

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> XX CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2018													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* SOC 518														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Seminar in Social Institutions and Justice														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Social Institutions and Justice (We were told this abbreviation was no longer necessary, but if it is: Sem in Instit and Justice).														
7. Number of Units: 2														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Focuses on social institutions, their role in national and international contexts, and their connection to structural oppression and/or liberation. Analyzes a specific theme within the topic of Social Institutions and Justice. <i>May be taken up to two times for a total of four units (different class themes required). Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice program.</i>														
9. Why is this course being proposed? We are making changes to our graduate program and this is part of the P2 submission. This C form is one of four we are submitting that are for substantive elective seminars. Currently, we have many offerings of elective graduate seminars but few are actually offered. Through an external review and internal department analysis, we realized that the best option is to reduce the number of substantive elective seminars on the books. This will allow us to rotate through the seminars and our two skill-based elective seminars (related to writing and teaching) that are already on the books. The titles of these new seminars were broadly conceived so that faculty could specify a theme that would draw upon their specialty and the learning outcomes and missions of the graduate program. This will streamline our offerings and still offer us flexibility in course delivery. We hope to rotate the six seminars so that they do not repeat within a three-year period. In the event that one is offered more than once during that period, we will make sure it has a different theme than previous class offered. Students will be allowed to take the same course twice if necessary.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: http://www.csusm.edu/academic_programs/curriculum/schedu ling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Type of Instruction</th> <th style="width:33%;">Number of Credit Units</th> <th style="width:33%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">2</td> <td style="text-align: center;">C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	2	C2	Activity			Lab		
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Lecture	2	C2												
Activity														
Lab														
11. Grading Method:* <input type="checkbox"/> XX Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? X <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? 2 (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course _____ and check "yes" in item #22 below.														
16. Prerequisite(s): <input type="checkbox"/> XX Yes <input checked="" type="checkbox"/> No Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice program.														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

PS _____
 RP _____
 Tracker _____



18. Documentation attached: xxx Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established?* every other year

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
 It fulfills an elective requirement for the Master of Arts in Sociological Practice program.

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes xxx No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline	_____	_____	_____ Support	_____ Oppose
	Signature	Date		
Discipline	_____	_____	_____ Support	_____ Oppose
	Signature	Date		

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) Keiella Swan Date 10/25/17

2. Program Director/Chair [Signature] Date 10-25-17

3. College Curriculum Committee [Signature] Date 12/6/17

4. College Dean (or Designee) [Signature] Date 12/6/17

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date _____

6. Vice President for Academic Affairs (or Designee) _____ Date _____

7. President (or Designee) _____ Date _____

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Soc 518: Seminar in Social Institutions and Justice

Theme: The Leaking Educational Pipeline (2 units)

(Per the University Credit Hour Policy, this class requires 2 hours per week in the classroom, and 4 hours of student learning outside of the classroom.)

Class Details:

Day and time: Mondays, 5 – 6.50pm

Location: SBSB 4221

Office Hours: Monday from 4 – 5pm and Tuesdays 3 – 4pm

Professor's Information:

XXXXXXX

General Catalog Description for Sociology 518--Social Institutions and Justice:

Focuses on social institutions, their role in national and international contexts, and their connection to structural oppression and/or liberation. Analyzes a specific theme within the topic of Social Institutions and Justice. Can be taken up to two times for a total of four units (different class themes required). *Enrollment restricted to students enrolled in the Master of Arts in Sociological Practice program.*

Course Description for this Semester's Class with Theme: The Leaking Educational Pipeline

This graduate seminar engages in one of the social institutions that we study in Sociology: the educational system. We will rely on the fundamentals of Sociology of Education through a social justice lens. Our case study is the leaking educational pipeline, from preschool to graduate school. The readings tend to focus on Latinos to reflect our H.S.I. standing at CSUSM¹ and the demographics of our region. Also, significant numbers of Latino/as and Native Americans are at the crisis point for leaks in the educational pipeline. Theories and methodologies will be introduced and discussed through out the semester. Ultimately, our engagement with scholarship on issues across the pipeline will lead us to answering, "What can fix the leaking pipeline?"

