

SYLLABUS
EDUC 101-04
SOCIAL FOUNDATIONS OF EDUCATION
FALL 2016
BUCKNELL UNIVERSITY
DEPARTMENT OF EDUCATION

PROFESSOR:	R. Henne-Ochoa, Ph.D.
CLASS TIMES:	MWF 1:00 – 1:52 PM
CLASS LOCATION:	Academic West 114
OFFICE LOCATION:	Olin Science 461A
OFFICE HOURS:	I am always accessible by appointment, or just drop by my office; I am there a lot! To make an appointment, please send me an email (r.henne@bucknell.edu) with days and times you can meet.

I. COURSE SCOPE AND PURPOSE

A. Overview

The main purpose of this course is to aid students in the development of a professional level of interpretation and understanding of the relationship between school and society, situated in historical and contemporary context. As current and future parents, teachers, community members, and taxpayers, we have a responsibility to know about the complex interrelationships between schools and the social contexts that influence and are influenced by schooling. We must think critically about these interrelationships if we are to make sense of whose interests are served and reflected in the purposes, values, and ethical choices that are made in the name of better schools and a better society.

B. Objectives and Essential Questions¹

The objectives of this course are consistent with Bucknell’s CCC Social Science Learning Goals that “students will understand and examine the ways in which individuals interact with, and are shaped by, social groups, institutions, and social structures and how these social constructions shape history, space, values, culture, and behavior” and that “students will apply principles of social and/or behavioral analysis drawn from various theoretical frameworks to critically interpret behavior and/or social issues.” The course objectives are also consistent with the Education Department’s goal that students will be able to “understand the core concepts and

¹ Adapted from: Tozer, Senese, and Violas 2009, pp. xiv and 4; Sarah MacKenzie-Dawson’s EDUC 101 class schedule; and Dan W. Butin’s syllabus for Social Foundations of Education.

tools of inquiry for evaluating...educational research.” The objectives of this course are:

- Understand how school and society are interrelated
- Understand why there are various purposes of schooling in a democratic society
- Understand what makes instruction and learning effective
- Understand what constitutes good schools
- Understand how schools contribute to social equality and inequality
- Develop the ability to analyze the interrelationship between school and society
- Understand how and by whom school curricula and standards are determined
- Understand how our educational system has evolved over time
- Understand how schools are sites of socialization
- Understand why educational inequities still exist in our society
- Understand how race, language, culture, and gender matter in education

Readings and assignments in this course address aspects of the complexity of school and society through the course’s essential questions:

- What does it mean to go to school in the US today?
- Is the “achievement culture” necessary in today’s society?
- How can we understand school and society?
- How do you make sense of your experience with school and society using the Political Economy—Ideology—Schooling Model?
- Are you a free thinker?
- What was, is, and should be the purpose of schooling?
- What was, is, and should be the relationship between schooling and employable skills, social stability, meritocracy, and equal educational opportunity in the US?
- What kind of educational system do we have? What kind do we need?
- Can education develop students as critical thinkers, skilled workers, and active citizens?
- Can education promote democracy and serve all students equitably?
- What should schools teach?
- Who should decide what schools teach?
- How does cultural literacy relate to the perpetuation of a democratic society?
- How might a curriculum built around student interests help and/or hurt students and society at large?
- Who are the students in our schools?
- Who are the teachers in our schools?
- What is it like to be a teacher in the US?
- What does it mean for a learner to have special needs, and vice versa?
- What is teaching, anyway?

- What does bad and great teaching look like?
- How do educators effectively meet their students' needs?
- How can schools be sites for social justice?
- How should teachers teach?
- What is intelligence?
- How does testing affect students, teachers, parents, and society?
- How does tracking, as a historical and contemporary practice in education, affect our society?
- How does race matter in schooling?
- How do language and culture matter in schooling?
- How do schools and gender interrelate?
- What does social inequality look like in our society?
- What does educational inequality look like in our system of schooling?
- How does social inequality come about and get reproduced through daily life?
- How does social inequality come about and get reproduced through elementary and secondary schooling?
- How does social inequality come about and get reproduced through undergraduate education?
- How can people living in the same neighborhood have such different aspirations and expectations about their lives?
- How does one's socioeconomic status shape his/her future experiences?
- How do social and cultural capital matter in social mobility and social reproduction?
- How does education matter in social mobility and social reproduction?
- Are charter schools a good solution to America's troubled public schools?
- How can education be transformative?
- What are the limits and possibilities of integrating schools?
- What kind of education system do we need?

