

Sociology 113 – Sociology of Education  
Fall 2019 – Tuesday, Thursday 8:00-9:30 – 20 Barrows

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Office hours: Tuesdays, 9:45-11:45am, 4:15-5:15pm **(but check web-site for updates)**

In this course we will investigate the contradictions 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 the way education works, and then a selection of specific issues in education.

The aim of these efforts is threefold. As one might imagine, one course aim is that students learn particular substantive facts about education. A second aim is that students learn a range of theoretical perspectives analysts have developed for considering education and society. A third aim is that students become adept at evaluating evidence bearing on the relation between substantive facts and theoretical perspectives. The first aim is important, but it is the second and third aim that sets our work apart and makes it a college-level course. Consequently, the point is not only to learn facts, but also and most important, to be able to marshal those facts to evaluate other claims, and to sensitively weigh evidence.

### **Assignments**

There are three kinds of written assignments: Quizzes, Mid-terms, and a Fact Sheet.

#### Quizzes

Pop quizzes will be assigned throughout the term. A quiz may occur at any time during class. Further, a quiz may occur in parts during a single class or multiple classes—part 1 might be assigned at one point during the class period, while part 2 might be assigned at another point, and third, fourth, or additional parts might be assigned later. Part 1 one might occur in one class, and a subsequent part might be assigned in another class. Failure to complete all parts of a quiz result in a zero score for that quiz for the student. Further, continuing to work on the quiz when time is up is also reason for the grade on the quiz to be zero. Other rules to assure the fairness of the quiz for all students may be applied as the term unfolds.

#### Mid-terms

There are three mid-terms. They are September 24, October 22, and November 26.

#### Final Assignment: The Fact Sheet

The final assignment, due at 1:30pm on Monday, December 16, is a two-page *Fact Sheet* on an education issue of your choice. The Fact Sheet should convey facts and draw on selected theories and concepts from the course. In order to assure your topic is feasible, you must submit a (typed/word-processed) 1-paragraph statement of your topic in class on Thursday, November 21.

That paragraph will be graded pass/no pass. In order to do the Fact Sheet assignment you must pass this November 21 assignment.

#### Grade Percentages for each Type of Assignment

Each mid-term counts 20% for a total of 60%. Collectively the quizzes count 20%. The Fact Sheet counts 20%.

#### **Lectures**

Lectures will generally provide new information, and elaborate or extend the reading, not repeat it. Please complete the reading assignment for the date before class meets.

#### **Books and Articles for the Course**

Much of the reading material is available via JSTOR, Google Scholar, or via OskiCat, and some of the other material is available at specific web-sites (e.g., my web-site). After each paper its location will be noted in bold (e.g., **JSTOR**). JSTOR and OskiCat are accessible from university computers; if you prefer to access these sites from home you need follow library instructions for doing so. University web-sites contain information on how to do that for the different types of computers one might use.

Papers that are on publicly available web-sites have the url in the syllabus, while papers on JSTOR or OskiCat are noted in the syllabus with a bold **JSTOR** or **OskiCat** after the citation. For the JSTOR and OskiCat papers you'll need to use the search tools of the site to find the paper. For JSTOR the author or title are needed. For OskiCat first find the journal, then find the appropriate electronic location of that issue, and then a search using some information from the citation (e.g., author, title) will be needed.

Some articles are not available electronically; those papers are in a Reader for purchase at Copy Central, 2560 Bancroft. Papers that are in the Reader are noted in the syllabus with a bold **READER** after the citation. These articles are less common on the syllabus, but they are essential (or I would not assign them given the extra drudgery of making them available). Thus, I encourage you to obtain the Reader as it is likely by far the easiest way of obtaining access to these materials.

Please order the 3 books on the syllabus through whatever means you prefer (e.g., amazon):

Bowles, Samuel, and Herbert Gintis. 1976. *Schooling in Capitalist America*. Chicago, IL: Haymarket Books.