Required Materials

In this class you will read a number of scholarly journal articles. They will all be available on Electronic Course Reserve through the Kellogg Library and on Cougar Courses.

MASP Learning Outcomes

- *This graduate seminar is an elective seminar that helps the graduate program deliver on its learning outcomes. Four of them will be introduced and assessed in this class.*

¹ Indicates that our campus student population is over 25 percent Latin@/Chican@. See http://www.csusm.edu/news/articles/nr_hsi_spring2010.html and <http://www.csusm.edu/hsi/about.html>.

- **PSLO #1** Locate, analyze, assess and skillfully articulate a range of sociological scholarship and discourse. ***How will this be assessed?*** Familiarity with these skills will be assessed in your participation in class discussions, your weekly papers, presentations, and your final paper.
- **PSLO #2** Critically apply a range of social theories to the development and assessment of social policies and programs in diverse contexts. ***How will this be assessed?*** Your ability to apply theories and apply them to social policies and diverse contexts is the foundation of this entire class: your class participation, weekly papers, presentations, and final papers will be how this learning is assessed.
- **PSLO #3** Demonstrate awareness of multiple standpoints, their social foundations in constructions of difference, inequality, privilege and oppression (e.g., gender, race/ethnicity, social class, sexuality, age, abilities, region, nationality), and their implications for social theory and social justice. ***How will this be assessed?*** You will be assessed on your ability to do in your weekly class participation, weekly papers, presentations, and the final project.
- **PSLO #4** Demonstrate ability to advocate for sociologically informed decision-making. ***How will this be assessed?*** You will be assessed on your ability to do so in your class presentation.

Class Student Learning Outcomes:

- Critically analyze contemporary and classic theories related to education as a social institution.
- Assess the methods by which researchers study issues in education (quantitative and qualitative)
- Explain the basic “state of education” for the United States and abroad.
- Outline the processes of inequality that create “leaks” in the pipeline.
- List the pros and cons of the historical and contemporary approaches to school reform.
- Analyze relevant academic research findings
- Write analytical essays that draw upon previous research.
- Formulate ideas for new research in the field of Sociology of Education.

- Create verbal presentations that engage in research and policy.

COURSE ACTIVITIES

Reading

There will be reading each week. Reading is a cornerstone of *graduate study*. Be prepared and take notes that you bring to class. Your papers must include direct discussions of the readings.

All of our readings are located on Cougar Courses, week by week. Please note that academic readings – our most important readings – are indicated with author(s) and year: Jimenez & Smith 2012. The readings were chosen so that you have “up to the minute” academic studies and insightful academic analysis on education.

I will also share with you articles and blog essays, which are indicated with the titles in quotes (not the authors or dates), such as “Slow Death of CA Education.” This reading is important too! But, note that your papers should ONLY include the academic readings. We can discuss the news type of articles in class; feel free to send me ones you come across to add to our class. 😊

A tip on reading: Be smart, efficient, and focused! Here is how I generally encourage my graduate students to read:

detailed -- choose at least two articles that you will read very closely, taking reading notes, etc.

focused -- choose at least two other articles to read through once very quickly and then to read through again to focus on what caught your eye; take notes on the material that caught your eye

skimming -- read the rest of the articles by skimming the topic sentences and subheadings; read closely the introduction and conclusion paragraphs

Writing

We have several writing prompts through out the semester. See the schedule for the specific weekly prompt for each topic. Note: Please bring the paper copy to class. Do not email them to me.

Papers 1 – 6:

The paper prompts are in the schedule and summarized at the end of the syllabus. Aim for about 2-3 pages that respond to the prompt and *explicitly* engage in the academic readings for the week. You must aim to include the readings as much as possible; consider 3 - 4 readings a minimal goal.

