

Please note that attendance at the lectures is **REQUIRED** for this class. **Students who miss two consecutive classes during weeks one and two without notifying me will be dropped.** This is an **Early Drop Deadline Class. The drop date is Friday, August 31.** If you are uncertain whether or not you want to stay in this class, read the syllabus carefully. Do the course readings and assignments interest you? Can you commit to showing up for every class? While I will do my best to make this class well worth your time, if the class and its requirement are not a good match for you, you may want to look for a course that better suits your needs. Make your decisions carefully!

Sociology 3AC: Principles of Sociology
M/W 5-6:30 p.m. in 105 Stanley Hall
Fall Semester 2012
University of California at Berkeley

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Office hours:
Tues 10:45 - 11:45 a.m.
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Course Content:

This course offers a general introduction to sociology—the study of the social institutions, organizations and social relations that shape our lives and life chances—by way of a special focus on education. We begin the class with an examination of core sociological ideas on how societies are organized and the inherent strengths and problems within different social arrangements. We then explore these sociological principles through concrete studies of class, race, gender and sexual inequality. The articles in the course reader address the broader dimensions of social inequality. Two of the four assigned texts explore how these issues specifically affect American youth as students in the public school system. Once familiar with basic theoretical and empirical approaches used to explain unequal social outcomes, we will consider the ways in which educational systems can be used to perpetuate or resist social inequality. We conclude the class by asking what broader social changes might be necessary to reduce the harmful effects of inequality on human development and social integration.

Learning Objectives:

- 1) Gain knowledge of the broad contours of social inequality in American society;
- 2) Use sociological insights to understand the larger social contexts that shape individual experiences and limit or expand their life chances;
- 3) Gain specific knowledge on how our educational system can both perpetuate and mitigate social inequality;
- 4) Learn to identify basic arguments made by others and construct and support your own arguments in written and oral forms;
- 5) Practice civil discourse in the classroom and beyond;
- 6) Learn information literacy skills to become an independent and self-motivated learner.

Required texts:

This course has three (3) required texts and one course reader. The texts are Claude Fischer, et al., *Inequality by Design*; Ann Arnett Ferguson, *Bad Boys*; and C.J. Pascoe, *Dude, You're a Fag*.

All required texts are on reserve at Moffitt Library. The course reader is available at Krishna Copy (2595 Telegraph Ave near the corner of Parker Street).

Grades will be based on the completion of the following assignments:

- 10% Class participation/assignments:** participation includes
- regular attendance in class (no more than 2 unexcused absences to get full credit). Two points will be subtracted from your P/A grade for each unexcused absence after the first two. **I will post power points on B-space only if 85% or more of the class are present or have obtained an excused absence**
 - contributions to the class discussion board (forum) on b-space including posting at least 4 comments (either new topics or responses to existing topics and threads) over the course of the semester. You must also read at least 10 additional postings by classmates. Click the envelope icon above the posting to indicate you have read the comment. If you post less than 4 comments, 5 points for each deficit will be subtracted from your P/A grade (in other words, if you only post 3 comments, 5 points will be deducted from this section of your grade). One point will be subtracted from your P/A grade for each reading less than ten, (i.e., if you only read 8 posts, 2 points will be subtracted from your P/A grade)
 - prompt submission of assignments, including the rough draft of the final essay. Ten points will be deducted from students who do not submit the rough draft of their final essays.
 - improvement in quiz or essay scores and any other activities reflective of your engagement with the class, (e.g., contributions to class discussion, office hour visits)
- 20% Quizzes** (best 4 of 5): The quizzes will be relatively short “objective” exams that will be posted on our class website on b-space. The quizzes will be available for a 24-hour period announced in class. Because you are not required to take all 5 quizzes, there are no make up exams (exception for certified emergencies).
- 30% Midterm essay:** 1500 word essay on the relationship between your family and community’s socio-economic status and the quality of one’s own high school education. **Due in class on October 10.**
- 40% Research Prospectus:** You will be given basic data on one of the major public high schools in Oakland. You will write an analysis of how race, gender and/or sexuality contribute to educational inequality based on these data, the course readings, and supplemental readings that you find from the library. You will be given a detailed handout to guide you through the steps of this research project, including instruction on how to find appropriate sources in the library’s electronic databases. You will also have the opportunity to revise a draft of your research prospectus. Your final paper should be between 1800 to 2100 words in length (about 6 to 7 pages, double spaced). **Group Progress Report due in class on November 7.**
Drafts are due in class on November 19.
Final papers are due Thursday, December 13 by or before 3:00 pm. You may turn in hard copies of your research prospectus to my mailbox in 410 Barrows anytime before 3 pm on Dec. 13 or submit your prospectus to my office—454 Barrows Hall—between 1:00 and 3:00 p.m. on Dec. 13.

