

SOED-GE 2002

Introduction to the Sociology of Education

DEPARTMENT OF APPLIED STATISTICS, SOCIAL SCIENCE, AND HUMANITIES
New York University

Fall 2017 | Tuesdays 4:55-6:35pm | Location: Waverly, Room 366.

Instructor: Jackie Cruz

Office Hours: By appointment | jec538@nyu.edu |

COURSE DESCRIPTION:

This graduate seminar is focused on providing students with a thorough and detailed introduction to key concepts and ideas in sociology of education. We will explore how social theory relates to education. In the course, we will think critically about the intersections between theory and practice. In addition, schools do not solely have inputs (students) and outputs (an educated person). Many social processes and sorting occur both within and across schools. These processes influence patterns of social stratification, inequality and inequities. Throughout the course, we will consider questions like the following:

1. How do social markers of difference-- such as race, class, language status, gender, ethnicity, sexuality, ability—affect, or relate to, the schooling process and educational outcomes?
2. What role does the organizational, legal and political environment have on the process of schooling?
3. How does social context and social structure influence the process of schooling?
4. How are formal and informal relationships organized within schools, and what are the consequences for students' learning and identities?
5. How are inequalities related to social class, ethnicity, race, gender, and sexual orientation manifested in schools?
6. To what extent, and in what ways, do schools promote equal opportunity, as well as reproduce prevailing patterns of power, privilege, and hierarchy?

COURSE DESIGN:

Critical thinking and active participation are essential given the seminar design of the course. Discussion of the assigned readings is a central component of each session; students should take sufficient notes on passages and concepts or theories of interest, such as aspects of the literature that students considered particularly insightful, intriguing, provocative, offensive, confusing, or infuriating. Course discussion will also be supplemented by mini-lectures, video clips, experiential exercises or activities, autobiographical writing, and guided discussion in large and small groups.

REQUIRED TEXTS:

Sadovnik, A. (2016). *Sociology of Education: A Critical Reader*, 3rd Ed. New York: Routledge.

Morris, M.W. (2016). *Pushout: The Criminalization of Black Girls in Schools*. New York, NY: New Press.

Other articles read in the course will be accessible via NYU Classes or e-reserves @ Bobst.

COURSE ASSIGNMENTS:

(1). SCHOOLING NARRATIVE (10%) Draft a 2-3pg. story related to a “memorable moment” (positive or negative) in your own PreK-12 education. Rather than a longer memoir, choose a single event or vignette to narrate that vividly illustrates an aspect of your experience with being a student in a school or classroom. **Due 9.26 in class**

(2). WEEKLY POSTING (20%) Each session you will be expected to write a short reaction paper (100-200 words) posted by **1:00pm on Tuesdays on NYU Classes**. Please do not summarize the readings, instead postings should contain your “thinking.” The reflections should be critical and thoughtful, and engage with the ideas in the texts.

(3). MIDTERM (20%) This paper is a precursor to your final assignment; the final paper will require you to write a research paper on an issue related to the sociology of education. In this paper, you will identify the issue you want to explore and why you want to study it. You will then choose and introduce two or three *different* perspectives on your issue, (you can utilize opinion pieces, journal articles, or books) and analyze the different frameworks and assumptions that shape these perspectives. **Due 10.31 by midnight on NYU Classes**

(4) RESEARCH PAPER (40%) The final paper will require you to write a research paper on an issue related to the sociology of education. This paper must utilize a variety of research articles from different academic journals and/or books. Topics should be chosen in consultation with the professor early in the semester. **The paper should be at least 12 pages long— not including references— and should be in APA style.** (<https://owl.english.purdue.edu/owl/resource/560/01/>).

(5). ATTENDANCE/CLASS PARTICIPATION (10%) Attendance, punctuality, and participation are expected. Students are responsible for showing up on time and being prepared to be active and engaged during class time, and these tasks represent the standard expectations for any life-long learner. If you need to be absent or late due to extenuating circumstances (illness or emergency), you must contact the professor to make appropriate arrangements. Absences from a class or limited participation will have bearing on the outcome of your grade in the class (i.e., except where other arrangements need to be made such as prolonged illness, in which case, proper documentation is required).

GRADING:

- A Exceptional—Exceeds expectations in all dimensions
- A- Excellent—Meets expectations in all dimensions and exceeds expectations in some
- B+ Solid—Meets expectations in all dimensions
- B Needs Improvement—Below expectations in some dimensions
- B- Needs Significant Improvement—Below expectations in many dimensions
- C Insufficient—Significantly below expectations in some or all dimensions

COURSE SCHEDULE:

09.05 Course Overview & Introductions

Part 1: History, Theory and Method in the Sociology of Education**09.12 The Field and Its Methods**

Trent, W., Braddock, J., & Henderson, R. (1985). Sociology of Education. A focus on education as an institution. *Review of Research In Education*. 12. (pg. 295-300; 302-309; 312; 318-328)

Sadovnik, A. (2016). Theory and Research in the Sociology of Education (Chapter 1) in Sadovnik, A., & Coughlan, R. (3rd Edition) *Sociology of Education: A critical reader*. (pg. 17-19). New York: Routledge.

