SOCIOLOGY 189H - Fall 2014
Inequality and Education

Dr. Helen Moore  715 Oldfather Hall  hmoore1@unl.edu
Class: Tues/Thurs  9:30 – 10:45  Office Hours: Tues  1 – 2:00 p.m. Thurs  11 – 12:00 noon

Required Texts: (Responsible for Two Formal Book Reviews chosen from below:)


Course Requirements:
Exams: There will be two exams, including the final. Each examination will be worth 30% of the final grade. No make-up exams are given unless an authorized medical excuse is provided.

Discussion/Review: At four times during the semester, you will be responsible for our roundtable discussions of the readings to focus on your critique of the research and author conclusions. Two times you will be responsible for a book review, and two times for an article review.

Achievement-Centered Education (ACE) Student Learning Outcomes
The University of Nebraska-Lincoln seeks to provide quality education to all of its students. To that end, it has designated certain classes as ACE. These classes provide and assess specific learning outcomes. As an ACE class, Sociology 189H – Honors Seminar facilitates Learning Outcome #9: Exhibit global awareness of knowledge of human diversity through analysis of an issue. This learning outcome will be achieved in the following manner:

- From a sociological perspective we will examine a variety of social and cultural forces impacting diverse groups of people in schools in society.
- A primary focus will be on understanding those factors that have led to social and economic inequality.
- Having examined the nature and causes of inequality, we will analyze how the educational problems we examine may best be solved through policy or social change.

ACE learning outcomes in this class will be assessed by:
- Class participation in discussions and leadership in presentations
- Written assignments which allow you to explore and extend our class discussion regarding social change, human diversity and inequality.
Classroom Norms

All university standards for writing style and academic honesty apply. If you have any questions regarding what constitutes plagiarism, what the course requirements are, etc., consult with me. Any student who believes that he or she has been unfairly graded may appeal that grade following standard university procedures. Student Rights are outlined in the Regent's By-laws and in the Undergraduate Bulletin.

Classroom Format: Some lecture, with many student-led discussions of readings. Assigned Readings need to be read by the class period on which they are listed; be prepared to discuss your interpretations and implications of the text on the day it is listed.

Grades: Essay Mid-term (25%); Essay Final Exam (25%)
Classroom writing: 2 Book Reviews (30% total) include written review(s) and discussion/presentation in class.
Article Reviews. (20% total – includes quotes from 2 articles assigned).
Classroom participation: In-class writing or memo-responses to reviews/article discussions (10%). We will have 4-5 of these activities during the semester.

Course Schedule and Readings:
8/28 Article: Ballantine and Spade (article on Blackboard)
Mapping Schools and Educational Structures, Understanding Schooling Processes.

Sept 2 - 4 Education and Inequality –
Micro processes: Sponsored and Contest Mobility; Micro-aggressions
Macro processes: Neighborhood Inequalities
*Bonus: The Hidden Funding Gap

Sept 9 - 11 Educational Opportunities and Forms of Capital –
Cultural Capital, Social Capital and Opportunity Hoarding
Sept. 11 Book Review: Lareau: Unequal Childhoods

Sept 16-18 Schools and Diversity
Secrets of the SAT (film)

Sept 23 - 25 Schooling knowledge: Selecting and Testing Cultural Capital - NCLB

Sept 30 – Segmented Assimilation and acculturation in schools
Oct 2 – Suarez-Orozco Book Review

Oct 7 - 9 – School Violence: Forms and Victims

Oct 14 - 16 - Exam Review; Exam Prep
   October 16: Midterm Exam
Oct 21 – Fall Break -

Oct 28 – 30 – Student Roles: Cultures of Resistance

Nov 4 - 6 Gender, Sexuality and Schooling

Nov 11 – 13 Teachers and Tracking
*Bonus Reading: Gifted, Talented or Separated. New York Times (2013)

Nov 18 – 20 Higher Education
Nov. 18 – Fernandez-Gatzambide Book Review

Nov 25 College Student Activism – Social Movement Theory -

Dec 2- 4 Cooling out the Mark: Families and Community Colleges
Dec 2: DeLeon: Wise Latinas Book Review –

Dec 9 – 11 School Reform –

Final Exam – MONDAY 12/15 - All take-homes due by 3:00 p.m.
Exam Formats:
The mid-term and final exams will consist of a “menu” of 4-5 essay exam questions, from which you will choose two to write extended responses. Materials covered will include lectures, discussions, films and book reviews. Your answers are to be typed, using standard College English, and presented in hard copy format. You are required to provide at least two quotations (with page citations) from our readings (books or articles) for each answer you develop.

Article Reviews: On TWO (different) days, you will bring one page of typed, selected short quotes from assigned/selected articles. Post quotes to Blackboard by midnight the night before.

Book reviews: Write a two page summary of the book (typed, college standards), plus one page of key quotes (with page numbers) to share with your small group participants. Reviews and quotes are posted on Blackboard by midnight the night before the due date – and you bring one hard copy of the review and 5 copies of your page of quotes to class.

Your book review should include: An introduction and summary of your book, identifying the theory and research approach to the project. What are the over arching research questions asked and answered by this book?
Then provide a detailed discussion of 2 – 3 key concepts and conclusions presented by the book. That is, what are the important social dimensions emphasized throughout the book, and provide key illustrations from the author that helped you to analyze those ideas. Identify the type of educational theory you believe the author is using and give evidence of that theory in the book.

Provide one separate page of key quotes (with page numbers) that support your review.