In this course we will investigate the contradictions and possibilities of education. Throughout the course students will learn some basic facts of education and its organization in the United States, orienting perspectives and theories for understanding the way education works, and then a selection of specific issues in education.

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

Assignments
There are three kinds of written assignments: Quizzes, Mid-terms, and a Final Exam.

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

Mid-terms
There are three mid-terms. They are February 14, March 21, and April 25.

Exam
The final exam will be administered during the time assigned for our final exam, during which you will be asked to answer one or more essay questions at the exam. The content of the exam is cumulative.
Grade Percentages for each Type of Assignment
Each mid-term counts 20% for a total of 60%. Collectively the quizzes count 20%. The final exam counts 20%.

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

Books and Articles for the Course
Much of the reading material is available via JSTOR, Google Scholar, or via OskiCat, and some of the other material is available at specific web-sites (e.g., my web-site). The readings that are at specific non-JSTOR sites are generally available to the public; such papers have the url in the syllabus. The general public does not have access to JSTOR or much of OskiCat, but if you are a student at UC-Berkeley you have access to both. JSTOR and OskiCat are accessible from university computers; if you prefer to access these sites from home you need follow the guidelines from university web-sites on how to set up remote access for different types of computers. Everything available via JSTOR is also available in hardcopy in the various libraries at UC-Berkeley. Thus, you need not have JSTOR access to obtain the JSTOR course reading. Papers on JSTOR or OskiCat are noted in the syllabus with a bold JSTOR or OskiCat after the citation. For the JSTOR and OskiCat papers you’ll need to use the search tools of the site to find the paper. For JSTOR the author or title are needed. For OskiCat first find the journal, then find the appropriate electronic location of that issue, and then a search using some information from the citation (e.g., author, title) will be needed.

Articles not available electronically are in a Reader for purchase at Copy Central, 2411 Telegraph Ave. Papers that are in the Reader are noted in the syllabus with a bold READER after the citation. These articles may be less common on the syllabus, but they are essential (or I would not assign them given the extra drudgery of making them available). Thus, I encourage you to obtain the Reader as it is by far the easiest way of obtaining access to these materials.

There are also 3 books on the syllabus:


PART I – INTRODUCTION

Week 1, Jan 22-24 – Introduction and Schools as Organizations

Jan 22 -- Introduction: The Professor, The Course, and Some Views of Education

PART II – FOUNDATIONAL RESOURCES

Jan 24 – Organizations as Rational Systems


READER

>> Week 2, Jan 29-31 – School Purposes and Effectiveness

Jan 29 – Effects of Organizations Schools Debate


Jan 31 – The Purpose(s) of Schooling


>> Week 3, Feb 5-7 – Selected Organizational and Political Explanations of “Failing” Schools

Feb 5 – Selected Organizational Explanations of “Failing” Schools


Feb 7 – Public Confidence and Support


>> Week 4, Feb 12-14 – Selected Political Explanations of “Failing” Schools

Feb 12 – The Political Returns to “Failing” (or “Absorbing State”) Schools

**Feb 14 – Mid-term I**

**PART III – KEY ORIENTING PERSPECTIVES**

>> **Week 6, Feb 19-21 – A Structural Marxist Analysis of Schooling in the United States**

**Feb 19 – Historical Development of Schools in the U.S.**


**Feb 21 – Structures of Schools/Schooling and Determinants of Success**


>> **Week 7, Feb 26-28 – Human and Cultural Capital Theory**

**Feb 26 – Human Capital Theory**


**Feb 28 – Cultural Capital Theory**


[http://home.iitk.ac.in/~amman/soc748/bourdieu_forms_of_capital.pdf](http://home.iitk.ac.in/~amman/soc748/bourdieu_forms_of_capital.pdf)

>> **Week 8, Mar 5-7 – Social Capital Theory and A Cultural Marxist Account**

**Mar 5 – A Cultural Marxist Account**


Mar 7 – Social Capital Theory


>> Week 9, Mar 12-14 – Educational Attainment and Achievement

Mar 12 – Levels and Correlates of Educational Attainment


Mar 14 – Levels and Correlates of Measured Achievement


>> Week 10, Mar 19-21 – Mid-term

Mar 19 – Mid-Term Review Questions

Mar 21 – Mid-Term #2

>> Spring Break Week, Mar 26-28

PART IV – SELECTED ISSUES IN EDUCATION

>> Week 11, Apr 2-4 – Tracking and Curricular Programs

Apr 2 – Dimensions of Curriculum Differentiation and Effects of Tracking


Apr 4 – GATE and Special Education

Education 19: 219-228. Google Scholar


>> Week 12, Apr 9-11 – Privatization and Charter Schools

**Apr 9 – Privatization**


**Apr 11 – Charter Schools**


>> Week 13, Apr 16-18 – Immigration and Education

**Apr 16 – The Wider Context of Immigration**


**Apr 18 – Immigration and Education**


>> Week 14, Apr 23-Apr 25 – Mid-Term

**Apr 23 – Mid-Term Review**

**Apr 25 – Mid-Term #3**

>> Week 15, Apr 30-May 2 – The Experience of Teaching and Selected Teacher Responses

**Apr 30 – The Experience of Teaching**
Soc 113, Spring 2019, 7


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

**May 2 – Selected Teacher Responses**


>>**Week 16, May 7-9 – Optional Review and Wrap-Up**

**May 7 – Review**

No Reading

**May 9 – Wrap-up**

No Reading

>>**Final Exam**

**Final Exam Date:** Thursday, May 16  
**Final Exam Time:** 7:00pm-10:00pm  
**Final Exam Place:** To Be Announced