Required Primary text:
Arum, Richard, I. Beattie and K. Ford. Readings in the Sociology of Education (2nd Ed.)

Book Selection (Two of these four):
Gatzambide-Fernandez, Rubén. 2009. The Best of the Best: Becoming Elite at an American Boarding School


Course Requirements and Norms:
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 three times during the session, you will be responsible for our roundtable discussions of the readings to focus on your critique of the research and author conclusions. One time you will be responsible for a formal book review, two times for an article review. 860 Students review Lareau’s book in addition and make a formal panel presentation.

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. Graduate students should also consult department guidelines. * Graduate Students (860) complete a 15-20 page research paper that is presented to the class during the weeks of Dec 9-11; this project replaces the final exam (30% of final grade).

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

Grades: Essay Mid-term (30%); Final Exam (or 860 research paper) 30%
Classroom writing: Book Review (20%) includes written review and presentation in small groups. Soc. 860 students also review and present Lareau.
Article Reviews (10% total) – includes quotes from 2 articles and discussion in small groups.
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:

Durkheim’s - Moral Education (Chapt. 8)
(28th) Collins – (Chapt 10) Functional and Conflict Theories
(860) Haller and Portes – Status Attainment Processes (Chapt 4)

Sept 2-4 Education and Inequality –
Becker – Human Capital Chapt. 5
Turner – Sponsored and Contest Mobility Chapt. 3
(4th) Lamont and Lareau (Chapter 6) / Cultural Capital
(4th) Coleman and Hoffer Schools, Families and Communities (Chapt. 7)

Sept 9 - 11 School Roles and Cultural Capital –
Cookson and Persell (Chapt. 12)
Fordham&Ogbu, Tyson, et al. The burden of Acting White (Chapts. 25 and 26)
(860) Coleman Report (Chapt 14)

Sept 11 Lareau Book Review (860)

Sept 16-18 Class/Culture and Education – Secrets of the SAT/ACT
Binder (Chapt 49) Afrocentrism and Creationism
Perry (Chapt 30) Shades of White

Sept 18: Race in the Schoolyard Book Review

Sept 23 - 25 Schooling and Structure - Testing - NCLB –
Gamoran (Chapt 19) Is Ability Grouping Equitable?
Jencks and Phillips (Chapt 28) America’s Next Achievement Test

Sept 30 – Oct 2 – Acculturation and assimilation through schooling
Portes (Chapt. 47) English Only
Portes and Zhou (Chapter 31) Segmented Assimilation

Oct 2 – Suarez-Orozco Book Review

Oct 7 - 9 – School Violence: Forms and Victims
Willis (Chapt 22) Elements of a Culture; Bogle (Chapt. 39) Rampage
Newman (Chapt 38) Hooking Up

Oct 14 - 16 - October 16: Midterm Exam

Oct 21 – Fall Break –
Oct 28 – 30 – Student Roles; Coleman (Chapt 36) Adolescent Culture
MacFarland (Chapt 37) Resistance as a Social Drama

Oct 30 – Fernandez-Gatzambide Book Review

Nov 4 - 6 Gender, Sexuality and Schooling
  Thorne (Chapt. 32) Boys and Girls Together …But Mostly Apart
  Apple (Chapt 33) Teaching and Women’s Work; Pascoe (Chapt 35) “Dude”
  Lopez (Chapt. 34) Rewriting race and gender high school lessons

Nov 11 – 13 Teachers and Tracking
  Arum (Chapt 45) School Discipline; Hallinan (Chapt 18) Tracking

Nov 18 – 20 Higher Education
  Carter (Chapt 27) Straddling Boundaries
  Stevens (Chapt. 46) Creating a Class
  Grigsby (Chapt 40) College Life

Nov. 20th – Draft of 860 paper due

Nov 25 College Student Activism

Dec 2- 4 Cooling out the Mark
  Brint and Karabel (Chapt 43) Community Colleges
  Rosenbaum and Binder (Chapt 41) Employers and Educated Youth

Dec 4 - Ravitch Book Review

Dec 9 – 11 School Reform – Final week of classes
  Renzulli and Roscigno (Chapt 48) Charter Schools
  Walters and Lareau (Chapt 50) Policy Making; Chubb and Moe (Chapt 44)
  Bowles and Gintis (Chapt 11) Great American Dream Freeze

**Final Exam - Dec 18 (Thursday) 1-3:00 p.m.  All take-homes due by 3:00 p.m.**
Exam Formats:
The mid-term and final exams will consist of 4-5 essay exam questions, from which you will choose two to write extended responses (take home). Materials covered will include lectures, discussions, films and book reviews. Your answers are to be typed, using standard College English, and presented on the day in hard copy format. You are required to provide at least two quotations (with page citations) from our readings for each answer you develop.

Article Reviews: On TWO days, you will bring one page of typed, selected short quotes from assigned articles. Post 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 bring one hard copy of the review and 5 copies of your page of quotes to class.

Your book review should include: Introduce us to a summary of your book, identifying the scope of the topic, 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 from the book.

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