

SOED-GE 2371: SOCIAL INEQUALITY AND EDUCATION

Spring 2020

Wednesdays 6:45pm-8:25pm

Bobst Library, Rm LL138

Professor: Mercy Agyepong, PhD

Email: mercy.agyepong@nyu.edu

Office: 246 Greene Street, 3rd floor, 309W

Office Hours: Wednesdays 4pm-6pm or by appointment

Course Description and objectives

This course considers the role of educational institutions in fostering, preventing, and maintaining inequalities in American society. Drawing primarily from sociological scholarship, this course focuses on inequalities faced by students from different racial and ethnic groups in the United States, immigrants and native-born alike. Consideration is first given to the kinds of inequalities which exist in our society, to their bases and sources. The course will then turn its attention to the analysis of social and educational practices and structures related to the production and maintenance of equalities and inequalities. Students will come to recognize the structural forces of inequality in communities and schools, and how those forces contribute to unequal opportunities, experiences, and achievement outcomes for students along lines of race/ethnicity, class, gender, and immigration status. Specific topics to be covered include neighborhood and school segregation, culture, stereotypes, and immigrant integration patterns.

Course Responsibilities

Participation (20% 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, please make sure to notify me in writing (e.g. via email) **at least two weeks prior to the class you will miss.** 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.

One Critical Analysis Essay (5% of total grade)

You will write one critical analysis essay related to a selection of course readings (dates to be assigned). This will be an opportunity for you to synthesize themes and concepts from our course readings and discussions, offer critique, and pose questions related to the readings for that day. The paper will be worth 5% of your grade and should be 600-800 words. These essays will be graded on a pass/fail bases. **Your paper should be submitted via Google doc by 4pm on the**

Wednesday that it is due. A handout detailing the critical analysis essay guidelines will be provided in class and uploaded to the course website.

Final Paper Prospectus (25% of total grade)

Students will complete a 5-7 page prospectus related to the final paper that will be **due at 4pm Wednesday March 25th**. Your prospectus is an opportunity for you to start planning for your final paper. I encourage you to pick a topic that is related in some way to your academic focus (e.g. M.A. thesis or dissertation). Your final paper can be a literature review, research proposal, position paper, or draft of a paper you hope to eventually submit to a conference or for publication. Although you can choose your own topic and paper format, you must approach the topic from a sociological perspective and make clear links to the course. The majority of the readings in your literature review, for example, should be from sociological journals (e.g. Sociology of Education, Sociological Inquiry, Sociological Forum, etc.) and/or written by authors who utilize sociological perspectives in their work.

Conference-style Final Paper Presentation (10% of total grade)

Each student will be expected to present their final paper to the class at the end of the semester. Students will have 5-7 minutes to present their findings/arguments from their final paper and will receive questions and feedback from me and their peers.

Final Paper (40% of total grade)

Students will submit a 13-15 page final paper related to one or several of the topics covered in the course. **This assignment is due on FRIDAY MAY 8th at noon.**

Overview of Course Responsibilities

Participation	20%
Critical Analysis Paper	5%
Final Paper Prospectus	25%
Final Paper Presentation	10%
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+	

Required Text

Rothman, R. A. (2005). *Inequality and stratification: Race, class and gender* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall

Ewing, E. L. (2018). *Ghost in the schoolyard: Racism and school closings on the Chicago's South Side*. Chicago, IL: The University of Chicago Press.

Lewis, A. E., & Diamond, J. B. (2015). *Despite their best intentions: How racial inequality thrives in good schools*. New York, NY: Oxford University Press.

Hagerman, M, A. (2018). *White kids: Growing up with privilege in a racially divided America*. New York, NY: New York University Press.

Foner, N. (Ed.). (2013). *One out of three: Immigrant New York in the twenty-first century*. New York, NY: Columbia University Press.

Hamilton, T. G. (2019). *Immigration and the remaking of Black America*. New York, NY: Russell Sage Foundation.

Lee, J. and Zhou, M. (2015). *The Asian American achievement paradox*. New York, NY: Russell Sage Foundation.

Gonzales, R. G. (2016). *Lives in limbo: Undocumented and coming of age in America*. Oakland, California: University of California Press.

Accommodations for 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: <https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html>

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

Citation Style

Please use APA style for your work. Please 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

Part One: Sociological Explanations of Inequalities

WEEK 1

1/29 Introduction to Course

Introductions and a review of the syllabus and course requirements.

