

Sociology 113AC-ES
The Sociology of Education
University of California, Berkeley
Spring 2016

Course Details

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Monday, Wednesday, 2:15 - 4; Friday, after 2, by appt.

GSI: Jaren Haber. Contact: jhaber@berkeley.edu.
ACES Facilitator Elise Levin-Guracar. Contact: elisesaadet@gmail.com

Lecture: Monday, Wednesday, Friday, 11-12
Location: 160 Kroeber

ACES course: Our course is included in the American Cultures Engaged Scholarship (ACES) program, so our students will have the opportunity to integrate their study of the sociology of education with service learning activities with educational programs of community partners affiliated with our course in Oakland. All Soc 113AC students carry out guided observational research over the semester at an educational study site, leading to a final course paper at the end of term. Our partner sites -- Oakland International High School, for immigrant, refugee and English learning youth, and after school programs operated through the OASES project of the East Bay Asian Youth Center -- welcome our students' support and offer them supportive and structured opportunities to observe and learn about educational processes directly. All students will have a study site for a project, but study sites need not be limited to our community partners' programs. You may use an appropriate program or project with which you already are involved as the location for your observation this term.

Sections and GSIs: We are fortunate to have sections and GSIs to support your work in the sociological study of education. Sections will meet in formal sessions once per week, in the first scheduled section meeting time. Half of our section meetings (in even numbered weeks 2, 4, 6, 8, 10, 12, and 14) will be focused on review and discussion of course readings and lectures. Headings for these "academic" section sessions are highlighted in the course schedule (below) in blue. The other half of our sections will be dedicated to developing your skills in conducting observations at your educational study sites and analyzing your observations sociologically using course concepts and readings. For these "field engagement section sessions" in odd numbered weeks you will need to submit before section a one-page, single-spaced field note describing and reflecting on your experience observing at your study site. Headings for these are highlighted in yellow in the course schedule!

GSI Facilitated Workshops for Research and Instead of meeting a whole section in the second scheduled section hour for the week, GSIs will hold a set of seven workshops for students to attend as they need, for brainstorming, guidance, and troubleshooting of their work observing their study sites,

- Writing** analyzing their observations, and writing their midterm and final papers. These workshops will supplement GSI office hours and will be held in weeks 3, 5, 7, 8, 10, 12, and 14. A theme will be announced for these workshops, but students can bring up topics for group consideration as well. We expect students to attend at least TWO of these workshops over the semester.
- Course Text:** *The Structure of Schooling: Readings in the Sociology of Education.* (Third edition) by Richard Arum, Irene R. Beattie, and Karly Ford, (Thousand Oaks, CA: Pine Forge Press, 2015.)
- Online readings:** Several items of required reading are available electronically at the course bcourses site (bcourses.berkeley.edu) and through the UCB library's e-books collection (site.ebrary.com/lib/berkeley/)
- Electronic Readings at bcourses:** Required readings not in the Arum and not available electronically on oskicat are available electronically at our course bcourses site. Look for readings in the FILES tool, in the Assigned Course Readings folder, organized in folders for the week they are assigned to be read.

Course Background

This course examines social influences on education and, in turn, the effects of education and schooling on the social experiences and identities of individuals and groups in contemporary society. We thus will look at the effects of schooling on the structure of society itself. To understand why teaching and learning have taken the form we are familiar with in “standard model” of schooling, our main focus is on the social “embeddedness” of schooling in the culture and institutions of the contemporary US. We also look at examples of the organization, content and effects of education in other countries, and at different moments of historical time in the US.

As an AC course we look at the social and institutional dynamics of education to better understand differences in the experiences with schooling of the principal racial and cultural groups in the US. As we explore core sociological themes of order, power, change, difference and equality in the organization and delivery of education in the US, we will be foregrounding systematic differences in the ways schools have worked for different racial groups in the racially configured American social order. A strong interest in this class is “the achievement gap” and recent policy debates about changing schools to try to reduce systemic intergroup differences in students’ achievement and attainment.

Throughout this course we explore the paradox that, although education is conventionally assumed to be a race-blind, meritocratic institution of opportunity and mobility, in the US and elsewhere, it is also systematically linked to disparities in the educational achievement and social and occupational attainments of individuals, especially those in different races and social classes.

In the readings, lectures, small group discussions, visual media, and students research based assignments, we study how the numerous *social* effects of schooling emerge as schools carry out their routine tasks of cultivating skills, knowledge, and values in learners, preparing young people to contribute to the well-being of their families, workplaces, and communities.

