

<b>SOC 190.004</b> <b>Dr Amanda Frye</b> <b>Email: afrye@berkeley.edu</b>	<b>Schooling and Society</b> <b>Fall 2019</b> <b>(DRAFT) Syllabus</b>
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**Class Location:** Wheeler 106  
**Office Hours:** Tuesdays 1:30-3:30, Barrows Hall 484

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**Course Description**

Americans want their schools to do a number of things, some contradictory, all at the same time. Schools should produce literate, reasoning citizens, ensure social and economic stability by generating legions of future workers, and create opportunity for upward social mobility. We also want our schools to end social inequality, improve the population's health, and save the environment. When schools fail to meet our tangled expectations, policymakers and the public call for sweeping reforms and propose new strategies like flipped classrooms, charter schools, and unschooling. All the while, the inherent tensions remain.

This course will examine theories of stratification, theories of capital, and organizational theory as we develop an understanding of the prevailing cultural and systemic explanations of schools as mechanisms of social reproduction. We'll look at the landscape of equal educational opportunity before and after the Brown decision, ask questions about the role of education systems in the lives of Native American, African American, and Latinx students and explore the sociological underpinnings of some of the major contemporary controversies and debates about education. Students will select a problem, puzzle, or phenomenon in contemporary education to explore throughout the course, culminating in a final paper.

As with all senior seminars, the main emphasis of this course is on developing as thinkers, readers, and writers. As an educator, I view learning as a social practice and a collective endeavor, which is especially important when we're honing a critical skill like writing. I also think about learning and identity development as mutually constitutive processes - as we master a new skill, we become a person who knows

about that information and can use that skill - and so I want our interactions to be generative, supportive and communally inspiring.

## **Course Policies**

### *Students with Documented Disabilities*

Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Disabled Students' Program (DSP). The Disabled Students' Program (DSP) is the campus office responsible for authorizing disability-related academic accommodations, in cooperation with the students themselves, and their instructors. Students who need academic accommodations or have questions about their eligibility should contact DSP, located at 260 César Chávez Student Center. Students may call 642-0518 (voice), 642-6376 (TTY), or e-mail [dsp@berkeley.edu](mailto:dsp@berkeley.edu).

There's a form to fill out, and they'll ask for documentation and work with you to get it. The staff there are warm and welcoming folks, are completely professional and uphold student confidentiality, and will evaluate the request, recommend reasonable accommodations, and prepare a Letter of Accommodation for faculty. If you think you might need an accommodation, you should contact the DSP as soon as possible since timely notice is needed to coordinate accommodations. If you already have a letter (or obtain one), please email me a copy. If you have emergency medical or personal information you wish to share with me, or will need special arrangements in case the building ever needs to be evacuated, please let me know as soon as possible. You can see me privately after class or during office hours, or email me to set up another time.

### *Attendance and Scheduling Conflicts*

Please notify me in writing by the second week of the term about any known or potential extracurricular conflicts (such as religious observances, graduate or medical school interviews, or team activities). I will try my best to help you with making accommodations, but cannot promise them in all cases. Athletes should email me a list of their travel dates for away-games at the beginning of the semester.

If you must miss a class for religious holidays, medical reasons, or valid University-related activities, please let me know as far in advance as possible of the absence and obtain information about the work you must do to keep up in class. If you miss a class for any other reason (sudden illness, family emergency, etc.), it is

your responsibility to get in touch with me as soon as possible (ideally either before the missed class or on the same day) and arrange to make up the work missed. In most cases, for both excused and unexcused absences, you will be required to complete make-up work or participate in an out-of-class activity to help you achieve the learning goals of the class.

Should you miss more than one class meeting during the quarter, your work in the class may be seriously compromised. We only meet once each week and there is always so much to talk about! Most people find their research papers are enriched through discussion with their peers, especially during our peer review sessions. A continued pattern of absences will make it difficult for you to achieve the learning objectives of the course. The best policy, therefore, is to be in class, on time, for every class meeting, and to always communicate with your instructor when issues arise that complicate your required participation in the course.

