



## SOED-GE 2002: SOCIOLOGY OF EDUCATION

Fall 2022

Tuesdays 6:45pm-8:25pm

Bobst, Room LL141

**Professor: Mercy Agyepong, PhD**

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**Office Hours:** Tuesdays 1:30pm-2pm/5pm-6:30

### Course Description and Objectives

This course will focus on the relationship between education and society. It is a critical sociological look at education in the United States – with a focus on contemporary debates and issues. The course will examine social influences on education and, in turn, the effects of education and schooling on the identities, social experiences, and academic outcomes of individuals and groups in contemporary American society. Thus, we will reflect on the effects of schooling on the structure of society as well. The course will study how sociologists have both theoretically and empirically examine schooling practices/policies, what students learn, and how schools fit into the larger society, in addition to how the educational system in the U.S. interacts with forms social differences such as race, ethnicity, class, gender, and (dis)ability. Upon completion of this course, students are expected to know the social foundations and effects of schooling in the United States and should be able to critically examine the ways in which educational practices and policies impact the lives of students.

### Course Format

Classes will be conducted using direct instruction, small and large group discussions, and small and large group activities.

### Required Textbook

Sadovnik, A. R. & Coughlan, R. W (2016) *Sociology of Education: A Critical Reader* (3<sup>rd</sup> ed.). Routledge Press. 1138843008 ([https://www.amazon.com/Sociology-Education-Alan-R-Sadovnik/dp/1138843008/ref=cm\\_cr\\_arp\\_d\\_product\\_top?ie=UTF8](https://www.amazon.com/Sociology-Education-Alan-R-Sadovnik/dp/1138843008/ref=cm_cr_arp_d_product_top?ie=UTF8))

### Articles

Required articles are available on the course site on NYU Brightspace in their weekly folders.

### NYU Brightspace

This course has an NYU Brightspace site. **All assignments will be submitted via Brightspace unless otherwise indicated on the syllabus.** The syllabus, all required articles, detail about the

course assignments, and any other general course information will be available on the site. Additionally, announcements and postings will be made regarding events or other items of importance related to this course.

## Course Responsibilities

### Participation (15% of total grade)

You are expected to attend every class session, from beginning to end. **Be on time and be ready to discuss the readings at the start of class. This means having the texts for that day in front of you, as well as your notes.** Please let me know **within the first two weeks of the semester** if you will be absent for religious observances or if the due date for an assignment (see below) conflicts with a religious observance. In addition, if you must miss class for university-related obligations or for other legitimate reasons (sicknesses and emergencies), please make sure to notify me in writing (i.e., via email) **as soon as possible.** Without this notice, it is not guaranteed that appropriate accommodations can be made. You are responsible for acquiring notes and other materials for missed classes. More than 2 unexcused absents will result in grade reduction.

### Two Critical Analysis Essays (10% of total grade)

You will write two critical analysis essays related to a selection of course readings (dates to be assigned). This will be an opportunity for you to **not summarize but** instead synthesize themes and concepts from our course readings and discussions, offer critique, and pose questions related to the readings for that day. Each paper will be worth 5% of your grade and should be 500-700 words. These essays will be graded on a pass/fail bases. Students are allowed to resubmit one failed analysis for a better grade. **Your paper should be submitted via NYU Brightspace by 5pm on the Tuesday that it is due; I will not accept assignments via email. A *handout detailing the critical analysis essay guidelines is uploaded in "Content" under "Course Materials."***

### Class Facilitation (10% of total grade)

Beginning on Week 4, each person will be expected to lead a class session once, as part of a pair, throughout the semester (date to be assigned). On these days, the partners assigned to facilitate will be responsible for: **1.** Leading discussion (and an activity if interested) for the rest of the group, **2.** Providing a 20 minutes (or less) presentation summarizing the readings for the day and any relevant context (multimedia welcomed), **3.** Connecting your topic to a current/recent US or Global issue/policy (what is this issue, how is it related, what should we know, etc.) and potential (proposed) solutions for said issue/policy, and **4.** Coming up with pre-approved discussion questions for the class. **One of your critical analysis dates will coincide with your facilitation date. A *handout detailing the facilitation guidelines is uploaded in "Content" under "Course Materials."***

### Final Paper Prospectus [Midterm] (25% of total grade)

Students will complete a 6-8 page double-spaced prospectus related to the final paper that will be **due ON TUESDAY NOVEMBER 1<sup>st</sup> AT 5PM ET.** Your prospectus is an opportunity for you to start planning for your final paper. ***A *handout detailing the prospectus guidelines is uploaded in "Content" under "Course Materials."****