C. Supporting Questions²

We will pursue answers to countless other questions relevant to school and society. For example, over the course of the semester we will work together to uncover answers to at least the following supporting questions:

- What are your personal experiences, values, biases, and attitudes towards school, teachers, teaching, and learning?
- What philosophical, historical, economic, anthropological, and sociological variables have affected and continue to affect the level and quality of students' educational attainment?
- How has ethnic, socioeconomic, and social diversity affected educational opportunities and outcomes?

² Adapted from: Tozer, Senese, and Violas 2009, pp. xiv and 4; Sarah MacKenzie-Dawson's EDUC 101 class schedule; and Dan W. Butin's syllabus for Social Foundations of Education.

- What challenges and opportunities do special needs students have in our system of schooling?
- How can we promote dialogue inside classrooms and civic responsibility outside of them?
- Has your education ‘oppressed’ you?
- Of what use is this Social Foundations of Education class?

II. STRATEGIES AND PROCEDURES

We will meet the objectives through discussion, readings, writing, teaching, creative expression, video, and reflection.

I base this course on constructivism. Thus, I will rarely lecture. Rather, developing understanding and applying knowledge requires first-hand experience and collaboration with others. Dialogue and careful questioning of the material encountered in and out of class is essential, as each person within the class offers varied and unique perspectives that help develop what we come to know, understand, and do. Moreover, these unique perspectives combine with new knowledge acquired from other students, course material, and the instructor, resulting in deeper understanding and more sophisticated knowledge. This means that real learning requires work on the part of students to actively reflect on how their prior knowledge and beliefs are changed as a result of engaging with new material. Students thereby construct their understandings, rather than simply receive them from the instructor. Conceived in this way, responsibility for learning is shared equally among all members of the class. And since we learn by active participation—listening, speaking, observing, reading, and reflecting—our task as learners is to actively help one another construct meaning. How well we do this will determine the quality of this course.

I will use electronic means (email and Moodle) to manage communications, readings, assignments, grades, etc. You are responsible for regularly checking your email and the Moodle site for this course. I reserve the right to modify the syllabus and schedule as the course is underway, however, I do not anticipate making any substantial modifications.

III. READINGS

A. Required Texts

Pope, D. 2001. *“Doing School:” How We Are Creating a Generation of Stressed Out, Materialistic, and Miseducated Students*. New Haven: Yale University Press.

McNamee, S., and R. Miller, Jr. 2014. *The Meritocracy Myth*, 3rd ed. Lanham, MD: Rowman and Littlefield Publishers.

MAKE SURE YOU GET THE 3RD EDITION!!!

MacLeod, J. 2009. *Ain’t No Makin’ It: Aspirations and Attainment in a Low-Income Neighborhood*, 3rd Edition. Boulder, CO: Westview Press.

MAKE SURE YOU GET THE 3RD EDITION!!!

Articles, chapters, and films on Moodle.

Additional readings, as assigned.

Please refer to the latest version of the schedule on Moodle for the readings and/or films that are to be discussed in class. Depending on our particular needs, I may assign additional readings and/or films not listed here or on the original version of the schedule.

B. Reading “Texts” for Understanding

A “text” may be a written piece, a film, a play, a social interaction, etc. In this course, you will “read” all assigned texts (readings and films) for understanding, not recall or memorization.

Strategies that will help you read for understanding:

1. Summarize. Develop brief summaries of the passage you just read or the section of film you just watched.
2. Question. Generate provocative questions that address important ideas (as opposed to minor details) in the passage you just read or section of film you just watched. (Please see the document *What is a provocative question?* located on the Moodle site for this course.)
3. Clarify. Identify passages or ideas that are unclear or confusing to you and write down questions that might help resolve your confusion.
4. Apply. Figure out how the main ideas in the text can be used to describe or explain the world around you.

