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“Not a dream, but a mighty reality – a glimpse of the higher life, the broader possibilities of humanity, which is granted to the man who, amid the rush and roar of living, pauses four short years to learn what living means.” W.E.B. DuBois

“You have four years to be irresponsible here, relax. Work is for people with jobs. You’ll never remember class time, but you’ll remember the time you wasted hanging out with your friends. So stay out late. Spend money you don’t have. The work never ends, but college does.” Tom Petty

COURSE DESCRIPTION. This course is designed to introduce students to basic sociological concepts and research methods as they apply to education as a social institution, with a particular focus on colleges and college life. The course focuses on the question of how schools are organized and how variation within and between schools, particularly colleges, affects individuals and society. Ultimately, we want to explore a number of questions you might ask about higher education: What’s its purpose? Who is it for? Is it capable of living up to its “promises”? What do we teach and how does the way we teach achieve our goals? How do we control access to college? How are schools organized and why? What’s next?

TEXTS. There is no assigned textbook for this course. All assigned readings will be articles made available to you in course reserves. You can access them in Canvas (under “Course Reserves”), but will need a VPN (AnyConnect “allthruusd” group) for library access if you’re off-campus. You can also find them by clicking on the book icon on the first page of the course website. You will be responsible for reading each article assigned and write memos (see point B in grading) for two of them each week. Undergraduate students are conventionally expected to complete 2-3 hours of out-of-class coursework for *every hour in class . . . really*. [I know. Stop laughing!] Research on reading speeds shows that undergrads average about 250-300 words per minute for recognition of the material content. The average 20-page article assigned in this course is about 12500 words and should take you about an hour to read carefully and 30 minutes to skim. As you’ll see below, you will be required to outline these articles; that will add an additional 30-45 minutes. Therefore, I fully expect that you should be able to read/outline the articles each week. If you find it difficult to manage this level of work, please let me know and we can discuss some techniques for increasing your reading/skimming speed.

REQUIREMENTS AND GRADING. Other than the quizzes and the final examination, your grade in this class will be based on your completion of assignments, not “mastery” of material. In order to learn the material we will cover in this class, I need you to complete all of the assignments. Each journal and article memo will be marked as “done” or “not done”, not “correct” or “incorrect”. These assignments are opportunities to explore, engage with, and challenge ideas raised in the class. Complete them. Each of you starts with an "A" (600 points) and you move down from there. The buffer for each letter grade is 60 points (10%). Pluses and minuses are earned in the 20 point margins at the top/bottom of the letter grade range. **You will receive an A- at 564 points.** Once you go below the threshold for any given grade, there is NO way to go up. Unless otherwise noted, all assignments should be single-spaced, 1" margins, and in Times or Times New Roman font. All assignments must be turned in on Canvas in the correct assignment “mailbox” as WORD (doc. or docx) documents.

A = 565-600 points (94%)	B+ = 520-539 points (87%)	C+ = 460-479 points (77%)	D = 360-419 points
A- = 540-564 points (90%)	B = 500-519 points (83%)	C = 440-459 points (73%)	F = 0-359 points
	B- = 480-499 points (80%)	C- = 420-439 points (70%)	

A) Encounter The Material (5 days at 10 pts each = 50 points): The single largest predictor of a final grade in any course is attendance (Credé, Roche, Kiezcynka 2010), with doing the reading following a close second. As much of the learning taking place in this class will happen during the three hours we have together each week, you hurt yourself by not attending. Not only does your presence enable you to learn from the contributions of others, but your own contributions are critical for our engagement with these ideas. Each day, I will randomly select about 10 of you whose presence I will record. If you are there when I call your name, **you will receive your 10 points**. If you are late, check at the end of class to make sure your name wasn't called.

B) Explain The Material (20 Article Memos at 5 pts each = 100 points): While most of the theoretical and conceptual material for this class will be found in the lectures and discussions, we will encounter most of the empirical (i.e., research-based) evidence of the theories in the 20 readings assigned in this class. You will be required to outline each week's readings and those outlines are due (in Canvas, in the correct folder) **by midnight on Friday** of the week they are assigned on the syllabus. Each memo for each reading should be no more than one page in length. They **must** follow the model supplied at the end of this syllabus, including each of the sections included in that model; don't include the notes and numbers in parentheses. I will choose one of your memos to post on the course website as a study guide for the rest of us. The posted memo's terms and findings will be what I will base exam questions upon. If you find that, week after week, your memos don't look like the posted ones (e.g., you don't pick the right concepts), please meet me to see what you can do differently. We will discuss 6 of the articles in depth the last week of class.

