

Sociology 113AC-ES
The Sociology of Education
University of California, Berkeley
Fall 2012

Course Details

- Instructor:** Brian Powers
Email: brpowers@berkeley.edu
Phone: (510) 642-4766
Office: 488 Barrows Hall
Office hours: Monday, Wednesday, 1:15 -2:30; 4:15-5; by appt. if possible before noon
- Lecture:** Monday, Wednesday, Friday, 12-1
Location 50 Birge
- Required books:** Richard Arum, Irene Beattie, and Karly Ford *The Structure of Schooling: Readings in the Sociology of Education*, edited by (Pine Forge Press, Thousand Oaks, CA)
- ACES course:** Our course is included in the American Cultures Engaged Scholarship (ACES) program and offers with service learning opportunities for up to 20 students. Students selected for ACES will complete all soc 113 course requirements in part by serving as mentors to low-income and immigrant youth at programs of one of three community partner organizations in Berkeley and Oakland. ACES students will attend a weekly two-hour seminar, learn about mentoring and tutoring strategies, share and comment on field notes, and earn two additional P/NP units through Sociology 198.
- Course reader:** Available WHEN ANNOUNCED at Copy Central, 2560 Bancroft Way, Berkeley, CA 94704
- Online readings:** Numerous items of required reading are available electronically at the course bSpace site (bspace.berkeley.edu) and through the UCB library's e-books collection (site.ebrary.com/lib/berkeley/)

Course Background

This course examines social influences on education and, in turn, the effects of education and schooling on the social fates of individuals and groups in society. We thus will look at their effects on the structure of society itself. Our main focus is on the social embeddedness of schooling in the culture and institutions of the contemporary US, but we also look at examples of the organization, content and effects of education in other countries, and at different moments of historical time.

As an AC course we look at the social and institutional dynamics of education through the perspectives of 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

Report on Second Five Interviews or Second Three Observations with Bibliography				Project: Emerging Analytical Themes from the Field
7. Field Report 4 Preliminary Thesis Statement and Inventory of Data and Bibliography				Status Report on Course Research Project: Thesis, Evidence, and your Argument
8. Paper 2 Educational Field Study				6-8 Page Paper Report on a Field Study of Educational Practice
9. Final Exam				In-class essay, one sheet of study notes allowed

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

Full credit for your participation grade requires:

- At least one visit to my office hours. You are welcome to visit alone or in a group. We will schedule occasional Sociological Chat Sessions.
- At least three contributions to the bSpace forum discussions, 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.
- One journal, four field reports, two papers and the final exam. Field reports, the journal, and occasional overnight quizzes covering course content, interpretation, and application of course readings. Quizzes will be counted toward the participation score. They will be announced in advance.

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

Omi M & Winant H. (1986). *Racial formation in the United States*. Philadelphia: Temple University Press, pages 57-69 and 89-135

#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. 4-6.

#8 Emile Durkheim, "The First Element of Morality: The Spirit of Discipline." In Arum, Beattie, and Ford, *Structure*, pp. 59-66.

Week 3. Hierarchies, Harmony and Conflict and the Contributions of Education.

Cheng L & Yang PQ. (1996). Asians: The 'Model Minority' deconstructed, in Waldinger R and Bozorgmehr M, eds., *Ethnic Los Angeles*. New York: Russell Sage Foundation, pages 305-343.

Wilson WJ. (1997). *When work disappears: The world of the new urban poor*. New York: Vintage, pages 111-153. (Available on course site)

#10 Randall Collins, "Functional and Conflict Theories of Educational Stratification." In Arum, Beattie, and Ford, *Structure*, pp. 74-90.

#11 Samuel Bowles and Herbert Gintis, "Schooling in Capitalist Societies." In Arum, Beattie, and Ford. *Structure*, pp. 91-99.

Week 4. Modern and Post-Modern Social Theories on Education

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

Alejandro Portes and Min Zhou. The New Second Generation: Segmented Assimilation and Its Variants In Arum, Beattie, and Ford, *Structure*, pp. 355-362. Social Capital and Institutional Modes of Incorporation

#6 Michele Lamont and Annette Lareau. "Cultural Capital: Allusions, Gaps, and Glissandos in Recent Theoretical Developments." In Arum, Beattie, and Ford. *Structure*, pp. 34-49.

