

Sociology 280N  
Sociology of Education

Spring 2012 – Thursdays 10-12, 402 Barrows

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Office hours: Thursdays 2:00-3:00pm 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 key requirements for the course. First, seminar participants are expected to attend, to have read the reading, and to be ready to discuss the reading for the week. The expectation is that every student will join in the discussion without specific prompting. Second, participants must write a paper that is due at the end of the semester.

*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. Or students may write a *research proposal* 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 and students searching for research questions are encouraged to go to [http://www.ssrc.org/fellowships/art\\_of\\_writing\\_proposals.page](http://www.ssrc.org/fellowships/art_of_writing_proposals.page) 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. To aid your successful completion of the final paper, you will need to hand in a short description of what you plan to do in the paper on February 16.

The course grade will be based on attendance (i.e., showing up), class participation (i.e., speaking in class), and the final paper. No Incompletes will be given in this course.

## Readings

Much of the reading material is available via JSTOR, some can be accessed by using OskiCat, the University database of materials, to find an electronic location accessible via the University of California-Berkeley library, and some can be accessed by using Google Scholar to access electronically (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. Other articles and chapters are in a Reader that you may purchase at Copy Central, 2560 Bancroft. In addition, the following three books are required, and should be purchased via amazon.com, some other online source, or directly from the publisher:

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

Bourdieu, Pierre, and Jean-Claude Passeron. 1977. *Reproduction in Education, Society, and Culture, second edition*. London: Sage Publications.

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

Note that Bowles and Gintis will be discussed February 23, Willis will be discussed March 1, and Bourdieu and Passeron will be discussed March 8. Thus, please do not delay in ordering these materials. Except for the 3 books above, below you will find a source (JSTOR, Google Scholar, OskiCat, Reader) listed in bold after each citation.

## Reading Assignments

I have selected topics and readings for all weeks through April 5. Three weeks remain for treatment of substantive issues. I propose that in weeks 13, 14, and 15 we will cover issues in education nominated by students in the class. Example possibilities include but are not limited to: a)race and education, b)education and immigration, c)school choice, d)funding of education systems, e)standardized testing, and f)special education.

At class on March 15 we will decide what three topics will be covered in those weeks. Students are encouraged to suggest topics for treatment. There is no limit to the number of topics a student may suggest. To suggest a topic one must submit on March 15 a one page notice containing a general label that communicates something of the substance of interest (i.e., “My favorite readings” is not an acceptable label), and the page should contain a list of at least three high-quality readings, ideally article-length, and ideally available electronically. The urls for the electronic location for such material should be provided in the nomination form. NOTE: My mention of the six topics above was only meant to inspire your own nominations; their presence on the list above is insufficient grounds for their consideration on March 15. If you want to nominate one of those topics, you should supply the one page nomination as with any other topic.

**--Week 1, Jan 19 -- Introduction: Education in Historical and Contemporary Perspective**

**--Week 2, Jan 26 -- Individual Abilities**

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**

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. **READER**

Alwin, Duane F. 1991. "Family of Origin and Cohort Differences in Verbal Ability." *American Sociological Review* 56:625-638. **JSTOR**

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/lucas2000ter.pdf>

**--Week 3, February 2 -- Human Capital**

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, Feb 9 -- Wisconsin Social-Psychological Model of Educational and Occupational Attainment**

Sewell, William H., Archibald O. Haller, and Alejandro Portes. 1969. "The Educational and Early Occupational Attainment Process." *American Sociological Review* 34:82-92. **JSTOR**

Duncan, Otis Dudley, Archibald O. Haller, and Alejandro Portes. 1968. "Peer Influence on

Aspirations: A Reinterpretation." *American Journal of Sociology* 74: 119-137. **JSTOR**

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**

Hauser, Robert M., Shu-Ling Tsai, and William Sewell. 1983. "A Model of Stratification with Response Error in Social and Psychological Variables." *Sociology of Education* 56:20-46. **JSTOR**

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

Looker, E. Dianne. 1989. "Accuracy of Proxy Reports of Parental Status Characteristics." *Sociology of Education* 62: 257-276. **JSTOR**

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

**--Week 5, Feb 16 -- Other Social-Psychological Models of Education (Brief Prospectus due)**

Kohn, Melvin L. 1959. "Social Class and Parental Values." *American Journal of Sociology* 64: 337-351. **JSTOR**

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

Steele, Claude M., and Joshua Aronson. 1995. "Stereotype Threat and the Intellectual Test Performance of African-Americans." *Journal of Personality and Social Psychology* 69: 797-811. **OskiCat**

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**

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

**--Week 6, Feb 23 -- Structural Marxist Perspectives and Reproduction**

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

Books.

Oakes, Jeannie. 1982. "Classroom Social Relationships: Exploring the Bowles and Gintis Hypothesis." *Sociology of Education* 55:197-212. **JSTOR**

**--Week 7, Mar 1 -- Cultural Marxism and Resistance**

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**

**--Week 8, Mar 8 -- Cultural Capital**

Bourdieu, Pierre, and Jean-Claude Passeron. 1977. *Reproduction in Education, Society, and Culture, second edition*. London: Sage Publications.

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](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 21<sup>st</sup> 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. **READER**

**--Week 9, Mar 15 -- Social Capital**

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**

Portes, Alejandro. 1998. "Social Capital: Its Origins and Applications in Modern Sociology." *Annual Review of Sociology* 24: 1-24. **JSTOR**

Robison, Lindon J., A. Allan Schmid, and Marcelo E. Siles. 2002. "Is Social Capital Really Capital? *Review of Social Economy* 60: 1-21. **Google Scholar**

**-- Week 10, Mar 22 -- 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**

Miller, Karen A., Melvin L. Kohn, and Carmi Schooler. 1985. "Educational Self-Direction and the Cognitive Functioning of Students." *Social Forces* 63:923-944. **JSTOR**

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

Gamoran, Adam, and Robert D. Mare. 1989. "Secondary School Tracking and Educational Equality: Compensation, Reinforcement, or Neutrality? *American Journal of Sociology* 94: 1146–1183. **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**

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**

Kelly, Sean. 2004. "An Event History Analysis of Teacher Attrition: Salary, Teacher Tracking, and Socially Disadvantaged Schools." *Journal of Experimental Education* 72: 195-220. **Google Scholar**

**--Spring Break**

**-- Week 12, Apr 5 -- 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**

Raftery, Adrian E., and Michael Hout. 1993. "Maximally Maintained Inequality: Expansion, Reform, and Opportunity in Irish Education, 1921-75." *Sociology of Education* 66: 41-62. **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 13, Apr 12 – Student Nominated Topic**

In weeks 13, 14, and 15 we will cover three issues in education nominated by students in the class. Some possibilities include but are not limited to: a)race and education, b)education and immigration, c)school choice, d)funding of education systems, e)standardized testing, and f)special education.

**--Week 14, Apr 19 – Student Nominated Topic**

**--Week 15, Apr 26 – Student Nominated Topic**

**--Week 16, May 3 -- Synthesizing and Criticizing: A Semester Summary**

**--Exam week, May 8, Papers due**