20 points each, total of 6 required

Papers A – D:

Write these shorter papers when you are not presenting. Aim for a 2-page paper where you discuss the similarities and/or contradictions between and among the readings. I will upload some baseline readings but group presenting should also send me readings to share with the class.

10 points each, total of 3 required

Seminar Participation

Participation is the heart and soul of graduate seminars, as described below in more detail. However, I believe there is (at least) a three-tiered participation, from basic to analytically sophisticated.

- **Attendance:** Showing up on time and staying for the seminar.
- **Lively, engaged discussion:** Demonstrates clear enthusiasm for the topic in general.
- **Demonstrated having read and learned:** This type of participation contains the previous two types but has a significant difference in that the participant has engaged in the academic work, has thought Sociologically and analytically about the topic, and can convey this by citing examples from the readings or paraphrasing main ideas.

We all have “off” days and so I do not expect everyone to be at the third level all of the time, but aim high! ☺

One other item about seminar participation...I consider participation to be a valuable resource that should be distributed more or less evenly across students. Research shows us that participation leads to learning. So, for those who are very outwardly active in class, please be aware of your levels of participation; allow for silences and gaps in discussion. For those who are shyer and/or process internally – please begin to work on more overt forms of participation.

The Presentation

Small groups will present on research across the educational pipeline. It is assumed that each group will bring in additional academic sources and policy issues. The idea is for the presenters to convey the “Sociology of..” by giving us a sense of the pitfalls and successes experienced in their part of the pipeline. I will provide a *rubric* for the presentations so that the groups understand expectations.

100 points

Final Project

The final project will depend on your stage of thesis work and your overall interest in the field of Sociology of Education. The “default” project will be an extensive literature review

on a particular sub-topic from our class. I can discuss with each of you individually if you have an alternative proposed project. You must alert me if your project is partially related to another class – previously taken or currently. (See definitions of academic honesty below.) Regardless, it will be due on our last day of class in my office and uploaded to CC.

100 points

No Final Exam is required as part of this course.

Above all, this is a Sociological Master's Program and so your analysis based on Sociology and sociological explanations are expected.

University Writing Requirement: This class fulfills the CSUSM University Writing Requirement of 2500 words through the cumulative writing done for the two types of weekly class paper and the final class project.

Defining and Norms for a Graduate Seminar:

I expect the upmost professional demeanor in a graduate seminar. This means being respectful of others' time and energy. Please arrive to seminar on time and fully lucid, ready to engage! You may bring meals, snacks or non-alcoholic drinks to seminar.

Text me (or a classmate) if you are going to be late so we do not delay class for you. If participating in seminar is not possible, do not attend. However, note, that the heart and soul of graduate school is seminar interaction.

In fact, the word *seminar* is derived from the Latin word *seminarium*, meaning "seed plot"²; seminar is where intellectual seeds are planted (or added) and presumably grow. Thus, assume you cannot achieve an "A" with more than one absence.

Ed Neal of University of North Carolina, Chapel Hill writes, "A seminar is supposed to be less authoritarian and more collaborative than other courses. Good seminar leadership consists of (1) providing sufficient direction to students so they can fruitfully explore the subject matter on their own and (2) fostering a classroom climate that encourages cooperation, collaboration, and the free exchange of ideas."³

Bottom Line: You are the seminar. I am here to coach, provide foundational information, and encourage your intellectual growth.

Norms & Expectations = Your Success:

- Be in class in mind and body
- Do your work
- Contribute in a thoughtful, respectful way, through written and verbal participation

² <http://en.wikipedia.org/wiki/Seminar>

³ <http://www.asa.mnscu.edu/facultydevelopment/resources/pod/Packet3/leadingtheseminar.html>

- Demonstrate your intellectual curiosity
- Be in touch with news and research
 - Examples: read newspapers, join twitter feeds, create Google scholar alerts
- Learn from the process of feedback
- *Own your education* by doing what is recommended in addition to what is required

What You Can Expect From Me:

As your professor, you can expect me to guide you through challenges of learning and help you identify your strengths. I will guide you to advancing your understanding of the Sociological perspective. I also will give direct, respectful feedback.