That being said, life happens! When it does... and it will... please send me an email and let me know if there's something personal that is negatively impacting your ability to engage with the course. I can probably help you work through it, or help you connect to resources and support around campus, but I can't help you or advocate for you if I don't know anything about what's going on. Our schedule moves fairly quickly, so *falling behind can become a huge hurdle if you let things get out of hand*. If you get sick, or you anticipate difficulty completing assignments on time due to other factors, please let me know as soon as possible so we can work out a plan that supports your needs. And just to cover all the bases, everyone gets one three-day extension to use at their discretion. Just email me with "Life Happens" in the subject line and your extension will be granted, no questions asked.

#### *Plagiarism and Academic Integrity*

As with all department courses, we adhere to the Berkeley Honor Code, which can be found here: <https://teaching.berkeley.edu/berkeley-honor-code>. Please also read and familiarize yourself with the Code of Student Conduct regarding academic misconduct if you haven't already:

[https://sa.berkeley.edu/student-code-of-conduct#APPENDIX\\_II: ACADEMIC\\_MISCONDUCT](https://sa.berkeley.edu/student-code-of-conduct#APPENDIX_II: ACADEMIC_MISCONDUCT)).

#### *Communication*

E-mail is the best way to reach me. I try to respond to emails within 24 hours during the week (M-F). Please save substantive questions for office hours and class discussions, and try to limit your emails to administrative questions. You can also always consult the syllabus and your classmates for clarification of expectations.

### *Technology*

You may use laptops or tablets in class to take notes as needed, but not telephones (outside of emergencies, or assigned activities). As adults, I trust you to use technology respectfully and for class-related needs only while in class. For your own sake (there's research on this!) I encourage you to read using hard copies and to take notes by hand, because it improves your retention and synthesis of information.

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### **Required Readings**

We will be using Sadovnik's (2015) *Sociology of Education: A Critical Reader, 3rd Edition* as our main text. Readings not contained therein will be available on our course website. Course readers will also be available on demand, at University Copy (2425 Channing Way, Berkeley, CA 94704). While I encourage you to purchase a reader for the ease of active reading and note-taking, you can gain access to all of the readings through bCourses. Links to online versions of the readings are also indicated in the syllabus where available. To gain access to electronic articles and books from the library, whether for secondary research or for locating seminar texts, use your Calnet ID. If you are connecting from off-campus, consult the Web page here to configure your browser using EZproxy:  
<http://www.lib.berkeley.edu/using-the-libraries/connect-off-campus>.

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### **Assignments**

A seminar course relies on lively and engaged discussion to make the most of the assembled insights and experiences in the room. As an educator working from a base in constructivist and social theories of learning who endeavors to create equitable interactions in the classroom, I always make opportunities for everyone

to “show their smarts” and to contribute to the growing understanding of the group. This means that our time together will rely on everyone having done the readings and come to class prepared to comment and engage. There are three related assignments for the course:

Reading Responses (5% each, 15% total):

You will complete three reading responses over the course of the semester. Choose whichever weeks most interest you and write a 300-600 word (1-2pp) response that synthesizes and engages with the readings, offering questions or insights for discussion. Reading responses should be uploaded by 5pm on the Sunday before class.

Group Facilitation (25%):

Teams of two to three students will kick off our discussion every week. An online signup sheet will be provided for you to choose a week that suits your schedule and interests. This can also coincide with one of the weeks you choose to write a reading response, and it is encouraged that you double up this way. Co-facilitators are expected to meet beforehand whether virtually or in person to plan for this time. You will have the first 15-20 minutes of class and are encouraged to be creative, use videos, memes, or contemporary news coverage to relate to your topic, and otherwise plan ways to engage your classmates in discussion.

Research Paper (45%):

Since this is a capstone course, our work together will culminate in the writing of a 15-20pp research paper on a topic of your choice related to schooling in American society. A detailed assignment sheet will be distributed in about week 3 of the semester, but for planning purposes, the scope and sequence of the assignment is as follows:

Step 1 - Choose an area of interest (a controversy/tension/debate in contemporary American education that engages you). Start poking around to identify some sources that might be helpful.

