

University of California, San Diego
Sociology/EDS 126: The Social Organization of Education
Fall 2009
Tuesdays and Thursdays, 8:00-9:20am

Instructor

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Office Hours: Tuesdays 9:45-10:45am, Wednesdays 12:00-1:00pm

Course description

This course focuses on how social forces (such as politics, economics, demographics, and institutional context) create variation in school practices, and how variation in school practices affects individual student achievement and behavior. Readings will focus on curriculum differentiation, tracking, student cultures, identity formation, and schools as institutions—particularly at the kindergarten through 12th grade years. We will end the quarter with a few studies of higher education and college life.

Teaching Methods

Lecture, group work, and discussion.

Evaluation

Students will be graded on the basis of one midterm (100 points) and one final exam (150 points), for a total of 250 points. Your grade for the course will be in the A range if 90% and above, in the B range if 80-89%, in the C range if 70-79%, in the D range if 60-69%, and a fail if below 60%.

Midterm and Final Exam

Both the midterm and the final exam will likely contain true/false, multiple choice, short answer, and essay questions. The bulk of the exams will be in the essay questions. You will be responsible for all materials discussed in the readings and in lecture. The final exam will cover all concepts in the course. Exams will be docked 2/3 of a grade each day that they are taken later than the rest of the class.

Class Participation

Although this is a lecture-size class, I believe strongly in active learning—which means discussion. You will be responsible for coming to each class having read the day's reading assignment and being prepared to discuss the issues. Class participation will be strongly considered in borderline cases to determine the final grade.

Sections are optional for both sociology and EDS students, but if you decide to attend sections, you must attend them regularly. You may not just attend them prior to the midterm and final. Suzanne Stolz, the section TA, will take attendance the first two weeks, and will not allow students to drop in at random (eg, just before the test).

Academic Honesty

Cases of suspected plagiarism will be reported to the Dean.

Required Readings

The following three books are required and available at the **UCSD Bookstore**:

- Paul Willis. 1981. *Learning to Labor*. New York: Columbia University Press.
- Annette Lareau. 2002. *Unequal Childhoods*. Berkeley: University of California Press.
- C.J. Pascoe. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press

These books will also be on reserve under "Education Studies" at Geisel Library.

There are also several required readings on WEBCT. To access these readings, go to <http://webct.ucsd.edu> and click for Sociology 126 Fall 2009. You will need your UCSD student email username and password.

If you add the course late, Step 1 Guides and add computing slips can be requested by calling x44061 or acs-consult@ucsd.edu. Use your e-mail username and password when you contact webct. More information can be found at http://iwdc.ucsd.edu/docs/step1_webct_fa06.pdf.

If you are a concurrent enrollment (extension) student, or are auditing the class, you must bring proof of enrollment to the ACS Help Desk (AP&M 1313, M-F, 8-4:30). Auditors must label their slip “auditor” to ensure access for the full term.

Finally, please also be sure to check your ucsd.edu email regularly. I will likely send out information to the class as a whole using your email account.

SCHEDULE OF TOPICS AND READINGS

Presentation order may be modified throughout the quarter.

Introduction to course and to theories of education

Thurs, Sept 24

Introduction to class and course overview

Tues, Sept 29

Status Attainment and Class Mobility

- Max Weber, “The Rationalization of Education and Training” (webct)
- Pitirim Sorokin, “Social and Cultural Mobility” (webct)

Thurs, Oct 1

Status Attainment (cont’d)

- Ralph Turner, “Modes of Social Ascent through Education: Sponsored and Contested Mobility” (webct)

Forms of Capital

A. Human Capital

- Theodore Schultz, “Investment in Human Capital” (webct)

Tues, Oct 6

B. Cultural Capital

- Pierre Bourdieu, “Cultural Reproduction and Social Reproduction” (this is a tough reading; see what you can make of the sections on pp56-60) (webct)

Thurs, Oct 8

C. Social Capital

- James Coleman and Thomas Hoffer, “Schools, Families and Communities” (webct)
- “The College Dropout Boom” article from *New York Times* (webct). Read this article and analyze it using Weber, Sorokin, Turner, Schultz, Bourdieu, and Coleman/Hoffer. Come to class prepared to discuss.

