

Sociology 113AC
The Sociology of Education
University of California, Berkeley
Spring 2018

Course Details

- Instructor:** Brian Powers, Ph.D.
Email: brpowers@berkeley.edu
Office: 440 Barrows Hall
Office hours: MW 3:15 – 5 pm
Sign Ups at
www.wejoinin.com/brpowers@berkeley.edu
- Lecture:** Monday, Wednesday, Friday, 11-12
Location: 170 Barrows
Required 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.)
- ACES GROUP** Extra units P/NP Seminar for voluntary group. ACES = American Cultures *Engaged Scholars* program. Meet weekly to discuss observations at community partner study sites and course readings. TBA
- 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 book 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. To understand why teaching and learning have taken the familiar forms we encounter almost everywhere as the “standard model” of schooling, we explore 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.

Please note that in this class we will not be focused on learning “facts” about education. Nor will you be expected to learn what other authors and researchers have said about schooling.

The course has been designed as a **project-based, multi-modal, reflexive, developmental, and deeply diverse** learning opportunity. Each of these elements is an important feature of the class which I will define in lecture.

They are woven into the curriculum, the organization of the course, the pedagogy, and the assignments. Although this class follows the format of a lecture course, the curriculum has been designed for students to be *active, creative learners in class and outside*. In this class you will be learning sociology by **doing sociology**, and not simply absorbing information from readings and lectures for tests.

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 how schooling works and what leads it to produce its various effects on learners – on their Aspirations, Identities, Strategies of Attainment, Learning of Content, and Engagement on the learning process and their own development.

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.

**SUBMIT ONLINE THROUGH BCOURSES AND AN IN-CLASS HARD COPY.
PLEASE STAPLE!**

Assignment	Handout date	Due date	Grade	Notes
1. Occasional one-page overnight quizzes	TBA	TBA	Part of 5% Participation Grade	1 page response to a prompt question based on a specific reading assignment(s) or course themes

2. Reading Log 1		Week 3 W, January 31	Part of 5% Participation Grade	Two P/NP 1-page responses to Questions on Two Assigned Readings from Week 1 to Week 3
3. Field Report Defining an Educational Study Site and Project	Week 2 M, January 22	Week 4 W, February 7	Part of 10% Research Grade	1 page defining a plan for studying a social factors involved in a teaching and learning venue of your choice
4. Reading Log 2		Week 6, W, February 21	Part of 5% Participation Grade	Two P/NP 1-page responses to Questions on Two Assigned Readings from Week 4 to Week 6
5. Comparative Educational Biography Midterm Paper -- Paper 1:	Week 2 F, January 26	Week 7 W, February 28	25%	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
6. Field Report 2 Report on Entering the Study Setting	Week 6 W, February 21	Week 8 W, March 7	Part of 10% Research Grade	Status Report on Course Research Project: Early Field Observations
7. Reading Log 3		Week 9 W, March 14	Part of 5% Participation Grade	Two P/NP 1-page responses to Questions on Two Assigned Readings from Week 6 to Week 9
8. Field Report 3 Report on Several Interviews or Observations with Bibliography	Week 8 W, March 7	Week 11 W, April 4	Part of 10% Research Grade	Status Report on Course Research Project: Emerging Analytical Themes from the Field; Analytical Dissection of Observations of educational study site
9. Field Report 4 Preliminary Thesis Statement and Inventory of Data and Bibliography	Week 11 W, April 2	Week 13 W, April 18	Part of 10% Research Grade	Status Report on Course Research Project: Data Round-up, Thesis, Evidence, and your Argument

10. Paper 2 Educational Field Study	Week 12 W, April 9	Week 14 F, April 29 Accepted until RRR Week W, May 2	40%	8-10 Page Paper: Report on a Field Study of social influence on Educational Practice
12. Final Exam Take-Home	Week 14 W or F, April 25 or 27	DROP OFF T, May 8 7- 10 pm	20%	Take home essay @ 3-4 pages distributed/posted in the last week of classes.

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

Reading Logs (Check, check plus, check minus) Week Due

1	Jan 31	2pp	3
2	Feb 20	2pp	6
3	Mar 14	2pp	9

Field Reports (Check, check plus, check minus)

1	Feb 7	2pp	4
2	March 7	2pp	8
3	Apr 4	3 pp	11
4	Apr 18	3-4 pp	13

MAJOR ASSIGNMENTS (Letter Grades)

Feb 28	Midterm Paper (5-7 pp) Letter Grade (25 percent)	Week 7
Apr 27/May 2	Semester Project Paper (8-10 pp) Letter Grade 40 percent)	Week 14 til RRR week
May 8	Final Exam (3-4 pages) Letter Grade (20 percent)	FINALS WK

Grading and Credit

All requirements must be met for course credit. All assignments in the course serve a purpose in developing students' skills, and must be completed and submitted for this class. A missing assignment, even a quiz, will result in an "F" for the course. ALL MISSED ASSIGNMENTS CAN BE MADE UP WITH CONSULTATION WITH THE INSTRUCTOR

Participation

Full credit for your participation grade requires:

- Satisfactory Completion of Three Reading Log Assignments

- At least one visit to my office hours. You are welcome to visit alone or in a group. We may schedule occasional Sociological Chat Sessions. It is valuable to students and to my teaching to meet and chat with as many students as possible!! ***Think of this as an opportunity, and not a requirement!***
- At least three contributions to the bcourses DISCUSSIONS, one in each of three areas. Students can create topics for discussion themselves:
 - A response or comment that you post on course materials, including readings, lectures, or media.
 - A comment or response you post to another student's 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.
- Possible announced overnight quizzes as needed, covering course content, interpretation, and application of course readings, graded P/NP, will count toward the participation grade. They will not be surprise quizzes.