All students will apply their learning about the social foundations and effects of schooling in a semester-long study project, in which they will observe teaching and learning activities at a teaching and learning site of their choice. They will conduct research with guidance from lectures and posted handouts, leading to a short, original analytical or interpretive paper at the end of the term about schooling in the real world.

Course Requirements

The instructor reserves the right to make modest, announced adjustments to the schedule of assignments, the weighting of assignments, and the schedule of readings.

Assignment	Handout date	Due date	Grade	Notes
1. Occasional one-page overnight quizzes	TBA	TBA	Part of 20% Section Grade	1 page response to a prompt question based on a specific reading assignment(s) or course themes
2. Field Note 1	Week 2 M, January 25	Week 3 M, February 1	Part of 20% Research Grade - 3 points	defining a plan for studying a teaching and learning venue of your choice
3. Paper 1 High School and Its Effects on Educational Attainments	Week 2 F, January 29	Week 7 W, March 1	20%	Comparison of formal learning settings and educational attainments of two individuals: high schools, communities and post high school attainments 5-7 pages based on interview data
4. Field Note 2	Week 3 M, February 1	Week 5 M, February 17	Part of 20% Research Grade - 3 points	1 page on visiting your study site: background, context and first impressions
5. Field Note 3	Week 5 M, February 17	Week 8 M, March 7	Part of 20% Research Grade - 3 points	1 page on the sociological significance of a teaching and learning activity observed at your study site
6. Field Note 4	Week 8 M, March 7	Week 9 W, March 16	Part of 20% Research Grade - 3 points	1 page summarizing the sociological significance for students from different social backgrounds of several teaching and learning activities observed at your study site
7. Project Field	Week 9	Week 11	Part of 20%	3 Page Status Report on Course

Report 1 Report on Five Interviews or Three Observations with Bibliography	W, March 16	M, April 4	Research Grade – 5 points	Research Project: Emerging Analytical Themes from the Field
8. Project Field Report 2 Preliminary Thesis Statement and Inventory of Data and Bibliography	Week 11 M, April 4	Week 13 M, April 18	Part of 20% Research Grade – 5 points	Status Report on Course Research Project: Data Round-up, Thesis, Evidence, and your Argument
9. Paper 2 Educational Field Study	Week 12 M, April 11	RRR Week W, May 4	30%	8-10 Page Paper: Report on a Field Study of Educational Practice
8. Final Exam	Week 14 F, April 29	Tuesday, May 10, 7-10 pm	10%	Take home essay distributed/posted in the last week of classes.

Note: Make sure your exam schedule does not conflict with obligations for other classes

Grading and Credit

All requirements must be met for course credit. All assignments must be completed and submitted for this class. A missing assignment, even a quiz, will result in an “F” for the course.

Participation/ Section Grade – 20 percent

Full credit for your participation grade requires:

- At least one visit to professor office hours. You are welcome to visit alone or in a group. We may schedule occasional Sociological Chat Sessions.
- A visit to your GSI office hours.
- Attendance at all Section Meetings – 2 unexcused absences are allowed
- Attendance at the GSI Facilitated Research and Writing Workshops – at least 2x over the semester
- Conscientious and Regular Activity (as specified, if specified) at your Educational Study Site
- Active Participation in Section Activities – volunteering field notes for discussion; heading group work; commenting constructively on peers’ and colleagues ideas.
- At least three contributions to the bcourses conversations, one in each of three areas:
 - A response or comment that you post on course materials, including readings, lectures, or media.
 - A comment or response you post to another posting already up at a discussion.
 - A comment on an incident, topic, issue on campus or in the real world which you find sociologically interesting and to which you can apply sociological ideas.

- Satisfactory submission of responses to several announced overnight quizzes covering course content, interpretation, and application of course readings, graded P/NP. ***They will not be surprise quizzes.***

Grades

Except for the section grade, course grades will be based assessment of on written work. Papers will be graded for their sociological reasoning, and not for writing mechanics or language skills *per se*, but students' weaknesses in expository writing and inattention to details of presentation will be noted and can affect grades, especially when they obscure or weaken students' sociological thinking.

Successful papers are original, well-organized, well-researched and well-supported, with ideas clearly expressed in solid prose. Papers submitted that literally reflect the guidelines of course assignments, even if they do so in a polished way, are considered "good work," and can be expected to earn a grade of B. As an incentive for creative thinking and writing, grades higher than a B ***should reflect students' original contribution to the course material, weaving together themes and material from different parts of the curriculum, reflecting students' creativity, imagination, initiative, independent scholarship and special insights in ways that show initiative, diligence, and add value to the assignment.***

Grading Scale

The grades for the three major assignments for this course, as well as the final course grade, will be set using letter grades and the standard 4-point GPA scale. That scale will determine the weighted point value of each letter-graded assignment grade toward a final course grade.