IV. ASSIGNMENTS AND ASSESSMENT

A. Engagement

1. Attendance (10% of final course grade)

By enrolling in this course, you have made a commitment to attend class every time it meets. If you do have to miss class, I will assume you made the best choice for you. Of course, you will still be responsible for whatever assignments are due for the class you miss. I will take attendance using Moodle. You will receive 2 points for attending on time; 1 point for attending, but late; 1 point for excused absence; and 0 points for being absent. If you think I may have made a mistake recording your attendance, please let me know before our class meets again. After that time, all attendance records are final.

2. Provocative Questions (20% of final course grade)

This assignment is a way for you to demonstrate your engagement with and comprehension of course “texts” (readings and films). It will also help you prepare to seriously engage in class discussions and other activities. For each Provocative Question assignment, you are to formulate **ONE PROVOCATIVE QUESTION AND WRITE ONE PARAGRAPH (100-125 words in length)** that provides a meaningful context for your question.

Both your provocative question and the context paragraph are to be directly informed by **ALL** of the texts assigned for the day. Your provocative question must present an issue or issues from the assigned texts that would require much discussion to satisfactorily address (or at least lead to more questions). And the context paragraph is to frame your question so that it is clear that it is, in fact, provocative.

Your context paragraph must identify the big idea(s) from the texts that is(are) foundational to seeing the problems, dilemmas, and/or contradictions that give rise to your question. For example, the big idea “structural inequality” is foundational to seeing the dilemma of taking money from the wealthy to support schools among the poor, which gives rise to questions such as, “Do we have a moral obligation to equalize school funding within and across districts and states?”. Your context paragraph must also suggest why your provocative question is worthy of inquiry (what’s at stake). In the example above, the question is worthy of inquiry because each generation must figure out how to provide equality of educational opportunity while preserving the right of individuals to amass wealth and pass it on to their offspring (in this case, through tax money for good schools for their children). The question is worth addressing because each generation must - in a very real sense - find a solution to this dilemma.

Please adhere to the following parameters:

- **BEFORE you begin this assignment, please read the document *What is a Provocative Question? and Examples of Provocative and Not-So-Provocative Questions*, both located on Moodle.**
- Each Provocative Question assignment must have **ONE** provocative question stated at the top, followed by one paragraph (**100-125 words**) in which you provide the context for your question. You should not attempt to provide an answer to your question in your context paragraph.
- Your provocative question and context paragraph must address an issue or issues that cut across all of the texts assigned for the day. That is, you must address a major issue or issues, topics that require careful study of the texts as a whole. You must not simply write a provocative

question and context paragraph pertaining only to a minor matter, something one could come up with without having carefully studied all of the texts. Combined, your provocative question and context paragraph should provide clear evidence of you having deeply engaged all of the assigned texts. **REMEMBER: IT IS NOT ENOUGH TO WRITE A PROVOCATIVE QUESTION AND CONTEXT PARAGRAPH THAT MERELY SUGGESTS FAMILIARITY WITH THE TEXTS. YOUR QUESTION AND PARAGRAPH MUST DEMONSTRATE THAT YOU HAVE THOUGHT VERY SERIOUSLY ABOUT THE IDEAS IN THEM.**

- **Compose your provocative question and context paragraph in a word-processing program, then copy and paste your work into the appropriate field on Moodle. The field will show up when you click the assignment submission link on Moodle. If you try composing directly into the field on Moodle, you may lose your work if there is a glitch in Moodle before you submit your work. Also, once you have pasted your work in the field, MAKE SURE YOU CLICK THE “SUBMIT” BUTTON. You may have to scroll down the page to see it. IF YOU DO NOT CLICK THE “SUBMIT” BUTTON WHEN SUBMITTING ASSIGNMENTS ON MOODLE, YOUR WORK WILL SHOW UP AS A “DRAFT” ONLY, WHICH MEANS THAT WHEN THE DUE DATE/TIME PASSES, YOUR WORK WILL SHOW UP AS “OVERDUE.”**
- **You must bring a paper copy of your Provocative Question assignment to class so you can refer to it during class.**
- **Be sure to use the Provocative Question assignment submission links on Moodle BEFORE the class period for which the texts are assigned.**
- **You cannot submit a Provocative Question assignment after the start of the class period for which it is assigned. This applies even when we have to postpone discussion of texts until a subsequent class period. Please follow the schedule.**

3. Answers-To-Questions (20% of final course grade)

This assignment will allow you to provide evidence of your understanding of the big ideas of the course. For most of the major themes of the course, which are highlighted in green on the course schedule, there is one question that you are to answer. For example, under the “The ‘Achievement Culture’” theme on the schedule, the Answer-To-Question #1 question is, “How, if at all, should our schools deal with the “achievement culture,” and why in that way?”

