***Sociology of Education***

**Sociology 214A**

**Education 290A**

TR 12:40-2:10 p.m.

Room OL241

Spring 2012

Professor Mari Dagaz

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or by appointment

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**Course Description:**

In this course, we will examine the social aspects of education and schooling in the United States. We will pay particular attention to the ways that social interactions within schools have broader implications within the larger society. We will consider how social inequalities are reproduced through schools and examine the relationships between education and society using a variety of theoretical perspectives and empirical studies. Topics we will cover include social mobility and stratification; social reproduction; the dynamics of race/ethnicity, class, gender and sexual identity in education; higher education; and social policy and school reform.

**Course Goals:**

At the end of the semester you should be able to:

* View the structure of education through a sociological perspective;
* Explain the relationship between schooling and social inequality, including how schools contribute to social inequality;
* Understand factors that shape how schools are organized and run;
* Explain how factors of race/ethnicity, class, gender, and sexual identity affect educational experiences of students;
* Evaluate current trends in education policy and school reform.

**Required Texts:**

Richard Arum, Irene Beattie, and Karly Ford, Eds. *The Structure of Schooling Readings in the Sociology of Education* 2nd Edition (Pine Forge Press, 2011) ISBN: 9781412980395   

Angela Valenzuela, *Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring* (SUNY Press, 1999) ISBN: 0791443221    

Prudence Carter, *Keepin' It Real: School Success Beyond Black and White* (Oxford University Press, 2005) ISBN: 0195325230

\*Additional required readings will be made available on Moodle.

**Course Requirements:**

Exams: There will be *two essay exams*. The first exam will be given in class on **Tuesday,** **February 28th**; the second exam will be on **Tuesday, April 17th**. The exams will consist of 3-4 essay questions drawn from course readings and lectures.

Papers\Presentations: Details for each of the following will be provided in class.

* You will be required to write *one response paper* and *one analytical paper* over the course of the semester. Response paper assignments and due dates will be determined at the beginning of the semester.The analytical paper with an accompanying presentation is due on **Thursday, May 10th**, the date of individual presentations will be determined when assignments are made.
* You will also be required to develop a news scrapbook over the course of the semester. In the scrapbook you will save news articles on topics in education and provide a short response on each of the news articles. The final scrapbook project will be due in class on **Tuesday, May 1st**.

Class Participation: You are expected to attend every class, arrive at class on time, and come to class prepared and ready to participate actively in the class session. You are expected to have read the texts and other required materials carefully and comprehensively before the class session. You will be graded on your participation at midterm and again at the end of the semester. Assessment of participation will be based on the quality and regularity of your participation. Participation means being actively involved in the class and orally communicating your ideas. You must demonstrate that you have read the materials and have listened to others. Discussion does not mean simply waiting for your opportunity to speak, but rather listening carefully and responding in a thoughtful manner to the discussion.

**Course Policies:**

Classroom Etiquette**:**

       Arrive on time and stay for the full class.

       Cell phones and other electronic devices need to be turned off during class.

* Use of laptops will not be allowed during class.

        ***Courtesy:*** Discussions and lectures may involve topics that you find controversial. You will be expected to be respectful toward your classmates regardless of disagreements you may have with a classmate’s ideas.  It is important for all of us to foster an environment that allows for expression of thoughts as well as questioning or critiquing arguments presented by others. I ask that you use logic and evidence to present your own arguments and in critiquing the arguments of others.

Academic Integrity: All students at DePauw University are bound by the policy on academic integrity. See me immediately if you do not understand your obligations as a student. While discussing course materials and concepts outside of class is certainly appropriate and encouraged, written papers and exams are to be completed without collaboration and should reflect your independent ideas.In addition, appropriate citations must be used when you are drawing ideas from an author or quoting another’s work. Plagiarism with be dealt with according to university policy whether intentional or unintentional. If you are unsure how to appropriately cite other’s work, please see me for assistance.

Please Note: Your written work must be original and prepared for this class. Turning in work prepared for another class is academic dishonesty.

Special Needs: DePauw University is committed to providing equal access to academic programs and university-administered activities and reasonable modifications/accommodations to students with disabilities in compliance with the Americans with Disabilities Act (ADA) of 1990, as amended in 2008. Any student needing special accommodations due to a disability should contact the Coordinator of Student Disability Services, Pam Roberts, 302 Harrison Hall or call (765) 658-6267.

It is the responsibility of each student to discuss implementation of approved modifications/accommodations with me within one week of the date of receiving a modification/accommodation approval memo or within the first two weeks of the academic semester.