See <http://registrar.berkeley.edu/Default.aspx?PageID=gradeskey.html>: A (4), A- (3.7), B+ (3.3), B (3), B- (2.7), C+ (2.3), C (2), C- (1.7), D+ (1.3), D (1), D- (0.7).

Course Materials

The majority of course readings will be found in in *The Structure of Schooling: Readings in the Sociology of Education*. (Third edition) by Richard Arum, Irene R. Beattie, and Karly Ford, (Thousand Oaks, CA: Pine Forge Press, 2015.) It is available in the Cal Student Store. A copy will be made available on reserve in Moffitt.

Additional required materials will be made available at the course website at bcourses in the FILES folder.

PowerPoint slides, lecture notes and study guides will be posted online. These will summarize and supplement lectures and conversations in class. These items will be posted at the "Files" tab at the course site. Please use these materials to help integrate readings, lectures and class discussions in your understanding of the course.

Course Schedule

Note: This segment of the syllabus is a map, not a train schedule. Lectures may fall out of sync with the schedule of assigned readings. Please read on schedule to manage the material assigned for the class. Students need not read each item on or for the designated date. The dates were attached to readings to help students pace themselves.

Week 1: Education and Sociology Overview of Education and Sociology – Social structure, the school, the individual, processes of social attainment.

Wednesday, January 20

- *Craig Lambert. “Twilight of the Lecture.” Harvard Magazine. March April 2012, pp. 23-27.
- Packet of Media Clips from Press on US Education Issues and Some from Abroad

Friday, January 22

- *Diane Ravitch, *The Death and Life of the Great American School System*. New York, Basic Books, pp. 243-269.

Week 2: States of American Education: The Achievement Gap and Social Embeddedness of Education

Monday, January 25

- Russakoff, Dale. *The Prize: Who’s in Charge of America’s Schools?* Boston: Houghton Mifflin. 2015. pp. 3 – 35.

Wednesday, January 27

- *McKinsey and Company, Social Sector Office. *The Economic Impact of the Achievement Gap in America’s Schools*. April 2009, pp. 1-16.

Friday, January 29

- Richard Rothstein. “The Achievement Gap: A Broader Picture.” *Educational Leadership* 61(3) November 2004, pp. 193-195.
- # 20 Sean Reardon, “The Widening Income Achievement Gap,” in Richard Arum, Irene R. Beattie, and Karly Ford. *The Structure of Schooling: Readings in the Sociology of Education*. (Second edition) Thousand Oaks, CA: Pine Forge Press, 2011,
 - RECOMMENDED: Wilson WJ. (1997). *When work disappears: The world of the new urban poor*. York: Vintage, pages 111-153.

SECTION FOCUS: 2 A

Sociology and the study of Education

Structural analysis and the role of policy shaping schools

Text Focus: Russakoff on approach

to the “achievement gap” in Newark, NJ. Lessons learned?

NO WORKSHOP THIS WEEK

Week 3: The Experience of the Socially Situated School

Monday, February 1

- *Pedro Noguera (2003) *City schools and the American dream*. New York: Teachers College Press, pages 23-41. (Available on course site)

Wednesday, February 3

- *Peter Sacks. *Tearing Down the Gate: Confronting the Class Divide in American Education*. Berkeley: University of California Press, 2007. Chapter 3 “ Berkeley High and the Politics of Exclusion,” pp. 63 - 77.
 - RECOMMENDED: Chapter 4, “Do I Make My Kids Smart or Get them Into College?” pp. 78 – 91.

Friday, February 5

- *Suskind R. (1999). *A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League*. New York: Broadway, pp. 25-51.

SECTION FOCUS 3 B

The “ LONG PROJECT”

Submit and discuss in class: FN 1

What is your possible educational study topic and preferred study site?

Text possibility: Sacks and BHS.

WORKSHOP THEME

The “SHORT PROJECT:”
Selecting an interviewee for the one-on-one educational comparison for the midterm.

Week 4: Sociological Theory Hierarchies, Harmony and Conflict and the Contributions of Education.

