

SOCI-4204 SOCIOLOGY OF EDUCATION

Term I 2024-2025

Instructor

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Course Website

The course website is available through CUHK's Blackboard at <https://blackboard.cuhk.edu.hk>.

You will need to log in to your CUHK account to access this website.

Course Descriptions

This course introduces the key theories, approaches, and ideas in the field of sociology of education. We will explore influential studies in sociology of education and link them to educational challenges and problems in the real world. Education-related topics covered in this course will include stratification and inequality, school, family, peers, community, rural-urban divide, migration, gender, mass education, mental health, and elite formation, among others. Readings will not be region-specific but topic-based, representing the typical research questions on a particular topic. By reading and discussing theories and empirical studies throughout the course, students will learn how to discover and analyze the key sociological and practical issues of education.

Objectives

Familiar with the most fundamental theories and concepts in sociology of education.

Know how to analyze educational issues from a sociological instead of personal perspective.

Understand the structural factors shaping and being shaped by educational outcomes.

Aware of the role of education (alleviating or exacerbating) in the worldwide social inequality.

Textbook and Readings

No textbook is required, but the following book is recommended for reference.

Arum, Richard, Irene R. Beattie, and Karly Ford, eds. 2014. *The Structure of Schooling: Readings in the Sociology of Education*. 3rd ed. Los Angeles: SAGE Publications.

Academic Integrity

Normal standards of academic integrity apply. The university adopts a “zero tolerance” policy on academic dishonesty. Please refer to the university’s policy and regulations at

<https://www.cuhk.edu.hk/policy/academichonesty/>.

Use of AI Tools

The use of artificial intelligence (AI) tools (e.g., ChatGPT) is permitted, but students should follow the university's guideline (https://www.aqs.cuhk.edu.hk/documents/A-guide-for-students_use-of-AI-tools.pdf). In particular, we adopt Approach 3 in the guideline, i.e., use only with explicit acknowledgement. All AI tools should be used properly and acknowledged explicitly. Improper and/or unacknowledged use of these tools will be deemed plagiarism.

- A special suggestion: You may use AI tools to help you navigate literature, find clues, and broaden perspectives. But do not use AI tools to generate your text. AI-generated text could be detected and also be categorized as plagiarism.

Evaluation

- Students are expected to attend all lectures and participate in the discussions in class.
- Also, students should attend tutorial sessions and do presentations, which is to help students conduct the group research project. Details of tutorial sessions are listed in a separate file.
- There will a mid-term (in the 7th class meeting) and a final exam (in the last class meeting), both of which are closed-book exams. Each exam counts the same toward the final grade.
- Students will form research groups to conduct group research. Each group consists of 1-4 students. Each group need to write a paper as the outcome of the group project. Within the same group, group members will receive the same score for all group work.

Grading

Final grades will be calculated as follows:

Discussion in Class	5%
Participation in Tutorials	5%
Presentation in Tutorials	10%
Exams	25%*2=50%
Final Paper	30%

Grade Descriptors

- A Outstanding performance on all learning outcomes.
- A- Generally outstanding performance on all (or almost all) learning outcomes.
- B Substantial performance on all learning outcomes, OR high performance on some learning

outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.

- C Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
- D Barely satisfactory performance on a number of learning outcomes.
- F Unsatisfactory performance on a number of learning outcomes.