

UNIVERSITY OF KENTUCKY

EPE/SOC 661: SOCIOLOGY OF EDUCATION

Instructor: Joseph J. Ferrare, Ph.D.

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Course Website: www.josephferrare.com/epesoc-661

Fall 2017, Tuesdays 4:00pm - 6:30pm, DH 127

Office: 145C [Taylor Education Building](#)

Office Hours: Tuesdays 3 - 4pm or by appointment

COURSE OVERVIEW

This course introduces a range of sociological problems related to schools and schooling practices, and presents a set of theoretical and methodological tools to serve as a foundation for analyzing these problems. A key problematic in this course will be to interrogate the multiple social and cultural spaces through which students, parents, policy-makers, and other actors navigate the education system, and to understand how these spaces systematically structure the distribution of resources needed to flourish in modern social structures.

Thus, we explore questions such as: How do economic, social, and cultural inequalities become re-translated into educational inequalities? How do educational inequalities, in turn, sustain and/or transform existing social hierarchies exogenous to the education system? These abstract theoretical questions will be explored through specific practices such as: parent/school relationships, inter-generational mobility, academic achievement, curricular differentiation, student socialization, identity, segregation, and system expansion. Our exploration of these practices will proceed holistically across all institutional levels (primary, secondary, and tertiary) and through a variety of urban, suburban, and rural contexts.

LEARNING OBJECTIVES

The following represent the primary learning objectives for this course:

1. To gain a substantive understanding of the problems sociologists of education seek to understand and the tools they use to understand them;
2. To practice this craft through model building, case study analysis, writing, and application to specific educational policies and practices;
3. To understand how educational practices and trajectories differentially impact students based upon race, gender, class, ability, and other cultural identities and social positions;
4. To take intellectual risks through course assignments and discussions.

CLASS FORMAT

The primary format for our class meetings will be seminar-style discussions, debates, and small group problem-solving scenarios. Typically I will attempt to motivate these discussions through the use of Socratic lecture at the beginning of the class meeting. During seminar-style discussions we will work together as a class, in small groups, and individually to raise critical questions and formulate connections across the course material. In addition, I will pose problems through case studies in order to provide you with opportunities to apply theoretical and methodological tools to analyze key questions in the sociology of education. At times the latter task may require that we meet in a computer lab in Taylor Education Building.

COURSE REQUIREMENTS AND MODES OF EVALUATION

Your work in this course will be evaluated through multiple modes in relation to each of the four learning objectives. The specific modes of evaluation and corresponding grading weights are described below. Grades will be assigned using the following distribution:

A: 90% – 100%, B: 80% – 89%, C: 70 – 79%, D: 60% – 69%, E: below 60%

When evaluating your work I will consider criteria specific to each assignment. In general, though, I consider grade ranges to meet the following generic standards:

95% – 100%: Exemplary work that exhibits mastery over the task

90% – 94%: Excellent work that approaches mastery but falls short in one key area

85% – 89%: High quality work that has ample room for improvement

80% – 84%: Work that exceeds minimum expectations but contains a number of mistakes or lacks quality in key areas

75% – 79%: Work that meets, but does not exceed, the minimum expectations

70% – 74%: Work that exhibits reasonable effort but falls short of the minimum expectations

60% – 69%: Work of poor quality that shows little effort or understanding of the task

below 60%: Work that exhibits no effort or understanding of the task

REQUIRED ASSIGNMENTS

1. Participation (15%)

My expectation is that you will come to class regularly (< 2 absences) having closely engaged with the assigned readings and ready to make substantive contributions to discussions and group work. Missing two or more class meetings and/or not engaging in class activities will negatively impact your participation grade.

2. Critical analysis (20%): Due date varies

During the first meeting you will each sign up to write a critical analysis that you will also present to the class. The due date and presentation of your analysis will correspond with the date we discuss the article. **Please upload your essay to the Canvas site.** Your analysis will focus on a single research paper from the syllabus. My expectation is that your analysis will be approximately 1,200 words and contain a brief summary of the objectives, methods, and findings, along with a more extended analysis and discussion. Additional details can be found [here](#). On the date of your presentation you will be allotted approximately seven minutes to present a summary of your analysis to the class and eight minutes to field questions from others. These presentations will be used as points of departure for our collective discussions and debates during the remainder of the class meeting.

