the readings. Or, they can use and answer the questions posed in the OneNote notebook by the instructor regarding the weekly content. Memos are expected to be two-to-three pages long, double-spaced, with 1” margins on top, bottom, left and right, written in Times New Roman, 12 fonts. Students can submit their memos any time during the week up until the deadline: every Sunday of that week, by 11:59 PM (Arizona time). There are 14 memos assigned in this course. 4 out of 14 memos with the lowest grades will be dropped from the final grade calculation. This grading scheme is for you to feel free to skip submitting some memos – either because you are sick, busy, or just not feeling it. If you want to write more than 10, please feel free to do so. Consider these memos not only as assignments but also as notes for yourself. They will be useful to refer back to as you complete the final examination assignment. Please submit your short written assignments/memos to the related folder under the Assignments section of the D2L page.

Mid-term Examination

There is no mid-term examination in this class.

Final Examination

The final examination will be in long-essay format. I will share the final examination online on May 1, 2017, through the D2L page of the class (please check for the “Final Examination” tab under the Table of Contents page). Students are expected to submit their Final Examinations by 9 May 2017, by 11:59 PM (Arizona Time). Please submit your short written assignments/memos to the related folder under the Assignments section of the D2L page.

Grading Scale

Name	Date
A	90-100
B	80-89
C	70-79
D	60-69
E	<60

Grading

I will grade 14 online discussions (OD), 14 short written assignments/memos (SWA) and 1 Final Examination (FE). Each OD and SWA is worth 4 points. I will drop 4 of these assignments with the lowest grades. So, for example, if you get 4 from 10 of your OD assignments and 0 from 4 of them because you did not participate, you will receive full credit, which is 40 points. Same applies to SWAs. Please note that discussion group participation is graded *individually*, based on individual participation.

The final examination is worth 20 points. Please note that there are no mid-terms in this class.

Also, please note that one-day late submissions of OD and SWAs are graded out of 2 points instead of 4; assignments submitted later than one day after the due date will receive no credit.

Also, for the final examination, I will deduct one point for every two-hour delay on submissions. So, for example, if a student submits their assignment at 8:05 AM on May 10, 2017, I will grade their exam with 16 points maximum, not 20. Please keep this rule in mind while working on your final examinations.

Assignment type	Number of assignments	Points for each assignment	Points total
Short Written Assignment (SWA)	10 (4 out of 14 with lowest grades will be dropped)	4	4x10=40
Online Discussion (OD)	10 (4 out of 14 with lowest grades will be dropped)	4	4x10=40
Final Examination	1	20	1x20=20
FINAL CALCULATED GRADE			100

Short Written Assignment, Online Discussion and Final Examination Schedule

OD: Online Discussion; SWA – Short Written Assignment; FE – Final Examination

	Assignment	Start Date	Due Date
Week 1	No assignments		
Week 2	OD and SWA	15-Jan-17 Monday	22-Jan-17 Sunday by 23:59 PM.
Week 3	OD and SWA	23-Jan-17 Monday	29-Jan-17 Sunday by 23:59 PM.
Week 4	OD and SWA	30-Jan-17 Monday	5-Feb-17 Sunday by 23:59 PM.
Week 5	OD and SWA	6-Feb-17 Monday	12-Feb-17 Sunday by 23:59 PM.
Week 6	OD and SWA	13-Feb-17 Monday	19-Feb-17 Sunday by 23:59 PM.
Week 7	OD and SWA	20-Feb-17 Monday	26-Feb-17 Sunday by 23:59 PM.
Week 8	OD and SWA	27-Feb-17 Monday	5-Mar-17 Sunday by 23:59 PM.
Week 9	OD and SWA	6-Mar-17 Monday	12-Mar-17 Sunday by 23:59 PM.
Week 10	No assignments		
Week 11	OD and SWA	20-Mar-17 Monday	26-Mar-17 Sunday by 23:59 PM.
Week 12	OD and SWA	27-Mar-17 Monday	2-Apr-17 Sunday by 23:59 PM.
Week 13	OD and SWA	3-Apr-17 Monday	9-Apr-17 Sunday by 23:59 PM.
Week 14	OD and SWA	10-Apr-17 Monday	16-Apr-17 Sunday by 23:59 PM.
Week 15	OD and SWA	17-Apr-17 Monday	23-Apr-17 Sunday by 23:59 PM.
Week 16	OD and SWA	24-Apr-17 Monday	30-Apr-17 Sunday by 23:59 PM.
Week 17	FE questions are uploaded	1-May-17 Monday	9-May-17 Tuesday by 23:59 PM.