Late Work/Make-up Work: Paper and exam due dates are firm and will only be changed in the event of an extreme emergency. Exceptions will be made if I receive, in advance, an official notification that you will be off campus on university business (e.g., athletic competition) or if I receive proper notification of serious illness such as hospitalization. No other exceptions will be made (this includes faulty alarm clocks, minor illness, job interviews, weddings, cheap plane tickets, etc.). Unexcused late papers will be penalized 5 points for every 24-hour period in which they are late. For both excused and unexcused absences from class, it is your responsibility to find out what you missed from your peers. Please do not ask me for my lecture notes or for a private reenactment of the class. Do not put late papers in my mailbox or under my office door. It is your responsibility to contact me and make arrangements to give me your late work in person.

Grade Calculations: Grades will be calculated based on the following point system.

Exam 1 100 points

Exam 2 150 points

Response Paper 50 points

Analytical Paper 100 points

Presentation 50 points

News Scrapbook 100 points

Participation (50 points)

1st half of semester 25 points

2nd half of semester 25 points

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Total 600 points

**\*\* Important!**

Students must complete *all* assignments to pass the course.

**Missing any assignments or exams (with the exception of in-class writings) will result in automatic failure of the course.**

Grading Scale:

558-600 pts.(93.0%-100%): A 438-461 pts. (73.0%-76.9%): C

540-557 pts.(90.0%-92.9%): A- 420-437 pts. (70.0%-72.9%): C-

522-539 pts.(87.0%-89.9%): B+ 402-419 pts. (67.0%-69.9%): D+

498-521 pts.(83.0%-86.9%): B 378-401 pts. (63.0%-66.9%): D

480-497 pts.(80.0%-82.9%): B- 360-377 pts. (60.0%-62.9%): D-

462-479 pts.(77.0%-79.9%): C+ 0-359 pts (Less than 60%): F

How grades are determined

A = Work that goes beyond the requirements of the assignment by adding new insight, creativity and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, an exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas.

B = Work that clearly meets the requirements of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world with only minor problems, and good organization and expression of ideas.

C = Work that satisfactorily meets the requirements of the assignment. Demonstrates acceptable command of the course material, a basic ability to apply concepts to the real world with some gaps and problems, and moderate skill in the organization and expression of ideas.

D = Work that marginally meets the requirements of the assignment. Demonstrates little command of the course material, minimal attempt to apply concepts to the real world, and limited ability to organize and express ideas.

F = Work that does not meet the requirements of the assignment. Demonstrates no command of the course material, unable to appropriately or consistently apply concepts to the real world, and insufficiently organizes and expresses ideas.

**Schedule:** (subject to change) **\*\* Assigned readings are to be completed *prior* to class on the date listed.**

***Part I: Theoretical and Historical Perspectives***

*Week 1*

Jan. 31: Introduction

Feb. 2: **Arum, Beattie, and Ford**, *Theoretical and Historical Perspectives* pp. 1-3

**Weber**, *The “Rationalization” of Education and Training,* pp. 4-6 in Arum, Beattie, and Ford.

**Sorokin**, *Social and Cultural Mobility*, pp. 7-10 in Arum, Beattie, and Ford.

**Turner**, *Sponsored and Contest Mobility and the School System*, pp. 11-22 in Arum, Beattie, and Ford.

**Haller and Portes**, *Status Attainment Processes,* pp. 23-31 in Arum, Beattie, and Ford.

*Week 2*

Feb. 7: **Becker**, *Human Capital,* pp. 32-33in Arum, Beattie, and Ford.

**Lamont and Lareau**, *Cultural Capital: Allusions, Gaps, and Glissandos in Recent Theoretical Developments,* pp. 34-44 in Arum, Beattie, and Ford.

**Colemen and Hoffer**, *Schools, Families, and Communities,* pp. 50-58 in Arum, Beattie, and Ford.

Feb. 9: **Durkeim**,  *The First Element of Morality: The Spirit of Discipline,* pp. 59-66 in Arum, Beattie, and Ford.

**Waller**,*The School and the Community,* pp. 67-73 in Arum, Beattie, and Ford.

**Collins,** *Functional and Conflict Theories of Educational Stratification,*  pp. 74-90 in Arum, Beattie, and Ford.

**Bowles and Gintis**, *Beyond the Educational Frontier: The Great American Dream Freeze,* pp. 91-100 in Arum, Beattie, and Ford.

***Part II: School Stratification***

*Week 3*

Feb. 14: **Cookson and Persell**, *The Chosen Ones,* pp. 105-113 in Arum, Beattie, and Ford.

**Bryk and Schneider**, *Trust in Schools: A Care Resource for School Reform,*  pp. 114-119 in Arum, Beattie, and Ford.

**Jencks and Brown**, *The Effects of High Schools on Their Students,* pp. 137-164 in Arum, Beattie, and Ford.

Feb. 16: **Coleman et al**, *Equality and Educational Opportunity: The Coleman Report,* pp. 120-136 in Arum, Beattie, and Ford.

