



ELDF 7604 Sociology of Education

Leadership, Foundations, and Policy

August 28 to December 6, 2019

Wednesdays: 3:30 - 6:00pm; Ruffner 179

3 Credit Hours

Fall 2019

Instructor

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DESCRIPTION

Sociology of Education studies the sociological theory and research that applies to a systematic analysis of education as it functions in modern society. Selected social and educational problems are discussed to interpret the sociological nature of the educational process and the role of the school as a complex social organization. Research of educational outcomes and consequences is considered. The effects of school on social stratification are also considered.

LEARNING OBJECTIVES

After completion of the course, students will be able to:

- Define and explain basic terms used in the sociology of education (and broader sociology) such as cultural and social capital, social inequality, boundaries, etc.
- Explain the relationship between schooling and social inequality, including some of the ways that schools contribute to social inequality.
- Evaluate a current trend in education (e.g., vouchers, charters, and standardized testing) with regard to its impact on social inequality.

INSTRUCTIONAL METHODS

The course engages with this material through extensive readings, lectures, discussions, presentations, and analytical papers. Every student is expected to complete readings and papers independently and to participate in all assigned Canvas learning experiences. Discourse is critical to understanding the complex nature of education reform and the factors that contribute to the growth and development of schooling as an institution. Therefore, thoughtful participation throughout the course is essential to successfully meeting the requirements. Instructional methods encourage critical thinking and construction of knowledge through Canvas and interactive experiences. The success of this course depends on your active participation. Students who fail to do the reading cannot contribute to small or large group activities in thoughtful ways and detract from the total learning experience of everyone.

COURSE TEXTS**Required Books (available for purchase at UVA bookstore)**

Arum, R., Beattie, I. R., & Ford, K. (2014). *The structure of schooling: Readings in the sociology of education* (3rd ed.). Thousand Oaks, CA: SAGE.

Baker, D. P. (2014). *The schooled society: The educational transformation of global culture*. Stanford, CA: Stanford University Press.

Binder, A. J., & Wood, K. (2013). *Becoming right: How campuses shape young conservatives* (Vol. 54). Princeton, NY: Princeton University Press.

Required Articles (available on Canvas for download)

Anyon, J. (1980). Social class and the hidden curriculum of work. *Journal of Education*, 162(1), 67-92.

Ballentine, J. H., & Spade, J. Z. (2015). Getting started: Understanding education through sociological theory. In J.H. Ballentine, & J.Z. Spade (Eds.), *School and society: A sociological approach to education* (5th ed., pp. 18-31). Thousand Oaks, CA: SAGE.

Bourdieu, P. (1977). Cultural reproduction and social reproduction. In J. Karabel and A. H. Halsey (Eds.), *Power and ideology in education* (pp. 487-511). New York, NY: Oxford University Press.

Brint, S. (2013). The “collective mind” at work: A decade in the life of U.S. *Sociology of Education*, 86(4), 273-279.

Buchman, C., DiPrete, T. A., & McDaniel, A. (2008). Gender inequalities in education. *American Review of Sociology*, 34, 319-337.

Carter, P. L. (2005). Black cultural capital and the conflicts of schooling. In *Keeping it real: School success beyond black and white* (pp. 47-76). New York, NY: Oxford University Press.

Chubb, J. E., & Moe, T. M. (1990). An institutional perspective on schools. In *Politics, markets, and America's schools* (pp. 26-68). Washington, DC: Brookings Institution.

Coburn, C. (2004) Beyond decoupling: Rethinking the relationship between the institutional environment and the classroom. *Sociology of Education*, 77(3), 211-244.

Coleman, J. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94, S95-S120.

Downey, D., Ainsworth, J., & Qian, Z. (2009). Rethinking the attitude achievement paradox among blacks. *Sociology of Education*, 82 (1), 1-19.

Giroux, H. A. (1983). Theories of reproduction and resistance in the new sociology of education: A new critical analysis. *Harvard Educational Review*, 53(3), 257-293.

Jack, A. A. (2016). No harm in asking: Class, acquired cultural capital, and academic engagement at an elite university. *Sociology of Education*, 89(1), 1-19.

Jones, S., & Myhill, D. (2004). “Troublesome boys” and “compliant Girls.” *British Journal of Sociology of Education*, 25(5), 547-561.