C) Engage The Material (10 journal entries at 15 pts each=150 points): Every week you will be expected to write a one page (minimum 600 words) single-spaced journal entry on the issues covered in class that week. On Wednesdays, I will give you a specific question to answer that's based on that week's material. The journal entry will be due **by midnight the following Monday** in Canvas. The last journal will be due that **Friday (March 15)** at midnight. Your *ideas* will not be graded as "correct" or "incorrect" -- rather this is an opportunity to explore, engage with, and challenge ideas raised in the course. A "useful" (to you) journal entry will try to apply the concepts discussed in class and the readings assigned that week. If we tell you to use specific terms, you must UNDERLINE those terms in your journal. Not using the terms makes that an "incomplete" journal and you will get a zero. Use paragraphs. Like most writing, these are hard to read and understand without them. Occasionally, you'll get a response (in Canvas) along with your grade. We'd love for you to respond to those.

D) Exhibit Erudition (Quizzes and final examination for 300 points): I would like for you to master the material in this class at the following levels of understanding: (1) basic knowledge, (2) comprehension and understanding, (3) application, and (4) analysis and comparison. With that in mind, there will be two ways I'll test your understanding: a series of quizzes and a cumulative final exam.

- **Quizzes:** There are four (10 question) quizzes scheduled throughout the semester (essentially one every other Wednesday). Each question will be worth 2.5 points. Quizzes will test that you are keeping up with your knowledge of the material and not waiting until the final exam to cram it all. These quizzes will only cover that week's readings and the material covered since the last quiz. The average on quizzes is usually 70%. If you find that you're scoring much below that, please see me as soon as possible for possible study tips.

- **Final Examination:** There will be a cumulative final exam composed of 80 multiple-choice questions. Each question will be worth 2.5 points. As you'll discover with the quizzes, these multiple-choice questions can't be answered by just looking for a word you recognize. You'll be expected, in some questions, to apply your knowledge to cases. You'll also be responsible for the material in the readings even if we did not discuss that reading in class. The exam will be offered on **Wednesday, March 20 from 8:00-11:00a.**

SUMMARY OF WHEN ASSIGNMENTS ARE DUE

Mondays: Journals are due by midnight

Wednesdays: Quizzes are open from 7am to 12 pm on Wednesdays

Friday: Article Memos are due by midnight

OTHER IMPORTANT THOUGHTS

Academic Excuses: I recognize that life may create interruptions in your ability to fully participate in the class. If an issue arises for you, please make sure to contact me immediately by email, but also be sure you can get the missed material from another student. Likewise, article memos and journals are critical to your ability to encounter and engage the course material on a daily basis. On a case-by-case basis, I'm amenable to considering reasonable requests for extensions if you communicate with me before the assignment is due. My instructional ethic tends towards "equal" and not "equitable" treatment because I'm incapable of knowing what a "fair" arbitration of the validity or seriousness of your issue looks like; I'm more likely to say "no" than "yes".

Academic Etiquette: As a sign of respect to your fellow classmates, please TURN OFF CELL PHONES before class. Respect the views and opinions of others. Avoid talking when others are making a point. You will have your chance. Try to avoid destructive criticism. However, constructive criticism is welcomed. Do not leave class until class has ended. Not only are those things disrespectful and disruptive to your classmates and me, but they also limit your ability to understand the material.

Academic Integrity: UCSD's Student Honor and Conduct Code governs all work in this course. It is your responsibility to familiarize yourself with the provisions of the Code addressed in UCSD's Catalog and Student Handbook. Uncertainty about the application of the Honor Code does not excuse a violation. Plagiarism/cheating is easily detected and WILL NOT be tolerated. If I suspect that either has taken place, you will receive no credit for the assignment. Materials presented in this class are for the exclusive use of students enrolled in this course. The release of any of this material is strictly prohibited. Releasing this material will be considered an Honor Code violation and may also be a violation of state and federal laws.