Overview of social inequality by Khan Academy (**This video will be viewed in class**)

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

<https://www.youtube.com/watch?v=ik1y4ZNSjek>

WEEK 2

2/05 An Introduction to Social Stratification and Inequality

Episode I, “The Common School, 1770-1890,” in “School: The Story of American Public Education.” (**Students should watch this video on their own**)

https://www.youtube.com/watch?v=fPc7RnGOho0&list=PLkFzyKKHmsFeNFAxU_g_Lc1yzAdhjeJz_&index=1

Rothman, R. A. (2005). *Inequality and stratification: Race, class and gender* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall (**CHAPTS. 1-4**)

WEEK 3

2/12 Patterns of Inequality and Education

Sadovnik, A. R. (2007). Theory and Research in the Sociology of Education (CHAPT. 1). **Functionalist Theory and Conflict Theory SECTIONS ONLY. READ THIS FIRST.**

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

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

Rothman, R. A. (2005). *Inequality and stratification: Race, class and gender* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall (**CHAPTS. 6, 7, 11**)

Part Two: Social Inequality and the Education of Native-born Americans

WEEK 4

2/19 Education for Extinction

Fischer, C. S., Hout, M., Jankowski, M.S., Lucas, S. R., Swidler, A., and Voss, K. (2008). Inequality by Design. In D. B. Grusky (Ed.), *Social stratification: Class, race, and gender in sociological perspective* (pp. 49-53). Boulder, CO: Westview Press

Meza, N. (2015). Indian Education: Maintaining Tribal Sovereignty Through Native American Culture and Language Preservation. *Brigham Young University Education and Law Journal*, 2015(1), 353-366.

Gillispie, M. (2016). Need for culturally responsive literary instruction in Native American communities. *American Speech-Language-Hearing Association*, 1(2), 56-68.

Masta, S. (2018). Strategy and resistance: How Native American students engage in accommodation in mainstream schools. *Anthropology & Education Quarterly*, 49(1), 21-35.

Wilcox, K. C. (2015). “Not at the expense of their culture”: Graduating Native American youth from high school. *The High School Journal*, 98(4), 337-353.

WEEK 5

2/26 Social Inequality, Race and Schooling

Ewing, E. L. (2018). *Ghost in the schoolyard: Racism and school closings on the Chicago’s South Side*. Chicago, IL: The University of Chicago Press.

WEEK 6

3/04 Racial Inequality and Tracking

Lewis, A. E., & Diamond, J. B. (2015). *Despite their best intentions: How racial inequality thrives in good schools*. New York, NY: Oxford University Press.

WEEK 7

3/11 Class, Privilege and Inequality

Hagerman, M, A. (2018). *White kids: Growing up with privilege in a racially divided America*. New York, NY: New York University Press.

WEEK 8

3/18 NO CLASS—SPRING BREAK

Part Three: Social Inequality and the Education of Immigrant Americans

WEEK 9

3/25 Social Integration and Immigration in NYC

Foner, N. (Ed.). (2013). *One out of three: Immigrant New York in the twenty-first century*. New York, NY: Columbia University Press. **(CHAPTS 1-5)**

**Prospectus due by 4pm, March 25th*

WEEK 10

4/01 Social Integration and Immigration in NYC II

Foner, N. (Ed.). (2013). *One out of three: Immigrant New York in the twenty-first century*. New York, NY: Columbia University Press. **(CHAPTS 6-11)**

WEEK 11

4/08 Social Disparities Between and Among Racialized Groups

Hamilton, T. G. (2019). *Immigration and the remaking of Black America*. New York, NY: Russell Sage Foundation. **(CHAPTS. 1-4, CHAPTER SUMMARIES/CONCLUSIONS OF THE REMAINING CHAPTERS, AND CONCLUSION CHAPTER)**

WEEK 12

4/15 Stereotypes and the Racialization of Achievement

Lee, J. and Zhou, M. (2015). *The Asian American achievement paradox*. New York, NY: Russell Sage Foundation.

WEEK 13

4/22 Immigrant Dreams and American Realities

Gonzales, R. G. (2016). *Lives in limbo: Undocumented and coming of age in America*. Oakland, California: University of California Press.

WEEK 14

4/29 Conference-style Presentation of Final Papers

WEEK 15

5/06 Conference-style Presentation of Final Papers

FINAL PAPERS DUE BY FRIDAY 5/08 AT 12PM (NOON)