

SOED-GE 2163-001: Sociology of Higher Education
Thursdays, 4:55PM - 6:35PM
SILVER Room: 508

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Introduction

This course introduces students to the sociological study of higher education in the United States. The course will examine a number of problems and questions regarding higher education, including those related to access, on campus experiences and social stratification outcomes.

As no single text exists in this field, the assigned readings for the course come from several books.

Course Requirements

A considerable amount of class time will be devoted to discussion of the course readings. It is imperative for students to have completed the reading assignments prior to class.

1. Students will be expected to lead one class per semester. Class leaders will prepare a one page “summary sheet” of the week’s reading(s) to distribute to the class. The summary will include, but is not limited to, the following elements:
 - Summary of the overall theme of the text
 - Outline of 3-4 main arguments in the text with supporting evidence (e.g. page numbers or blocks of text to refer to)
 - Methods
 - Synthesis across chapters
 - Discussion of relevant/applicable sociological theory
2. Class leaders will spend the last 45 minutes of class leading an activity and robust discussion related to the week’s readings. The class leader will monitor the discussion and have questions prepared to engage the group. In addition, during this time, class leaders are encouraged to connect current events or new research with themes in the week’s readings. Class leaders will be evaluated on the basis of thoughtfulness, depth of discussion, and analytical insight demonstrated in their leadership sessions.
3. Students will write a 1-2 page reflection on the weekly reading’s key themes, insights and takeaways. The class leader will not have to write a reflection piece for their week. The weekly reflection can connect sociological theory or questions to the week’s topic, or critically assess the author’s argument. These are due to me at the beginning of class.
4. In addition, students will write one paper for the class. The paper will be 20-25 pages, closely grounded in sociological theory, and address a novel question about higher education. All term

papers must include 1) a critical synthesis of theoretical and practical issues related to your topic; and 2) identification of both existing research and needed research on your topic. A one page description of your term paper topic is due to me the 5th week of class. The description will be handed in to me at the beginning of class on February 26th.

Required Texts

1. Arum, Richard, and Josipa Roksa. *Academically adrift: Limited learning on college campuses*. University of Chicago Press, 2011.
2. Armstrong, Elizabeth A., and Laura T. Hamilton. *Paying for the party: How college maintains inequality*. Cambridge, MA: Harvard University Press, 2013.
3. Attewell, Paul, and David Lavin. *Passing the torch: Does higher education for the disadvantaged pay off across the generations?* Russell Sage Foundation, 2007.
4. Bailey, T., & Morest, V. S. *Defending the community college equity agenda*. Johns Hopkins University Press. (2006)
5. Baker, David. *The schooled society: The educational transformation of global culture*. Stanford University Press, 2014.
6. Binder, Amy J., and Kate Wood. *Becoming right: How campuses shape young conservatives*. Princeton University Press, 2013.
7. Grigsby, Mary. *College life through the eyes of students*. SUNY Press, 2009.
8. Mullen, A. L. *Degrees of Inequality: Culture, class, and gender in American higher education*. Johns Hopkins University Press (2010).
9. Stevens, Mitchell L. *Creating a class: College admissions and the education of elites*. Harvard University Press, 2009.
10. Stulberg, L., & Weinberg, S. *Diversity in American higher education toward a more comprehensive approach*. New York: Routledge (2011)

Grading

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| Term Paper | 40% |
| Weekly Reflections | 25% |
| Class presentation of term paper | 10% |
| Quality of format and discussion during class leadership | 25% |

Course Logistics

Office Hours: I am available to meet by appointment. You can also reach me by phone or email. I will promptly respond to emails.

Deadlines: All assignment deadlines are firm and regular class attendance and participation is expected. I will not grant extensions on assignments unless there is an emergency. If an assignment is late, the grade will be reduced by a third. For example an "A+" will become an "A-".

Academic Integrity: All students are responsible for understanding and complying with the NYU Steinhardt Statement on Academic Integrity. A copy is available at http://steinhardt.nyu.edu/policies/academic_integrity.

Students with Disabilities: Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

(Please see <http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html>).

This syllabus is subject to change. Any changes to the syllabus shall be distributed in writing, which may include electronic communication.

Course Calendar and Assignments

What is Sociology of Higher Education?

Week 1: 1/29

- Introduction

Sociological Theory and Higher Education

Week 2: 2/5

Pay particular attention to themes raised in the article below:

- Stevens, M. L., Armstrong, E. A., & Arum, R. (2008). Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in the Sociology of Higher Education. *Annual Review of Sociology*, 34 (1), 127-151. (AVAILABLE ONLINE)

Excerpts of Sociological Theory

- Randall Collins, "Functional and Conflict Theories of Educational Stratification"
- Macleod, J. Introduction to "Aint No Makin It"
- Lareau, A. "Unequal Childhoods"
- Giroux, H., "Theories of Reproduction and Resistance in the New Sociology of Education"
- Blau, P. and Peter Duncan. "The Process of Stratification"

Diversity in Higher Education

Week 3: 2/12

- Stulberg, L., & Weinberg, S. *Diversity in American higher education toward a more comprehensive approach*. New York: Routledge (2011)
Pay particular attention to chapters 1, 2, 4, 5, 6, 8, 9, 15, 20. However, you are expected to read the entire book and be able to discuss all chapters.
- Stulberg, L. M., & Chen, A. S. (2014). The Origins of Race-conscious Affirmative Action in Undergraduate Admissions: A Comparative Analysis of Institutional Change in Higher Education. *Sociology of Education*, 87(1), 36-52. (AVAILABLE ONLINE)

NO CLASS

Week 4: 2/19

Access

Week 5: 2/26

- Stevens, Mitchell L. *Creating a class: College admissions and the education of elites*. Harvard University Press. (2009)
- Description of term paper due

Community Colleges

Week 6: 3/5

- Bailey, T., & Morest, V. S. *Defending the Community College Equity Agenda*. Johns Hopkins University Press. (2006)

Inequality 1

Week 7: 3/12

- Armstrong, Elizabeth A., and Laura T. Hamilton. *Paying for the party: How college maintains inequality*. Cambridge, MA: Harvard University Press, 2013.

SPRING BREAK

Inequality 2

Week 8: 3/26

- Mullen, A. L. *Degrees of Inequality: Culture, Class, and Gender in American Higher Education*. Johns Hopkins University Press (2010).

Mobility

Week 9: 4/2

- Attewell, Paul, et al. *Passing the Torch: Does Higher Education for the Disadvantaged Pay Off across the Generations? American Sociological Association's Rose Series in Sociology.*: Russell Sage Foundation, 2009

Learning on Campus

Week 10: 4/9

- Arum, Richard, and Josipa Roksa. *Academically adrift: Limited learning on college campuses*. University of Chicago Press, 2011.

Student Culture 1

Week 11: 4/16

- Binder, Amy J., and Kate Wood. *Becoming right: How campuses shape young conservatives*. Princeton University Press, (2013).

Student Culture 2

Week 12: 4/23

- Grigsby, Mary. *College life through the eyes of students*. SUNY Press, 2009.

Higher Education Broad Implications

Week 13: 4/30

- Baker, David. *The schooled society: The educational transformation of global culture*. Stanford University Press, 2014.

Conclusion

Week 14: 5/7

- Final Term Paper Presentations