In terms of contact outside of class or official office hours, I work best with email, in-person appointments, and texts (in that order). "Dropping in" to see me at my office on campus is *rarely* successful because the way that I structure my work life. I usually respond within hours of being contacted via email; if it has been more than 24 hours without my response, contact me again. Don't be shy. ☺ For **graduate students**, Mondays from noon – 5pm are the best times to catch me for an appointment. I can also do phone appointments, if we find it hard to meet face-to-face.

In terms of grading, you can expect to receive feedback on short papers by the following week. Longer work requires longer period of grading. I give written feedback on the paper itself and am always happy to meet to discuss your work in more detail.

If you had a verifiable emergency and made arrangements to complete late work, *do not expect me to return it to you quickly!* I have "moved on," in terms of going to the next batch of grading, etc.

Yes, I will **email** at least once a week, if not more! My emails are generally in these categories: gentle reminders about deadlines, clarifications on assignments, and news related items related to our class. The tone of these emails will be friendly, but do not be misled. Please pay attention to the content! You can always email me back directly with further clarifications or anything else related to the class. I envision emails as another important "feedback flow" that exists between students and professors. *The emails I send usually come from Cougar Courses (MCI News) so they are archived (in case you miss something).*

Disability Support Services. If you need help with documented or sudden disability, please contact DSS at Craven Hall in Suite 4200. The DSS staff is available for both walk-in and scheduled appointments Monday through Friday from 8:00 a.m. to 5:00 p.m. Individuals wishing to call DSS can do so by dialing (760) 750-4905 or (760) 750-4909 (TTY) and our fax number is (760) 750-3445. Email inquiries can be sent to dss@csusm.edu. *Please remember that if you worked with DSS as an undergraduate, you may continue to as a graduate student.* Note, you can be assessed by CSUSM if you have concerns.

Academic Honesty.

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

A partial list and description of academic dishonesty follows:

Cheating includes but is not limited to:

- Submitting material that is not yours
- Using unauthorized materials during exams
- Cooperating with or helping another student cheat

Plagiarism includes but is not limited to:

- Directly quoting the words of others without using quotations marks to identify them
- Using sources of information without identifying them
- Paraphrasing materials or ideas of others without identifying the sources; paraphrasing means altering the sentence patterns and changing the words

Main ideas: Do your own work. Do not "double dip" papers, as in use the same or parts of papers for different classes. Cite any ideas – whether paraphrased or direct quotes – that are not yours.

Finally, get informed! Please read the entire CSUSM [Academic Honesty](#) policy. Take an [academic honesty quiz](#). I think you find that you will learn more about the general issue. Read the research on [college academic dishonesty](#). If you are writing a paper and you are unsure of how to properly site or paraphrase a source, consult me or see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html> prior to the assignment being due.

Read before coming to class.

It's important to reiterate....In order to be an active participant in the seminar, you must come prepared -- even if being prepared means simply having questions about what was utterly confusing to you in the readings! I understand that outside responsibilities and the need to "have a life" often get in the way of finishing your reading. For this reason, I have tried to choose readings that are interesting and use reading responses to motivate you to read. *This is a graduate seminar, so the reading load reflects this.*

Complaints – Bring Them On! ☺

Complaints and venting are good...It's actually a sign of a healthy learning community. I want to know about any complaints, difficulties, and problems you are having in the class. I will do my best to help solve the problems or at least discuss them with you. Of course, I love positive feedback too!

