

**Sociology 3196 (W205): Sociology of Education**  
**CRN:050005**

**Spring 2009**  
**MWF 11:40-12:30**  
**Gladfelter Hall 764**

**Instructor: Professor Kim Goyette**

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**Office hours: T 11-12, W 1-2, F 10:30-11:30, or by appointment**  
**737 Gladfelter Hall**

**Website:** A website for this course will be created using the program Blackboard. It can be accessed at <http://tuportal.temple.edu>. Please check this site at least once a week for course announcements and reminders, assignments, and class presentations.

**Main goals of the course:**

In this course, students apply principles in sociology through the study of education. The primary focus of the course is on the ways that educational systems both maintain and challenge social inequality. Students will discuss the ways that education differentially allocates resources based on race, class, and gender. Students will also examine the role of education as a socializing institution. Some of the questions addressed throughout the course are: What consequences does schooling have on life chances? How much do race, class, and gender affect schooling experiences? How do schools influence ideas about individuals' roles in society?

One main goal of this course is to establish a critical discussion of the role of education in society and the impact of institutional education on individual lives and opportunities. A second goal is to encourage students to think sociologically about educational issues. A third goal for this course is to teach students skills that will enable them to more easily (a) read academic research, (b) write forcefully, clearly, and concisely, and (c) use field observations or other types of data execute a final project or proposal. A final goal is to allow students to view the workings of an urban high school as they read and discuss these issues in order to place the academic materials in their "real world" contexts. Students will visit one urban high school throughout the semester, practice reading academic research, do class exercises, write reaction papers or field observation notes, and complete a final integrated paper or research proposal that will aid them in these goals.

Readings use various types of evidence -- qualitative and quantitative. No technical knowledge is assumed for this course. Students should read selections for the ideas contained within them. No one will be expected to assess the technical merit of the readings.

**Class Structure:**

Students in this class are strongly encouraged to participate in its service-learning component. Students who do so will be expected to visit Kensington Business Academy of Kensington High School for about an hour and a half per week to work with high school students on their senior research projects. These visits will form the basis of field notes that students will complete on their observations of this urban high school. These notes will be substituted for the reading reaction papers, and the final project for the course will be a paper synthesizing the observations from these visits around a central theme or themes. Visits to high schools will be facilitated by the instructor and a VISTA worker responsible for the senior projects. Students will be expected to complete these visits outside of class.

Monday and Wednesday classes will focus on issues in the sociology of education. These classes will be a combination of lecture and discussion format. Readings for the week should be completed before Monday's class. Friday's class is reserved for student-led discussion of the readings, observations from service learning, and ways to build writing skills. In this portion of the class, group exercises will give students practice reading, writing, and constructing research proposals.

**Readings for the course:**

Three books are available for purchase by students. The following books are available at the Temple University Bookstore:

Arum, Richard and Irene R. Beattie. 2000. *The Structure of Schooling: Readings in the Sociology of Education*. Boston: McGraw-Hill.

MacLeod, Jay. 1987. *Ain't No Makin' It: Leveled Aspirations in a Low-Income Neighborhood*. Boulder, CO: Westview Press.

Lee, Stacey J. 2005. *Up Against Whiteness: Race, School, and Immigrant Youth*. New York: Teacher's College Press.

The above books are also available on reserve at the Paley Undergraduate Library Reserve Desk.

To manage the cost of readings for this course, students will also be asked to retrieve a few articles from the journal service, JSTOR. An in-class demonstration will show students how to do this. These articles are indicated with the acronym, JSTOR.

### **Reading Guides:**

To aid students' reading of often conceptually and technically difficult journal articles, I will provide reading guides with some of the main questions they should answer. These reading guides will form the basis for the midterm and final exam questions. Students will take turns leading discussion of the reading guides.

### **Students with Disabilities:**

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

### **Course requirements:**

All students are expected to attend class. Assignments for the course include four field observation notes or reaction papers, one draft of and a final observation paper or research proposal, a midterm, and a final.

Class participation: Students will sign attendance sheets each class. Students who miss more than three classes will receive one point off their final attendance grade (out of 40) for each additional class missed.

Field notes or reaction papers (Choose one or the other): These papers are intended as an opportunity for you to engage your observations at Kensington High School or the issues in your readings. If you choose to write field notes then you will describe in detail your surroundings and your visit to the high school. Be as descriptive as possible. As you write these, begin to notice and code themes that emerge from these observations. This will help you to build your final paper. These papers will be graded such that simple report of occurrences at the high school is worth 2 points, rich description is worth 3-4, and you will be given 5 points if you begin to identify themes and connect your observations (A). If you do not like your grade on one of these sets of notes, you will be able to turn in an additional set of field notes, and that grade will substitute for your lowest grade. Your field notes should be at least 3-5 pages, though they can be more.