3. [Inter-generational mobility lab and group assignment](#) (15%): Due Friday September 29 @ 4pm)

On September 19th we will meet in a computer lab during our regularly scheduled time (4pm – 6:30pm). During this class meeting we will form groups and work with actual data to examine basic patterns of inter-generational education mobility, and then bring these patterns into conversation with the assigned readings. In addition, each group will be expected to write a short (~ 4 pages) summary that describes the results through a theoretical narrative (e.g., social and cultural reproduction theory). More information about the lab and written assignment will be provided in the weeks leading up to the assignment. Please note that prior experience with this type of basic data analysis is not required. The primary objective here is to give you an opportunity to collaboratively engage with data and practice the craft of sociology.

3. Literature review paper (35%) and presentation (15%): Proposals Due Oct. 17 / Paper due Dec. 8 / Presentations will be given on December 5 during class

The culminating assignment in this course is a literature review paper (not to exceed 20 double-spaced pages) and presentation. A brief proposal (1 - 2 pages) will be due shortly before the midterm. The proposal should include the following: research question(s) guiding the literature review; identification of keywords and

databases for the search; and things you would like me to consider when providing feedback. Please submit proposals and papers using the ASA or APA format for all facets of the paper (cover pages, format, headings, citations, reference list, etc.). The last week of class will be devoted to formal presentations of your literature review. The goal is to provide each of you ~10 minutes for the presentation followed by a brief Q&A.

TEXTS

There are no textbooks for this course. The assigned readings will consist of journal articles and selected book chapters posted to the [Course Outline and Readings](#) page.

ACCOMMODATIONS

If any student requires specific accommodations please do not hesitate to speak with me at any point during the semester. This includes accommodations related to the curriculum, instruction, evaluations, or any other factors that would otherwise prohibit your full participation in this course. Any questions or concerns students have about this matter will be held confidential to the best of my ability. In order to receive specific accommodations in this course, you must provide me with a Letter of Accommodation from the [Disability Resource Center](#) (Room 2, Alumni Gym, 859-257-2754) for coordination of campus disability services available to students with disabilities.

ACADEMIC INTEGRITY

All instances of academic dishonesty will be addressed according to standard [UK policies on academic integrity](#). Please familiarize yourself with these expectations and the [Code of Student Rights and Responsibilities](#).

Plagiarism is attempting to pass off others' work as your own, such as copying the words of others or paraphrasing without proper attribution; not giving credit to sources in oral presentations; and/or handing in a paper you completed for another class for a grade in this course (i.e. self-plagiarizing). For specific questions about plagiarism please see [this document](#) put together by UK's Office of Academic Ombud Services.

STATEMENT REGARDING DISCRIMINATION

The University of Kentucky faculty are committed to supporting students and upholding the University's non-discrimination policy. Discrimination is prohibited at UK. If you experience an incident of discrimination, you are encouraged to report it to the [Institutional Equity & Equal Opportunity](#) (IEEO) Office, 13 Main Building, (859) 257-8927.

ACTS OF SEX- AND GENDER-BASED DISCRIMINATION OR INTERPERSONAL VIOLENCE

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, you are encouraged to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, the Violence Intervention and Prevention (VIP) program ([Frazee Hall – Lower Level](#)), the Counseling Center ([106 Frazee Hall](#)), and the [University Health Services](#) are confidential resources on campus.

ESTIMATED COURSE OUTLINE

SECTION 1: KEY QUESTIONS AND THEORIES IN SOCIOLOGY OF EDUCATION

8-29-2017 COURSE INTRODUCTION AND OVERVIEW

9-5-2017 AN INTRODUCTION TO SOCIOLOGY OF EDUCATION

1. Schneider, Barbara. 2003. "[Sociology of Education: An Overview of the Field at the Turn of the Twenty-First Century](#)." Pp. 193-226 in *Stability and Change in American Education: Structure, Process, and Outcomes*, edited by M.T. Hallinan, A. Gamoran, W. Kubitschek, and T. Loveless. New York: Percheron Press.
2. Chapter 1 subsection, "[A Framework for Understanding Schools and Societies](#)," Pp. 18-26 in: Brint, Steven. 2006. *Schools and Societies (2nd Edition)*. Stanford: Stanford University Press.
3. Sadovnik, Alan R. 2007. "[Theory and Research in the Sociology of Education](#)." Pp. 3-21 in *Sociology of Education: A Critical Reader*, edited by A. R. Sadovnik. New York: Routledge.

9-12-2017 CONFLICT/FUNCTIONALIST AMALGAMS: SOCIAL STRATIFICATION, FIELD THEORY & NEW INSTITUTIONAL THEORY

1. Massey, Douglas S. 2007. "[Chapter 1. How Stratification Works](#)." Pp. 1-27 in *Categorically Unequal: The American Stratification System*. New York: Russell Sage Foundation.
2. Bourdieu, Pierre. 1986. "[The Forms of Capital](#)." Pp. 241-258 in *Handbook of Theory and Research for the Sociology of Education*, edited by J. Richardson. New York: Greenwood Press.
3. Chapter 1, "[Social Space and Symbolic Space](#)," pp 1-13 in: Bourdieu, Pierre. 1998. *Practical Reason: On the Theory of Action*. Stanford, CA: Stanford University Press.