### **Final Paper (40% of total grade)**

Students will submit a 15-17 page final paper related to one or several of the topics covered in the course. **This assignment is due on WEDNESDAY DECEMBER 14<sup>th</sup> at 11:59pm.**

### **Overview of Course Responsibilities**

Participation	15%
Critical Analysis Paper	10%
Class Facilitation	10%
Final Paper Prospectus	25%
Final Paper	40%

### **Grading Scale**

100-94= A	76-74= C
93-90= A-	73-70= C-
89-87= B+	69-67= D+
86-84= B	66-63= D
83-80= B-	Below 63= F
79-77= C+	

### **Access and Accommodations for Students**

New York University is committed to providing equal educational opportunity and participation for all students. The Moses Center for Student Accessibility (CSA) works with NYU students to determine and implement appropriate and reasonable accommodations as well as access available programs and resources to support equal access to a world-class education. Students should contact the [Moses Center for Student Accessibility](#) at 726 Broadway, 2<sup>nd</sup> Floor, (212-998-4980).

### **Plagiarism and Academic Integrity**

By enrolling in this course, each student assumes the responsibilities of an active participant in NYU Steinhardt's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. 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](http://steinhardt.nyu.edu/policies/academic_integrity)

### **Citation Style**

Please use APA style for your work. Consult a manual for citation help. A good online resource can be found here: <https://owl.english.purdue.edu/owl/resource/560/01/>  
<https://research.moreheadstate.edu/c.php?g=107001&p=694586>

### **Course Schedule**

## **WEEK 1**

### **9/06 Introduction to Course**

Introductions and a review of the syllabus and course requirements.

#### **Goals of Public Education**

Labaree, D. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34(1), pp. 39-81.

Episode I, "The Common School, 1770-1890," in "School: The Story of American Public Education." (**Videos should be viewed prior to class. Answer Week #1 Questions, uploaded in the Week1 Folder, while viewing the videos and be prepared to discuss them in class today**)

- <https://www.youtube.com/watch?v=BRWsj5X63FE&list=PL5RgakF-XbTy2zEgfEFwnHPvr1aahh3GX&index=8>
- <https://www.youtube.com/watch?v=3gXNZ0xZzaQ&list=PL5RgakF-XbTy2zEgfEFwnHPvr1aahh3GX&index=9>
- <https://www.youtube.com/watch?v=k2e8NT8MNcM&list=PL5RgakF-XbTy2zEgfEFwnHPvr1aahh3GX&index=10>

## **WEEK 2**

### **9/13 What is Sociology of Education?**

Sadovnik, A. R. (2016). Theory and Research in the Sociology of Education (SOECR – CHAPT. 1; also uploaded on NYU Brightspace).

#### **Functionalist Theory**

Davis, K. & Moore, W. E. (1945). Some principles of stratification. *American Sociological Review*, 10(2), 242-249.

#### **Conflict Theory**

Bowles, S., & Gintis, H. (1976). *Schooling in capitalist America: Educational reform and the contradictions of economic life*. New York, NY: Basic Books. (NYU Brightspace – CHAPT. 1 & 2).

#### **Symbolic Interactionism**

Blumer, H. (1969). *Symbolic interactionism: Perspective and method*. Berkeley, CA: University of California Press. CHAPT. 1 (NYU Brightspace).

Rist, R. C. (2016). On Understanding the Processes of Schooling: The Contributions of Labeling Theory. (SOECR – CHAPT. 5; also uploaded on NYU Brightspace).

### WEEK 3

#### 9/20 Inequality by Design: Race and Racism

**Film:** *Race: The Power of an Illusion. Episode 1: The Difference Between Us.* California Newsreel (2003) (**Video Should Be VIEWED BEFORE CLASS. You can find it in NYU libraries or NYU Kanopy**).

**Film:** *Race: The Power of an Illusion. Episode 2: The Story We Tell.* California Newsreel (2003) (**Video Should Be VIEWED BEFORE CLASS. You can find it in NYU libraries or NYU Kanopy**).

**Film:** *Race: The Power of an Illusion. Episode 3: The House We Live In.* California Newsreel (2003) (**VIDEO WILL BE VIEWED IN CLASS**).

### WEEK 4

#### 9/27 Contemporary Approaches: Theories of Social Reproduction

MacLeod, J. (1987). *Ain't no makin' it: Aspirations and attainment in a low-income neighborhood.* Boulder: Westview Press. (NYU Brightspace – **READ CHAPT. 2 only**).