Additional Information and Resources

Required or Special Materials

There are no required or special materials for taking this class -- except for your personal computer, and having a reliable and steady internet connection.

Make-up and Late Work Policy

The only acceptable reasons for making up a test or submitting work late are the following:

- Holidays or special events observed by organized religions to which students are affiliated;
- Absences pre-approved by the UA Dean of Students (or Dean's designee).

Attendance Policy

The UA's policy concerning Class Attendance and Administrative Drops is available at:

<http://catalog.arizona.edu/2014-15/policies/classatten.htm>

The UA policy regarding absences on and accommodation of religious holidays is available at

<http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored. See:

http://uhap.web.arizona.edu/chapter_7#7.04.02

Honors Credit

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contract and to sign the Honors Course Contract Request Form. The form is available at <http://www.honors.arizona.edu/documents/students/ContractRequestFrom.pdf>. Academic

Classroom Behavior

The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: <http://policy.arizona.edu/threatening-behavior-students>.

Integrity

Students are expected to follow the University's Code of Academic Integrity (<http://deanofstudents.arizona.edu/codeofacademicintegrity>). Practices such as cheating – including copying from the Internet full sentences without properly citing – are inappropriate and will result in sanctions.

If you are unsure about what is plagiarism or cheating, please consider to take a look on the following webpage: <http://thinktank.arizona.edu/information/plagiarism-education-workshops>

Students with Disabilities

If you anticipate or experience physical or academic barriers based on disability, please notify the instructor immediately. Also, please register at the Disability Resource Center (DRC) (<http://drc.arizona.edu/>) (520-621-3268) and request an official notification for accommodation. Please be sure to do that as soon as possible for you to be able to participate fully in the class.

Additional Resources for Students

UA Non-discrimination and Anti-harassment policy: <http://policy.arizona.edu/sites/default/files/Nondiscrimination.pdf>

UA Academic policies and procedures are available at: <http://catalog.arizona.edu/2014-15/policies/aaindex.html>

Student Assistance and Advocacy information is available at: <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/ferpa/default.htm>

Subject to Change Statement

The information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

PLEASE FIND THE COURSE CONTENT AND SCHEDULE ON THE FOLLOWING PAGES

Course Schedule

Week 1 – 11-15 January

Going through the syllabus.

Please read the syllabus, and then read the lecture notes.

Guidelines on Academic Writing

No required readings assigned for this lecture. Read the lecture notes.

Week 2 – 17-22 January (No class on Monday; MLK day)

Theoretical Perspectives on Higher Education

Required reading:

Ballantine, Jeanne H., and Joan Z. Spade. 2012. *Schools and Society: A Sociological Approach to Education*. Sage/Pine Forge Press. (Chapter 1)

Online discussion W2

Short written assignment / memo W2

Week 3 – 23-29 January

Higher Education Industry

Required readings:

Weisbrod, Burton Allen, Jeffrey P. Ballou, and Evelyn Diane Asch. 2008. *Mission and Money*. Cambridge University Press. (Chapters 1 and 2)

Online discussion W3

Short written assignment / memo W3

Week 4 – 30 January – 5 February

College Access Theories

Required Readings:

Deil-Amen, Regina J., and Ruth Lopez Turley. 2007. "A Review of the Transition to College Literature in Sociology." *Teachers College Record* 109 (10): 2324–66.

Online discussion W4

Short written assignment / memo W4

Week 5 – 6-12 February

Aspirations and Expectations

Required readings:

BOHON, STEPHANIE A., MONICA KIRKPATRICK JOHNSON, and BRIDGET K. GORMAN. 2006. "College Aspirations and Expectations among Latino Adolescents in the United States." *Social Problems* 53 (2): 207–25. doi:10.1525/sp.2006.53.2.207.

REYNOLDS, JOHN, MICHAEL STEWART, RYAN MACDONALD, and LACEY SISCHO. 2006. "Have Adolescents Become Too Ambitious? High School Seniors' Educational and Occupational Plans, 1976 to 2000." *Social Problems* 53 (2): 186–206. doi:10.1525/sp.2006.53.2.186.