Your answer to each Answer-To-Question assignment must be **250-275 words in length**. It must be solid evidence of you having seriously engaged all of the texts assigned for the particular theme about which you are answering a question. (Almost all of the questions come at the end of a major theme, so by the time it comes to answer them you should be well prepared to do so. If the Answer-To-Question assignment comes before the last class period of a theme, you do not need to read ahead to the end of the theme to help formulate your answer.)

- **Compose your Answer-To-Question in a word-processing program, then copy and paste your work into the appropriate field on Moodle. The field will show up when you click the assignment submission link on Moodle. If you try composing directly into the field on Moodle, you may lose your work if there is a glitch in Moodle before you submit your work. Also, once you have pasted your work in the field, MAKE SURE YOU CLICK THE “SUBMIT” BUTTON. You may have to scroll down the page to see it. IF YOU DO NOT CLICK THE “SUBMIT” BUTTON WHEN SUBMITTING ASSIGNMENTS ON MOODLE, YOUR WORK WILL SHOW UP AS A “DRAFT” ONLY, WHICH MEANS THAT WHEN THE DUE DATE/TIME PASSES, YOUR WORK WILL SHOW UP AS “OVERDUE.”**
- **You must bring a paper copy of your Answer-To-Question assignment to the class for which it was assigned so you can refer to it during class.**
- **Be sure to upload each of your Answer-To-Question assignments to Moodle using the appropriate assignment submission link BEFORE the class period for which the texts are assigned.**
- **You cannot submit an Answer-To-Question assignment after the start of the class period for which it is assigned. This applies even when we have to postpone discussion of texts until a subsequent class period.**

4. Participation (10% of final course grade)

Participation in this course includes your engagement with the activities we do in class. The main way you will participate is by contributing to **class activities** and leading two **text discussions**.

Class activities will vary. But in each class period we will engage in much discussion. It is required that you come to class prepared, which means having read and watched the assigned “texts” (print and video) before each class and having brought with you a copy of your Provocative Question assignment or your Answer-To-Question assignment. Whether you are an extrovert or an introvert, I expect that you will make

substantive contributions to class activities. (If you are an introvert, you may take comfort in knowing that I am as well. So, I will be sensitive to your discomfort speaking to the whole class. You will have plenty of opportunity to talk in pairs or small groups instead of regularly contributing to whole-class discussions.)

Participation also includes your performance leading at least one **text discussion**. Text discussions are an opportunity for you to directly guide the teaching and learning process in the class. With one or two classmates, you will prepare for and lead in-class activities - centering on discussion - that promote deep thinking about the texts assigned for the class period you are leading.

You are to direct how the class engages the texts in class. Be creative. This could involve any configuration of whole-class, group, and pair discussions or other discussion-based classroom activities (e.g., jigsaw, debate, fishbowl, human barometer, simulation experience, etc.) that will lead our class to address the essential questions and uncover the big ideas of the course.

You may use your own provocative questions or answers-to-questions, or you may rely on the provocative questions or answers-to-questions that the rest of the class brings in. For example, you might start with students pairing up and discussing one or more provocative questions (questions supplied by you and/or those that students bring in). Then, you might ask the students to form groups and further discuss one or more provocative questions. Finally, you might divide the class into two sides and have a whole class debate, the format and rules of which your group will decide and explain to the class. In other words, it will be up to you and your text discussion partner or group to figure out in advance how the actual discussion is to unfold so that everyone in the class is actively engaged with the course material—learning. Also, as text discussion pairs or groups, you should plan on either participating in the activities yourselves alongside your peers or taking an active role in helping them do the activities how you planned.

The outcome of the in-class activities is that we thoughtfully address the essential questions of the day, which are listed on the class schedule. While you and your partner or group will come up with and facilitate the activities, I will, if necessary or desired, take an active role in the class activities - intervening, probing deeper, and guiding.