Bourdieu, P. (2016). The Forms of Capital. (SOECR – CHAPT. 6)

Bernstein, B. (1964). Elaborated and restricted codes: Their social origins and some consequences. *American Anthropologist*, 66(6 part 2), 55-69. (NYU Brightspace).

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

### WEEK 5

#### 10/04 Social Reproduction Theory in Practice

Freire, P. (1972). *Pedagogy of the Oppressed.* NY: Herder and Herder. (NYU Brightspace – CHAPT. 1 & 2).

Lareau, A. (2016). Invisible Inequality: Social Class and Childrearing in Black Families and White Families. (SOECR – CHAPT. 16).

Carter, P. (2016). “Black” cultural capital, status positioning, and schooling conflicts for low-income African American youth. (SOECR – CHAPT. 17).

Lewis, A. E., & Diamond, J. B. (2015). *Despite their best intentions: How racial inequality thrives in good schools*. New York, NY: Oxford University Press. **Chapter 5: Opportunity Hoarding: Creating and Maintaining Racial Advantage. Pp. 119-164.** (NYU Brightspace).

## **WEEK 6**

**10/11 NO CLASS—Classes will meet on a Monday Schedule (Legislative Monday)**

## **WEEK 7**

**10/18 The Organizational Environment of Schools**

Metz, M.H. (1990). Real School: A universal drama amid disparate experience. In D. Mitchell and M.E. Goertz (Eds.), *Educational politics for the new century: The twentieth anniversary yearbook of the politics of education association* (pp. 75-91). Philadelphia, PA: Falmer Press. (NYU Brightspace).

Ingersoll, R. (2016). Is There Really a Teacher Shortage? (SOECR – CHAPT. 11)

Ballantine, J. & Hammack, F. (2012). Students: The core of the school. In *Sociology of Education: A Systemic Analysis (7th ed.)*. Boston, MA: Pearson. (NYU Brightspace).

Bryk, A.S., & Schneider, B. (2002). Relational Trust. In *Trust in schools: A core resource for improvement* (pp. 12-34). New York, NY: Russell Sage. (CHAPT. 2)

## **WEEK 8**

**10/25 The Hidden Curriculum and Tracking**

The Hidden Curriculum (**This video will be viewed in class**)

<https://www.youtube.com/watch?v=eY2hpAOJTRQ>

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

Hallinan, M. T. (2016). Tracking: From Theory to Practice. **AND Oakes, J.** (2016). More than Misapplied Technology: A Normative and Political Response to Hallinan on Tracking. (SOECR – CHAPT. 12).

Kozol, J. (2006). *The shame of the nation: The restoration of apartheid schooling in America*. New York: Three Rivers Press. (NYU Brightspace – **Chapters 1: Dishonoring the dead**).

Callahan, R.M. (2005). Tracking and high school English learners: Limiting opportunity to learn. *American Educational Research Journal* 42(2), 305-328. (NYU Brightspace).

## **WEEK 9**

### **11/01 Persistence of Racism**

Bonilla-Silva, E. (2006). *Racism without racist: Color-blind racism and the persistence of racial inequality in America*. 2<sup>nd</sup> Edition. Lanham, Maryland: Rowman & Littlefield Publishers, Inc. (NYU Brightspace).

*\*Prospectus [Midterm] due by 5pm, November 1<sup>st</sup>*  
*No Critical Analysis Essay*  
*No Facilitation*

## **WEEK 10**

### **11/08 Perpetuating “Differences” through Education**

Castagno, A. (2008). “I Don’t Want to Hear That!’ Legitimizing Whiteness through silence in schools.” *Anthropology & Education Quarterly*, 39(3), 314-333.

Abu El-Haj, T. R. (2007). "I was born here, but my home, it's not here": Educating for democratic citizenship in an era of transnational migration and global conflict. *Harvard Educational Review*, (3), 285-316.

Ghaffer-Kucher, A. (2011). The religification of Pakistani-American youth. *American Educational Research Journal*, 49(1), 30-52.

Gonzales, R. G. (2011). Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood.” *American Sociological Review* 76(4), 602-619. (NYU Brightspace).

## **WEEK 11**

### **11/15 Black Identity and Student Achievement**

Fordham, S. & Ogbu, J. U. (1986). Black students’ school success: Coping with the “burden of acting White.” *The Urban Review*, 18(3), 176-206. (NYU Brightspace).

Ainsworth-Darnell, J.W. & Downey, D. (1998). Assessing the oppositional culture explanation for racial/ethnic differences in school performance. *American Sociological Review*, 63(4), 536-553. (NYU Brightspace).