Monday, February 9

- #1 Max Weber, “The Rationalization of Education and Training.” in Richard Arum, Irene R. Beattie, and Karly Ford. *The Structure of Schooling: Readings in the Sociology of Education*. (Second edition) Thousand Oaks, CA: Pine Forge Press, 2011, pp. 14-16

Wednesday, February 11

- #8 Emile Durkheim, “The First Element of Morality: The Spirit of Discipline.” In Arum, Beattie, and Ford, *Structure*, pp. 69-76.

Friday, February 13

- * Michel Foucault. “The Means of Correct Training.” *Discipline and Punish: The Birth of the Prison*. Translated by Alan Sheridan. New York: Vintage, 1979, pp. 170-194.

FILM SCREENING:

The Class (Entre Les Murs), Luc Cantet, 2008.

SECTION FOCUS 4 A

The Achievement Gap and Reasons for it: Structural, Institutional, and Individual Factors.

Text Focus: Suskind on Cedric Jennings; “The Class”

NO WORKSHOP THIS WEEK

Week 5: The Forms of Capital in Education

Monday, February 15

- # 5 Gary Becker, “Human Capital,” In Arum, Beattie, and Ford, *Structure*, pp. 42-43.

PRESIDENTS' DAY HOLIDAY – classes not in session

Wednesday, February 17

- #6 Michele Lamont and Annette Lareau. “Cultural Capital: Allusions, Gaps, and Glissandos in Recent Theoretical Developments.” In Arum, Beattie, and Ford. *Structure*, pp. 44-59.

Friday, February 19

- Kao, G. (2004). Social capital and its relevance to minority and immigrant population. *Sociology of Education*, 77, 172-183.

Screening: *The Class* (continued)

SECTION FOCUS 5 B

Discuss and Prepare for FN 2

Beginning a Set of Observations

Describing the venue, first impressions;

the community and demographics

of the study site context

Possible Text Focus: Relevance of Theory and Four Capitals

WORKSHOP THEME

Searching Databases online:
Ed.-Data: California Dept of Education
school profiles; US Census as data source
for community profiles

Week 6: Organizational Aspects of Education: Governance and Financing

Monday, February 22

- *Rebecca Barr and Robert Dreeben. “How Schools Work,” in Jeanne Ballantine and Joan Z. Spade. *Schools and Society: A Sociological Approach to Education*. (Third Edition). Newbury Park, CA: Pine Forge Press, 2008, pp. 73-79.

Wednesday, February 24

- *Edsource.org. “School Funding Undergoes Major Reform: An Essential EdSource Guide.” November 2013, p 1-4.

Friday, February 26

- *Mark Dixon. *Public Education Finances: 2012*. US Census Report, May 2014, pp. 1-23 (Scan tables on state comparisons of educational funding sources, categories of educational spending, and share of spending in each state by funding source).

- RECOMMENDED: * Margaret Weston. *Funding California Schools: The Revenue Limit System*. Public Policy Institute of California, March 2010, pp 7-21.

FILM SCREENING: *Making the Grade*, KQED TV, 1999

SECTION FOCUS 6A

Socially situated schooling and
theoretical perspectives in
the sociology of education
Text Focus: Comparison of Theoretical Perspectives

NO WORKSHOP THIS WEEK

Week 7: Working Schools: Tracking, Class Size, Culturally Relevant Teaching

Monday, February 29

- * Bruce J. Biddle and David C. Berliner, "Small Class Size and Its Effects." *Educational Leadership* 59(5) February 2002 p. 12-23.

Wednesday, March 2

- # 18 Jeannie Oakes, "The Distribution of Knowledge." In Arum, Beattie, and Ford, *Structure*, pp. 259-267.

Friday, March 4

- *Lisa Delpit. *Other People's Children*. New York: New Press, 1995, pp. 21-49.

RECOMMENDED

- * Mica Pollock. *Everyday Anti-Racism: Getting real about Race in School*. New York: The New Press, 2008. Selections:
 - 1. Alan Goodman, Exposing Race as an Obsolete Biological Concept. Pp. 3- 8.
 - 4. Glenn Singleton and Cyndie Hays, "Beginning Courageous Conversations about Race," pp. 18 -23.
 - 5. Mica Pollack. "Talking Precisely about Equal Opportunity," pp. 24- 27.
 - 6. Sonia Nieto, "Nice is Not Enough: Defining Caring for Students of Color," pp. 28 – 32.
 - 9. Patricia Gandara, "Strengthening Student Identity in School Programs, pp.44-49.
 - 10. Angela Valenzuela, "Uncovering Internalized Oppression," pp. 50-55.
 - 11. L. Janelle Dance. "Helping Students See Each Other's Humanity," pp. 56-60.