In-class activity: Application of 2.5 weeks of theory to a real-world problem: read the *New York Times* article, prepared to discuss it in terms of the various forms of capital and social mobility.

Getting a degree: what is it good for?

Tues, Oct 13

A. Credentialism and Social Reproduction

- Randall Collins, “Functional and Conflict Theories of Educational Stratification” (webct)

B. Labor Market and Skill Demands

- Robert Reich, “The Education of the Symbolic Analyst” (webct)

In class-activity: assessing one’s own educational path and determining what the degree is “good for.”

Studies in social reproduction

Thurs, Oct 15

Paul Willis, *Learning to Labor*

- Chapters 1-4 in their entirety
- Sections of chapters 5 and 6 (pp.119-130, pp.145-154) OPTIONAL READING

Tues, Oct 20

U.S. example

- Jay MacLeod, “Teenagers in Clarendon Heights” (webct)

In class activity: view sections of film titled “People Like Us” (Introduction and “Getting above Your Raisin”) and discuss culture, agency, limited aspirations

Thurs, Oct 22

MIDTERM: Remember to bring blue books for the exam, and to sign the Buckley Waiver, if applicable.

Tues, Oct 27

- Annette Lareau, *Unequal Childhoods* (book), chapters 1-6, 12

In class activity: view section of documentary on KIPP Schools (can schools compensate for cultural capital?)

Stratification

Thurs, Oct 29

Stratification within and between schools: school sector

- Peter Cookson and Caroline Hodges Persell, “The Chosen Ones” (webct)
- Anthony Bryk, Valerie Lee, and Peter Holland, “Classroom Life” (webct)

In class activity: What was your high school’s chartering and bartering activities?

Tracking and its alternatives

Tues, Nov 3

Tracking

- Maureen Hallinan, “Tracking from Theory to Practice” (webct)

- Jeannie Oakes, “More Than Misapplied Technology: A Normative and Political Response to Hallinan on Tracking” (webct)

Thurs, Nov 5

In-class activity: view sections of film titled “School Colors” on tracking

Stratification by race, class and gender

Tues, Nov 10

A. Racial Segregation and Resource Inequality

- James Coleman et al, “The Coleman Report” (webct)
- Doris Entwistle, Karl Alexander, and Linda Olson, “The Nature of Schooling” (webct)

Thurs, Nov 12

C. Race inequality

- John Ogbu and Signithia Fordham, “Black Students’ School Success: Coping with the Burden of Acting White” (webct)
- Karolyn Tyson et al. 2005. “It’s Not a Black Thing: Understanding the Burden of Acting White and Other Dilemmas of High Achievement.” (webct) OPTIONAL READING
- Stacey Lee, *Unraveling the Model Minority Stereotype*, chapters 1 and 3 (webct)

Tues, Nov 17

D. Gender inequality

- Roslyn Arlin Mickelson, “Why Does Jane Read and Write So Well? The Anomaly of Women’s Achievement” (webct)
- Barrie Thorne, “Boys and Girls Together...But Mostly Apart” (webct)

Adolescent subcultures

Thurs, Nov 19

- James Coleman, “The Adolescent Culture” (webct)
- C.J. Pascoe, excerpts from *Dude, You’re a Fag*. Chapter 1, pp.1-9, 18-24. Chapter 2.

In-class activity: view section of film about high school cliques from “People Like Us”

Tues, Nov 24

School culture and sexualities

- C.J. Pascoe, excerpts from *Dude, You’re a Fag*. Chapter 3, Chapter 5, Chapter 6.

Thurs, Nov 26: THANKSGIVING

Higher Education: Access, Academics, and Social Lives

Tues, Dec 1

- Rebekah Nathan’s *My Freshman Year: What a Professor Learned by Becoming a Student* (chapters 1-3) (webct)
- Paula England and Reuben Thomas. 2005 “The Decline of the Date and the Rise of the College Hook Up.” (webct) OPTIONAL READING

Thurs, Dec 3
Wrap-up and review

TUESDAY, DECEMBER 8, 8:00-11:00AM FINAL EXAM

****** Remember to bring blue books for the exam, and to sign the Buckley Waiver, if applicable******

****** If you would like written comments on your final, please bring a self-addressed, stamped envelope with you to the final and include it with your exam.**