4. Meyer, John W. and Brian Rowan. 1978. "[The Structure of Educational Organizations](#)." Pp. 78-109 in *Environments and Organizations*, edited by M. W. Meyer and Associates. San Francisco, CA: Jossey-Bass.

SECTION 2: PARENT-SCHOOL RELATIONS AND THE TRANSMISSION OF SOCIAL CLASS ADVANTAGES

9-19-2017 INTER-GENERATIONAL EDUCATION MOBILITY(NOTE: CLASS MEETS IN COMPUTER LAB)

1. Farkas, George. 2008. "[How Educational Inequality Develops](#)." Pp. 105-135 in *The Colors of Poverty: Why Racial and Ethnic Disparities Persist*, edited by Ann Chih Lin and David R. Harris. New York: Russell Sage Foundation.
2. Roksa, Josipa and Daniel Potter. 2011. "[Parenting and Academic Achievement: Intergenerational Transmission of Educational Advantage](#)." *Sociology of Education* 84(4):299–321.
3. Long, Daniel A., Sean Kelly and Adam Gamoran. 2012. "[Whither the Virtuous Cycle? Past and Future Trends in Black-White Inequality in Educational Attainment](#)." *Social Science Research* 41:16-32.

9-26-2017 CULTURAL CAPITAL, SOCIAL CAPITAL, AND PARENT-SCHOOL RELATIONS

1. Lareau, Annette and Elliot B. Weininger. 2003. "[Cultural Capital in Educational Research: A Critical Assessment](#)." *Theory and Society* 32:567-606.
2. Calarco, Jessica M. 2014. "[Coached for the Classroom: Parents' Cultural Transmission and Children's Reproduction of Educational Inequalities](#)." *American Sociological Review* (ahead of print):1-23.
3. Coleman, James S. 1987. "[Families and Schools](#)." *Educational Researcher* 16:32-38.
4. Horvat, Erin M., Elliot B. Weininger and Annette Lareau. 2003. "[From Social Ties to Social Capital: Class Differences in the Relations between Schools and Parent Networks](#)." *American Educational Research Journal* 40:319-351.
5. **NOTE: Inter-generational mobility lab assignment is due on Friday September 29 @ 4pm. A representative from your group should upload the assignment to Canvas.**

SECTION 3: THE STRATIFICATION OF LEARNING EXPERIENCES AND ACADEMIC ACHIEVEMENT WITHIN SCHOOLS

10-3-2017 SCHOOLS AND SOCIALIZATION: DOMINATION OR ORGANIZATIONAL NECESSITY?

1. Chapter 5, “[Education and Personal Development](#),” pp. 125-148 in: Bowles, Samuel and Herbert Gintis. 1976. *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. New York: Basic Books.
2. Brint, Steven, Mary F. Contreras, Michael T. Matthews. 2001. “[Socialization Messages in Primary Schools: An Organizational Analysis](#).” *Sociology of Education* 74:157-180.
3. Perry, Brea L. and Edward W. Morris. 2014. “[Suspending Progress: Collateral Consequences of Exclusionary Punishment in Public Schools](#).” *American Sociological Review* 79:1067-1087.

10-10-2017 TRACKING, DETRACKING, AND STATUS ATTAINMENT

1. Vanfossen, Beth. E., James D. Jones, Joan Z. Spade. 1987. “[Curriculum tracking and status maintenance](#).” *Sociology of Education* 60, 104-122.
2. Lucas, Samuel R. and Mark Berends. 2002. “[Sociodemographic Diversity, Correlated Achievement, and De Facto Tracking](#).” *Sociology of Education* 75:328-348.
3. Yonezawa, Susan, Amy Stuart Wells, Irene Serna. 2002. “[Choosing tracks: ‘Freedom of choice’ in detracking schools](#).” *American Educational Research Journal*, 39: 37-67.

10-17-2017 CURRICULAR POSITIONS, FIELD SPACES, AND HORIZONTAL DIFFERENTIATION

1. **Literature Review Proposals Due (upload to Canvas)**
2. Ayalon, Hanna. 2006. “[Nonhierarchical Curriculum Differentiation and Inequality in Achievement: A Different Story or More of the Same?](#)” *Teachers College Record* 108:1186-1213.
3. Legewie, Joscha and Thomas A. DiPrete. 2014. “[The High School Environment and the Gender Gap in Science and Engineering](#).” *Sociology of Education* (ahead of print):1-22.
4. Ferrare, Joseph J. 2013. “[The Duality of Courses and Students: A Field-Theoretic Analysis of Secondary School Course-Taking](#).” *Sociology of Education* 86:139-157.