Step 2 - Upload a paragraph with your topic, why you chose it, and any preliminary sources you've identified to bCourses by 5pm, Friday September 13.

Step 3 - Upload your draft introduction and literature review (3-5pp) to bCourses by Friday, September 27 at 5pm.

Step 4 - Prepare for Peer Review during class on Tuesday, October 8.

Step 5 – Visit with me during office hours at least once during the semester to discuss your paper and its progress and get some targeted assistance with whatever you think is most helpful.

Step 6 – Upload your main research section (6-8pp - methods, findings, etc) to bCourses by Friday, October 25 at 5pm.

Step 7 – Upload your analytical section (6-8pp - discussion, conclusions) to bCourses by Friday, November 15 at 5pm.

Step 8 – Prepare for Peer Review during class on Tuesday, November 26.

Step 9 – Create your final draft using peer review and instructor feedback, and create your final draft, **including a reflective memo** (1-2 pages).

Step 10 - Upload final version to bCourses by noon on Tuesday, December 17.

You cannot write this paper in a rush at the last minute and expect to create quality work that will fulfill the expectations of this course. In order to pass the course, *you must submit all the milestones plus a final version of your paper, in order and on time.* While I tend to be an extension-friendly instructor, I encourage you strongly to plan your time well and meet each deadline. This allows me to give you better and more helpful feedback on your work, which supports your growth and development as a writer. It also keeps you out of the danger of not passing the class. Again, more specific details on the expectations for each segment will be provided when we meet in class.

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### **Assessment and Evaluation**

Aside from the program-wide specifics, what I'm most concerned about is creating a space for teaching and learning that allows us all to grow and develop, and sometimes too much focus on points and percentages gets in the way of that. In

reading your papers and assessing your development, I'm most concerned with how you set out your intentions and whether your paper fulfills them, how you understand your own growth as a researcher and writer, and how you think about your own learning. We'll spend plenty of time in class trying out the specific skills and perspectives necessary to complete the assignments. The three assignments described above together constitute **85%** of your course grade (15% + 25% + 45%). The other **15%** is based on your preparation and engagement during class and the reflective memo submitted at the end of the course with your final paper.

Students in this course are expected to come to class on time and prepared to engage with the group and the work we're doing together - that means you've done the readings, cued up the videos, artwork, or articles you wish to share with the class or your reading group, made progress in your writing for each assignment so that you have something to share and discuss during workshop sessions, and so on. In order to function well as a learning community, we need everyone to contribute in appropriate and meaningful ways -- including being aware of who has and hasn't already contributed to the conversation and making space for everyone to do so.

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### **Course Schedule**

Wk #	Date	Topic	Readings	Assignments
1	09/03	Why Study Schools?	- Sadovnik, Theory and Research in the Sociology of Education (SOE Ch 1) - Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. <i>American educational research journal</i> , 34(1), 39-81.	Start thinking about a potential paper topic and start poking around for sources.
2	09/10	History and Philosophy of American Education	- Mann (1848) Twelfth Annual Report of the Secretary of the Massachusetts Board of Education - Moss (2009) Schooling Citizens: The Struggle for African American Education in Antebellum America (selected	Submit pre-writing assignment by 5pm, Friday 9/13.