A Note About ChatGTP Written By ChatGTP: "I am aware that some students may be using ChatGTP to complete their journals. However, I will be able to easily spot any instances of this because ChatGTP produces generic and unoriginal answers that do not demonstrate a genuine understanding of the material. ChatGTP is incapable of producing unique answers for multiple students in the same class. More than one instance of similar writing will be challenged. I expect all students to complete their assignments on their own and with honesty and integrity."

Academic Accessibility: The Office for Students With Disabilities (OSD) works with students who have disabilities in order to help us provide reasonable accommodations to enable you to learn the course materials. It is your responsibility to request those accommodations *through that office*. In order to receive consideration for an accommodation, you must register with the OSD as soon as possible. Accommodations cannot be retroactively applied.

Final Thoughts on Respect: People often have strong opinions about the topics discussed in sociology courses, particularly in discussions that also intersect with ideas about race, gender, and sexuality. In our processes of learning what is empirically "true" and what is not, it is possible that members of the class will make comments which are based on misinformation or an interpretation that other members of the class find objectionable. Given this, it is essential that we treat each other with respect, that we do not demean or devalue the comments of class members, and that we stick to the issues rather than engage in personal attacks. If you find that statements in the class—including my own—cause you to feel left out or make it difficult for you to fully participate, please let me know and we'll see what we can do to remedy this. It is also important to be aware of how your choice of language regarding race, gender, and sexuality will be received by your classmates who may stand in different relation to the material than you. One important adjustment we should all make for this class is to tend towards inclusive language when talking about human beings (e.g., "people" instead of "men") except when the analysis we're engaging in requires more specificity (e.g., a discussion on gay men).

Course Schedule

Week Of January 06 Course Introduction

- Bostwick, Valerie, Stefanie Fischer, and Matthew Lang. 2022. "Semesters or Quarters? The Effect of the Academic Calendar on Postsecondary Graduation Rates." *American Economic Journal* 14:40-80.
- Crede, Marcus, Sylvia Roch, and Urszula Kieszczynka. 2010. "Class Attendance in College: A Meta-Analytic Review of The Relationship of Class Attendance With Grades and Student Characteristics." *Review of Educational Research* 80:272-295.

Week Of January 13 Functionalism And Conflict Theories Of Education

- Kingston, Paul, Ryan Hubbard, Brent Lapp, Paul Schroeder, and Julia Wilson. 2003. "Why Education Matters." *Sociology of Education* 76:53-70.
- Saunders, Daniel. 2015. "They Do Not Buy It: Exploring the Extent to Which Entering First-Year Students View Themselves as Customers." *Journal of Marketing for Higher Education* 25:5-28.

Week Of January 20 Status Attainment And Social Mobility (QUIZ)

- Hamilton, Laura, Josipa Roksa, and Kelly Nielsen. 2018. "Providing a 'Leg Up': Parental Involvement and Opportunity Hoarding in College." *Sociology of Education* 91:111-131.
- Pitt, Richard, and Lin Zhu. 2018. "The Relationship between College Major Prestige/Status and Post-Baccalaureate Outcomes." *Sociological Perspectives* 62:325-345.

Week Of January 28 Social And Cultural Capital

- Cherng, Hua-Yu, Jessica Calarco, and Grace Kao. 2013. "Along for the Ride: Best Friends' Resources and Adolescents' College Completion." *American Educational Research Journal* 50:76-106.
- Collier, Peter, and David Morgan. 2008. "Is That Paper Really Due Today?": Differences in First-Generation and Traditional College Students' Understandings of Faculty Expectations." *Higher Education* 55:425-446.
- Martin, Nathan, and Kenneth Spenner. 2009. "Capital Conversion and Accumulation: A Social Portrait of Legacies at an Elite University." *Research in Higher Education* 50:623-648.

Week Of February 03 College Life (QUIZ)

- Lee, Elizabeth, and Jacob Harris. 2020 "Counterspaces, Counterstructures; Low-Income, First Generation, and Working-Class Students' Peer Support at Selective Colleges." *Sociological Forum* 35:1135-1156.
- Jack, Anthony. 2016. "(No) Harm in Asking: Class, Acquired Cultural Capital, and Academic Engagement at an Elite University." *Sociology of Education* 89:1-19.

