

Sociology 280N – Sociology of Education
SYLLABUS
Fall 2016 – Tuesdays 2-4pm, 402 Barrows

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Office hours: Tuesdays 12:00noon-2:00pm and by appointment

In this course we will survey the sociology of education literature. We will consider several theories developed to understand the role of education in society, including theories of reproduction, theories of resistance, social-psychological theories, and more. At the same time, we will attend to several issues in education, including racial segregation and desegregation, tracking, school choice, charter schools, and more. As we investigate these issues, we will attend to a multiplicity of theoretical, substantive, methodological, and political considerations that concern the sociological study of education.

Assignments and Grading

There are two types of requirements for the course: 1)oral participation, and 2)writing. First, seminar participants are expected to attend, to have read the reading, and to engage in discussing the reading for the week. The expectation is that every student will join in the discussion without specific prompting. Second, there are two types of writing assignments: 1)weekly syntheses and, 2)a final paper.

Weekly Syntheses

Each week each student is to submit a synthesis of the week's assigned readings (of no more than 1,000 words, but perhaps considerably less than 1,000 words). The **pdf file** should be e-mailed to **socpost@gmail.com** by 11:59pm the Monday before class. **Place the label "Soc280N" in the subject field.** The weekly syntheses are graded as P/NP.

Final Paper

There are two options for the final paper. Students may write an *empirical research paper* that engages the sociology of education literature and a question or questions of interest to the sociology of education.¹ Or students may write a *research proposal* for an empirical research

¹*The Oxford English Dictionary* defines empirical as pursuing "... knowledge by means of direct observation, investigation, or experiment (as distinct from deductive reasoning, abstract theorizing, or speculation); that relates to or derives from this method of pursuing knowledge." In other words, both qualitative and quantitative studies are empirical.

project that engages the sociology of education literature and a question or questions of interest to the sociology of education. Students interested in writing an empirical research paper can look to any of the many papers on the syllabus for clues as to how to structure such a paper. Students interested in writing a proposal or searching for a research question are encouraged to go to <http://www.ssrc.org/publications/view/7A9CB4F4-815F-DE11-BD80-001CC477EC70/> from which they may download "The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions." This resource describes general issues that will be helpful to anyone drafting a proposal. Whether your final paper is an empirical research paper or a research proposal, the final paper should reflect participation in the course. Because you will get more out of the course readings and discussion if you have in mind your research project as you read the course material, I attempt to facilitate your selection of a topic early in the term by asking you to submit a short description of your research idea on September 6.

The course grade will be based on attendance (i.e., showing up), understanding of the course readings (i.e., synthesizing the readings), class participation (i.e., speaking in class), and the final paper (i.e., proposing or conducting research). No Incompletes will be given in this course.

Readings

Much of the reading material is available via JSTOR or ProjectMuse. Sometimes one must use OskiCat (the University database of materials) to find an electronic location accessible via the University of California-Berkeley library. Some chapters are available as e-books through OskiCat as well. Finally, some electronic versions of papers can be accessed by using Google Scholar (perhaps also using a connection through the University). If electronic access proves impossible, most such items can also be obtained by going to the library and making a hardcopy. Seven articles/ chapters are in a Reader that you may purchase at Copy Central, 2560 Bancroft. In addition, the following two books are required, and should be purchased via amazon.com, some other online source, directly from the publisher, from my favorite local bookstore (University Press Books on Bancroft across from Zellerbach), or elsewhere:

Bowles, Samuel, and Herbert Gintis. 1976. *Schooling in Capitalist America*. New York: Basic Books.

Willis, Paul. 1981 (1977). *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.

Except for the two books above, below you will find a source (e.g., JSTOR, Google Scholar, OskiCat, OskiCat e-book, Reader) listed in bold after each citation.

-INTRODUCTION

--Week 1, Aug 30 -- Introduction: Orientation to Social Scientific Study of Education

-SELECTED ORIENTING FRAMEWORKS

--Week 2, Sep 6 -- Individual Abilities (Brief Prospectus Due)

Kaufman, James C., Scott Barry Kaufman, and Jonathan A. Plucker. 2013. "Contemporary Theories of Intelligence," pages 811-822 in *The Oxford Handbook of Cognitive Psychology*, edited by Daniel Reisberg. New York, NY: Oxford University Press. **OskiCat**

Gottfredson, Linda S. 1997. "Why g Matters: The Complexity of Everyday Life." *Intelligence* 24: 79-132. **Google Scholar**