			<p>chapters)</p> <p>- Adams, D. W. (1988). Fundamental considerations: The deep meaning of Native American schooling, 1880-1900. <i>Harvard educational review</i>, 58(1), 1-29.</p>	
3	09/17	Theories of Stratification	<p>- Collins, Functional and Conflict Theories of Educational Stratification (SOE Ch 3)</p> <p>- Bowles &amp; Gintis, <i>Schooling in Capitalist America</i>, Ch 4: Education, Inequality, &amp; the Meritocracy</p>	
4	09/24	Theories of Capital	<p>- Bourdieu, The Forms of Capital (SOE Ch 6)</p> <p>- Coleman, Social Capital in the Creation of Human Capital (SOE Ch 7)</p>	Submit draft introduction and literature review by 5pm Friday 9/27.
5	10/01	Schools as Social Organizations	<p>- DuBois, W.E.B. (1935). "Does The Negro Need Separate Schools?" <i>Journal of Negro Education</i>, Vol. 4(3), 328-335. 1935.</p> <p>- Weick, K. E. (1976). Educational organizations as loosely coupled systems. <i>Administrative science quarterly</i>, 1-19.</p> <p>Lave, J. (1991). Situating learning in communities of practice. <i>Perspectives on socially shared cognition</i>, 2, 63-82.</p>	Prepare for Peer Review during class 10/08.
6	10/08	Schooling and Inequality - Cultural Explanations	<p>- Carter, "Black" Cultural Capital, Status Positioning, and Schooling Conflicts for Low-Income African American Youth (SOE Ch 17)</p> <p>- Lee, Behind the Model-Minority Stereotype: Voices of High- and Low-Achieving Asian American Students (SOE, Ch 18)</p> <p>- Rumberger &amp; Gándara, Seeking Equity in the Education of California's English Learners (SOE Ch 19)</p>	
7	10/15	Schooling and Inequality - Cultural Explanations	<p>- Nasir, N. I. S., &amp; Saxe, G. B. (2003). Ethnic and academic identities: A cultural practice perspective on emerging tensions and their</p>	



		Peer Review Session	<p>management in the lives of minority students. <i>Educational Researcher</i>, 32(5), 14-18.</p> <p>- Hill, J. (1999). Language, Race, and White Public Space. <i>American Anthropologists</i>, Vol. 100, No. 3, pp. 680-689.</p> <p>- McDermott, R.; &amp; Church, J. (1976). Making sense and feeling good: The Ethnography of communication and identity work, <i>Communication</i>(2), pp. 121-142.</p>	
8	10/22	Schooling and Inequality - Structural Explanations	<p>- Noguera, The Trouble with Black Boys: The Role and Influence of Environmental and Cultural Factors on the Academic Performance of African American Males (SOE Ch 19)</p> <p>- Rist, R. (2000). HER classic reprint-student social class and teacher expectations: the self-fulfilling prophecy in ghetto education. <i>Harvard Educational Review</i>, 70(3), 257-302.</p>	Submit draft of main research section by 5pm, Friday 10/25.
9	10/29	Schooling and Inequality - Structural Explanations	<p>- Hehir, Eliminating Ableism in Education (SOE Ch 22)</p> <p>- Reardon &amp; Owens, 60 Years After <i>Brown</i>: Trends and Consequences of School Segregation (SOE Ch 23)</p> <p>- Brown At 65 - No Cause for Celebration (Press Release - UCLA Civil Rights Project)</p> <p><a href="https://www.civilrightsproject.ucla.edu/news/press-releases/press-releases-2019/brown-at-65-no-cause-for-celebration">https://www.civilrightsproject.ucla.edu/news/press-releases/press-releases-2019/brown-at-65-no-cause-for-celebration</a></p>	
10	11/5	Movements in Educational Reform	<p>- Hess, F. M. (2010). Does school choice "work". <i>National Affairs</i>, 5(1), 35-53.</p> <p>- Scott, J. (2011). School choice as a civil right: The political construction of a claim and its implications for school desegregation. <i>Integrating schools in a changing society: New policies and legal options for a multiracial generation</i>, 32-52.</p> <p>- Carnoy, M. (2017). "School Vouchers</p>	