Week Of February 10 College Missions and Outcomes

- Gelbgiser, Dafna. 2018. "College for All, Degrees for Few: For-Profit Colleges and Socioeconomic Differences in Degree Attainment." *Social Forces* 96:1785-1824.
- Grubbs, Samuel. 2020. "Does Cooling Out Still Apply? Community Colleges and Educational Expectations." *Community College Journal of Research and Practice* 44:819-834.

Week Of February 17 Pedagogy and Curriculum (QUIZ)

- Estefan, Michel. 2023. "Deliberative Interdependence: A Durkheimian Approach to Promoting Collaborative Learning in Diverse Classrooms." *Sociological Focus* DOI: 10.1080/00380237.00382023.02283722.

Pitt, Richard, Whitney Pirtle, and Ashley Metzger. 2017. "Academic Specialization, Double Majoring, and the Threat to Breadth in Academic Knowledge." *Journal of General Education* 66:166-191.

Week Of February 24 Bureaucracy/Equity and Inclusion

Longerbeam, Susan, Karen Inkelas, Dawn Johnson and Zakiya Lee. 2007. "Lesbian, Gay, and Bisexual College Student Experiences: An Exploratory Study." *Journal of College Student Development* 48:215-230.

Hurtado, Sylvia, and Deborah Carter. 1997. "Effects of College Transition and Perceptions of the Campus Racial Climate on Latino College Students' Sense of Belonging" *Sociology of Education*, 70:324-345.

Week Of March 03 Beyond The Baccalaureate (QUIZ)

Bills, David. 2003. "Credentials, Signals, and Screens: Explaining the Relationship Between Schooling and Job Assignment." *Review of Educational Research* 73:441-469.

Witteveen, Dirk, and Paul Attewell. 2017. "The Earnings Payoff from Attending a Selective College." *Social Science Research* 66:154-169.

Roksa, Josipa, and Richard Arum. 2012. "Life after College: The Challenging Transitions of the Academically Adrift Cohort." *Change: The Magazine of Higher Learning* 44:8-14.

Week Of March 10 The Conclusion Of The Whole Matter

No Readings This Week. We Will Engage In A Deep-Dive Review Of Your Favorite Articles.

Museus, Samuel and Diana Maramba. 2011. "The Impact of Culture on Filipino American Students' Sense of Belonging." *The Review of Higher Education*. 34:231-258.

PRIMARY ARGUMENT (one sentence, usually found in the front of the article): The authors argue that Asian-American students' cultural connections, pressure to commit cultural suicide, and the level at which students adjust to their colleges influence students' sense of belonging.

IMPORTANT DEFINED CONCEPTS (2, don't define acronyms/abbreviations):

- Cultural Suicide: The notion that one must cut ties with ones' pre-college culture in order to assimilate into their dominate campus cultures and be successful..
- Asian Model Minority Myth: The stereotype that all Asian Americans comprise a homogenous group that invariably achieves academic and professional success.

PRIMARY FINDINGS (3-4, usually found in "Findings", "Results", or "Discussion"):

1. Contrary to the model minority myth, Asian American students and Filipino students in particular face many challenges throughout college.
2. There is a positive association between cultural connectivity and a greater sense of belonging in college. Second generation students felt the highest levels of pressure to commit cultural suicide, in part because they also felt the lowest levels of connection to their cultural heritage
3. There seems to be an indirect connection between students having difficulty adjusting to college and pressure to commit cultural suicide.
4. The more students maintained connections with their cultures of origin, the greater ease they experienced in adjusting to college. This seems counterintuitive if we believe adjusting to a predominately White environment requires killing off your cultural ties.

KEY QUOTE (1): "Alternatively, the findings provide support for the notion that cultural integrity... is critical in fostering success among those students of color. These findings also suggest a need to generate new and more culturally relevant models of college student development and success for nontraditional [non-white] students in higher education" (250).

QUESTION (1): Does pressure to commit cultural suicide vary among other racially/ethnic marginalized groups of students in college?