**Entwisle, Alexander, and Olson**, *The Nature of Schooling,* pp. 178-187 in Arum, Beattie, and Ford.

**Orfield and Lee**, *Brown at 50: King’s Dream or Plessy’s Nightmare?* pp. 165-177 in Arum, Beattie, and Ford.

*Week 4*

Feb. 21: **Phelan, Davidson, and Yu**,*Students' Multiple Worlds: Navigating the Borders of Family, Peer, and School Cultures.* (Moodle)

Feb. 23: **Hallinan**, *Tracking: From Theory to Practice,* pp. 188-192 in Arum, Beattie, and Ford.

**Gamoran,** *Is Ability Grouping Equitable?* pp. 193-198 in Arum, Beattie, and Ford.

**Oakes**, *The Distribution of Knowledge,* pp. 199-207 in Arum, Beattie, and Ford.

*Week 5*

**Feb. 28: *EXAM 1***

***Part III: Race/Ethnicity, Class, Gender and Sexual Identity***

*Considering Social Class in School Experience*

Mar. 1: **Blossfeld and Shovit**, *Persisting Barriers: Changes in Educational Opportunities in Thirteen Countries,* pp. 214-227 in Arum, Beattie, and Ford.

**Willis**, *Elements of a Culture,* pp. 228-242 in Arum, Beattie, and Ford.

*Week 6*

Mar. 6: **Lareau**, *Invisible Inequality: Social Class and Childrearing in Black Families and White Families,* pp. 243-263 in Arum, Beattie, and Ford.

**Bettie**, *Exceptions to the Rule: Upwardly Mobile White and Mexican American Girls,* pp. 264-273 in Arum, Beattie, and Ford.

*Considering Race & Ethnicity in School Experience*

Mar. 8: **Fordham and Ogbu**, *Black Students’ School Success: Coping with the “Burden of ‘Acting White’”* pp. 274-280 in Arum, Beattie, and Ford.

**Perry**, *Shades of White: White Kids and Racial Identity in High School,* pp.338-354 in Arum, Beattie, and Ford.

*Week 7*

Mar. 13: **Valenzuela**, *Chapters 1 and 3*

Mar. 15: **Valenzuela**, *Chapter 4*

*Week 8*

Mar. 20: **Carter**, *Chapters 1 and 2*

*Considering Gender in School Experience*

Mar. 22: **Thorne**, *Boys and Girls Together…But Mostly Apart,* pp. 363-370 in Arum, Beattie, and Ford.

**López**, *Rewriting Race and Gneder High School Lessons: Second-Generation Dominicans in New York City,* pp. 382-390 in Arum, Beattie, and Ford.

*Week 9*

Mar. 24 – Apr. 1 **SPRING BREAK!!!!**

*Week 10*

Apr. 3: **Carter,** *Chapters 3and 4*

*Considering Sexual Identity in School Experience*

Apr. 5: **Pascoe**, “*Dude You’re a Fag”: Adolescent Masculinity and the Fag Discourse,* pp. 391-399 in Arum, Beattie, and Ford.

**Jackson and Gilbertson**, `*Hot Lesbians': Young People's Talk About Representations of*

*Lesbianism, (*Moodle)

***Part IV: Higher Education***

*Week 11*

Apr. 10: **Bogle**, *Hooking Up: Sex, Dating, and Relationships on Campus,* pp. 443-463 in Arum, Beattie, and Ford.

**Grigsby**, *College Life Through the Eyes of Students,* pp. 464-479 in Arum, Beattie, and Ford.

Apr. 12: **Brint and Karabel**, *Community Colleges and the American Social Order,* pp. 510-519 in Arum, Beattie, and Ford.

**Stevens**, *Creating a Class: College Admissions and the Education of Elites,* pp. 559-558 in Arum, Beattie, and Ford.

*Week 12*

**Apr. 17:** ***EXAM 2***

***Part V: Education Policy***

*Week 13*

Apr. 24: **Labaree**, *Public Goods, Private Goods: The American Struggle Over Educational Goals,* (Moodle)

Apr. 26: **Portes**, *English-Only Triumphs, But the Costs Are High,* pp. 567-571 in Arum, Beattie, and Ford.

**Renzulli and Roscigno**, *Charter Schools and the Public Good,* pp. 572-578 in Arum, Beattie, and Ford.

*Week 14*

May 1: **Scrapbooks Due**

**Binder**, *Contentious Curricula: Afrocentrism and Creationism in American Public Schools,* pp. 579-599 in Arum, Beattie, and Ford.

**Walters and Lareau**, *Education Research that Matters: Influence, Scientific Rigor, and Policy Making,* pp. 600-618 in Arum, Beattie, and Ford.

May 3: *Presentations*

*Week 15*

May 8: *Presentations*

May 10: *Presentations*