- Kao, G. & Thompson, G. S. (2003). Racial and ethnic stratification in educational achievement and attainment. *Annual Review of Sociology*, 29(1), 417-442.
- Kingston, P. (2001). The unfulfilled promise of cultural capital theory. *Sociology of Education*, 74, 88-99.
- Kraatz, M. S., Ventresca, M. J., & Deng, L. (2010). Precarious values and mundane innovations: Enrollment management in American liberal arts colleges. *Academy of Management Journal*, 53(6), 1521-1545.
- Lamott, A. (1994) *Shitty First Drafts*. In *Bird by bird* (pp. 21-27). New York, NY: Anchor Books.
- Lucker, K. (2010). Harvarding. In *Salsa dancing into the social sciences: Research in an age of info-glut* (pp. 92-97). Cambridge, MA: Harvard University Press.
- Mehta J. & Davies S. (2018). Education in a new society: Renewing the sociology of education. In J. Mehta & S. Davies (Eds.), *Education in a new society: Renewing the sociology of education* (pp. 1-58). Chicago, IL: The University of Chicago Press.
- Meyer, J. & Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. *American Journal of Sociology*, 83(2), 340-363.
- Schultz, T. W. (1961). Investment in human capital. *American Economic Review*, 51(1), 1-17.
- Willis, P. (1978) Elements of a culture. In *Learning to labour: How working class kids get working class jobs* (1st ed., pp. 11-51). London, England: Routledge.
- Yosso, T. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race Ethnicity and Education*, 8(1), 69-91.

COURSE OUTLINE

Date	Topics	Readings/Exercises/Assignments
8/28	Week 1: Welcome & Introduction	<ul style="list-style-type: none"> • How to read a sociological study (Roksa) • Harvarding (Luker, 2010) • Sh***** First Drafts (Lamott, 1995)
9/4	Week 2: Overview of the Sociology of Education	<ul style="list-style-type: none"> • Getting started: Understanding education through sociological theory (Ballentine & Spade, 2015). • Education in a new society: Renewing the sociology of education (Mehta & Davies, 2018). • The “collective mind” at work: A decade in the life of U.S. (Brint, 2013).
9/11	Week 3: Reproduction	<ul style="list-style-type: none"> • Cultural reproduction and social reproduction (Bourdieu, 1977). • Social class and the hidden curriculum of work (Anyon, 1980). • The long shadow of work. In <i>The Structure of Schooling</i> (Bowles et al., 101-115). • Theories of reproduction and resistance in the new sociology of education: A new critical analysis (Giroux, 1983).
9/18	Week 4: Capital I	<ul style="list-style-type: none"> • Investment in human capital (Schultz, 1961). • Human capital. In <i>The Structure of Schooling</i> (Becker, 42-43). • Schools families and communities. In <i>The Structure of Schooling</i> (Coleman & Hoffer, pp. 60-68). • Social capital in the creation of human capital (Coleman, 1988).
9/25	Week 5: Capital II	<ul style="list-style-type: none"> • Black cultural capital and the conflicts of schooling (Carter, 2005). • Cultural capital: allusions, gaps and glissandos in recent theoretical developments. In <i>The Structure of Schooling</i> (Lamont & Lareau pp. 44-59). • The unfulfilled promise of cultural capital theory (Kingston, 2001). • Whose culture has capital? A critical race theory discussion of community cultural wealth (Yosso, 2005).
10/2	Week 6: Class	<ul style="list-style-type: none"> • Creating a class: College admissions and the education of elites. In <i>The Structure of Schooling</i> (Stevens, pp. 686-693). • Elements of a culture (Willis, 1978). • No harm in asking (Jack, 2016). • The widening academic achievement gap. In <i>The Structure of Schooling</i> (Reardon, 288-294). • Paper #1: Educational Autobiography due by 10/2 at 11:59pm
10/9	Week 7: Fall Break Week	<ul style="list-style-type: none"> • MOVIE – <i>Most Likely to Succeed</i> • Paper #2: Group Curriculum Design due by 10/11 at 11:59pm