*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.

Week 5. Taking the School Apart

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

Linda Darling Hammer. *Organizing for Success: From Inequality to Quality*. in Jeanne Ballantine and Joan Z. Spade. *Schools and Society: A Sociological Approach to Education*. (Fourth Edition). Newbury Park, CA: Pine Forge Press, 2012, pp. 358-367.

***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.

#23 Annette Lareau, "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." In Arum, Beattie, and Ford, *Structure*, pp. 243-263.

*** <http://site.ebrary.com/lib/berkeley/docDetail.action?docID=10063891>

#48 Linda Renzulli and Vincent Roscigno, "Charter Schools and the Public Good," In Arum, Beattie, and Ford, *Structure*, pp. 572-578.

#14 James Coleman and others, "Equality of Educational Opportunity: The Coleman Report." In Arum, Beattie, and Ford, *Structure*, pp. 120-136. (RECOMMENDED)

Week 10. Policy Debates on K-12 Education: Access, Funding, Equity, Quality, Governance, Testing, Language and Reform

Superior Court of California. Notice of Settlement in *Williams v. California*, 2004.

<http://www.cde.ca.gov/eo/ce/wc/wmslawsuit.asp> A class action filed on behalf of 100 low-income public school students of color, contending that the state and local educational agencies failed to provide public school students with equal access to instructional materials, safe and decent school facilities, and qualified teachers.

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

* Dennis Condon and Vincent Roscigno "Disparities Within: Unequal Spending and Achievement in an Urban School District," in Ballantine and Spade, pp. 251-265.

***Peter Sacks. *Tearing Down the Gate: Confronting the Class Divide in American Education*. Berkeley: University of California Press, 2007. "Class Matters," pp. 111-128;

*** <http://site.ebrary.com/lib/berkeley/docDetail.action?docID=10170140>

Week 11. Identity Construction and Structural Reproduction Through Academic Success in High Schools

#31 Prudence Carter, "Straddling Boundaries: Identity, Culture and School." In Arum, Beattie, and Ford, *Structure*, pp. 295-312.

#24 Julie Beattie, "Exceptions to the Rule: Upwardly Mobile White and Mexican American High School Girls". In Arum, Beattie, and Ford, *Structure*, pp. 264-273.

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

#22 Paul Willis, "Elements of a Culture,"

Week 12. Racial Construction and Self Construction in Schools

Signithia Fordham and John U. Ogbu. "Black Students' School Success: Coping with the Burden of Acting White' ." In Arum, Beattie, and Ford, *Structure*, pp. 274-280.

Karolyn Tyson, Domini R. Castellino, and Willim Darity, Jr. "It's Not "a Black Thing": Understanding the Burden of Acting White and Other Dilemmas of High Achievement. In Arum, Beattie, and Ford, *Structure*, pp. 281- 294.

#30 Pamela Perry, "Shades of White: White Kids and Racial Identities in High Schools." In Arum, Beattie, and Ford, *Structure*, pp. 338-354.

- 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.

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: bSpace.berkeley.edu and site.ebrary.com/lib/berkeley/

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

- Administrative announcements
- Downloadable assignment instructions
- Handouts
- Lecture notes

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

Course Materials

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 "Resources" tab at the course site. Please use these materials to help integrate readings, lectures and class discussions in your understanding of the course.

Office Hours and Contact Information

Email is the best way to communicate with me, at brpowers@berkeley.edu. You may also leave messages for me with the Sociology office, (510) 642-4766.

My office hours will be in 488 Barrows Hall, on Mondays and Wednesdays from 12:15-1:30 pm. I may also be available by appointment. 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 or the Head Reader either as an individual or in group before Week 6. We can arrange conversations on particular topics as the semester moves along.

Assignments

In Sociology 150, 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 lecture notes, reading summaries, and study questions, 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

- Students recognize how psychological theories and social psychological research are often concerned with socially situated learning processes linked with the development of self-understanding, identity, and motivation of social behavior at the individual level, and in aggregate and institutional terms.

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.