SECTION FOCUS 7B

Brainstorming for FN 3, due week 8
First observations in the field;
Describing teaching and learning, the
curriculum, pedagogy styles, organizational features
Text Focus: Oakes;
Delpit

WORKSHOP THEME

What is sociologically
important in your study site?
Strategies to capture how
social structures, institutions, and

socially located individuals
affect the design of schooling,
its practices, and effects?

Week 8. Improving Access and Policies of Inclusion

Monday, March 8

- Claude Goldenberg, “On Teaching English Learners.” *American Educator* Summer 2013, pp. 8-23 (article jumps through pages through this magazine piece; see pp. 42 - 44 for references).

Wednesday, March 10

- *US Office of Special Educational Programs (2007). *History: Twenty Five Years of Progress. Educating Children With Disabilities Through IDEA*. Washington, DC pp. 1-29.

Friday, March 12

- * James Comer, MD. *Leave No Child Behind: Preparing Today’s Youth for Tomorrow’s World*. New Haven: Yale University Press, 2004, “The Framework.” pp. 108-146.

SECTION FOCUS 8A

Public and Institutional Authority in the design of education, disparities in funding patterns, and differential access to educational “goods.”

Text Focus: Goldenberg; Special ed; Edsource documents on California school funding and reform.

WORKSHOP THEME

How to answer pose and answer “how?” and “why?” questions about sociologically significant features of schooling that you have observed.

Week 9: Inclusion Through the Curriculum and Public Desegregation Policy

Monday, March 16

- *Molefi Assante, “Multiculturalism: An Exchange” *The American Scholar* 60 (1991): 267-276.

Wednesday, March 18

- *Loewen, James T. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York. New Press. 2007, pp. 301-339.

Friday, March 20

FILM SCREENING: *Eyes on the Prize: The Keys to the Kingdom: The Battle over School Desegregation in “Liberal” Boston in 1974*

SECTION FOCUS 9B

Brainstorm for FN 4, due after Spring Break:
A second set of field observations linking

social characteristics of students and the community to the academic program and school organization of their study site.

NO WORKSHOP THIS WEEK

SPRING BREAK: No Classes March 21 – 25

Week 10. Social Class and Education (Economic Inequality)

Monday, March 30

- Samuel Bowles and Herbert Gintis and Peter Meyer, “The Long Shadow of Work,” In Arum, Beattie, and Ford. *Structure*, pp. 101- 115.

Wednesday, April 1

- # 23 Annette Lareau. “Invisible Inequality. Social Class and Child Rearing in Black Families and White Families.” In Arum, Beattie, and Ford. *Structure*, pp. 336-355.

Friday, April 3

- Sally Chung. *Williams v. California. Nine Years of Implementation*. Los Angeles. ACLU of Southern California, September 2013, pp. 7 -14; 25-38.

RECOMMENDED Jonathan Kozol. *Savage Inequalities: Children in America’s Schools*. New York: Harper Collins, 1991, pp. 83-143.

SECTION FOCUS 10 A

Exploring Overt and Covert Stratification in Education.
Text Focus: Lareau; Chung

WORKSHOP THEME

Neutralizing Inequalities: Activities of Community Partners and other Study Sites. Effects of Mentoring and After School programs; Models of Language Development; Inclusive Schooling;

Week 11: Identity Construction and Structural Reproduction Through Ordinary Life in Schools

Monday, April 6

- #12 Shamus Rahman Khan, “Privilege.” In Arum, Beattie, and Ford, *Structure*, pp. 120 135
- William Deresiewicz. “The Disadvantages of an Elite Education.” *The American Scholar*. Posted June, 2008 pp. 1-10.

Wednesday, April 8

- Brian Powers. *Academic Hoop Dreams: Making Marginality an Urban High School*. New Haven: Yale University Press, forthcoming. Manuscript Selections, ch5, posted at bcourses FILES

Friday, April 10

- * C.J. Pascoe, “‘Dude, You’re a Fag’: Adolescent Masculinity and the Fag Discourse.” In Arum, Beattie, and Ford, *Structure (Second Edition)*, pp. 579-599.

SECTION FOCUS 11 B

Brainstorm for Project Field Report 1, due Week 12:

Describe three observations that help to define study variables, defining features of social context that affect schooling and educational effects; or features of the educational setting and practice that affect students’ characteristics (identities, aspirations, achievement). Link incident selected to course texts.

NO WORKSHOP THIS WEEK

Week 12: Racial Construction (by Policy) and Self Construction in Schools

Monday, April 13

- #49 Roberto G. Gonzales. “Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood,” in Arum, Beattie, and Ford, *Structure*, pp. 709-727.