Extra credit: Students may earn up to 30 points of extra credit by

- 1) reading and writing a two-page (double-spaced) review of any of the books on the Supplemental Reading list. Answer the questions at the bottom of the Supplemental Reading list section (up to 20 points);
- 2) attending and writing a one page (double-spaced) sociological evaluation of any campus event including colloquia presented in the Sociology Department (up to 10 points);
- 3) watching and reviewing any of the recommended videos—address questions at the end of the Supplemental Reading list section (up to 10 points)

Options 2 and 3 may be repeated.

All extra credit should be submitted to me, either via hard copy or email. I will accept extra credit at any time during the semester up through Dec.12.

Grading Scale

Your assignments will be given a numeric score and posted on the B-space Grade Book. The numeric score of each assignment will be multiplied by its percentage in terms of the assignment's weight in the overall grade, (e.g., your midterm essay will be multiplied by 30%, your final project will be multiplied by 40%). At the end of the semester, your scores will be totaled and converted to a letter grade based on the following scale:

970-1000	A+	870-899	B+	770-799	C+	670-699	D+
930-969	A	830-869	B	730-769	C	630-669	D
900-929	A-	800-829	B-	700-729	C-	600-629	D-

Class Dynamics

We will look at important but controversial topics. You may not always feel comfortable with some of the material and opinions expressed in this class. In order to make class discussions productive and safe for participants, we need to adhere to some basic ground rules.

Respect the class. This class will challenge many preconceived ideas about society. It is important that you show respect for the class by reading the assigned material before you enter the classroom. It is not necessary that you agree with the authors, but you are responsible for knowing the content of their arguments. The expression of factually unfounded opinions simply wastes class time.

Respect your classmates. When taking a position in a class discussion, it is important that you express your ideas with tact. I hope that you will make bold arguments, but your questions need to show some consideration of your audience, just as your answers need to show knowledge of the topic at hand. You will undoubtedly disagree with some of the perspectives presented in class. Please respond to the ideas rather than personally attacking the opinion holder.

Class Organization

Small group work: Informal small group discussion is an excellent way to get to know other members of your community. After week two, we will devote some class time to small group discussion of selected class readings or other topics (you will be given guidelines for your discussions). I highly recommend that students join study groups when preparing for their quizzes. Small group work will also be a component of your final paper. You may use your

group to discuss your research question, find relevant scholarly articles to incorporate into your final project, brainstorm ideas for the content of your project, and proofread/edit each others' papers. Although you are individually responsible for writing your final paper, I encourage you to discuss your findings, ideas, and interpretations within your small group or other members of your in-class community. Some of you may feel shy about approaching complete strangers, so I will help you form smaller groups if necessary.

B-space I will post lecture outlines, reading guides and some of the assigned readings to the course website on B-space. You will have access to the B-space Forum, (i.e., the discussion board). The discussion board will allow you to post thoughts and questions about the class material. I will check postings on a random basis. I expect the same level of respect in your forum postings as in your classroom discussions.

Additional Course Support through the Student Learning Center

<http://slc.berkeley.edu/general/index.htm>

SLC Study Groups: The Student Learning Center will sponsor study groups for Soc. 3AC beginning the third week of classes. (Location will be posted on Friday of the second week of classes.) Study groups are free to all registered students but admission to study groups are on a first come first serve basis. The first fourteen to sign up for each study group will likely receive a slot. All requests after the first fourteen will be placed on a wait list. ***Caveat:*** *Social Science study groups are not a drop-in format in that study group participants are asked to join the group and attend consistently throughout the course of the semester.*

SLC Workshops: Check the SLC website (given above) for relevant workshops. In the past, the SLC has offered workshops on topics like “How to Master Social Science Courses” which provides a useful overview of approaches and study skills for this and other social science classes.

