

**COURSE DESCRIPTION:** This graduate seminar is focused on providing students with a thorough and detailed introduction to key concepts and ideas in sociology of education. We will explore how social theory relates to education. In the course we will think critically about the intersections between theory and practice. In addition, schools do not solely have inputs (students) and outputs (an educated person). Many social processes and sorting occur both within and across schools. These processes influence patterns of social stratification, inequality and inequities. Throughout the course we will consider questions like the following:

1. How do social markers of difference-- such as race, class, language status, gender, ethnicity, sexuality, ability—affect, or relate to, the schooling process and educational outcomes?
  2. What role does the organizational, legal and political environment have on the process of schooling?
  3. How does social context and social structure influence the process of schooling?
  4. How are formal and informal relationships organized within schools, and what are the consequences for students' learning and identities?
  5. To what extent, and in what ways, do schools promote equal opportunity, and to what extent, and in what ways, do schools reproduce prevailing patterns of power, privilege, and hierarchy?
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## **REQUIRED TEXTS:**

### ***Required Texts.***

Arum, Beattie & Ford (2015). *The Structure of Schooling: Readings in the Sociology of Education*. Third Edition. Sage Publications

*Most of our readings will come from this text.*

Any additional readings will be available on NYU CLASSES and are marked on the syllabus.

## **ASSIGNMENTS:**

(1) **EDUCATIONAL AUTOBIOGRAPHY (10 points):** In this assignment you will explore your own educational history from two perspectives. First, you should explore the personal and cultural values, assumptions, and narratives you hold about education. The second goal of the piece is to begin to recognize how sociological forces and ideas may shape or intersect with our personal narratives about U.S. education. **The autobiography should be 3-5 pages.** We will revisit the narrative at the end of class.

(2) **DISCUSSION LEADER (10 points):** Each student will be assigned to lead a class discussion on one of the required texts. Most students will be paired, and it is expected that partners will meet outside of class to plan the discussion. **Anticipate a 20-30 minute discussion. A 1-2 page memo is also required to support the discussion.** The memo should include a brief summary of the reading, definitions of key sociological concepts from the reading and three discussion questions for the class to consider. The memo should be posted to NYU CLASSES the Tuesday before class, by 5pm. You do not have to complete a weekly journal for the day you are presenting.

(3) **WEEKLY JOURNAL (30 points):** Students will write a reflection for every class reading(s). **The journal entries should be 1-2 pages.** These should NOT be a summary of the material; they should contain your “thinking.” The reflections should be critical and thoughtful. These are due to me before class starts.

(4) **RESEARCH PAPER (40 points):** The final paper will require students to write a research paper on an issue related to the sociology of education. This paper must utilize a variety of research articles from different academic journals and/or books. Topics should be chosen in consultation with the professor early in the semester. **The paper should be at least 15 pages long— not including references— and should be in APA style** (<https://owl.english.purdue.edu/owl/resource/560/01/>).

(5) **ATTENDANCE/CLASS PARTICIPATION (10 points):** Attendance, punctuality, and participation are expected. Absences or otherwise limited participation will impact the final course grade (i.e., except when other arrangements need to be made, such as a prolonged illness, in which case, documentation is required). If there are any issues regarding attendance or assignment completion, I require written notification 3 days prior to class. The only exception to the rule is if it is an emergency.

## **COURSE POLICIES:**

*Assignments.* Papers should be typed, double-spaced, stapled once in the top left-hand corner. Please make a copy of all written work before submitting. Assignments not turned in by the due date and time listed on the course schedule will be considered late. It is the responsibility of the student to turn in assignments on time. A 1/3 grade deduction will be

administered per day late-- including the weekend. (B+ to B; If 1-day late). This is true for the class presentation, reflections and final paper.