Please let me know ASAP if you are having any problems or issues regarding your text discussion partner or group. This includes reporting an individual or individuals who is not contributing substantially to the preparation of the text discussion. If the distribution of the workload is not even, please tell me so I can account for it at the end of the semester when

participation grades are determined. After all, no one should have to shoulder more than their share of the work while others coast.

- **Text discussions will count towards your participation grade. When you propose your overall participation grade to me at the end of the semester (see below), you are to take into account how effective you think your text discussions were.**
- **If you use your provocative questions or answers-to-questions for your text discussion, please make them available in class via handouts or by projecting them via the classroom LCD projector from a computer or, in the case of paper copy, the classroom document cam. If you use your classmates' provocative questions or answers-to-questions for your text discussion, please make them available in class by projecting them via LCD. It is a lot easier for everyone to comprehend the questions and answers when they are made visible.**
- **See the most recent version of the class schedule for the dates you are to give your text discussions. Using the Class Contact List posted on Moodle, please contact and schedule work sessions with your partner or group members well in advance of your text discussions - it's harder than it looks, and it takes thorough planning to execute successfully.**
- **On the last day of class, you are to submit a completed Participation Self-Evaluation Form. The form is available on Moodle. You should read it at the beginning of the semester so you have a good sense of what my expectations are for participation. Once you complete the form just prior to the last day of class, either upload it to Moodle via the appropriate assignment submission link or submit it to me as hard copy. I will then assess your proposed grade and rationale according to the criteria on the form and according to my own sense of your participation throughout the semester, resulting in your overall participation grade.**

B. Habitus Project (20% of final course grade)

This assignment asks you to examine your own habitus. You are to represent how your own habitus is connected to the ideas about social and educational inequality and social mobility and reproduction, which you have acquired from the course texts and class activities.

Your Habitus and Inequality Project includes **two complementary parts**:

1. **Essay.** In first-person voice, explain how your own habitus is connected to the ideas about social and educational inequality, social mobility, and social reproduction. Your explanation should be about your own habitus,

but you must use at least **six major “texts” (readings, films, audio) from the course** to frame and bolster your explanation. When thinking about crafting your essay on your personal habitus, please seriously reflect on the following questions:

- a. What are the most important elements of your habitus? (By “elements” I mean your values, beliefs, attitudes, and dispositions, what you take for granted as “normal”)
- b. How have these elements influenced your formal education, your socialization (informal education), your aspirations, your objective probabilities and expectations, and your life chances?
- c. What has your habitus afforded you? In other words, what doors has it opened for you (think both generally and specifically)?
- d. What constraints/barriers have you faced in your life as a result of your habitus?
- e. Given that habitus is historically, socially, and culturally situated, reflect on how ascribed statuses such as your race, sex, class, and physical ability as well as other statuses, including your religion, gender, and sexual orientation, have influenced your sense of what’s possible in your life?
- f. In your own life, what is the connection between structure and agency? What societal structures have aided or impeded your and your family’s social mobility or lack thereof? Also, in that structures don’t *determine* (although they do significantly make possible or impede) one’s place and life’s chances in society, address elements of agency in your life. For example, how have you overcome constraints/barriers (these could be gendered constraints, class constraints, educational constraints, etc.) that society has stacked up against you? Think, for example, about family resiliency, a personal life-changing experience, or social networks that allowed you to overcome societal constraints/barriers.
- g. How might your habitus—and as a result, your aspirations, expectations, and experiences—be significantly different from others?

Your essay should be 2,200-2,500 words in length and should have a bibliography (not included in the word count). Please use a standard format, such as APA, Chicago, or MLA to cite course material. If you do not have all of the bibliographic information needed to properly cite a source—some of the readings for the course do not have complete

bibliographic information on them—simply include as much information as you have.

In your essay, you neither have to answer every single question, nor address the questions in the order I have them above. That said, I highly encourage you to use the questions to help you outline and guide the general direction of your essay.

2. **Exhibit.** Your exhibit should express how your own habitus is connected to social inequality and interrelated with your education. You may use any format for the exhibit. Here are some formats you might consider: digital story, personal pictures, video, poster, Prezi, diorama, figures and figurines (tangible or otherwise), family educational genealogy, short story, portrait or other artistic representation, painting, sculpture, dance (videotaped), photo collage, poetry, music, or model. Or, come up with your own creative form. Your exhibit can be a physical object and/or a digital file. Whatever means you use, **your exhibit MUST explicitly address or reflect on your learning process as it relates to social inequality.** It should be substantial work that artistically represents a number of significant elements of your habitus essay. To help you get a better sense of what I am expecting for your exhibit, I will share examples of exhibits from students who took this course in previous semesters.