SLC Writing Program: The Writing Program within the Student Learning Center has tutors available by appointment and on a drop-in basis. Drop-in hours begin the third week of class and are held M – Th 9 a.m. to 6 p.m. and F 9 a.m. to 12 p.m. Sign up on the Writing Drop-in computer in Chavez Atrium. You may also make advance appointments for tutoring beginning in the fourth week of class. Writing tutors are very busy during the second half of the semester, so plan ahead. Writing tutors will help you brainstorm for ideas as well as give pointers on expression and grammar, but they are most helpful if you are prepared for your sessions. Tutors will not proofread your papers. See the SLC web site (given above) for further information.

University policy on cheating or plagiarism:

Achievement and proficiency in subject matter include your realization that *neither is to be achieved by cheating*. An instructor has the right to give you an F on a single assignment produced by cheating without determining whether you have a passing knowledge of the relevant factual material. That is an appropriate academic evaluation for a failure to understand or abide by the basic rules of academic study and inquiry. An instructor has the right to assign a final grade of F for the course if you plagiarized a paper for a portion of the course, even if you have successfully and, presumably, honestly passed the remaining portion of the course. It must be

understood that any student who knowingly aids in plagiarism or other cheating, e.g., allowing another student to copy a paper or examination question, is as guilty as the cheating student. (<http://catalog.berkeley.edu/policies/conduct.html> downloaded 8/08/12 from *U.C. Berkeley General Catalog Online 2012-13*)

Reading Assignments and Schedule

Unit 1: Introduction to Sociology and Sociological Theory: What is a good society?

Key ideas:

- Developing a “sociological imagination”
- Social integration and moral regulation
- Capitalism, industrialization and social stratification
- Inequality (social stratification) and social change/stability

August 27 (Lecture)

Assigned Readings:

- 1) C. Wright Mills, “The Promise” (in reader, also attached to class email/posted on B-space)

August 29 (Lecture)

Assigned Readings

- 1) Giddens et al, “The Development of Sociological Thinking,” (pp. 10-18) (R) (check out study guide included at the end of the chapter as well)
- 2) Comments on and selections from the writings of Emile Durkheim (*Suicide, Division of Labour*) (Reader & B-space)

September 5 (Lecture)

Assigned Readings

- 1) Friedrich Engels, “The Great Towns” (Reader & B-space)

September 10 (Lecture and Video)

Video: “Manifestoon” http://www.youtube.com/watch?v=RJ_PYxKVqy0

Assigned Readings

- 1) Karl Marx and Friedrich Engels, from *The Manifesto of the Communist Party* (Reader & B-space)

September 12 (Discussion)

Identify key elements and similarities/differences among Mills, Durkheim, and Marx/Engels

Unit 2: Class Inequality

Key ideas:

- Class (socio-economic status) determinants: Income/wealth, education, occupation
- Economic inequality in US society, now and in the past
- Social costs of (extreme) economic inequality
- Social policies and economic inequality
- Class and culture

September 17 (Lecture)

Video

- 1) PBS Study - Land of the Free, Home of the Poor
<http://www.youtube.com/watch?v=YZ2zE4e1HjI>

Assigned Reading

- 1) Anthony Giddens et al., "Stratification, Class and Inequality" (pp. 159-172) (R)
- 2) Claude S. Fischer et al., chs. 1 *Inequality by Design*

September 19 (Lecture)

Video: Joseph Stiglitz, "Of the 1%, By the 1%, For the 1%,"

<http://www.youtube.com/watch?v=cZC1HVRz450>

Assigned Readings

- 1) Anthony Giddens et al., "Stratification, Class and Inequality" (pp. 172-193) (R)
- 2) Claude S. Fischer et al., ch. 5 in *Inequality by Design*
- 3) Joseph Stiglitz, "The One Percent's Problem"

Recommended Resources (All recommended videos [they are about 1 hour in length] can be reviewed for extra credit, option 3)

- 1) (Video) Paul Krugman, "Income Inequality and the Middle Class"

<http://www.youtube.com/watch?v=5kWA-CwFK5A>

- 2) (Video) Paul Krugman, "The Economic Meltdown"

<http://www.youtube.com/watch?v=sOyX74kmjBY>

- 3) (Interactive Graphic) Determining your (or your family's) class location

http://www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/index_01.html

September 24 (Lecture)