Herrnstein, Richard J., and Charles Murray. 1994. "Raising Cognitive Ability," pp. 389-416 in *The Bell Curve: Intelligence and Class Structure in American Life*. New York: The Free Press. **READER**

Selzam, S., E. Krapohl, S. von Stumm, P.F. O'Reilly, K. Rimfeld, Y. Kovas, P.S. Dale, J.J. Lee, and R. Plomin. 2016. "Predicting educational achievement from DNA." *Molecular Psychiatry* 00: 1-6. <http://www.nature.com/mp/journal/vaop/ncurrent/pdf/mp2016107a.pdf>

Daniels, Michael, Bernie Devlin, and Kathryn Roeder. 1997. "Of Genes and IQ," pages 45-70 in *Intelligence, Genes, and Success: Scientists Respond to The Bell Curve*, edited by Bernie Devlin, Stephen E. Fienberg, Daniel P Resnick, and Kathryn Roeder. New York: Springer-Verlag. **OskiCat e-book**

Lucas, Samuel R. 2000. "Hope, Anguish, and the Problem of Our Time: An Essay on Publication of *The Black-White Test Score Gap*." *Teachers College Record* 102: 463-475. <http://sociology.berkeley.edu/faculty/lucas/lucas2000tcr.pdf>

Chen, Aimin, Bo Cai, Kim N. Dietrich, Jerilynn Radcliffe, and Walter J. Rogan. 2007. "Lead Exposure, IQ, and Behavior in Urban 5- to 7-Year-Olds: Does Lead Affect Behavior Only by Lowering IQ?" *Pediatrics* 119: e650-e658.

--Week 3, Sep 13 -- Human Capital

Becker, Gary S. 1993. "Nobel Lecture: The Economic Way of Looking at Behavior." *Journal of Political Economy* 101: 385-409. **JSTOR**

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

Becker, Gary S. 1993 [1964]. Section in "Investment in Human Capital: Rates of Return," pages 59-131 in *Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education*, 3rd edition. Chicago: The University of Chicago Press. **READER**

Becker, Gary, and Nigel Tomes. 1986. "Human Capital and the Rise and Fall of Families." *Journal of Labor Economics* 4: S1-S39. **JSTOR**

--Week 4, Sep 20 -- Social-Psychological Models of Educational and Occupational Attainment: Wisconsin, Cognitive Complexity, and Stereotype Threat Models

Sewell, William H., and Robert M. Hauser. 1980. "The Wisconsin Longitudinal Study of Social and Psychological Factors in Aspirations and Achievement." *Research in Sociology of Education and Socialization* 1: 59-99. **READER**

Wofle, Lee M. 1985. "Postsecondary Educational Attainment among Whites and Blacks." *American Educational Research Journal* 22:501-525. **JSTOR**

Horan, Patrick M. 1978. "Is Status Attainment Research Atheoretical?" *American Sociological Review* 43:534-541. **JSTOR**

Kohn, Melvin L. 1963. "Social Class and Parent-Child Relationships: An Interpretation." *American Journal of Sociology* 68: 471-480. **JSTOR**

Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67: 747-776. **JSTOR**

Steele, Claude M. 1997. "A Threat in the Air: How Stereotypes Shape Intellectual Identity and Performance." *American Psychologist* 52: 613-629. **OskiCat**

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

--Week 5, Sep 27 – Cultural Capital and Social Capital

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

Kingston, Paul W. 2001. "The Unfulfilled Promise of Cultural Capital Theory." *Sociology of Education* 74 Extra Issue: Current Thought: Sociology of Education at the Dawn of the 21st Century: 88-99 **JSTOR**

Carter, Prudence L. 2005. "'Black' Cultural Capital and the Conflicts of Schooling," pages 47-76 in *Keepin' It Real: School Success Beyond Black and White*. New York: Oxford University Press. **OskiCat e-book**

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

Carbonaro, William J. 1998. "A Little Help from My Friend's Parents: Intergenerational Closure and Educational Outcomes." *Sociology of Education* 71 :295-313. **JSTOR**

Durlauf, Steven. 1999. "The Case 'Against' Social Capital." *Focus* 20; 3: 1-5. **Google Scholar**

--Week 7, Oct 11 -- Structural Marxism, Cultural Marxism, and Reproduction – A Double Session

Bowles, Samuel, and Herbert Gintis. 1976. *Schooling in Capitalist America*. New York: Basic Books.