Classroom Etiquette

- Late arrivals to class are strongly discouraged. If a late arrival is unavoidable, please enter as quietly and as unobtrusively as you can so that you don't disturb your fellow classmates.
- Do not plan to use time in class to read the newspaper, do crossword puzzles, make your grocery lists, plan your weekend, do homework for other classes, write letters, sleep, flirt, text message friends, or catch up with friends. Mentally "checking out" of class in this way will make it difficult to do well in the course. In addition, *I will find it highly annoying*. If you have a pressing need to do these things during scheduled class time, please don't come to class.
- "R-E-S-P-E-C-T, find out what it means to me." Classroom discussion should remain civil. We are here to learn from each other. It is difficult to learn from someone who is yelling at you, rolling her/his eyes, grumbling under his/her breath, ignoring you, interrupting you, or engaging in other dismissive behaviors. This is completely unprofessional behavior and will not be tolerated. *Focus your energy on direct, respectful communication with each other.*

SCHEDULE

I. UNDERSTANDING EDUCATION AS A SOCIAL INSITUION

Weeks 1 - 5

Week 1

ONLINE - No class in person meeting because Martin Luther King, Jr. Holiday

Understanding Educational Pipeline: An Introduction

On your own...View film: *Drop Out Nation* (Frontline, PBS)

<http://www.pbs.org/wgbh/pages/frontline/dropout-nation/>

Resource Reading: Yosso & Solorzano 2006 "Leaks in the Pipeline" (uploaded to Cougar Courses)

~~~~~  
*Paper 1 prompt: Reflect on the dynamics that you observed in Drop Out Nation as leading to the students' outcomes. Include insights about your educational biography and journey.*

##### Week 2

Overview of class and introductions

Discussion of main issues affecting educational pipeline

Turn in Paper 1

No readings due

~~~~~  
Paper 2 prompt: Review the sociological theories on education from the assigned readings. (Meaning discuss each one in a paragraph or two.) Which theories most resonated with you and why? What approach do you think best captures the factors that contribute to the leaking educational pipeline?

Week 3

Overview of educational Sociological theories

Turn in Paper 2

READ BEFORE CLASS (I recommend that you read across each theoretical perspective)

Cultural Capital readings

- Rosigno & Ainsworth Darnell 1999
- Lee & Kao 2009
- Dumais 2002
- Laureau 1987

Social capital readings

- Dika & Singh 2002
- Reynolds 2013
- Ryavab 2010

Critical Race theories

- Oseguera et al. 2010
- Delgado Bernal 2002
- Yosso 2005
- Diamond et al. 2007

For your additional information...See NPR story on [cultural capital and princesses](#)

Paper 3 prompt: Use the assigned reading to address the following questions. What is the difference between education and schooling? What types of learning processes occur outside of traditional k-12 public school walls?

Week 4

Turn in Paper 3

Read by today / aim to read at least 4 of the following:

- Flores 2012
- Hatt 2011
- Dunbar 2001
- Kennedy 2010
- Laguna-Riordian et al. 2011
- de la Osa 2005
- Pears et al. 2011
- Moore et al. 2011

Paper 4 prompt: Describe the various methodologies used to study educational issues. Evaluate their strengths and weaknesses. Reflect on which method you would consider using for research. (Paper 4)

Week 5

ONLINE - No class in person meeting because Presidents' Day Holiday

Online Discussion – Methods for Studying Inequality

Upload Paper 4 by Tuesday, February 20 midnight on Cougar Courses

See more details on Cougar Courses

Read by today / aim to read at least 4 of the following:

- MCI 2005 (ethnography and descriptive statistics)
- MCI 2008 (visual sociology, photo-elicitation interviews)
- MCI et al. 2011 (interviews)
- Lessert 2011 (MASP thesis using survey)
- Covarrubia 2010 (quantitative)
- Sapporito & Sohoni 2007 OR Sohoni & Sapporito 2009 (GSI)

II. The Leaking Educational Pipeline
Weeks 6 – 12
(Your Presentations)

Week 6

Pre-school and day care: An unequal starting line

Mini-lecture

Preparation day for presentations

See Cougar Courses for additional resources (and at the end of the syllabus)

Week 7

Elementary School

Group 1 Presents

If not presenting, turn in Paper A

See suggested readings uploaded to Cougar Courses, which include those from the presenting group.