Video: "Taxes: How High Is Too High" (PBS)

http://www.pbs.org/newshour/bb/business/jan-june12/makingsense_01-11.html

Assigned Reading

- 1) Claude S. Fischer et al., ch. 6 in *Inequality by Design*
- 2) David Cay Johnston, "Richest are Leaving Even the Rich Far Behind" (R)

Recommended Resources

- 1) (Interactive Graphic) "How Class Works" (on economic mobility)

http://www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/index_03.html?scp=1&sq=%22How%20Class%20Works%22&st=cse

September 26 (Lecture and Video)

Video: "Nickel and Dimed from The American Ruling Class"

<http://www.youtube.com/watch?v=gDgFiW2xtf0>

Assigned Reading

- 1) Barbara Ehrenreich, Excerpt from *Nickel and Dimed* (R)
- 2) Claude S. Fischer et al., *Inequality by Design*, Appendix 1 (Summary of the Bell Curve), chs. 2, 3, 4

Recommended Videos

- 1) Robert Reich, "How Unequal Can America Get?"
<http://www.youtube.com/watch?v=QCu-XnVxhfk&feature=related>
- 2) Robert Reich, "Aftershock: The Next Economy and America's Future"
<http://www.youtube.com/watch?v=b-4lirM0czg>

October 1 (Lecture)

Assigned Reading

- 1) Annette Lareau, "Invisible Inequality: Social Class and Childrearing in Black and White Families" (R)

Recommended Resource

1. (Radio Broadcast) "Going Big: Act One 'Harlem Renaissance'" from *This American Life*
<http://www.thisamericanlife.org/radio-archives/episode/364/going-big>
(This 30-minute episode could be reviewed for Extra Credit Option 3)

Handout first essay assignment on the relationship between socio-economic class and quality of education.

Discussion of readings in connection to midterm essay; discussion of how to fill in and interpret midterm data sheets.

October 3

Video: Harlem's Children Zone (*60 Minutes*)

http://www.youtube.com/watch?v=Di0-xN6xc_w

Assigned Reading

- 1) Claude S. Fischer et al., *Inequality by Design*, ch. 7
- 2) Peter Cookson and Caroline Hodges Persell, "Preparing for Power" (R)
- 3) Robert Granfield, "Making It by Faking It" (R)

October 8 (Lecture and Video)

Video: "A Tale of Two Schools"

<http://www.youtube.com/watch?v=5xdfVAPvv9A&feature=related>

Assigned Reading

- 1) Jonathan Kozol, "Still Separate, Still Unequal" (R)

Recommended Reading

- 1) Alice H. Amsden and Jon Collins Clark, "Software Entrepreneurship Among the Urban Poor: Could Bill Gates Have Succeeded If He Were Black? Or Impoverished?" (R)

Recommended Video

Jonathan Kozol, "The Restoration of Apartheid Schooling in America"

<http://www.youtube.com/watch?v=q6u-gIToYLG>

Unit 3 Racial/ethnic Inequality

Key ideas:

Race as a social construction

Personal prejudice vs. institutional discrimination (e.g., residential segregation, unequal employment opportunities, and segregated, unequal schools)

Multi-culturalism v. assimilation

Racial stratification: privilege and disadvantage
Racism in education

October 10 (Video/Discussion)

First essay due in class!!

Video: *Race: the Power of an Illusion #3* (“*The House We Live In*”)

Assigned Readings

- 1) Natalie Angier, “Do Races Differ? Not Really, Genes Show” (R)
- 2) Anthony Giddens et al., “Ethnicity and Race” (pp. 253-281) (R)

October 15 (Lecture)

Assigned Readings

- 1) U. S. Census, Household Income and Poverty Statistics (R)
- 2) Melvin L. Oliver and Thomas M. Shapiro, excerpt from *Black Wealth/White Wealth* (R)
- 3) Genaro Armas, “Study Says Wealth Gap Widened for Blacks, Hispanics After Recession” (R)

October 17 (Lecture)

Assigned Readings

- 1) William Julius Wilson, excerpt from *When Work Disappears* (R)
- 2) Thomas Shapiro, “The Hidden Cost of Being African American” (R)

Recommended Video

William Julius Wilson: Being Black & Poor in the Inner City
<http://www.youtube.com/watch?v=xluoImnZwG0>

October 22 (Lecture)