The sky's the limit for this part of the project; the more creative the better! Please allow me to reiterate that **your exhibit must be well thought out and of high quality.** Putting together something last minute will not get you anything higher than a C grade. I strongly encourage you to use Bucknell's Craft Center if you need a workspace and/or materials for your exhibit. The Craft Center is located behind 7th Street Café.

Your exhibit must include and a “tweetable” caption.

Like your habitus essay, your exhibit must focus on your personal life AND to your processing of the relevant course texts. For instance, in your exhibit you will highlight and make connections between the artifacts in your exhibit and major course concepts such as, social mobility and reproduction, meritocracy, poverty, class structure and stratification, racial inequality, etc. These are only some examples, but you can draw on any of the major course concepts that are most salient for you.

Annette Lareau provides a cogent explanation of Pierre Bourdieu's concept of “habitus” (See, in course readings on Moodle, Lareau 2011, Appendix B, *Theory: Understanding the Work of Pierre Bourdieu*). MacLeod also discusses Bourdieu's concept of habitus (See MacLeod 2009, *Ain't No Makin' It*, Chapter 2, *Social Reproduction in Theoretical Perspective*). For a discussion of social and cultural capital, which are directly linked to habitus, see McNamee and Miller's (2014) *The Meritocracy Myth* (Chapter 4 *It's Not What You Know But... Social and*

Cultural Capital). Selections from Debby Irving's book *Waking Up White*, available on Moodle, show one way to write about habitus and social and cultural capital and may be worth reading before attempting to write about your own habitus. And there are, of course, other texts for this course that address social and cultural capital and how they relate to social inequality, social mobility, social reproduction, as well as the role of education in all of these.

Your Habitus Project will be graded according to the rubric on the Moodle site for this course. Please see the rubric BEFORE you start your project.

- ⇒ **The due date and time for the Habitus Project (both the essay and the exhibit) is 10:00 PM on Monday, April 18, 2016. Please upload your essay via the Habitus Project assignment submission link on Moodle. MAKE SURE YOU CLICK THE "SUBMIT" BUTTON once you have uploaded your file. You may have to scroll down the page to see that button. IF YOU DO NOT CLICK THE "SUBMIT" BUTTON WHEN SUBMITTING ASSIGNMENTS ON MOODLE, YOUR WORK WILL SHOW UP AS A "DRAFT" ONLY, WHICH MEANS THAT WHEN THE DUE DATE/TIME PASSES, YOUR WORK WILL SHOW UP AS "OVERDUE."** If your exhibit is in digital format, you can turn it in by uploading it simultaneously with your paper via the Habitus Project submission link. If your exhibit is a physical object, please bring it to class or drop it off at my office (Olin Science 461A). Please leave it outside my door if I am not in my office. **MAKE SURE YOUR NAME IS ON YOUR EXHIBIT.** If you do a Prezi for your exhibit, please share it with both my assistant and me, from Prezi.com, using the "Share" link. Share to both r.henne@bucknell.edu and my assistant's email address rf026@bucknell.edu.
- ⇒ **I will call for volunteers to have their exhibit displayed at a campus-wide exhibition during the last full week of classes. The exhibit will showcase the work of not only our class, but also that of other classes in other departments where various types of inequality are studied.**

C. Reflection Paper (20% of final course grade)

By the end of the semester you will have learned a great deal about school and society in the United States. This assignment asks you to reflect on all you have learned from the course and pick out three "big ideas" that have supported, seriously challenged, or transformed how you previously thought about education and society before taking it. To give you a sense of what a "big idea" is, consider Grant Wiggins' explanation:

An idea is "big" if it helps us make sense of lots of confusing experiences and seemingly isolated facts. It's like the picture that connects the dots or a simple rule of thumb in a complex field. For example: "the water cycle"

is a big idea for connecting seemingly discrete and one-way events (the water seems to just disappear as it evaporates). “The heroic cycle” enables us to comprehend literature from many places, cultures, and times. “Measure twice, cut once” is a profound reminder about how to avoid heartache and inefficiency in building anything.
(http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=99)