Willis, Paul. 1981 (1977). *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.

Davies, Scott. 1995. "Leaps of Faith: Shifting Currents in Critical Sociology of Education." *American Journal of Sociology* 100:1448-1478. **JSTOR**

SCHOOLS AS CAUSAL ENTITIES

--Week 8, Oct 18 -- School Effects

Coleman, James S., Ernest Q. Campbell, Carol J. Hobson, James McPartland, Alexander M. Mood, Frederic D. Weinfeld, and Robert L. York. 1966. *Equality of Educational Opportunity*, Washington, DC: National Center for Education Statistics. (Pages iii-iv and 290-333) **READER**

Raudenbush, Stephen W., and J. Douglas Willms. 1995. "The Estimation of School Effects." *Journal of Educational and Behavioral Statistics* 20: 307-335. **Google Scholar**

Stephen L. Morgan and Aage B. Sørensen. 1999. "Parental Networks, Social Closure, and

Mathematics Learning: A Test of Coleman's Social Capital Explanation of School Effects." *American Sociological Review* 64: 661-681. **JSTOR**

Alexander, Karl L., Doris R. Entwisle, and Linda Steffel Olson. 2007. "Lasting Consequences of the Summer Learning Gap." *American Sociological Review* 72: 167-180. **Google Scholar**

Reardon, Sean F. 2016. "School Segregation and Racial Academic Achievement Gaps." *RSF: Russell Sage Foundation Journal of the Social Sciences* 2, 5: 34-57.
<http://www.rsjournal.org/toc/rsf/2/5>

Morgan, Stephen L., and Sol Bee Jung. 2016. "Still No Effect of Resources, Even in the New Gilded Age?" *RSF: Russell Sage Foundation Journal of the Social Sciences* 2, 5: 83-116.
<http://www.rsjournal.org/toc/rsf/2/5>

Lucas, Samuel R. 2016. "First- and Second-Order Methodological Developments from the Coleman Report." *RSF: Russell Sage Foundation Journal of the Social Sciences* 2, 5: 117-140.
<http://www.rsjournal.org/toc/rsf/2/5>

--Week 9, Oct 25 -- Perspectives on Schools as Organizations

Udy, Stanley H., Jr. 1959. "'Bureaucracy' and 'Rationality' in Weber's Organization Theory: An Empirical Study." *American Sociological Review* 24: 791-795. **JSTOR**

Nielsen François, and Michael T. Hannan. 1977. "The Expansion of National Educational Systems: Tests of a Population Ecology Model." *American Sociological Review* 42: 479-490.
Google Scholar

Meyer, John W., and Brian Rowan. 1977. "Institutionalized Organizations: Formal Structure as Myth and Ceremony." *American Journal of Sociology* 83: 340-363. **Google Scholar**

Weick, Karl E. 1976. "Educational Organizations as Loosely Coupled Systems." *Administrative Science Quarterly* 21: 1-19. **Google Scholar**

Perrow, Charles. 1985. "Review: Overboard with Myth and Symbols." *American Journal of Sociology* 91: 151-155. **JSTOR**

Gamoran, Adam, Walter G. Secada, and Cora B. Marrett. 2000. "The Organizational Context of Teaching and Learning," page 37-63 in *Handbook of the Sociology of Education: Changing Theoretical Perspectives*, edited by Maureen T. Hallinan. New York, NY: Springer.
READER

SELECTED SPECIFIC ISSUES

-- Week 10, Nov 1 -- Tracking

Turner, Ralph. 1960. "Sponsored and Contest Mobility and the School System." *American Sociological Review* 25:855-867. **JSTOR**

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

Pallas, Aaron M., Doris R. Entwistle, Karl L. Alexander, and M. Francis Stluka. 1994. "Ability-Group Effects: Instructional, Social, or Institutional." *Sociology of Education* 67:27-46. **JSTOR**

Lucas, Samuel R., and Mark Berends. 2002. "Sociodemographic Diversity, Correlated Achievement, and De Facto Tracking". *Sociology of Education* 75: 328-348. **JSTOR**

Finley, Merilee K. 1984. "Teachers and Tracking in a Comprehensive High School." *Sociology of Education* 57:233-243. **JSTOR**

Lucas, Samuel R., and Mark Berends. 2007. "Race and Track Location in U.S. Public Schools." *Research in Social Stratification and Mobility* 25: 169-187. **Google Scholar**