Wednesday, April 15

- *Institute for the Study of Social Change, University of California, Berkeley. *The Diversity Project: Final Report (Second Edition)* with a new Introduction by Troy Duster. November 2009, pp. 11-47.

Friday, April 17

- # 15 Gary Orfield, John Kucsera, and Genevieve Siegel-Hawley, “E Pluribus ... Separation: Deepening Double Segregation for More Students.” In Arum, Beattie, and Ford, *Structure*, pp. 181-222.

SECTION FOCUS 12 A

Educational Design and Practice Reflecting and Reconstituting Racial Categories in Identity and Attainment:

Text Focus: *Diversity Report*; Gonzales

WORKSHOP THEME

Preparing for Second Project Field Report, due week 13
Thesis Claim and Data Roundup

Week 13: Higher Educational Attainment: Institutional Processes and “Racial” Paths

Monday, April 20

- *Patricia Gandara and Frances Contreras. *The Latino Education Crisis: The Consequence of Failed Social Policies* Cambridge: Harvard University Press, 2009. “Beating the Odds and Going to College,” pp. 196-249

Wednesday, April 22

- Jennifer Lee and Min Zhou. *The Asian American Achievement Paradox*. New York: Russell Sage Foundation, 2015. 93-114; 179-199.
 - Online resource with CALNET ID
 - <http://oskicat.berkeley.edu/search~S55?/tAsian+American+Achievement+Paradox/tasian+american+achievement+paradox/1%2C1%2C2%2CB/frameset&FF=tasian+american+achievement+paradox&1%2C%2C2>

Friday, April 24

SECTION FOCUS 13 B

Review and Learn from Findings in
Second Project Field Report

NO WORKSHOP THIS WEEK

Week 14: Reforms in US Education. “The Charter Revolution” and Newark again

Monday, April 27

- # 47 Mitchell Stevens, “Creating A Class: College Admissions and the Education of Elites.” In Arum, Beattie, and Ford, *Structure*, pp. 686- 693.

Wednesday, April 29

Audio-cast:

Fresh Air, with Terry Gross, National Public Radio.

September 21, 2015

Interview with Dale Russakoff on *The Prize*

<http://www.npr.org/2015/09/21/442183080/assessing-the-100-million-upheaval-of-newarks-public-schools>

- Ron Zimmer, Brian Gill, Kevin Booker, Stephane Lavertu, Tim R. Sass, John Witte. *Charter Schools in Eight States: Effects on Achievement, Attainment, Integration, and Competition*. Santa Monica, CA: RAND Corporation, 2009, pp. 83- 94.

Friday, May 1

- Russakoff, *The Prize* (2015), pp. 130-149.
- Pedro Noguera, “The End of the Global Village” on the Newark-Facebook-Schools “Debacle.” <http://dianeravitch.net/2012/12/03/pedro-noguera-explains-the-demise-of-newarks-global-village/>

SECTION FOCUS 14 A

Paper Writing Workshop

Thesis Statement; Supporting Evidence;

Integration of Research and Theory

WORKSHOP THEME

Reviewing Paper

Drafts Together

Course Format

This course requires independent reading and synthesis of assigned materials. It is important for you to show in your writings that you understand *the meaning* of the work of particular course authors and course concepts and that you know *how to apply the ideas to issues* in the social world, more than that you simply know what someone said or wrote on a specific topic.

The course has several components:

- MWF Course Meetings – We will loosely follow a lecture format. Sessions have a theme and curricular goals. Class time will not be used exclusively in formal exposition of course material by the instructor – the typical lecture.. Group work, full class discussion, and media presentations will take place in “lectures.” Students are responsible for understanding the linkages between in-class activities, the learning goals of the class and the content of readings in the syllabus, although the framing conversation by the instructor will make these connections clear.
- Sections
- Reading assignments
- Research tasks/ACES
- Media (audio/video, tables and charts, still images)
- Free writes
- PowerPoint presentations
- Supplementary postings from the news media

These components complement and reinforce one another. They have been chosen to help you understand the content of course ideas and help you apply them to topics in the real world and research papers that will require you to know, understand, and apply concepts at play in the world of educational research and practice.

Each class session will address a set of concepts drawn from readings, with some data, references to the real world, or references to course media. To do well in this course you will have to attend lectures. However, success in this class requires more effort. The content of lectures will not be limited to facts you need to know for an exam. Instead, lectures are opportunities for you to observe and practice sociological thinking.