If you decide to write reactions to your readings, choose a "General Question" from your reading guides and take a position. You must support this position using evidence from other readings, reports in the news, other data, etc. Include a brief summary of the appropriate reading or readings, but be sure to relate it to the "General Question" at the bottom of the reading guide. This is not simply a summary of the readings. You will be given 2 points for correctly summarizing the readings, 3 points for taking a position, and 4-5 points for supporting your position with evidence, not simple opinion. You will have the opportunity to rewrite one of these papers (and only one) if you choose. Reaction papers should be three or more pages in length, with 1 inch margins, and 12 pt. or 10 pt. font.

Two sets of field notes or reaction papers must be turned in before the midterm and two are turned in before the final (see due dates on course schedule).

Final paper or research proposal: For this assignment, you have a choice. If you participate in the service-learning component of the course, you will write a 7-10 page paper integrating your observations around a theme or themes from your field notes, readings, and one outside article. You will use observations from your field notes to support or refute the themes that occur in your readings and in the outside article you choose.

If you do not participate in the service learning component of the course, you will develop a research proposal. You will not be conducting research this semester, but hopefully will begin to shape a project that you could develop in another course or as an independent study. You are required to cite five to seven articles or books on your topic (not included in the course readings) and integrate them within your own research. You should envision and propose this research imagining that you have access to the ideal data. This proposal should be between 10-15 pages in length, 1 inch margins, in 10 or 12 pt. font.

The final paper or research proposal is due on April 24. After these are completed, each student will evaluate another student's work by May 1. You will receive a hand-out with more detail on each of these projects at the beginning of the semester.

**Midterm:** Will be a 40-50 minute essay and short-answer exam evaluating your knowledge and understanding of the course material (lectures, readings, and discussions) up until February 27.

**Final:** Will be an essay and short-answer exam evaluating your knowledge and understanding of the cumulative course materials, though emphasis will be on the second half of the course.

The final will be on Friday, May 8, 2008 from 11:30 am to 1:30 pm in Gladfelter 764 (the same classroom that class is held in).

**Grading:** Class participation (10%), field notes or reaction papers (20%), midterm (20%), final paper or proposal (25%), and final exam (25%).

Late assignments and make-up exams will not be accepted unless accompanied by written documentation of reasons for the delay (doctors' notes, for example).

**\*\*\*Plagiarism or cheating in any form will not be tolerated and will be dealt with swiftly according to university policy.\*\*\***

To avoid unintentionally plagiarizing, please visit the following website from Temple University's Writing Center:  
[http://www.temple.edu/writingctr/student\\_resources/plagiarism.htm](http://www.temple.edu/writingctr/student_resources/plagiarism.htm)

**Statement on Academic Freedom:** Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link:  
[http://policies.temple.edu/getdoc.asp?policy\\_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02)

### Course Schedule and Readings

SS refers to those readings found in the *Structure of Schooling* reader. JSTOR refers to those that can be obtained through JSTOR on the Temple University Library website.

Jan. 21, 23 Introduction to the course and an historical overview of U.S. education

Aaron Benavot and Phyllis Riddle. 1988. "The Expansion of Primary Education, 1870-1940: Trends and Issues." *Sociology of Education* 61(3). Pp.191-210. (JSTOR)

Samuel Bowles and Herbert Gintis. "Beyond the Educational Frontier: The Great American Dream Freeze." Pp. 112-121. (SS)

Jan. 26, 28, 30 Why educate? Socialization and stratification.

Emile Durkheim. "The First Element of Morality: The Spirit of Discipline." Pp. 78-85. (SS)

Max Weber. "The 'Rationalization' of Education and Training." Pp. 16-18. (SS)

Research skills: What's the big (Main) idea? Reading academic writing to get the point.

\*\*\*Final paper or proposal guidelines are distributed.\*\*\*

Feb. 2, 4, 6 Approaches to the study of education: Functionalism and conflict.

Randall Collins. "Functionalism and Conflict Theories of Educational Stratification." Pp. 94-111. (SS)

Research skills: Replying to your reading: Writing a persuasive reaction paper. Observing the field: Writing descriptive field notes.

Feb. 9, 11, 13 Social mobility and life chances.

Ralph H. Turner. 1960. "Sponsored and Contest Mobility and the School System." Pp. 22-34. (SS)  
Peter M. Blau and Otis D. Duncan. "The Process of Stratification." Pp. 35-45. (SS)

Research skills: What is a research question? Beginning to construct a research project.

\*\*\*Field Notes/Reaction Paper #1 due on Feb. 13\*\*\*

Feb. 16, 18, 20 Schools as organizations.

Anthony Bryk, Valerie Lee, and Peter Holland. "Classroom Life." Pp. 146-153.(SS)  
John W. Meyer, W. Richard Scott, David Strang, and Andrew L. Creighton. "Bureaucratization without Centralization: Changes in the Organizational System of U.S. Public Education." Pp. 450-462. (SS)

Research skills: What counts as "good" research? How to do a literature review.

Feb. 23, 25, 27 What do schools give students? The three capitals.

