

Sociology 113 – Sociology of Education
Spring 2019 – Tuesday, Thursday 8:00-9:30 – 166 Barrows

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

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

Assignments

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

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

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

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

PART I – INTRODUCTION

Week 1, 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

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

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

Jan 29 – Effects of Organizations Schools Debate

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

Jan 31 – The Purpose(s) of Schooling

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

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

Feb 5 – Selected Organizational Explanations of "Failing" Schools

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

Feb 7 – Public Confidence and Support

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

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

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

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

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.

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

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

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

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

Feb 26 – Human Capital Theory

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

Feb 28 – Cultural Capital Theory

Bourdieu, Pierre. 1986. "The Forms of Capital," pp. 241-258 in *Handbook of Theory and Research for the Sociology of Education*, edited by John Richardson. New York, NY: Greenwood Press.

http://home.iitk.ac.in/~amman/soc748/bourdieu_forms_of_capital.pdf

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

Mar 5 – A Cultural Marxist Account

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

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

Mar 7 – Social Capital Theory

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

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

Mar 12 – Levels and Correlates of Educational Attainment

Lucas, Samuel R. 2008. "Educational Attainment," pages 115-122 in *Encyclopedia of the Life Course and Human Development*, edited by Deborah Carr. Farmington Hills, MI: Macmillian Reference, USA. **READER**

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

Mar 14 – Levels and Correlates of Measured Achievement

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

>> Week 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

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

Apr 4 – GATE and Special Education

Yell, Mitchell L., David Rogers, and Elisabeth Lodge Rogers. 1998. "The Legal History of Special Education: What a Long, Strange Trip It's Been!" *Remedial and Special*

Education 19: 219-228. **Google Scholar**

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

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

Apr 9 – Privatization

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

Apr 11 – Charter Schools

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

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

Apr 16 – The Wider Context of Immigration

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

Apr 18 – Immigration and Education

Betts, Julian R. 1998. "Educational Crowding Out: Do Immigrants Affect the Educational Attainment of American Minorities?," pages 253-281 in *Help or Hindrance: The Economic Implications of Immigration for African Americans*, edited by Daniel S. Hamermesh and Frank D. Bean. New York: Russell Sage Foundation. **READER**

>>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

Campbell, Ronald F., Luvern L. Cunningham, Raphael O. Nystrand, and Michael D. Usdan. 1990. *Organization and Control of American Schools, The 6th Edition*. New York, NY: Merrill, Macmillian Publishing Company. Chapter 12, pages 297-328 **READER**

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

May 2 – Selected Teacher Responses

Sizer, Theodore. 1992. "Prologue: Horace's Compromise," pp. 9-21 in *Horaces' Compromise: The Dilemma of the American High School*. Boston: Houghton Mifflin Co. **READER**

>>Week 16, 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