Please do not allow yourself to drift or mistakenly think that nothing of value is taking place in class discussions or presentations. If you find yourself thinking that way, see me for help getting back on track.

Course Sites: bcourses.berkeley.edu

You will need immediate and regular internet access to the course site. At bcourses, I will post:

- Administrative announcements
- Downloadable assignment instructions
- Handouts
- Power Points, occasional lecture notes, and media stories and links

Access to the course site is also necessary for you to participate in online course discussion groups at bcourses DISCUSSIONS.

Make sure you have an active email account on record with the registrar (bearfacts.berkeley.edu) that you actually look at. I will also email you often via bcourses, which uses an automatically generated course mailing list from the registrar's data base of student information. I will use the course web site starting today, to which you will have access automatically as an enrolled student.

Office Hours and Contact Information

Email is the best way to communicate with me, at brpowers@berkeley.edu.

My office hours will be in 488 Barrows Hall, on Monday, Wednesday, 2:15 - 4; Friday after 2, by appt.

It is best to sign up for office hours in advance at wejoinin.com/brpowers@berkeley.edu. Advance requests for office hours get priority. If others are waiting, please circulate a sign-up sheet to establish an order.

Each student must visit at least one office hour with me as an individual or in group before Week 13 for participation credit. We can arrange conversations on particular topics as the semester moves along.

Assignments

All assignments must be submitted on paper in class or section as directed and electronically through the bcourses site under the "Assignments" tab. PLEASE DO NOT EMAIL WORK TO US WITHOUT PRIOR PERMISSION.

Course papers must be typed, double-spaced, on one side of the page in 12-pt font (no smaller) and with one-inch margins. You are responsible for keeping a backup of all work submitted. If any work is misplaced, you must be able to furnish a duplicate.

Course Citizenship

Email Etiquette

When you use email, please remember to write clearly and professionally. Imagine that you are speaking directly to your recipient when you write an email, and monitor the content, tone, and attitude of your message accordingly. Please avoid writing emails in a state of panic or extreme stress. If you do not receive a response from me or your GSI when you wish, please remember there other students in the course who may be contacting me, and I have other obligations, so I will appreciate your patience.

Despite the many advantages of email, it may not be the best venue for all concerns students have. For example, it is not a good means to resolve issues you may have about the evaluation and grading of your work. It is better to come to office hours to discuss such a topic.

Some emails are not always welcome, especially those that re-ask a question that has been addressed in class, at the course site as an announcement, or in an email to the class. Pay attention to notifications of updates, schedule changes, new materials, and other clarifications. By all means use email for clarification, but monitor your use. Before hitting the send button on a message for information about course procedures, please double check for earlier information and updates.

Emailing the GSIs

Your GSI is an accomplished, advanced student and deserves your respect and support for the role played in supporting your sociological learning. Please write with respect and in ways that respect your GSI's time. Please don't anticipate instant responses from your GSIs if you email. Your GSIs will set policy for how best to communicate with them.

THE MANDATORY CAMPUS HONOR CODE

Plagiarism and academic dishonesty.

The campus administration has asked that all instructors refer students to the campus-wide statement of principle and policy about academic integrity and honesty, and I am happy to do so in this class. This campus-wide commitment to an honor code adopted was adopted by the ASUC Senate and the administration.

Visit the website www.asuc.org/honorcode information on the Honor Code movement.

You should be aware that we will be especially vigilant in responding to academic dishonesty and plagiarism in this class.

MOST IMPORTANT DETAILS:

- You must submit work written by you, in your own words, following a plan of your own design, unless explicitly told otherwise by your teacher (in a collaborative project cleared for credit).
- You must properly cite sources of all work that is not your own.
- Consult me for advice in case of uncertainty.

You should be aware that penalties for plagiarism are outlined by the university and can include expulsion. Students in my classes have been failed for the entire course for breaching rules of academic honesty. When in doubt about proper use and citations of other's writings in your work, ask for guidance.

Review the principles and policies pertaining to Academic Honesty and penalties for violations at the Center for Student Conduct site:

Visit the website www.asuc.org/honorcode information on the Honor Code movement.

A mutual agreement

In Sociology 113AC, I will be present during lectures with an agenda for discussion and reflection based on curricular readings and supplemental sources. I will be available for questions and discussion in office time and via email. I will work at mastering new electronic technologies for to support your learning and use those that I already know. I will post notes, reading summaries, and study questions, as needed, along with power point presentation files at the course website. I will offer staged guidance as you conduct your research, including written handouts, in class elaborations, demonstrations, and help provide the tools to enable you to carry it out successfully. I will work with course readers to assure that your work is evaluated thoughtfully, constructively, and fairly.

