

Sociology 113 – Sociology of Education
Fall 2014 -- Tuesday, Thursday 9:30-11:00am, 126 Barrows

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Office hours: Thursdays, 11:30am-12:30pm and one of two times on Wednesday—*either* 3:00-4:00pm *or* 1:00-2:00pm (will differ by week)

In this course we will investigate the contradictions, challenges, and possibilities of education. Throughout the course students will learn some basic facts of education and its organization in the United States, orienting perspectives and theories for understanding how education systems work, and details concerning selected specific issues in education.

The aim of these efforts is threefold. As one might imagine, one course aim is to convey specific facts about education. A second aim is that students learn several theoretical perspectives for analyzing education and society. A third aim is that students become adept at evaluating evidence bearing on the relation between facts and theoretical perspectives. The first aim is important, but the second and third aims set our work apart, making ours a college-level course. Hence, the goal is not only to learn facts, but, more important, to learn to marshall those facts to weigh evidence.

The Two Kinds of Written Assignments: Papers and Final Exam

Papers

There are four paper assignments, due September 23, October 14, and November 4, and November 25. Late papers will not be accepted. Papers must be submitted at class—papers placed in the professor or GSI's mailbox, under the GSI or professor's office door, or in any other way except at class by the end of class on the day the paper is due will not be accepted.

Substantively, for each paper you will develop an answer to a specific set of questions provided to you about a week before the paper is due. Each paper will require you to use readings and in-class exercises from the course to address the questions.

Exam

In the final exam you will answer one or more essay questions using documents provided at the exam, a format resembling the document question on the U.S. History AP exam and others.¹ The

¹The College Board states “The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. *Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship.* An AP United States History course should thus *develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.*

final exam is cumulative.

Grade Percentages for Each Assignment

Each paper counts 15%, for a total of 60%. The final exam counts 15%. And, class participation counts 25%.

Dialogue

This is a lecture class. Lectures will generally elaborate or extend the reading, not repeat the reading. I anticipate that one will get more out of the lecture if one has already completed the reading assignment for the date.

While this is a lecture class, it is a *college* lecture class, which means (to me, as a sociologist of education) that students in the class must be engaged—verbally—in the class throughout the term. The course essentially serves to insert us into an already-occurring, long-running dialogue with the material and those who have studied education. To enter this course is to simultaneously commit to entering that dialogue, commit to contributing, verbally, to that running dialogue.

Thus, 10% of the grade will be based on whether you do, indeed, engage in that dialogue in lecture, and 15% of the grade will be based on section participation. Logistics for the lecture participation grade will be described at the first class, and implemented after the fourth class.

Assigned Course Reading

There are no books on the syllabus. Much of the reading material is available via JSTOR or Google Scholar, and some of the other material is available at specific web-sites. The general public does not have access to JSTOR or many other items available electronically. But if you are a UC-Berkeley student you may access these resources from university computers. If you prefer to access these sites from home you must set up a proxy server. University web-sites describe how to do that for different types of computers.

I strongly encourage you to become familiar with JSTOR, as it will serve you well. Of course, most material available via JSTOR is also available in hardcopy in the various libraries at UC-Berkeley. Thus, you need not have JSTOR access to obtain most of the material.

Papers that are on other web-sites have the url in the syllabus, while papers on JSTOR or Google Scholar are noted in the syllabus with a bold **JSTOR** or **Google Scholar** after the citation. For the JSTOR and Google Scholar papers you'll need to use the author and/or paper title and the search tools of the site to find the paper.

Works not available electronically are in a Reader for purchase at Copy Central, 2576 Bancroft, and are marked with a bold **READER** after the citation. Fewer such works are assigned, but each is essential (or I would not assign them given the drudgery of making them available). Thus, I encourage you to obtain the Reader as it is by far the easiest way to access these materials.

Schedule of Classes

Week 1, Aug 28

Aug 28 -- Introduction

>> Week 2, Sep 2-4 – Prerequisites for Education

Sep 2 – Preliminary Personal Orientation

Roksa, Josipa, and Richard Arum. 2011. “The State of Undergraduate Learning.” *Change: The Magazine of Higher Learning* 43;2: 35-38. **Google Scholar**

Csikszentmihalyi, Mihaly. 1990. “Literacy and Intrinsic Motivation.” *Daedalus* 119: 115-143. **JSTOR**

Rosenbaum, James E. 1998. “College for All: Do Students Understand What College Demands?” *Social Psychology of Education* 2: 55-80. **Google Scholar**

Sep 4 – Preliminary Theoretical Orientation

Swartz, David. 2003. “From Correspondence to Contradiction and Change: *Schooling in Capitalist America* Revisited.” *Sociological Forum* 18: 167-186. **JSTOR**