Video: Myth Busting Model Minority Asian American Stereotypes - Kyung Yoon

<http://www.youtube.com/watch?v=jZkIC7vZT5s&feature=fvst>

Assigned Readings

- 1) Deborah Woo, “The Inventing and Reinventing of ‘Model Minorities’” (R)
- 2) Matthew Yi and Ryan Kim, “Asian Americans Seen Negatively” (R)

October 24 (Lecture)

Assigned Readings

- 1) Ann Ferguson, *Bad Boys*, chs. 1-3

October 29 (Lecture)

Hand out final essay project

Special focus on research project: Finding Library Resources

Class discussion on how to use data sheets for ideas about final project

Assigned Reading

- 1) Anthony Giddens et al. “Sociological Questions” (pp. 18-31) (R)

October 31 (Lecture)

Assigned Readings

- 1) Ann Ferguson, *Bad Boys*, chs. 4, 6, 7

November 5 (Lecture)

Video: Archie Roach “Took the Children Away”

<http://www.youtube.com/watch?v=rpNSrqsU1eI&feature=related>

Assigned Readings

- 1) Guadalupe Valdés, “Con Respeto” (R)
- 2) Mary Crow Dog and Richard Erdoes, “Civilize Them With a Stick” (R)
- 3) Tamar Lewin, “Report Takes Aim at ‘Model Minority’ Stereotype of Asian-American Students” (R)

Unit 4 Gender Inequality

Key ideas:

Social construction of gender/gender socialization
Institutional sexism
Gender as a raced and classed experience
Gender and education

November 7 (Lecture)

Group Progress Sheet Part I (list of group members, basic research question, relevant data from data sheets, reading suggestions) due in class!!

Assigned Reading

- 1) Barbara Risman, “Gender as Structure” (R)
- 2) Michael Kimmel, *The Gendered Society*, ch. 7 (R)

Recommended reading

- 1) Anthony Giddens et al. “Gender Inequality” (pp. 223-251) (R)

November 12 (Lecture)

Video: David Sadker, part 1 and part 2 - Briefing on STEM Education

<http://www.youtube.com/watch?v=fW49eH9yg7E>

<http://www.youtube.com/watch?v=KHBffQCUMSk&feature=relmfu>

Assigned Reading

- 1) Myra and David Sadker, “Failing at Fairness” (R)
- 2) Julie Bettie, “How Working-Class Chicas Get Working Class Lives” (R)

November 14 (Lecture)

Assigned Reading

- 1) C.J. Pascoe, *Dude You’re a Fag*, chs. 1-3

Unit 5 Social Inequality and Sexuality

Key ideas:

Social construction of sexuality
Gender norms and sexuality

Homophobia
Sexual minority youth in schools

November 19 (Lecture)

Draft of Research Prospectus Due in Class

Video: CJ Pascoe and Dalton Conley discuss her book, *Dude You're a Fag*
http://www.youtube.com/watch?v=X_nqYnjfe_8

Assigned Reading

- 1) C.J. Pascoe, *Dude You're a Fag*, chs. 4-5

November 21 (Lecture)

Assigned Reading

- 1) Jonathan Ned Katz, "The Invention of Heterosexuality" (R)
- 2) Eric M. Dubé, Ritch C. Savin-Williams, and Lisa M. Diamond, "Intimacy Development, Gender, and Ethnicity among Sexual-Minority Youths" (R)
- 3) Jane Brody, "Gay or Straight, Youths Aren't So Different" (R)

November 26 (Lecture/Discussion)

Assigned Reading

- 1) C.J. Pascoe, *Dude You're a Fag*, ch. 6

Unit 6: A Better Society?

Key ideas:

The social justice potential of social policies

Education as empowerment

Collective action and the "sociological imagination"

November 28 (Lecture/Discussion)

Assigned Readings:

- 1) Claude Fischer et al., *Inequality by Design*, ch. 9
- 2) Eduardo Bonilla-Silva, "'New Racism' Color-Blind Racism, and the Future of Whiteness in America" (R)
- 3) Robert Reich, "What Happened to the American Social Compact?" (R)
- 4) Allan G. Johnson, "What Can We Do? Becoming Part of the Solution" (R)

December 3 and 5 (Study Week)

TBA

December 13

Final drafts of Research Prospectus due either in my mailbox (410 Barrows) before 3:00 p.m. or turned into my office—454 Barrows Hall—between 1 and 3:00 p.m.