Grades

Grades will be maintained on a spreadsheet kept by the Instructor and other teaching staff. **WE DO NOT USE THE GRADE FUNCTIONS AT B-COURSES. PLEASE CONSULT ME IF YOU HAVE A QUESTION ABOUT THE POSTING OR ACCURATE RECORDING OF GRADES.**

Grades will be based exclusively 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 and narrowly 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 and Readings

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.

Week 1: The Unfinished, Double-Edged Educational System: Bridge or Barrier to Opportunity –What Can Sociology Tell Us?

I Learn America: A documentary film
by Jean-Michel Dissard & Gitte Peng (2013)

Wednesday, January 17

- Diane Ravitch, *The Death and Life of the Great American School System*. New York, Basic Books, pp. 243-269.
- Richard Rothstein. “The Achievement Gap: A Broader Picture.” *Educational Leadership* 61(3) November 2004, pp. 193-195.

Friday, January 19

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

Week 2: A Tale of Two Systems: Achievement and Achievement Gaps

Monday, January 22

- Russakoff, Dale. *The Prize: Who’s in Charge of America’s Schools?* Boston: Houghton Mifflin. 2015. pp. 3 – 35.
- John Merrow, *Addicted to Reform*. New York, New Press 2017

Wednesday, January 24

- # 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

Friday, January 26

- Ronald Ferguson, *Aiming Higher Together: Strategizing Better Educational Outcomes for Boys and Young Men of Color*, Washington, DC: Urban Institute, 2016, pp. 10-15; 45-54

Week 3: Wrestling with Racial Difference and Exploring Educational Disparities in the Field

**Film: Race – The Power of An Illusion: The Difference Between US
2004. David Adelman and California Newsreel**

Monday, January 29

- Alan Goodman, Exposing Race as an Obsolete Biological Concept. Pp. 3- 8. In Mica Pollock. *Everyday Anti-Racism: Getting real about Race in School*. New York: The New Press, 2008.

Wednesday, January 31

- Ofelia Garcia and Claire E. Sylvan. Pedagogies and Practices in Multilingual Classrooms: Singularities in Pluralities. *The Modern Language Journal*. 95 (3) 2011.
- Lauren Markham, *The Faraway Brothers. Two Young Migrants and the Making of an American Life*. New York, Crown, 2017

Friday, February 2

- Harvard Family Research Project. “‘Leave Them Wanting More!’ Engaging Youth After School.” May 2015.
- Christopher Emdin. *For White Folks Who Teach in the Hood and the Rest of Y’all Too: Reality Pedagogy and Urban Education*. Boston, Beacon Press, 2016.

Week 4: Conditions for Academic Success and Their Effects

Monday, February 5

- Pedro Noguera (2003) *City schools and the American dream*. New York: Teachers College Press, ch 2, pages 23-41. (Available on course site)

Wednesday, February 7

- *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 9

- 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.
- # 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.

Week 5: Sociological Claims on the Role, Limits, and Possibilities of Education

FILM SCREENING: USA/France

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

Freedom Writers, David LaGravinese 2007

Monday, February 12

- #8 Emile Durkheim, “The First Element of Morality: The Spirit of Discipline.” In Arum, Beattie, and Ford, *Structure*, pp. 69-76.
- #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 14

- 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.

Friday, February 16

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

Week 6: How Society and Its Institution Structure Education” Visibly and Invisibly

FILM SCREENING:

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

Monday, February 19

**Presidents’ Day Holiday
Classes Not in Session**

- 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 21

- # 5 Gary Becker, “Human Capital,” In Arum, Beattie, and Ford, *Structure*, pp. 42-43.
- Kao, G. (2004). Social capital and its relevance to minority and immigrant population. *Sociology of Education*, 77, 172-183

Friday, February 23

- #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.
- Tara J. Yosso, Whose Cultural Capital? A Critical race theory discussion of community cultural wealth. *Race, Ethnicity, and Education* Vol. 8, No 1, March 2005, pp 69-91.

Week 7: Formal Practices in Education: Barriers or Bridges

FILM SCREENING:

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

Monday, February 25

- *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 ed spending in each state by funding source).

Wednesday, February 27

- *Edsource.org. “School Funding Undergoes Major Reform: An Essential EdSource Guide.” November 2013, p 1-4.
- Sally Chung. *Williams v. California. Nine Years of Implementation*. Los Angeles. ACLU of Southern California, September 2013, pp. 7 -14; 25-38.