>> Week 3, Sep 9-11 – The Political Economy of Schools as Organizations

Sep 9 – Schools as Organizations

Gamoran, Adam, Walter G. Secada, and Cora B. Marrett. 2000. “The Organizational Context of Teaching and Learning: Changing Theoretical Perspectives,” pp. 37-63 in *Handbook of the Sociology of Education*, edited by Maureen T. Hallinan. New York, NY: Kluwer Academic/Plenum Publishers. **READER**

Sep 11 – Logics of Organization and the Political Economy of Schools

Chubb, John E., and Terry M Moe. 1988. “Politics, Markets, and the Organization of Schools.” *American Political Science Review* 82: 1065-1087. **JSTOR**

Fischel, William A. 1996. “How *Serrano* Caused Proposition 13.” *Journal of Law & Politics* 13: 607-636. **Google Scholar**

>>Week 4, Sep 16-18 – Actors in the U.S. Education System and Educational Attainment

Sep 16 – A Systematic Look at Actors in the U.S. Education System – In-Class Exercise #1

Campbell, Ronald F., Luvern L. Cunningham, Raphael O. Nystrand, and Michael D. Usdan. 1990. *Organization and Control of American Schools, The 6th Edition*. New York, NY: Merrill, Macmillian Publishing Company. Chapters 1-11, pages 1-296 **READER**

Sep 18 – Educational Attainment in Historical and Theoretical Perspective

Lucas, Samuel R. 2008. "Educational Attainment," pages 115-122 in *Encyclopedia of the Life Course and Human Development*, edited by Deborah Carr. Farmington Hills, MI: Macmillian Reference, USA. **READER**

>>Week 5, Sep 23-25 – Schooling in Theoretical Perspective I

Sep 23 — Debriefing Exercise #1 – **PAPER 1 DUE, SEPTEMBER 23**

No additional assigned reading.

Sep 25 – Social Capital Theory

Coleman, James S. 1988. "Social Capital in the Creation of Human Capital." *American Journal of Sociology* 94: S95-S120. **JSTOR**

>> Week 6, Sep 30-Oct 2 – Schooling in Theoretical Perspective II

Sep 30 – Human Capital Theory

Becker, Gary. 1962. "Investment in Human Capital: A Theoretical Analysis." *Journal of Political Economy* 70 (Supplement) 9-49. **JSTOR**

Oct 2 – Cultural Capital Theory

Bourdieu, Pierre. 1986. "The Forms of Capital," pp. 241-258 in *Handbook of Theory and Research for the Sociology of Education*, edited by John Richardson. New York, NY: Greenwood Press. http://home.iitk.ac.in/~amman/soc748/bourdieu_forms_of_capital.pdf

>> Week 7, Oct 7-9 – Age, Race, Ethnicity, and Educational Attainment

Oct 7 – Educational Attainment – In-Class Exercise #2

Hoxby, Caroline M. 1998. "Do Immigrants Crowd Disadvantaged American Natives Out of Higher Education?," pages 282-321 in *Help or Hindrance: The Economic Implications of Immigration for African Americans*, edited by Daniel S. Hamermesh and Frank D. Bean.

New York: Russell Sage Foundation. **READER**

Howell, Cameron, and Sarah E. Turner. 2004. "Legacies in Black and White: The Racial Composition of the Legacy Pool." *Research in Higher Education* 45: 325-351. **Google Scholar**

Brunner, Eric, and Ed Balsdon. 2004. "Intergenerational conflict and the political economy of school spending." *Journal of Urban Economics* 56: 369-388. **Google Scholar**

Oct 9 – Who Goes to School?

Trow, Martin. 1961. "The Second Transformation of American Secondary Education." *International Journal of Comparative Sociology* 2: 144-166. **Google Scholar**

>> Week 8, Oct 14-16 – Processing People

Oct 14 – Debriefing Exercise #2– **PAPER 2 DUE, OCTOBER 14**

No additional assigned reading.

Oct 16 – Challenges for School Organization

Larson, Reed W., and Maryse H. Richards. 1991. "Boredom in the Middle School Years: Blaming Schools versus Blaming Students." *American Journal of Education* 99: 418-443. **JSTOR**

Leithwood, Kenneth, and Doris Jantzi. 2009. "Review of Empirical Evidence About School Size Effects: A Policy Perspective." *Review of Educational Research* 79: 464-490. **Google Scholar**

Brooks-Gunn, J., Anne C. Petersen, and Dorothy Eichorn. 1985. "The Study of Maturation Timing Effects in Adolescence." *Journal of Youth and Adolescence* 14: 149-161. **Google Scholar**