10/16	Week 8: Gender & Sexuality	<ul style="list-style-type: none"> Boys and girls together...but mostly apart. In <i>The Structure of Schooling</i> (Thorne, pp. 462-469). Gender inequalities in education (Buchman et al., 2008). Notes on a Sociology of Bullying: Young Men's Homophobia as Gender Socialization. In <i>The Structure of Schooling</i> (Pascoe, 509-519). "Troublesome boys" and "Compliant Girls" (Jones & Myhill, 2004).
10/23	Week 9: Symbolic Interactionism	<ul style="list-style-type: none"> BOOK – <i>Becoming right: How campuses shape young conservatives</i> (Binder & Wood, 2013)
10/30	Week 10: Race	<ul style="list-style-type: none"> Racial and ethnic stratification in educational achievement and attainment (Kao & Thompson, 2003). Rethinking the attitude achievement paradox among blacks (Downey et al. 2009). Shades of white: White kids and racial identity in high schools. In <i>The Structure of Schooling</i> (Perry, pp. 437-453). Straddling Boundaries: Identity, Culture, and School. In <i>The Structure of Schooling</i> (Carter, 387-404).
11/6	Week 11: Stratification	<ul style="list-style-type: none"> Desegregation without integration: Tracking, black students, and acting white after Brown. In <i>The Structure of Schooling</i> (Tyson, 234-258). Equality of educational opportunity: The Coleman report. In <i>The Structure of Schooling</i> (Coleman et al., 136-152). Privilege. In <i>The Structure of Schooling</i> (Kahn, 120-135).
11/13	Week 12	<ul style="list-style-type: none"> Independent progress on final paper
11/20	Week 13: Neo-institutionalism	<ul style="list-style-type: none"> BOOK – <i>The Schooled Society</i> (Baker, 2014)
11/27	Week 14: Thanksgiving	<ul style="list-style-type: none"> Thanksgiving break – no class
12/4	Week 15: Final Class	<ul style="list-style-type: none"> Course review and debriefing Active Engagement due Wednesday Dec 4th by 11:59p Final Paper due Sunday Dec 8th by 11:59p

*Note: course schedule and readings are subject to change. Any changes will be announced via email and posted on Canvas.

ASSESSMENTS

Students in the Sociology of Education are expected to complete all assignments and will be graded as follows:

- Active Engagement (15%)
- Class Activity & Discussion (15%)
- Paper #1 – Educational Autobiography (15%)
- Paper #2 – Curriculum Design (15%)
- Paper #3 – Final Paper (40%)

1. Active Engagement (15%).

Understanding challenges facing education and engaging competently in cross-disciplinary debates requires not only familiarity with the course material, but an active engagement with it. Coming to class, being prepared to discuss the readings, and participating in class discussions and activities are thus crucial for the success of this course. Please bring assigned course readings to class. When articles are assigned, you are welcome to bring them on your computer, but any attention to matters not related to the course will severely impact your performance in this component of the course. Class meetings for this course are discussion-based seminars. You must do all assigned readings to be prepared to contribute to discussions and participate in class meetings.

2. Class Activity & Discussion (15%).

An important aspect of learning is an ability to distill the essence of the argument and to apply ideas to new situations and contexts. In small groups, you will lead one half of one class (approximately 1 hour, signup sheet will be passed around in class). Your task is to move beyond simply summarizing the readings and instead to actively engage with them. To do so, you will need to introduce new material for us to consider (e.g., other readings, reports, video clips, artifacts, etc.) and develop a thoughtful lesson plan for leading a discussion related to that week's readings. You are not required to but are welcome to discuss your ideas with the instructor ahead of time. One page summary of the class activity is due 24 hours before class (i.e., by 6pm on Tuesdays) **via email**.

3. Paper #1: Educational Autobiography (15%), Due 10/2 by 11:59pm

(Acknowledgements go to Karly Sarita Ford, Ph.D. for originally creating this assignment)

This assignment requires you to reflect on your own educational experiences through the lenses of the theories you have studied in the first four weeks of the course. Use your own educational experiences to illustrate the theories in action and practice. Were there instances of your upbringing when having (or lacking) social capital impacted your access to educational opportunities? Describe times when your family's cultural capital allowed you to navigate institutions (or the opposite)? How would Anyon categorize the teaching you experienced in middle school? The first page of your paper should provide context about your family background, location, and resources (economic, social, cultural, etc.). Remember that the purpose of this assignment is to showcase your understanding of these theories by applying them to a case study (your life being the case study). After the first page of background setting, most of the paper should focus on unpacking and applying theory. The length of the paper should range from 6-8 double spaced pages and include references. Please upload only as a .doc or .docx file to Canvas.

4. Paper #2: Group Curriculum Design (15%), Due 10/11 by 11:59pm

As a group (minimum) or class (maximum) watch the documentary movie *Most Likely to Succeed* (2015). The film challenges audiences to “reimagine” conventional models of education in today’s society. Using the sociological theory discussed to this point in the class submit a paper that either (a) critiques the “innovative” approaches offered in the film, or (b) provide your own innovative curriculum/model. Work in groups of two persons to submit an 8-10 page paper (double-spaced) that employs the theories from at least 5 readings throughout the course that engages the documentary in an applied or critical manner. Please upload only as a .doc or .docx file to Canvas and include all names of group members in the paper.