Noguera, P. (2003). Finding Hope Among the Hopeless (Chapter 1). *City Schools and the American Dream: Reclaiming the promise of public education*. New York: Teachers College Record

09.19 Foundational History of Education in the United States

Coleman, J., et al., (2011). Equality of Educational Opportunity: The Coleman Report (Chapter 14) in Arum, R., Beattie, I., & Ford, K. (2nd Edition) *The Structure of Schooling: Readings in the Sociology of Education*. Thousand, Oaks, CA: Sage Publications.

Reardon, S., & Owens, A. (2016). Sixty Years After *Brown*: Trends and consequences of School Segregation (Chapter 23) in Sadovnik, A., & Coughlan, R. (3rd Edition) *Sociology of Education: A critical reader*. New York: Routledge.

Select 1 of 2 below:

Jencks, C., & Phillips, M. (2011). America's Next Achievement Test: Closing the Black-White Test Score Gap (Chapter 28) in Arum, R., Beattie, I., & Ford, K. (2nd Edition) *The Structure of Schooling: Readings in the Sociology of Education*. Thousand, Oaks, CA: Sage Publications.

Rothstein, R., (2008). The Achievement Gap: A broader picture. (Chapter 37) in Ballantine, J., & Spade, J. (3rd Edition) in *Schools and Society: A sociological approach to education*. Los Angeles: Pine Forge Press.

Suggested Readings:

A Nation At Risk: The imperative for educational reform:
<https://www2.ed.gov/pubs/NatAtRisk/index.html>

The Moynihan Report – The Negro Family: The case for national action:
<http://www.blackpast.org/primary/moynihan-report-1965>

09.26 Functional and Conflict Theories of Education

Collins, R., (2016). Functional and Conflict Theories of Educational Stratification (Chapter 3) in Sadovnik, A., & Coughlan, R. (3rd Edition) *Sociology of Education: A critical reader*. New York: Routledge.

Scwable, M. (2008). Rigging the Game (pg. 52-84) in *Rigging The Game: How inequality is reproduced in everyday life*. New York: Oxford University Press.

Anyon, J. (2003). Social Class, Race, and Educational Reform at Marcy School (Chapter 2). *Ghetto Schooling: A political economy of urban Educational reform*. New York: Teachers College Press.

*School narrative due in class

**10.03 Schools as Institutions: A History
Guest Lecturer: Noah Kippley-Ogman**

Weber, M. (2011). The “Rationalization” of Education and Training (Chapter 1) In Arum, R., Beattie, I., & Ford, K. (2nd Edition) *The Structure of Schooling: Readings in the Sociology of Education*. Thousand, Oaks, CA: Sage.

Meyer, J. (2016). The Effects of Education as an Institution (Chapter 9) in Sadovnik, A., & Coughlan, R. (3rd Edition) *Sociology of Education: A critical reader*. New York: Routledge.

10.10 No Class**Part 2: School Organization and the Processes of Schooling:****10.17 Curriculum, Pedagogy, and Assessment**

Apple, M. (2016). Whose Market, Whose Knowledge? (Chapter 15) in Sadovnik, A., & Coughlan, R. (3rd Edition) *Sociology of Education: A critical reader*. New York: Routledge.

Delpit, L. (1988). The Silenced Dialogue; Power and pedagogy in educating other people’s children. *Harvard Education Review*. 58(3). pg. 280.

Anyon, J. (1980). Social Class and the Hidden Curriculum of Work. *Journal of Education*. 162(1). pg. 67-92.

Bourdieu, P. (1973). Cultural Reproduction and Social Reproduction in Richard Brown (ed.) *Knowledge, Education, and Cultural Change*, pp. 71-112. London: Tavistock.

10.24 Parenting, Academic Tracks, and School Success

Lareau, A. (2016). Invisible Inequality: Social class and childrearing in Black families and White Families (Chapter 16) in Sadovnik, A., & Coughlan, R. (3rd Edition) *Sociology of Education: A critical reader*. New York: Routledge.

Hallinan, M., Tracking: From theory to practice. More Than Misplaced Technology: A normative and political response to Hallinan. Oakes, J., (2016 – Chapter 12) in Sadovnik, A., & Coughlan, R. (3rd Edition) *Sociology of Education: A critical reader*. New York: Routledge.

*Midterm due by midnight

10.31 **Labeling Theory, Disproportionality, and Ableism in Special Education**

Rist, R. (2016). On Understanding the Processes of Schooling: The contributions of Labeling Theory (Chapter 5) in Sadovnik, A., & Coughlan, R. (3rd Edition) *Sociology of Education: A critical reader*. New York: Routledge.

Blanchett, W. (2006). Disproportionate Representation of African-American Students in Special Education: Acknowledging the Role of White Privilege and Racism. *Educational Researcher*. 35(6). pg. 24-28.