10-24-2017 STRATIFICATION OF ACADEMIC ACHIEVEMENT AND DEGREE ATTAINMENT

1. Kao, Grace and Jennifer S. Thompson. 2003. “[Racial and Ethnic Stratification in Educational Achievement and Attainment](#).” *Annual Review of Sociology* 29:417-442.
2. Downey, Douglas B., Paul T. von Hippel, and Beckett A. Broh. 2008. “[Are Schools the Great Equalizer? Cognitive Inequality during the Summer Months and the School Year](#).” *American Sociological Review* 69:613-635.

3. Reardon, Sean F. and Ximena A. Portilla. 2016. "Recent Trends in Income, Racial, and Ethnic School Readiness Gaps at Kindergarten Entry." *AERA Open* 2(3):1-18.

SECTION 4: IDENTITY AND CULTURAL CONFLICT IN SCHOOL CONTEXTS

10-31-2017 OPPOSITIONAL CULTURE, IDENTITY, AND SCHOOL PERFORMANCE

1. Fordham, Signithia and John U. Ogbu. 1986. "Black Students' School Success: Coping with the "Burden of 'Acting White'".*" The Urban Review* 176-206.
2. Tyson, Karolyn. 2006. "The Making of the 'Burden': Tracing the Development of a 'Burden of Acting White' in Schools." Pp. 57-88 in *Beyond Acting White: Reframing the Debate on Black Student Achievement*, edited by E. M. Horvat and C. O'Connor. Lanham, MD: Rowman & Littlefield Publishers.
3. Carter, Prudence. 2006. "Straddling Boundaries: Identity, Culture, and School." *Sociology of Education* 79:304-328.

11-7-2017 IDENTITY DEVELOPMENT

1. Wortham, Stanton. 2003. "Curriculum as a Resource for the Development of Social Identity." *Sociology of Education* 76:228-246.
2. Mickelson, Roslyn A. 1989. "Why Does Jane Read and Write so Well? The Anomaly of Women's Achievement." *Sociology of Education* 62:47-63.
3. Morris, Edward M. 2008. "'Rednecks,' 'Rutters,' and 'Rithmetic: Social Class, Masculinity, and Schooling in a Rural Context." *Gender and Society* 22:728-751.

SECTION 5: SEGREGATION AND SYSTEM EXPANSION

11-14-2017 SEGREGATION

1. Coleman, James S., Ernest Campbell, Carol Hobson, James McPartland, Alexander Mood, Frederic Weinfeld, and Robert York. 1966/2011. "Equality of Educational Opportunity: The Coleman Report." Pp. 120-136 in *The Structure of Schooling*, edited by R. Arum and I. Beattie. Los Angeles: Sage.
2. Logan, John R., Elisabeta Minca and Sinem Adar. 2012. "The Geography of Inequality: Why Separate Means Unequal in American Public Schools." *Sociology of Education* 85:287-301.
3. Richards, Meredith P. 2015. "The Gerrymandering of School Attendance Zones and the Segregation of Public Schools: A Geospatial Analysis." *American Educational Research Association* 51(6):1119-1157.

11-21-2017 NO CLASS OR ASSIGNED READING

11-28-2017 EDUCATIONAL CREDENTIALS AND THE EXPANSION OF SCHOOLING

1. Ayalon, Hanna and Yossi Shavit. 2004. "[Educational Reforms and Inequalities in Israel: the MMI Hypothesis Revisited.](#)" *Sociology of Education* 77:103-120.
2. Klugman, Joshua. 2013. "[The Advanced Placement Arms Race and the Reproduction of Educational Inequality.](#)" *Teachers College Record* 115:1-34.
3. Torche, Florencia. 2011. "[Is a College Degree Still the Great Equalizer? Intergenerational Mobility across Levels of Schooling in the United States.](#)" *American Journal of Sociology* 117:763-807.
4. Gamoran, Adam. 2015. "[The Future of Educational Inequality in the United States: What Went Wrong and How Can We Fix It?](#)" New York: W. T. Grant Foundation.

12-5-2015 LITEARTURE PRESENTATIONS

REMINDER: THE LITERATURE REVIEW PAPER IS DUE ON FRIDAY DECEMBER 8TH. PLEASE UPLOAD YOUR PAPER TO THE CANVAS SITE.