Hirschman, Albert O. 1970. *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Cambridge, MA: Harvard University Press.

Willis, Paul. 1977. *Learning To Labour: How Working Class Kids Get Working Class Jobs*. New York, NY: Columbia University Press.

**PART I – INTRODUCTION**

**Week 1, Aug 29**

**Aug 29 -- Introduction: The Professor, The Course, and Some Facts about U.S. Education**

**PART II – FOUNDATIONAL RESOURCES**

**>> Week 2, Sep 3-5 – Schools as Rational Organizations and the Purpose(s) of Schooling**

**Sep 3 – Organizations as Rational Systems**

Scott, W. Richard. 1987. “Organizations as Rational Systems,” pp. 31-50 of *Organizations: Rational, Natural and Open Systems, second edition*. New York, NY: Prentice-Hall.  
**READER**

**Sep 5 – The Purpose(s) of Schooling**

Labaree, David F. 1997. “Public Goods, Private Goods: The American Struggle over Educational Goals.” *American Educational Research Journal* 34: 39-81. **JSTOR**

**>> Week 3, Sep 10-12 – Effects of Organizations and Selected Organizational Explanations of “Failing” Schools**

**Sep 10 – Effects of Organizations Schools Debate**

Alexander, Karl, and Stephen L. Morgan. 2016. “The Coleman Report at Fifty: Its Legacy and Implications for Future Research on Equality of Opportunity.” *Russell Sage Foundation Journal of the Social Sciences* 2: 5; 1-16. **JSTOR**

**Sep 12 – Selected Organizational Explanations of “Failing” Schools**

Weick, Karl E. 1976. “Educational Organizations as Loosely Coupled Systems.” *Administrative Science Quarterly* 21: 1-19. **JSTOR**

**>>Week 4, Sep 17-19 – Selected Political Explanations of “Failing” Schools**

**Sep 17 – Public Confidence and Support**

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

**Sep 19 – The Political Returns to “Failing” Schools**

Labaree, David F. 2008. "The Winning Ways of a Losing Strategy: Educationalizing Social Problems in The United States." *Educational Theory* 58: 447-460. **Google Scholar**

**>>Week 5, Sep 24-26 – Mid-Term 1 and Evaluation Processes**

**Sep 24 – Mid-Term 1**

**Sep 26 – Evaluation Processes**

Cross, Lawrence H., and Robert B. Frary. 1999. "Hodgepodge grading: Endorsed by students and teachers alike." *Applied Measurement in Education* 12: 53-72. **OskiCat**

**PART III – KEY ORIENTING PERSPECTIVES**

**>>Week 6, Oct 1-3 – A Structural Marxist Analysis of Schooling in the United States**

**Oct 1 – Historical Development of Schools in the U.S.**

Bowles, Samuel, and Herbert Gintis. 1976. *Schooling in Capitalist America*, (pp. 3-150 only). Chicago, IL: Haymarket Books.

**Oct 3 – Structures of Schools/Schooling and Determinants of Success**

Bowles, Samuel, and Herbert Gintis. 1976. *Schooling in Capitalist America*, (pp. 151-288 only). Chicago, IL: Haymarket Books.

**>>Week 7, Oct 8-10 – Human and Cultural Capital Theory**

**Oct 8 – Human Capital Theory**

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

**Oct 10 – 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](http://home.iitk.ac.in/~amman/soc748/bourdieu_forms_of_capital.pdf)

**>> Week 8, Oct 15-17 – Social Capital Theory and A Cultural Marxist Account**

**Oct 15 – A Cultural Marxist Account**

Willis, Paul. 1977. *Learning To Labour: How Working Class Kids Get Working Class Jobs*. (Pp. 1-116 only). New York, NY: Columbia University Press.