If you enroll in this course I expect that you will complete all course assignments, make an effort to introduce yourself to me or the reader(s), keep up with the readings and devote as much time to this course and its learning tasks as you devote to other courses with equivalent unit value, especially those closest to your professional aspirations and academic specialization.

I ask that you open your mind to theories about society that are unfamiliar to you; seek out opportunities to learn with and learn from your co-course members; and continually think about ways to participate in the class sessions, especially to teach your co-course members about the social world you know about may be different from theirs;

I hope that you will listen respectfully and openly to ideas that may challenge your own, and contact course personnel if you need help sorting through new ideas about new parts of the social world.

I expect you to attend all lectures, including video showings, and **reserve the right to take attendance at different points in the semester**. I ask that you be prepared to participate in discussions that emerge during class sessions.

Entering the scholarly conversation

The best way to grow intellectually through the material in the class is to develop your own dialogue with it. Sociology is a skeptical field, asking questions about the world in an effort to make some novel sense of it. You should feel free to be as demanding of sociology as it is of the world it analyzes. Do not expect to get much from this course unless you invest time and energy in the readings, lectures and research.

Following the Direction of the Course

Consider this syllabus a map of the territory in sociology and the social world we will cover in readings, lectures, and other course activities. It does not describe a strict timetable for what will be covered and exactly when materials will be explicitly addressed. Lectures and class activities may move in and out of sync with the schedule of assigned readings. When this happens, I will always tell you which readings are relevant to particular lectures, media presentations, or course activities.

Topics and Learning Goals

Upon completion of this course, students should be able to:

- Recognize links between the theories and methods of sociology and the conduct of educational studies.
- Appreciate the stratified nature of education design, practice, and outcomes as systematically linked to a racially diverse, hierarchical and economically unequal social order.
- Recognize the structure and some components of educational processes and institutions.
- Distinguish the perspectives on educational thinking, practice, and effects available from sociology from those provided by other disciplines.
- Trace the embeddedness of educational processes and institutions in social and historical contexts.
- Identify social reasons for the diversity of educational practices, forms, and their effects.

- Conduct research at a formal learning site and observe its form, practices, technologies, social relationships and create an analytical account of reasons for its particular characteristics in sociological terms, using course texts as exemplars and inspiration.

Topical and Controversial Material

Conversations about social structure and the self inevitably touch on the subject of differences and disparities in the experiences of individuals and members of social groups, including those defined by race and other socially-defined characteristics. These can be sensitive matters to address, mostly because we are unused to talking about them in analytical terms as artifacts of social processes, as opposed to speaking of them as “natural” differences or regarding them in moralistic and judgmental terms, as matters of personal opinion or subjective experience. It is easy for them to stir up passions and fan misunderstandings because the ideas often touch on our identities and experiences. This class looks directly at experiences and disparities of the races, genders and other groups in education, but you should pay close attention to the *institutional* view it follows in exploring group disparities and the ways we think about them analytically.

Since we assume that race is a concept that is a creation of the social world which somewhat impersonally imposes interpretations of their personal attributes upon individuals and groups, we feel a bit more comfortable in sociology taking up topics often viewed as too hot to handle in general conversation. Based in the approaches available in our field, this course shows the parts institutions like schooling have played in creating and making use of racial and other forms of categorical classifications in the US.

Social Ideals and Human Possibilities: Fairness

Most sociologists are motivated by hopes that the benefits of systems of human cooperation be fully realized and distributed fairly and widely among individuals or groups differently situated in the social order. American ideals about equality, fair play, and shared values define a high standard for our society to live up to, with hopes and expectations of the fruits of social cooperation equally high. The realities of social life are often experienced as disappointing. Sociology helps us measure the distance between reality and the ideals and potential of society. It also suggests reasons for the gaps between hopes and disappointing realities and it sketches out possible pathways and strategies of action to narrow the gap between them.

This is an important point for anyone considering this class to consider. To follow the logic of the course, students may need to entertain some different assumptions about the world they already know pretty well, including topics on race and other social differences. The course has been designed to create space for rational and research-based reflection about different kinds of experiences in the US. In examining the workings of social institutions and their effects on individuals’ attainments and life experiences, we want to avoid the “blame game” that can emerge (or is thought to emerge) when this set of topics arise. Please remember we are not trying to assign personal responsibility or induce guilt for aspects of US historical and social development that have worked out differently for different groups in the population.