Hehir, T. (2016). Eliminating Ableism in Education (Chapter 22) in Sadovnik, A., & Coughlan, R. (3rd Edition) *Sociology of Education: A critical reader*. New York: Routledge.

11.07 **School Discipline and the Criminalization of Black Girls**

Morris, M.W. (2016) *Pushout: The Criminalization of Black Girls in Schools*. New York, NY: New Press.

11.14 **Educational Equity in Higher Education: Access, Admissions, and Title IX**

Stevens, M. (2007). Creating a Class: College Admissions and the Education of Elites (Chapter 1). Cambridge, MA: First Harvard University Press.

Warikoo, N. K., & de Novais, J. (2015). Colour-blindness and diversity: race frames and their consequences for white undergraduates at elite US universities. *Ethnic and Racial Studies*, 38(6), 860-876.

Armstrong, E. A., Hamilton, L., & Sweeney, B. (2006). Sexual assault on campus: A multilevel, integrative approach to party rape. *Social problems*, 53(4), 483-499.

The Thorny Relationship Between Asians and Affirmative Action- Alia Wong:
<https://www.theatlantic.com/education/archive/2017/08/asians-affirmative-action/535812/>

Part 3: Education, Identity, and Inequality

11.21 Race, Identity, and Education

Carter, P. (2011). Straddling Boundaries: Identity, Culture, and School (Chapter 27) in Arum, R., Beattie, I., & Ford, K. (2nd Edition) *The Structure of Schooling: Readings in the Sociology of Education*. Thousand, Oaks, CA: Sage Publications.

Lewis, A. (2011). Race in the Schoolyard: Negotiating the color line in classrooms and communities (Chapter 29) in Arum, R., Beattie, I., & Ford, K. (2nd Edition) *The Structure of Schooling: Readings in the Sociology of Education*. Thousand, Oaks, CA: Sage.

Keene, A. J. (2016). College pride, native pride: a portrait of a culturally grounded precollege access program for American Indian, Alaska Native, and Native Hawaiian Students. *Harvard Educational Review*, 86(1), 72-97.

Lee, S. (2016). Behind the Model-Minority Stereotype: Voices of High- and Low-Achieving Asian American students (Chapter 18) in Sadovnik, A., & Coughlan, R. (3rd Edition) *Sociology of Education: A critical reader*. New York: Routledge.

Suggested Reading:

Ladson-Billings, G., & Tate, W. F. (1995). Toward a critical race theory of education. *Teachers college record*, 97(1), 47.

11.28 Gender and Sexuality

Armstrong, E. A., Hamilton, L. T., Armstrong, E. M., & Seeley, J. L. (2014). "Good Girls" Gender, Social Class, and Slut Discourse on Campus. *Social Psychology Quarterly*, 77(2), 100-122.

McCready, L. T. (2004). Understanding the marginalization of gay and gender non-conforming Black male students. *Theory into Practice*, 43(2), 136-143.

DiPrete, T., & Buchanan, C. (2013). Introduction in *The Rise of Women: The growing gender gap in education and what it means for American schools*. New York: Russell Sage Foundation.

Part 4: Educational Reform and Policy

12.05 Tyack, D., & Cuban, L. (2008). Tinkering Toward Utopia A century of public school reform (Chapter 50) in *Schools and Society: A sociological approach to education* (3rd Edition). Los Angeles: Pine Forge Press.

Payne, C., & Knowles, T. (2016). *Promise and Peril: Charter Schools, Urban*



School Reform, and the Obama Administration (Chapter 25) in Sadovnik, A., & Coughlan, R. (3rd Edition) *Sociology of Education: A critical reader*. New York: Routledge

TBD

COURSE AND NEW YORK UNIVERSITY POLICIES:

Assignments. All assignments should be professional in appearance. Papers should be typed, double-spaced, stapled once in the top left-hand corner. Do not use any decorative covers or binders for any assignment. Assignments received in this fashion will be returned ungraded. Assignments not turned in by the due date listed on the course schedule will be considered late. It is the responsibility of the student to turn in assignments on time. A half-grade deduction will be administered per day late; including the weekend. (B+ to B; If one-day late, etc.)

Academic Honesty. Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgment of the source is intellectual theft and is called plagiarism. It is not plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged. Students who consult such critical material and wish to include some of the insights, terms or statements encountered must provide full citations in an appropriate form.

COURSE AND NEW YORK UNIVERSITY POLICIES (continued):

Access and Accommodations for Students with Disabilities. In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, New York University is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/ or Learning) consult the Office of Student Disabilities.

Expectations for Written Proficiency. Students must demonstrate consistently written English in coursework. The New York University Reading & Writing Center provides tutoring to students across the curriculum and at all academic levels. For more information, see <http://www.nyu.edu>.

REFERENCES:

This sociology of education course has been modeled after syllabi from the following university professors: Joseph Nelson (Swarthmore College) and Catherine Kramarczuk Voulgarides (NYU)