In this course we will investigate the contradictions, challenges, 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 how education systems work, and details concerning selected specific issues in education.

The aim of these efforts is threefold. As one might imagine, one course aim is to convey specific facts about education. A second aim is that students learn several theoretical perspectives for analyzing education and society. A third aim is that students become adept at evaluating evidence bearing on the relation between facts and theoretical perspectives. The first aim is important, but the second and third aims set our work apart, making ours a college-level course. Hence, the goal is not only to learn facts, but, more important, to learn to marshall those facts to weigh evidence.

**The Two Kinds of Written Assignments: Papers and Final Exam**

**Papers**
There are four paper assignments, due September 23, October 14, and November 4, and November 25. Late papers will not be accepted. Papers must be submitted at class—papers placed in the professor or GSI’s mailbox, under the GSI or professor’s office door, or in any other way except at class by the end of class on the day the paper is due will not be accepted.

Substantively, for each paper you will develop an answer to a specific set of questions provided to you about a week before the paper is due. Each paper will require you to use readings and in-class exercises from the course to address the questions.

**Exam**
In the final exam you will answer one or more essay questions using documents provided at the exam, a format resembling the document question on the U.S. History AP exam and others. The College Board states “The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.”
final exam is cumulative.

Grade Percentages for Each Assignment
Each paper counts 15%, for a total of 60%. The final exam counts 15%. And, class participation counts 25%.

Dialogue
This is a lecture class. Lectures will generally elaborate or extend the reading, not repeat the reading. I anticipate that one will get more out of the lecture if one has already completed the reading assignment for the date.

While this is a lecture class, it is a college lecture class, which means (to me, as a sociologist of education) that students in the class must be engaged—verbally—in the class throughout the term. The course essentially serves to insert us into an already-occurring, long-running dialogue with the material and those who have studied education. To enter this course is to simultaneously commit to entering that dialogue, commit to contributing, verbally, to that running dialogue.

Thus, 10% of the grade will be based on whether you do, indeed, engage in that dialogue in lecture, and 15% of the grade will be based on section participation. Logistics for the lecture participation grade will be described at the first class, and implemented after the fourth class.

Assigned Course Reading
There are no books on the syllabus. Much of the reading material is available via JSTOR or Google Scholar, and some of the other material is available at specific web-sites. The general public does not have access to JSTOR or many other items available electronically. But if you are a UC-Berkeley student you may access these resources from university computers. If you prefer to access these sites from home you must set up a proxy server. University web-sites describe how to do that for different types of computers.

I strongly encourage you to become familiar with JSTOR, as it will serve you well. Of course, most material available via JSTOR is also available in hardcopy in the various libraries at UC-Berkeley. Thus, you need not have JSTOR access to obtain most of the material.

Papers that are on other web-sites have the url in the syllabus, while papers on JSTOR or Google Scholar are noted in the syllabus with a bold JSTOR or Google Scholar after the citation. For the JSTOR and Google Scholar papers you’ll need to use the author and/or paper title and the search tools of the site to find the paper.

Works not available electronically are in a Reader for purchase at Copy Central, 2576 Bancroft, and are marked with a bold Reader after the citation. Fewer such works are assigned, but each is essential (or I would not assign them given the drudgery of making them available). Thus, I encourage you to obtain the Reader as it is by far the easiest way to access these materials.
Schedule of Classes

Week 1, Aug 28

Aug 28 -- Introduction

>> Week 2, Sep 2-4 – Prerequisites for Education

Sep 2 – Preliminary Personal Orientation


Csikszentmihalyi, Mihaly. 1990. “Literacy and Intrinsic Motivation.” Daedalus 119: 115-143. JSTOR


Sep 4 – Preliminary Theoretical Orientation


>> Week 3, Sep 9-11 – The Political Economy of Schools as Organizations

Sep 9 – Schools as Organizations


Sep 11 – Logics of Organization and the Political Economy of Schools


>>Week 4, Sep 16-18 – Actors in the U.S. Education System and Educational Attainment
Sep 16 – A Systematic Look at Actors in the U.S. Education System – In-Class Exercise #1


Sep 18 – Educational Attainment in Historical and Theoretical Perspective


>> Week 5, Sep 23-25 – Schooling in Theoretical Perspective I

Sep 23 — Debriefing Exercise #1 – **PAPER 1 DUE, SEPTEMBER 23**

No additional assigned reading.

Sep 25 – Social Capital Theory


>> Week 6, Sep 30-Oct 2 – Schooling in Theoretical Perspective II

Sep 30 – Human Capital Theory


Oct 2 – Cultural Capital Theory


>> Week 7, Oct 7-9 – Age, Race, Ethnicity, and Educational Attainment

Oct 7 – Educational Attainment – In-Class Exercise #2

New York: Russell Sage Foundation. **READER**


**Oct 9 – Who Goes to School?**


>> **Week 8, Oct 14-16 – Processing People**

**Oct 14 – Debriefing Exercise #2– **PAPER 2 DUE, OCTOBER 14**

No additional assigned reading.

**Oct 16 – Challenges for School Organization**


>> **Week 9, Oct 21-23 – Dynamics of Implemented Responses to Challenges of School Organization**

**Oct 21 – Selected Implemented Responses to Challenges of School Organization**


Special Education: What a Long Strange Trip It’s Been!”  *Remedial and Special Education* 19: 219-228.  Google Scholar


**Oct 23 – Selected Effects of School Organization**


>> **Week 10, Oct 28-30 – Teaching as a Profession**

**Oct 28 – In-Class Exercise #3**


**Oct 30 – Teachers’ Teaching In School**


>> **Week 11, Nov 4-6 – Teaching as Work**

**Nov 4 – Debriefing Exercise #3– **PAPER 3 DUE, NOVEMBER 4**

No additional assigned reading

**Nov 6 – Complexities of Teaching as Work**


**>>Week 12, Nov 11-13 – Evaluating Teachers and Students**

**Nov 11 – Veterans Day HOLIDAY**

**Nov 13 – Assessment and Evaluation**


**>>Week 13, Nov 18-20 – Evaluating Teachers and Students**

**Nov 18 – In-Class Exercise #4**


**Nov 20 – University of California-Berkeley in Sociology 113–Sociology of Education Perspective**

No additional assigned reading.

**>>Week 14, Nov 25-27 –**

**Nov 25 – Debriefing Exercise #4 **PAPER 4 DUE, NOVEMBER 25**

No additional assigned reading.

**Nov 27 – Thanksgiving HOLIDAY**
Week 15, Dec 2-4 – Last Week of Classes, Review, and Wrap-up

Dec 2 – Review
No additional assigned reading.

Dec 4 – Wrap-up
No additional assigned reading.

Final Exam, TUESDAY, DECEMBER 16, 2014  3-6PM