There are several big ideas that we encountered in this course. One example is the process of social reproduction. This is a big idea because it has power to explain a number of related aspects of society, such as why poor kids more often than not end up being poor as adults, whereas kids of parents who have substantial means more often than not end up in the same or higher social class. The process of social reproduction is a big idea that also allows us to explain gendered behaviors and the role of social institutions such as schools in perpetuating them from one generation to the next. Other big ideas of the course include: structural discrimination, pluralism, democracy, habitus, the social construction of IQ, and structural inequality.

To help give shape to your paper, you MUST address the following questions:

1. What ideas about education and society did you have prior to this course that were supported, seriously challenged, or underwent transformation?
2. What are the three big ideas you acquired from the course that supported, seriously challenged, or transformed how you previously thought about education and society?
3. *How* did the three big ideas support, challenge, or transform your previous ideas about education and society?
4. How might your current ideas about education and society shape the way you live your life moving forward?

Your reflection paper should be 2,200-2,500 words in length and should have a bibliography (not included in the word count). Please use a standard format, such as APA, Chicago, or MLA to cite course material. If you do not have all of the bibliographic information needed to properly cite a source—some of the readings for the course do not have complete bibliographic information on them—simply include as much information as you have.

Please see the rubric for this assignment BEFORE you start working on it.

⇒ The due date and time for your Reflection Paper is 10:00 PM on Monday, May 2, 2016. Please upload your Reflection Paper via the Reflection Paper assignment submission link on Moodle.

D. Late Assignments

Unless I give you permission otherwise, if you do not turn in an assignment by the due date and time, your grade on that assignment will be reduced by 5% per 24 hour period or portion thereof. I may give extensions, but you will need to get my prior approval by email for an extension. The only exception to this late policy is that **I will not accept any late Provocative Question or Answer-To-Question assignments for any reason**; sorry, but I want you to keep up with the readings and films so we all get the most out of in-class activities.

E. Grades

Grades for this course will be weighted as follows:

Assignment	Weight
Engagement	
Attendance	10%
Provocative Questions	20%
Answers-to-Questions	20%
Participation	10%
Habitus and Inequality Project	20%
Reflection Paper	20%
Total:	100%

F. Grading Scale

I will determine grades according to a criterion-referenced method (not “on the curve,” or norm-referenced method). Therefore, it is at least theoretically possible for everyone in this course to earn 100 percent of the total points available.

Letter grades by percentage of total points earned on all graded course assignments and participation:

- A 93-100
- A- 90-92.99
- B+ 87-89.99
- B 83-86.99
- B- 80-82.99
- C+ 77-79.99
- C 73-76.99
- C- 70-72.99
- D 60-69.99
- F 0.00-59.99

VI. PLEASE, NO CELL PHONE OR LAPTOP USE DURING CLASS.**VII. ADA ACCOMMODATIONS**

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see me and Heather Fowler, Director of the Office of Accessibility Resources at hf007@bucknell.edu, 570-577-1188 or in room 212 Carnegie Building so that such accommodations may be arranged.

VIII. FERPA

Federal law (the Family Educational Rights and Privacy Act, or FERPA) gives you and me certain rights and responsibilities regarding your academic records. Basically, what I want you to know is that I must keep all academic information about you (e.g., grades) private; I can't talk about your performance in this course with anyone—even your parents—but you without your written permission. So, if you have concerns about your performance in this course, please discuss them with me directly. (For more information, visit <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>)

IX. BUCKNELL UNIVERSITY EXPECTATIONS FOR ACADEMIC ENGAGEMENT

Courses at Bucknell that receive one unit of academic credit have a minimum expectation of 12 hours per week of student academic engagement. Student academic engagement includes both the hours of direct faculty instruction (or its equivalent) and the hours spent on out of class student work.

X. ACADEMIC RESPONSIBILITY

You should know that I am required by the university to report any suspected academic dishonesty. In fact, I have *no choice* in the matter; if I think there might be an instance of academic dishonesty, I am not allowed to handle it myself—I must report it to the administration. Please see the Bucknell University Honor Code: <http://www.bucknell.edu/knowthecode>