>> Week 9, Oct 21-23 – Dynamics of Implemented Responses to Challenges of School Organization

Oct 21 – Selected Implemented Responses to Challenges of School Organization

Sørensen, Aage Bøttger. 1970. "Organizational Differentiation of Students and Educational Opportunity." *Sociology of Education* 43: 355-376. **JSTOR**

Yell, Mitchell L., David Rogers, and Elisabeth Lodge Rogers. 1998. "The Legal History of

Special Education: What a Long Strange Trip It's Been!" *Remedial and Special Education* 19: 219-228. **Google Scholar**

McNeil, Linda M. 1983. "Defensive Teaching and Classroom Control," pp. 114-142 in *Ideology and Practice in Schooling*, edited by Michael W. Apple and Lois Weis. Philadelphia: Temple University Press. **READER**

Oct 23 – Selected Effects of School Organization

Lucas, Samuel R. 2008. "Tracking," pp. 405-411 in *Encyclopedia of the Life Course and Human Development*, edited by Deborah Carr. Farmington Hills, MI: Macmillian Reference, USA. **READER**

Ehrenberg, Ronald G., Dominic J. Brewer, Adam Gamoran, and J. Douglas Willms. 2001. "Does Class Size Matter?" *Scientific American* 285: 5; 78-85. **READER**

Morgan, Paul L., Michelle L. Frisco, George Farkas and Jacob Hibel. 2008. "A Propensity Score Matching Analysis of the Effects of Special Education Services." *Journal of Special Education* 43: 236-254. **Google Scholar (find final (2010) version)**

>> Week 10, Oct 28-30 – Teaching as a Profession

Oct 28 – In-Class Exercise #3

Drudy, Sheelagh. 2008. "Gender balance/gender bias: the teaching profession and the impact of feminisation." *Gender and Education* 20: 309-323. **Google Scholar**

Huang, Min-Hsiung. 2009. "Race of the Interviewer and the Black-White Test Score Gap." *Social Science Research* 38: 29-38. **Google Scholar**

Gamoran, Adam. 1993. "Alternative Uses of Ability Grouping in Secondary Schools: Can We Bring High-Quality Instruction to Low-Ability Classes?" *American Journal of Education* 102: 1-22. **JSTOR**

Oct 30 – Teachers' Teaching In School

Sizer, Theodore. 1992. "Prologue: Horace's Compromise," pp. 9-21 in *Horaces' Compromise: The Dilemma of the American High School*. Boston: Houghton Mifflin Co. **READER**

>> Week 11, Nov 4-6 – Teaching as Work

Nov 4 – Debriefing Exercise #3– **PAPER 3 DUE, NOVEMBER 4**

No additional assigned reading

Nov 6 – Complexities of Teaching as Work

Kerchner, Charles T., and Douglas E. Mitchell. 1981. "UNIONIZATION AND TEACHER WORK." *Teacher Education Quarterly* 10: 71-88. **JSTOR**

Guarino, Cassandra M., Lucrecia Santibanez, and Glen A. Daly. 2006. "Teacher Recruitment and Retention: A Review of the Recent Empirical Literature." *Review of Educational Research* 76: 173-208. **Google Scholar**

>>Week 12, Nov 11-13 – Evaluating Teachers and Students

Nov 11 – Veterans Day HOLIDAY

Nov 13 – Assessment and Evaluation

Merritt, Deborah J. 2008. "Bias, the Brain, and Student Evaluations of Teaching." *St. John's Law Review* 82: 235-287. **Google Scholar**

Pressman, Steven. 2007. "The Economics of Grade Inflation." *Challenge* 50: 93-102. **JSTOR**

>>Week 13, Nov 18-20 – Evaluating Teachers and Students

Nov 18 – In-Class Exercise #4

Lucas, Samuel Roundfield. 2008. "Defining, Finding, and Remediating Discrimination: Critical Legal Perspectives and the Critique of the Dominant Legal View", pages 103-142 in *Theorizing Discrimination in and Era of Contested Prejudice: Discrimination in the United States, Volume 1*. Philadelphia, PA: Temple University Press. **READER**

Nov 20 – University of California-Berkeley in Sociology 113–Sociology of Education Perspective

No additional assigned reading.

>>Week 14, Nov 25-27 –

Nov 25 – Debriefing Exercise #4 **PAPER 4 DUE, NOVEMBER 25**

No additional assigned reading.

Nov 27 – Thanksgiving HOLIDAY

>>Week 15, Dec 2-4– Last Week of Classes, Review, and Wrap-up

Dec 2 – Review

No additional assigned reading.

Dec 4 – Wrap-up

No additional assigned reading.

>>Final Exam, TUESDAY, DECEMBER 16, 2014 3-6PM