Week 8

Middle School

Group 2 Presents

If not presenting, turn in Paper B

See suggested readings uploaded to Cougar Courses, which include those from the presenting group.

Week 9 Monday, March 18

High School

Group 3 Presents

If not presenting, turn in Paper C

See suggested readings uploaded to Cougar Courses, which include those from the presenting group.

Week 10

Project workday

SPRING BREAK

Week 11

Community College, University and Graduate School

Group 4 Presents

If not presenting, turn in Paper D

See suggested readings uploaded to Cougar Courses, which include those from the presenting group.

III. Flows and Blockages in the Pipeline

Paper 5 prompt: What is the role of adults in the educational setting? In what ways do they help or hinder the pipeline?

Week 12

The Role of Teachers and Other Institutional Agents

Paper 5 due

Everyone read by today:

- Stanton-Salazar 2011
- Burant, Quiocho & Rios 2002
- Boutte 2008
- Garcia-Reid 2008
- Morgan 2010

Paper 6 prompt: Review the various types of reform. Come back full circle to the educational pipeline and issues of inequality. How do these approaches address and/or succeed in making a positive impact for students? How are the reforms meeting concerns of the child, family and community? How do we ultimately fix the leaking pipeline?

Week 13

School Reform, Intervention, and Hope?

Paper 6 due

Everyone read by today:

- Samel et al. 2011
- LaPrade 2011
- Guillory 2009
- Contreras 2011
- Collatos et al. 2004
- Chapter excerpts of *Tinkering Toward Utopia*

Week 14

Project Work / Feedback

Week 15

Last Class – Reflections

Final Paper / Project Due this week in my office, SBSB 4210 and uploaded to Cougar Courses

Summary of Paper Prompts (1 – 6)

Paper 1: Reflect on the dynamics that you observed in Drop Out Nation as leading to the students' outcomes. Include insights about your educational biography and journey.

Paper 2: Review the sociological theories on education from the assigned readings. (Meaning discuss each one in a paragraph or two.) Which theories most resonated with you and why? What approach do you think best captures the factors that contribute to the leaking educational pipeline?

Paper 3: Use the assigned reading to address the following questions. What is the difference between education and schooling? What types of learning processes occur outside of traditional k-12 public school walls?

Paper 4: Describe the various methodologies used to study educational issues. Evaluate their strengths and weaknesses. Reflect on which method you would consider using for research. (Paper 4)

Paper 5: What is the role of adults in the educational setting? In what ways do they help or hinder the pipeline?

Paper 6: Review the various types of reform. Come back full circle to the educational pipeline and issues of inequality. How do these approaches address and/or succeed in making a positive impact for students? How are the reforms meeting concerns of the child, family and community? How do we ultimately fix the leaking pipeline?

Ideas for approaching Papers A – D

- > Summaries of the readings in your own words and highlight the most interesting findings of each study.
- > Choose favorite quotes from each reading to reflect upon and then elaborate on the articles' findings in general.
- > Personally engage in the research – did it match your educational experience or was opposite? What does that mean in terms of you own social location and those in the study?
- > Discuss the similarities and/or contradictions between and among the readings.

Summary of preschool sources:

- > read McClain et al. 2012 (uploaded to Cougar Courses)
- > read about the unequal access in Time Magazine's [Preschool Wars](#)
- > listen to / read NRP news report on preschool's benefits in [Oklahoma](#)
- > listen to podcast of Planet Money's, [Why Preschool Can Save the World](#) and its role in [job training](#)
- > read the essay from the American Sociological Association on [Dora the Explorer](#)
- > read the *New York Times* article on [the role of play and self control](#)
- > read about a [Swedish preschool](#) that does not use gender pronouns
- > read about how not attending preschool can put you very far behind, in the case of [Latino children](#)