Bemidji State University

SOC 3340: Sociology of Education

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course will focus on relationships between education and society from multiple sociological perspectives. In particular, there is a focus on the role of schooling, past and present, as well as how formal education is connected to other social structures, and broader social inequalities. In this course, we will address several topics/themes, including: the development and functions of public education, how and to what extent education both fosters social mobility and reproduces social inequality, how patterns of racial segregation, gender inequality, and social/class divides were, and are, related to education, the cultural dimensions and conflicts surrounding education, and future possibilities in an economy increasingly shaped by information and automation. This course focuses largely (but not exclusively) on the United States, after the Second World War.

B. COURSE EFFECTIVE DATES: 08/19/2022 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Addresses education historically, and through research conducted in three classical sociological paradigms (functionalism, conflict theory, symbolic interactionism).
2. Considers education in terms of race, class, and gender inequality, building on, complicating, and challenging earlier research.
3. Addresses recent and current shifts in both education and sociological analysis of education, with a focus on culture, political economy, and the role of both the state and standardized testing in the twenty-first century.

D. LEARNING OUTCOMES (General)

1. define sociological concepts as applied to education.
2. compare/contrast different theoretical and stakeholder approaches to education, past and present.
3. identify shifts in both education and how sociological theory and research both guided, and responded, to such shifts.
4. analyze education through multiple sociological paradigms.
5. assess education through an intersectional lens which addresses inequitable opportunities and outcomes in terms of race/ethnicity, social class, and gender.
6. comprehensively discuss education as a social institution/phenomenon, in terms of both theoretical and empirical research, at the micro, meso, and macro levels.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None
F. LEARNER OUTCOMES ASSESSMENT
   As noted on course syllabus

G. SPECIAL INFORMATION
   None noted