Gamoran, Adam. 1992. "The Variable Effects of High School Tracking." *American Sociological Review* 57: 812-828. **JSTOR**

-- Week 11, Nov 8 – Funding, Accountability, and Demographics

Berkman, Michael B., and Eric Plutzer. 2004. "Gray Peril or Loyal Support? The Effects of the Elderly on Educational Expenditures." *Social Science Quarterly* 85: 1178-1192. **Google Scholar**

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

Sunderman, Gail L. 2010. "Evidence of the Impact of School Reform on Systems Governance and Educational Bureaucracies in the United States." *Review of Research in Education* 34: 226-253. **Google Scholar**

Diamond, John B. 2012. "Accountability Policy, School Organization, and Classroom Practice: Partial Recoupling and Educational Opportunity." *Education and Urban Society* 44:

151-182. **Google Scholar**

Kirshner, Ben, Matthew Gaertner, and Kristen Pozzoboni. 2010. "Tracing Transitions: The Effect of High School Closure on Displaced Students." *Educational Evaluation and Policy Analysis* 32: 407-429. **Google Scholar**

Brummet, Quentin. 2014. "The effect of school closings on student achievement." *Journal of Public Economics* 119: 108-124. **Google Scholar**

Betts, Julian R. 1998. "Educational Crowding Out: Do Immigrants Affect the Educational Attainment of American Minorities?," pp. 253-281 in *Help or Hindrance: The Economic Implications of Immigration for African Americans*, edited by Daniel S. Hamermesh and Frank D. Bean. New York, NY: Russell Sage Foundation. **READER**

-Week 12, Nov 15 – Engaging and Disengaging Learners

Sørensen, Aage B., and Maureen Hallinan. 1977. "A Reconceptualization of School Effects." *Sociology of Education* 50: 273-289. **JSTOR**

Berends, Mark. 1994. "Educational Stratification and Students' Social Bonding to School." *British Journal of Sociology of Education* 16: 327-351. **JSTOR**

Nystrand, Martin, Lawrence L. Wu, Adam Gamoran, Susie Zeiser, and Daniel A. Long. 2003. "Questions in Time: Investigating the Structure and Dynamics of Unfolding Classroom Discourse." *Discourse Processes* 35;2: 135-198. **Google Scholar**

Shernoff, David J., Mihaly Csikszentmihalyi, Barbara Schneider, and Elisa Steele Shernoff. 2003. "Student Engagement in High School Classrooms from the Perspective of Flow Theory." *School Psychology Quarterly* 18: 158-176. **Google Scholar**

Way, Sandra M. 2011. "School Discipline and Disruptive Classroom Behavior: The Moderating Effects of Student Perceptions." *Sociological Quarterly* 52: 346-375. **Google Scholar**

--Week 13, Nov 22 – Second- and Third-Generation Analyses of Educational Attainment

Mare, Robert D. 1980. "Social Background and School Continuation Decisions." *Journal of the American Statistical Association* 75: 295-305. **JSTOR**

Shavit, Yossi, and Hans-Peter Blossfeld. 1993. "Persisting Barriers: Changes in Educational Opportunities in Thirteen Countries," pages 1-23 in *Persistent Inequality: Changing Educational Attainment in Thirteen Countries*, edited by Yossi Shavit and Hans-Peter

Blossfeld. Boulder, CO: Westview Press. **READER**

Lucas, Samuel R. 1996. "Selective Attrition in a Newly Hostile Regime: The Case of 1980 Sophomores." *Social Forces* 75: 511-533. **JSTOR**

Breen, Richard, and John H. Goldthorpe. 1997. "Explaining Educational Differentials Towards a Formal Rational Action Theory." *Rationality and Society* 9: 275-305. **Google Scholar**

Lucas, Samuel R. 2001. "Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects." *American Journal of Sociology* 106: 1642-1690. **JSTOR**

Lucas, Samuel R. 2009. "Stratification Theory, Socioeconomic Background, and Educational Attainment: A Formal Analysis." *Rationality and Society* 21: 459-511. **Google Scholar**

Lucas, Samuel R., Phillip N. Fucella, and Mark Berends. 2011. "A Neo-Classical Education Transitions Approach: A Corrected Tale for Three Cohorts." *Research in Social Stratification and Mobility* 29: 263-285. **Google Scholar**

--Week 14, Nov 29 – Project Presentations

--Week 15, Dec 6 -- Synthesizing and Criticizing: A Semester Summary

–Exam week, Dec 13 – Papers due