Friday, March 2

- # 18 Jeannie Oakes, “The Distribution of Knowledge.” In Arum, Beattie, and Ford, *Structure*, pp. 259-267.
- Bruce J. Biddle and David C. Berliner, “Small Class Size and Its Effects.” *Educational Leadership* 59(5) February 2002 p. 12-23.

Week 8: Inclusive Policy and Pedagogy

Monday, March 5

- US Office of Special Educational Programs (2007). *History: Twenty Five Years of Progress. Educating Children With Disabilities Through IDEA*. Washington, DC pp. 1-29.
- 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 7

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

Friday, March 9

- *Gloria Ladson-Billings, *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass, 1994. Ch. 6, “Culturally Relevant Teaching,” pp 103-126.

Week 9: Inclusion and Exclusion in the Curriculum

Monday, March 12

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

Wednesday, March 14

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

Friday, March 16

Week 10. Race Conscious Policies and Effects on Learners

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

Monday, March 19

- # 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. 181-22.

Wednesday, March 21

- #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

Friday, March 23

- Workshop on Course Projects

DEADLINE March 23
CHANGE GRADING OPTION

SPRING BREAK: No Classes, March 26 – 30

Week 11: Identity Formation in Schools

April 2

- #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.

April 4

* 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

April 6

- #24 Julie Beattie, "Exceptions to the Rule: Upwardly Mobile White and Mexican American High School Girls". In Arum, Beattie, and Ford, *Structure*, pp. 335-365.
- #30 Pamela Perry, "Shades of White: White Kids and Racial Identities in High Schools." In Arum, Beattie, and Ford, *Structure*, pp. 437-453.

Week 12: Racial Differences in Educational Strategies

April 9

- 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>

April 11

- *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

April 13

- #17 Carolyn Tyson. "Desegregation Without Integration: Tracking Black Students After Brown," In Arum, Beattie, and Ford, *Structure*, 234-258.

Week 13: Making Diversity and Making it Work in Higher Education

April 16

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

April 18

- 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.

April 20

- Nathan Heller. "The Big Uneasy: Letter from Oberlin-- What's Roiling the Liberal Arts Campus?" *New Yorker*, May 30, 2016.

Week 14: Charter Schools – A Bridge, Barrier or Red Herring

April 23

- 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.

April 25

- Russakoff, *The Prize* (2015), pp. 130-149.

April 27

- 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/>

WRAP UP and LAST THOUGHTS

Week 15: Reading, Recitation, and Review Week

Monday, April 30, Wednesday, May 2, Friday, May 4

NO FORMAL INSTRUCTION – Review and Office Hours

FINAL EXAM

TUESDAY, May 8, 2017

7 to 10 PM

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**, and not 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 should reflect regularly on the linkages among 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 always make these connections clear, please visit office hours to resolve any confusion.
- Reading assignments
- Reading Logs
- Research tasks
- Media (audio/video, tables and charts, still images)
- Free writes

- Powerpoint presentations
- Supplementary postings from the news media
- Observations and Interviews at an Educational Study Site

These components complement and reinforce one another. They have been chosen to help you understand the content of course ideas, help you apply them to topics in the real world, and to support your work on modest research papers that will require you to know, understand, and apply concepts at play in the world of social psychological 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, although success in this class requires more effort than conscientious attendance. 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 forms of sociological thinking we will expect to see in your course writings.

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 and site.ebrary.com/lib/berkeley/

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

- Administrative announcements
- Downloadable assignment instructions
- Course Readings
- 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 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 bspace, 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 440 Barrows Hall on MW 3:15 to 5 pm. I may also be available by appointment. Please sign up for an office hour slot in advance at www.wejoinin.com/brpowers@berkeley.edu

Advance requests for office hours get priority. If others are waiting, please check in at wejoinin and 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 and electronically through bcourses** under the “Assignments” tab. PLEASE DO NOT EMAIL WORK TO US WITHOUT PRIOR PERMISSION.

Major course papers must be typed, double-spaced, on one side of the page in 12 pt font (no smaller) and with one-inch margins. Short assignments, including quizzes, are usually to be single spaced.

You are responsible for keeping a backup of all work submitted. If any work is misplaced, you must be able to furnish a duplicate.

You must write the reader’s name on all work submitted. Work not labeled with your reader group and reader name will be penalized by a reduction in one grade step (e.g., A- to B+).

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 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 reader(s)

Remember, course readers are not graduate student instructors (GSIs) and they are paid for their limited time and limited teaching obligations quite differently. Please address your questions about the substance of the course and its procedures directly to me. Respect readers’ limited responsibilities to a course and its students. The most common topic you will need to email your assigned reader about is your attendance at the office hour scheduled to discuss the grade whenever a major paper assignment is returned. Emails to readers on any other topic are not appropriate. If they require an answer, they will be forwarded to me to answer.

THE 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:

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, regarding them as matters of personal opinion or 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, 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 attributes upon individuals and groups, in sociology we feel a bit more comfortable taking up topics often viewed as too hot to handle in general conversation. Based in the approaches available in sociology, this course shows the parts institutions 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 societies 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.