Tyson, K., Darity, W, & Castellino, D. (2005). It’s not “a black thing”: Understanding the burden of acting white and other dilemmas of high achievement. *American Sociological Review*, 70, 582-605. (NYU Brightspace).

Agyepong, M. (2022). Negotiating Blackness and Africanness: How school context shape African students' identities. Manuscript under review. (NYU Brightspace).

## **WEEK 12**

### **11/22 Immigrant Students and Educational Achievement**

Rong, X. L. and Preissle, J. (2009). Immigration and U.S. schools. In *Educating immigrant students in the twenty-first century: What educators need to know*, (2<sup>nd</sup> ed.), (pp. 1-17). Thousand Oaks, CA: Corwin Press. (NYU Brightspace).

Adam Ruins Everything- How America Created the “Model Minority” Myth  
<https://www.youtube.com/watch?v=Pg1X1KkVxN4> (VIDEO WILL BE VIEWED IN CLASS).

Lee, S. (2016). Behind the model minority stereotype: voices of high- and low-achieving Asian American students. (SOECR – CHAPT. 18)

Pierre, J. (2004). Black immigrants in the United States and the “cultural narratives” of ethnicity. *Identities: Global Studies in Culture and Power*, 11, 141-170. (NYU Brightspace).

Agyepong, M. (2022). Chapter 3: Creating Model Minorities: Using Cultural Narratives To Explain Achievement. In *The Black Model Minority Students: African Immigrants in Anti-Black Minority Schools*. Manuscript in preparation.

## **WEEK 13**

### **11/29 Gender, Sexuality, Ability and Disability in Education**

Lopez, N. (2002). Race-gender experiences and schooling: second-generation Dominican, West Indian, and Haitian youth in New York City. *Race, Ethnicity and Education* 5(1), 67-89. (NYU Brightspace).

Noguera, P. A. (2016). The Trouble with Black Boys: The role and influence of environmental and cultural factors on the Academic Performances of African American Males. (SOECR – CHAPT. 20)

Smith-Purviance, A.L. (2021). Masked Violence against Black Women and Girls. *Feminist Studies* 47(1), 175-200. [doi:10.1353/fem.2021.0000](https://doi.org/10.1353/fem.2021.0000) (NYU Brightspace).

Blackburn, M. & McCready, L. (2009). Voices of Queer Youth in Urban Schools: Possibilities and Limitations. *Theory Into Practice*, 48(3), 222-230. (NYU Brightspace).

Hehir, T. (2016). Eliminating Ableism in Education. (SOECR – CHAPT. 22)



## **WEEK 14**

### **12/06 Educational Reform and Policy**

Jencks, C. (1988). Whom must we treat equally for educational opportunity to be equal? *Ethics*, 98, 518-533. (NYU Brightspace).

Payne, C. (2008). *So much reform, so little change*. Cambridge: Harvard Education Press. (NYU Brightspace – CHAPT. 7).

Tyack, D. & Tobin, W. (1994). The “grammar” of schooling: Why has it been so hard to change? *American Educational Research Journal*, 31(3), 453-479. (NYU Brightspace).

Berliner, D. C. (2016). Effects of inequality and poverty vs. Teachers and schooling on America’s youth. (SOECR – CHAPT. 26)

## **WEEK 15**

### **12/13 Promising practices**

Duncan-Andrade, J. (2010). Note to Educators: Hope Required When Growing Roses in the Concrete. *Harvard Educational Review*. pp. 181-194. (NYU Brightspace).

Pollock, M. (Ed.) (2008). Selections from *Everyday anti-racism: Getting real about race in school*. New York: New Press. (NYU Brightspace).

- Introduction: Defining Everyday Antiracism, pp. XVII-XXII
- Complete list of Everyday Antiracist Strategies, pp. 343-348

Bartlett, Lesley and Garcia, Ofelia. (2011). *Additive Schooling in Subtractive Times: Bilingual Education and Dominican Youth in the Heights*. Memphis, TN: Vanderbilt University. (NYU Brightspace – **CHAPT. 9: Educating immigrant youth: Lesson learned**).

Tichavakunda, A. A. (2022) Taking Black Joy Seriously in Higher Education. *Change: The Magazine of Higher Learning*, 54(5), 52-56. DOI: 10.1080/00091383.2022.2101868

### **Course Wrap-Up**

- Course Reflections
- Course Evaluations

**FINAL PAPERS DUE BY WEDNESDAY 12/14 AT 11:59PM**