Supplementary Book List

(I have requested that these books be placed on reserve at Moffitt Library)

Topic: Class inequality and its political ramifications

Greg Palast, *The Best Democracy Money Can Buy: The Truth About Corporate Cons, Globalization and High-Finance Fraudsters*

Paul Hawkin, Amory Lovins and L. Hunter Lovins, *Natural Capitalism: Creating the Next Industrial Revolution*

Joseph Stiglitz, *The Price of Inequality*

Robert Reich, *Aftershock*

Topic: Lived consequences of class inequality

Barbara Ehrenreich, *Nickel and Dimed*

Barbara Ehrenreich, *Bait and Switch*

Arlie Hochschild and Barbara Ehrenreich, *Global Woman*

focus on youth and class inequality:

Annette Lareau, *Unequal Childhoods* (how families' class and race locations affect their strategies of childrearing)

Paul Tough, *Whatever It Takes* (account of community organizer Geoffrey Canada and his work in developing the cultural capital of low-income children in Harlem)

Katherine Newman, *No Shame in My Game* (youth and low-wage work)

Philip Bourgois, *In Search of Respect* (great ethnography of young men in Spanish Harlem and their reluctant participation in the drug economy)

Julie Bettie, *Women Without Class* (how gender and ethnic stereotypes can reduce educational opportunities for Latinas)

Topic: Racial inequality/structural analyses

Melvin Oliver and Thomas Shapiro, *Black Wealth/White Wealth*

William Julius Wilson, *When Work Disappears*

Dalton Conley, *Being Black, Living in the Red*

Topic: Racial inequality/history/literature

Ron Takaki, *A Different Mirror* (the classic multi-cultural history of the U.S.)

Dee Alexander Brown, *Bury My Heart at Wounded Knee* (Native American history)

Maria Hong, ed., *Growing Up Asian American: an anthology*

Harold Augenbraum and Ilan Stavans, *Growing Up Latino: memoirs and stories*

Peter Jamero, *Growing Up Brown: Memoirs of a Filipino American*

Pamela Perry, *Shades of White* (a comparative study of how white teens understand racial identity and stratification)

Mab Segrest, *Memoir of a Race Traitor* (story of a white, anti-racist activist—inspiring!)

Frances E. Kendall, *Understanding White Privilege: Creating pathways to authentic relationships across race*

Topic: Gender

Michael Kimmel, *The Gendered Society*

William Pollack, *Real Boys : rescuing our sons from the myths of boyhood*

Mary Pipher, *Reviving Ophelia*

Susan Bordo, *Unbearable Weight* or *Twilight Zones* (great collection of essays on popular culture, notions of beauty, eating disorders, etc)
Arlie Hochschild, *The Second Shift* (on marital relations and labor inequality in families)
Jennifer Pierce, *Gender Trials* (how gender affects legal workers—a must-read for anyone thinking of becoming a lawyer)
Caitlin Moran, *How To Be a Woman* (warning: text is very funny but uses explicit language)

Topic: Sexuality

Arlene Stein, *Sex and Sensibility* (on changing parameters of lesbian identity)
Ritch Savin Williams, *The New Gay Teenager*

Topic: Educational Inequality

Paul Tough, *Whatever It Takes* (an inspiring account of Geoffrey Canada's work with the Harlem Children's Zone and efforts to enrich the cultural capital and skills of poor children and their parents in Harlem)

Jonathan Kozol, *Ordinary Resurrections* (a touching and hopeful account of children living in a poverty-stricken section of the Bronx)

Jonathan Kozol, *Shame of the Nation*

Beverly Tatum, *Why Are All The Black Kids Sitting Together In The Cafeteria?* (development of racial identity)

Lisa Delpit, *Other People's Children: Cultural conflict in the classroom* (future teachers need to read this book!)

Nancy Lopez, *Hopeful Girls, Troubled Boys*

Jeannie Oakes, *Keeping Track: How schools structure inequality*

If you wish to write a two-page (double spaced) review of one of these books for extra credit, your review should include answers to the following questions:

- 1) What is the main question addressed by this book?
- 2) What is the main argument (or central thesis) put forth by this book?
- 3) What do you think is the book's most important empirical and/or theoretical claim?
- 4) How does the content of the book relate to ideas presented in the class?
- 5) (Optional) Do you see any weaknesses in the book or are there any questions that you would like to ask the author?