Theodore W. Schultz. "Investment in Human Capital." Pp. 46-55. (SS)  
Pierre Bourdieu. "Cultural Reproduction and Social Reproduction." Pp. 56-68. (SS)  
James Coleman and Thomas Hoffer. "Schools, Families, and Communities." Pp. 69-77. (SS)

Research skills: Writing good essays for exams. Midterm review.

Mar. 2 The role of higher education in stratification.

Hans-Peter Blossfield and Yossi Shavit. "Persisting Barriers: Changes in Educational Opportunities in Thirteen Countries." Pp. 245-259. (SS)  
James E. Rosenbaum and Amy Binder. "Do Employers Really Need More Educated Youth?" Pp. 406-416. (SS)  
Stephen Brint and Jerome Karabel. "Community Colleges and the American Social Order." Pp. 463-473. (SS)

Mar. 4 In-class midterm.

Mar. 6 Research skills: What is theory? How do you construct one for your research project?

Mar. 16, 18, 20 Inequality across schools and within schools.

Peter Cookson and Caroline Hodges Persell. "The Chosen Ones." Pp. 136-145. (SS)  
Jonathon Kozol. "The Dream Deferred, Again, in San Antonio." Pp. 181-193. (SS)  
Maureen Hallinan. "Tracking: From Theory to Practice." Pp. 151-162. (SS)

\*\*\*Field Notes/Reaction Paper #2 due on Mar. 20\*\*\*

Mar. 23, 25, 27 Education and social class.

Jay MacLeod. *Ain't No Makin' It*.  
Annette Lareau. "Social Class Differences in Family-School Relationships: The Importance of Cultural Capital." Pp. 288-302. (SS)

Research skills: Picking out concepts and making them measurable: Operationalization and hypothesis-building.

\*\*\*Working draft of final paper or proposal is due March 27.\*\*\*

Mar. 30, Apr. 1, 3 Education and race.

Signithia Fordham and John Ogbu. "Black Students' School Success: Coping with the Burden of 'Acting White'." Pp. 303-309. (SS)  
Amy Stuart Wells and Robert Crain. "Consumers of Urban Education." Pp. 310-318. (SS)  
Stacey Lee. *Up Against Whiteness*.

Research skills: Getting and analyzing the data.

Apr. 6, 8, 10            Education and gender.

Karen Martin. 1998. "Becoming a Gendered Body: Practices of Preschools." *American Sociological Review* 63(4):494-511. (JSTOR)

Roslyn Arlin Mickelson. "Why Does Jane Read and Write So Well? The Anomaly of Women's Achievement." Pp. 326-337. (SS)

Barrie Thorne. "Boys and Girls Together... But Mostly Apart." Pp. 338-345. (SS)

Research skills: Putting it together: Evaluating your hypotheses, reflecting on your theory, and concluding. Organizing your work coherently in a larger paper.

\*\*\*Field Notes/Reaction Paper #3 due on April 10.\*\*\*

Apr. 13, 15, 17           Educational Controversies: No Child Left Behind, School Choice, and Affirmative Action

Paul Teske and Mark Schneider. 2001. "What Research Can Tell Policymakers about School Choice." *Journal of Policy Analysis and Management*, Vol. 20, No. 4. pp. 609-631. (JSTOR)

Douglas Massey and Margarita Mooney. 2007. "The Effects of Affirmative Action Programs on Academic Performance." *Social Problems*, Vol. 54, No. 1, pp. 99-117.(JSTOR)

John Chubb and Terry Moe. "An Institutional Perspective on Schools." Pp. 474-487. (SS)

Research skills: Tips for good writing. The importance of topic sentences.

Apr. 20, 22, 24           Education internationally.

Martin Carnoy and Diana Rhoten. 2002. "What does Globalization Mean for Educational Change? A Comparative Approach." *Comparative Education Review*, Vol. 46, No. 1, Special Issue on the Meanings of Globalization for Educational Change. pp. 1-9. (JSTOR)

Joseph Tobin, David Wu, and Dana Davidson. "A Comparative Perspective." Pp. 437-339. (SS)

Francisco O. Ramirez and John Boli.1987. "The Political Construction of Mass Schooling: European Origins and Worldwide Institutionalization." *Sociology of Education* 60(1). Pp. 2-17. (JSTOR)

Research skills: How to evaluate someone else's research.

\*\*\* Final paper or proposal is due this week (April 24).\*\*\*

Apr. 27, 29, May 1      The politics of school reform.

David Berliner and Bruce Biddle. "The Manufactured Crisis: Myths, Fraud, and the Attack on America's Public Schools" Pp. 502-516. (SS)

\*\*\*Student evaluations of each other's work are due on May 1.\*\*\*

May 4                      Course wrap-up and reflection

\*\*\*Field Notes/Reaction Paper #4 due on May 4.\*\*\*

May 8                      Final Exam (11:30 am-1:30 pm): Gladfelter 764 (same classroom)