## **GRADING**

- A Exceptional—Exceeds expectations in all dimensions
- A- Excellent—Meets expectations in all dimensions and exceeds expectations in some
- B+ Solid—Meets expectations in all dimensions
- B Needs Improvement—Below expectations in some dimensions
- B- Needs Significant Improvement—Below expectations in many dimensions
- C Insufficient—Significantly below expectations in some or all dimensions

## **COURSE SCHEDULE**

09. 3 Introductions. Course Overview. Presentation Schedule.

### **Theory in the Sociology of Education**

09. 10 Status Attainment and Social Mobility

Reader Pages 1-42

Presentations:

*Weber; Sorokin; Turner; Haller and Portes*

09. 17 Human Capital, Cultural Capital and Social Capital; Other Theories

Reader Pages 42-83

Presentations:

*Becker, Lamont and Lareau; Coleman and Hoffer; Durkheim; Waller*

09.24 Reproduction and Changing Theories of Education Systems

Anyon, Jean. Social Class and the Hidden Curriculum of Work. *Journal of Education*, Vol. 162, no. 1, Fall 1980. (NYU Classes)

Reader Pages 84-116

Presentations:

*Bowles, Gintis, Meyer; Collins*

### **Stratification Within and Between Schools**

10. 1 Stratification FINAL PAPER IDEA DUE VIA EMAIL (1 paragraph)

Reader Pages 136-152; 181-233

Presentations:

*Coleman et al.; Orfield, Kucsera and Siegel-Hawley; Entwisle, Alexander and Olson*

#### 10. 8 Stratification PERSONAL AUTOBIOGRAPHY DUE

Reader Pages 120-135; 234-267

Presentations:

*Khan; Tyson; Oakes*

### **Class**

#### 10. 15 Class Inequalities

Reader Pages 288-294; 318-365

Presentations:

*Reardon; Willis; Lareau; Bettie*

### **Race**

#### 10. 22 Race and Ethnicity

Reader Pages 366-418

Presentations:

*Fordham and Ogbu; Tyson, Castellino and Darity; Carter; Watkins*

#### 10.29 Race and Ethnicity; Discipline

Noguera, P. (2008). *The Trouble With Black Boys...and Other Reflections on Race, Equity, And the Future of Public Education.* Jossey Bass. Chapter 2 (NYU CLASSES)

Reader Pages 419-461

Presentations:

*Lewis; Perry; Portes and Zhou*

### **Gender and Sexuality**

#### 11. 5 Gender and Sexuality

Reader Pages 462-519

Presentations:

*Thorne; Apple; Lopez; Ispa-Landa; Pascoe*

## **Student Culture and Subculture**

### 11. 12 Student Culture

Reader Pages 523-603

Presentations:

*Coleman; Ito et al.; McFarland; Kimmel and Mahler; Hamilton and Armstrong*

## **Organizational Environment**

### 11.19 Organizations

Reader Pages 624-659; 686-693; 709-727

Presentations:

*Rosenbaum and Binder; Meyer; Brint and Karabel; Stevens; Gonzales*

### 11. 26 No Class (Thanksgiving)

## **Education Policy and School Reform**

### 12.3 Policy

Reader Pages 728-781

Presentations:

*Portes; Jennings; Roksa and Arum; Walters and Lareau*

### 12.10 LAST CLASS

Research Paper Presentations and Reflection on Educational Biographies

### 12.17 Research Paper Due (submit via email)

## **NEW YORK UNIVERSITY POLICIES**

**Academic Honesty** Any deliberate borrowing of the ideas, terms, statements, or knowledge of others without clear and specific acknowledgment of the source is intellectual theft and is called plagiarism. It is not plagiarism to borrow the ideas, terms, statements, or knowledge of others if the source is clearly and specifically acknowledged. Students who consult such critical material and wish to include some of the insights, terms

or statements encountered must provide full citations in an appropriate form.

**Access and Accommodations for Students with Disabilities** Students with physical or learning disabilities are required to register with the [Moses Center for Students with Disabilities](http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html), 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>.