Online discussion W5

Short written assignment / memo W5

Week 6 – 13-19 February

College Choice

Required readings:

McDonough, Patricia M. 1997. *Choosing Colleges: How Social Class and Schools Structure Opportunity*. Albany: State University of New York Press. (Chapters TBA)

Online discussion W6

Short written assignment / memo W6

Week 7 – 20-26 February

College Choice and Capital

Required readings:

Nora, Amaury. 2004. "The Role of Habitus and Cultural Capital in Choosing a College, Transitioning From High School to Higher Education, and Persisting in College Among Minority and Nonminority Students." *Journal of Hispanic Higher Education* 3 (2): 180–208. doi:10.1177/1538192704263189.

Online discussion W7

Short written assignment / memo W7

Week 8 – 27 February – 5 March

Diversity and College Access

Required Readings:

Alger, Jonathan R. 1997. "The Educational Value of Diversity." *Academe* 83 (1): 20–23.

Hurtado, Sylvia, Alma R. Clayton-Pedersen, Walter Recharde Allen, and Jeffrey F. Milem. 1998. "Enhancing Campus Climates for Racial/ethnic Diversity: Educational Policy and Practice." *The Review of Higher Education* 21 (3): 279–302.

Online discussion W8

Short written assignment / memo W8

Week 9 – 6-12 March

College Cost

Required Readings:

Archibald, Robert B., and David H. Feldman. 2010. *Why Does College Cost So Much?* Oxford University Press.
<http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199744503.001.0001/acprof-9780199744503>.

Online discussion W9

Short written assignment / memo W9

Week 10 – No Class – SPRING BREAK

Week 11 -- 20-26 March

State Spending on Education

Required readings:

Delaney, Jennifer A., and William R. Doyle. 2013. "State Spending on Higher Education Capital Outlays." *Research in Higher Education* 55 (5): 433–66. doi:10.1007/s11162-013-9319-2.

Online discussion W11

Short written assignment / memo W11

Week 12 -- 27 March-2 April

Debt and Affordability

Required readings:

Dannenber, Michael, and Mamie Voight. 2013. "Doing Away with Debt: Using Existing Resources to Ensure College Affordability for Low and Middle-Income Families." Education Trust. <http://eric.ed.gov/?id=ED543214>.

Kim, Dongbin. 2004. "The Effect of Financial Aid on Students' College Choice: Differences by Racial Groups." *Research in Higher Education* 45 (1): 43–70.

Online discussion W12

Short written assignment / memo W12

Week 13 -- 3-9 April

College Persistence

Required readings:

Alfonso, Mariana. 2006. "The Impact of Community College Attendance on Baccalaureate Attainment." *Research in Higher Education* 47 (8): 873–903.

Arbona, Consuelo, and Amaury Nora. 2007. "The Influence of Academic and Environmental Factors on Hispanic College Degree Attainment." *The Review of Higher Education* 30 (3): 247–69. doi:10.1353/rhe.2007.0001.

Online discussion W13

Short written assignment / memo W13

Week 14 – 10-16 April

Transition after college: employee's side

Required Readings:

Arum, Richard, Josipa Roksa, and Inc ebrary. 2014. *Aspiring adults adrift: Tentative transitions of college graduates.*(Ch 2-3)

Online discussion W14

Short written assignment / memo W14

Week 15 -- 17-23 April

Transition after college" employer's side

Required readings:

Rivera, Lauren A. 2016. *Pedigree: How Elite Students Get Elite Jobs.* Princeton University Press.

<https://books.google.com/books?hl=en&lr=&id=QarPCgAAQBAJ&oi=fnd&pg=PP1&dq=rivera+pedigree&ots=5RLxA-CiMa&sig=AX7YhcG9AVCUSjrIoOMRwfQuQCw>.Watch the lecture videos

Online discussion W15

Short written assignment / memo W15

Week 16 -- 24-30 April

College and Social Mobility

Required readings:

Karen and Dougherty “Necessary but not Sufficient” in Orfield, Gary, Patricia Marín, and Catherine L. Horn, eds. 2005. Higher Education and the Color Line: College Access, Racial Equity, and Social Change. Library ed. Cambridge, Mass: Harvard Education Press.

Rothstein, Richard. 2002. “Out of Balance: Our Understanding of How Schools Affect Society and How Society Affects Schools.” Chicago: Spencer Foundation.

Online discussion W16

Short written assignment / memo W16

Week 17 – 1-3 May

The Future of College

Required readings:

Wood, Graeme. 2014. “The Future of College?” The Atlantic, September. <http://www.theatlantic.com/magazine/archive/2014/09/the-future-of-college/375071/>.