5. Paper #3: Final Paper (40%) Due 12/8 by 11:59

Two options are provided for the final paper—one applied in focus, the other research in focus.

Applied: For the applied paper, you will be required to select a book of your choosing whose content differs significantly from that which is described in your educational biography (i.e., the content of Paper #1 should be significantly different from the content of Paper #3). Your selected book should be a memoir, popular work of non-fiction, or personal account of one’s life experiences. The goal is to immerse yourself in the “thick description” of a world that is completely foreign to your own to attempt to understand and to *feel*, as much as possible, the social reality of someone completely different from you. Some examples include:

- *The Short and Tragic Life of Robert Peace* (Hobbs, 2014). This NYT bestseller discusses the life of brilliant young African American man who grew up in Newark, NJ, went on to attend an Ivy League school, and was murdered soon after.
- *The Shepherd’s Life* (Rebanks, 2015). This NYT bestseller describes the rural, working-class experiences of a sheep-herder who received an “Oxbridge” model of education.
- *Confessions of an Ivy League Frat Boy* (Lohse, 2014). The author takes readers into a no-holds-barred, candid description of the fraternity life of an elite American university.
- *Battle Hymn of the Tiger Mom* (Chua, 2011). This NYT bestseller highlights the parenting experiences of an Asian mother with her two daughters.

An applied paper should focus on integrating excerpts from the selected volume with theoretical ideas from the course readings in a manner that analyzes and critiques it in substantive ways. In what ways can the sociological theories discussed in this course help us understand challenging social phenomena that surround us? In what ways do these phenomena relate (or not) to our systems of education? A successful paper will integrate the content of the book, with the substance of the sociological theories, while considering the context of education in society.

Research: For the research paper, you will be required to address an individually designed research question. Choose a specific area of interest in the field of education, and begin by reading widely to learn about the scope and nature of the discussion. Once you have an overall understanding of the subfield, design a specific question you wish to address and prepare a reading list of 15-20 books/articles that will help you answer that question. Once you have the list and the question, send it to me for review/comments, at the latest by October 30.

The length of a typical final paper should be approximately 7-8 pages if single-spaced or 14-16 pages if double-spaced (not including references). Final papers should be uploaded to Canvas by Sunday December 8 at 11:59pm in a single MS Word file.

UVA ACADEMIC POLICIES

Statement on Academic Fraud

According to the UVA Honor Committee, “All students at the University of Virginia are bound by the Honor Code not to commit Academic Fraud, which is a form of cheating. “ Consequently, it is required or implied that all work conducted by students conform to the following honor pledge: “On my honor as a student, I have neither given nor received aid on this assignment.” If you are not familiar with or require further information about the honor system, please see <http://www.virginia.edu/honor/>.

Accommodations for Students with Disabilities

All students with special needs requiring accommodations should present the appropriate paperwork from the Learning Needs and Evaluation Center (LNEC). It is the student’s responsibility to present this paperwork in a timely fashion and follow up with the instructor about the accommodations being offered. Accommodations for test-taking (e.g., extended time) should be arranged at least one week before an exam. The LNEC is located in the Department of Student Health and can be contacted at 243-5180/5181. For more information, please see <http://www.virginia.edu/studenthealth/lnechtm>.

Class Attendance and Excused Absences

Regular attendance in all classes is expected. Absences traditionally excused are those that occur because of death in a student's family, important religious holidays, or authorized University activities. Students who anticipate absence for cause should obtain permission from the instructor in advance of the absence. Unforeseen absences resulting from sickness, or from other circumstances considered to be emergencies, may be excused by the instructor and arrangements may be made with the instructor to complete the assignments missed.

Students in Distress

Services for students in various forms of distress are offered by Counseling and Psychological Services (<http://www.virginia.edu/studenthealth/caps.html>) in the Elson Student Health Center. During evenings and weekends, emergency crisis assistance (434-972-7004) is available. In addition, if you are concerned about another student, call 434-243-5150 during business hours, and request the consulting clinician.

Classroom Civility Statement

Students are asked to refrain from conducting private conversations (both in-person and electronically) in class, and are requested to use appropriate language and behavior that are not demeaning or disruptive to either the instructor or the other members of the class. Failure to consistently abide by these attendance policies will have an adverse impact on one’s final grade.