			Are Not a Proven Strategy for Improving Student Achievement". Economic Policy Institute.	
11	11/12	Movements and International Comparisons	<ul style="list-style-type: none"> <li>- Au, W. (2014). Hiding behind high-stakes testing: Meritocracy, objectivity and inequality in US education. <i>International Education Journal: Comparative Perspectives</i>, 12(2).</li> <li>- Booher-Jennings, J. (2005). Below the bubble: "Educational triage" and the Texas accountability system. <i>American educational research journal</i>, 42(2), 231-268.</li> <li>- Meyer, J. W., Ramirez, F. O., &amp; Soysal, Y. N. (1992). World expansion of mass education, 1870-1980. <i>Sociology of education</i>, 128-149.</li> </ul>	Submit draft of analytical section by 5pm, Friday 11/15.
12	11/19	Methods	<ul style="list-style-type: none"> <li>- Chapman, T. K. (2007). Interrogating classroom relationships and events: Using portraiture and critical race theory in education research. <i>Educational Researcher</i>, 36(3), 156-162.</li> <li>- Podolsky, A., Darling-Hammond, L., Doss, C., &amp; Reardon, S. (2019). <i>California's positive outliers: Districts beating the odds</i>. Palo Alto, CA: Learning Policy Institute. <a href="https://learningpolicyinstitute.org/sites/default/files/product-files/Positive_Outliers_Quantitative_REPORT.pdf">https://learningpolicyinstitute.org/sites/default/files/product-files/Positive_Outliers_Quantitative_REPORT.pdf</a></li> </ul>	Prepare for Peer Review during class 11/26.
13	11/26	Contemporary Controversies and Debates	<ul style="list-style-type: none"> <li>- NPR, The Common Core FAQ <a href="https://www.npr.org/sections/ed/2014/05/27/307755798/the-common-core-faq">https://www.npr.org/sections/ed/2014/05/27/307755798/the-common-core-faq</a></li> <li>- Sleeter, C. E. (2017). Critical race theory and the whiteness of teacher education. <i>Urban Education</i>, 52(2), 155-169.</li> <li>- Hewitt, B. (2014) "We Don't Need No Education", Outside Magazine. <a href="https://www.outsideonline.com/1928266/we-dont-need-no-education">https://www.outsideonline.com/1928266/we-dont-need-no-education</a>.</li> <li>- Natriello, G. (2001). Comment: Bridging the Second Digital Divide: What Can Sociologists of Education Contribute?.</li> </ul>	

			<i>Sociology of Education, 74(3), 260-265.</i>	
14	12/03	Peer Review Session	Last Class - Reflections and Next Steps	
15	12/10	RRR Week	No Class This Week	
16	12/17	Finals Week	No Class This Week	Upload Final Draft of Research Paper by noon on 12/17.

Please note that I'll be adjusting the course calendar as we go, and making readings available in class or on bCourses (often both).

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### **Learning Outcomes**

Our learning objectives, course assignments, and time spent together in class, in conferences, and on other less structured occasions are all designed to result in a set of learning outcomes. These outcomes serve as a kind of infrastructure for our collective exploration of schooling in US society and our work together. Some weeks will emphasize some learning outcomes and not others, even though they all combine to create the overall educational vision of the course. They are:

**Critical Engagement.** You will be asked to read and listen to arguments with which you might disagree. You might find the writer's choices unconvincing or the argument overblown. Our goal is to engage with course material and discussion with a critical eye, and to be precise with our analysis and constructive with our comments.

**Critical Reading.** Reading means more than just sounding out words on a page or screen. There are a whole host of other practices that attend reading, and they change depending on what one is reading and where. Learning to deploy the right approach to reading for the particular thing being read will help us all be more effective with our reading, in general.

**Dialogue.** We may find ourselves involved in challenging conversations about any number of topics related to education and American society. Having conversations across important differences can be difficult, but it's an important skill that gets easier with practice. Let's use the classroom as a space for learning both how to formulate our own thoughts and how to stay in dialogue with those with whom we disagree.

**Metacognition.** This is not a byproduct of our learning, but a central component of it. Throughout our time together, I will ask you to reflect on your thought processes, to consciously comment on the ways you are thinking about your work, and to describe how your thinking has changed over time. This will help all of us build our metacognitive skills and habits, which has benefits for not only memory, comprehension, and retention but also our self-concept and perception.

**Synthesizing.** This is the twin sibling of reading. It is what happens when you identify themes or elements of texts we encounter and put them into conversation with one another. It involves reading, annotating and drawing on multiple strands of the readings to deepen your own understanding of a concept or issue, or to convey an original unifying concept that spans all that we've read.

**Writing.** Writing is probably one of the most important skills you will learn in college, and the only way to get better at it is to do it more. Whether you're writing an op-ed, a grant proposal, an article for an academic journal, a book, or a social media post, your job is to make the words say what you want them to. You'll have lots of opportunities to do that in this course, and plenty of chances to improve your ability to do so.