Fordham, Signithia, and John U. Ogbu. 1986. "Black students' school success: Coping with the 'burden of 'acting white'.'" *Urban Review* 18: 176-206. **Google Scholar**

### **Oct 17 – Social Capital Theory**

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

### **>> Week 9, Oct 22-24 – Mid-term 2 and Grade Retention**

#### **Oct 22 – Mid-Term 2**

#### **Oct 24 – Grade Retention**

Eide, Eric R., and Mark H. Showalter. 2001. "The effect of grade retention on educational and labor market outcomes." *Economics of Education Review* 20: 563-576. **OskiCat**

## **PART IV – SELECTED ISSUES IN EDUCATION**

### **>> Week 10, Oct 29-31 – Educational Attainment and Achievement**

#### **Oct 29 – Levels and Correlates of Educational Attainment**

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**

Lucas, Samuel R. 2017. "An Archaeology of Effectively Maintained Inequality Theory." *American Behavioral Scientist* 61: 8-29. **Google Scholar**

#### **Oct 31 – Levels and Correlates of Measured Achievement**

Alexander, Karl L., Doris R. Entwisle, and Linda S. Olson. 2001. "Schools, Achievement, and Inequality: A Seasonal Perspective." *Educational Evaluation and Policy Analysis* 23: 171-191. **Google Scholar**

### **>> Week 11, Nov 5-7 – Tracking and Curricular Programs**

#### **Nov 5 – Dimensions of Curriculum Differentiation and Effects of Tracking**

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

### **Nov 7 – GATE and Special Education**

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**

Worrell, Frank C., and Jesse O. Erwin. 2011. "Best Practices in Identifying Students for Gifted and Talented Education Programs." *Journal of Applied School Psychology* 27: 319-340. **Google Scholar**

### **>>Week 12, Nov 12-14 – Privatization and Charter Schools**

#### **Nov 12 – Privatization**

Hirschman, Albert O. 1970. *Exit, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States*. Cambridge, MA: Harvard University Press.

#### **Nov 14 – Charter Schools**

Yancey, Patty M. 2004. "Independent Black Schools and the Charter Movement," pp. 125-158 in *The Emancipatory Promise of Charter Schools: Toward a Progressive Politics of School Choice*, edited by Eric Rofes and Lisa M. Stulberg. Albany, NY: State University of New York Press. **READER**

Belgarde, Mary Jiron. 2004. "Native American Charter Schools: Culture, Language, and Self-Determination," pp. 107-123 in *The Emancipatory Promise of Charter Schools: Toward a Progressive Politics of School Choice*, edited by Eric Rofes and Lisa M. Stulberg. Albany, NY: State University of New York Press. **READER**

### **>>Week 13, Nov 19-21 – Immigration and Education**

#### **Nov 19 – The Wider Context of Immigration**

Cherry, Robert. 2003. "Immigration and Race: What We Think We Know." *Review of Black Political Economy* 31: 157-184. **Google Scholar**

#### **Nov 21 – Immigration and Education**

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. Hammermesh and Frank D. Bean. New York: Russell Sage Foundation. **READER**

**-Fact Sheet Topic Due (1 paragraph)**

**>>Week 14, Nov 26 – Mid-Term and Holiday**

**Nov 26 – Mid-Term #3**

**Nov 28 – Thanksgiving**

**>> Week 15, Dec 3-5 –The Experience of Teaching and Selected Teacher Responses**

**Dec 3 – The Experience of Teaching**

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. Chapter 12, pages 297-328 **READER**

Apple, Michael W., and Susan Jungck. 1990. “‘You Don’t Have to Be a Teacher to Teach This Unit:’ Teaching, Technology, and Gender in the Classroom.” *American Educational Research Journal* 27: 227-251. **Google Scholar**

**Dec 5 – Selected Teacher Responses**

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 16, Dec 10-12 – Review and Wrap-Up**

**Dec 10 – Review**

No Reading

**Dec 12 – Wrap-up**

**>>Final Assignment (Fact Sheet) due Monday, December 16, 1:30pm, 438 Barrows Hall**