

SOCY 58/EDUC 24 - Education and Inequality

Winter Quarter 2017

Class Meets in Dartmouth Hall 102, 2A: TR 2:25–4:15pm (X-hour: W 4:35-5:25pm)

Professor Janice McCabe

Office: 103 Silsby Hall

Email: janice.m.mccabe@dartmouth.edu

Phone: 603-646-8160

Office hours: Wednesdays 2:00-4:00 or by appointment

Course Description:

How are schools organized and how do they organize society? What effects do schools have on individuals and what effects do they have on society? Using sociological theories and methods, we will examine the structure of schools and their effects on individuals and society. We will explore both formal and informal education. This course will focus on inequalities, specifically how social class, race, gender, and sexuality both organize and are organized by educational environments.

Course Goals and Objectives:

By the end of this course, students will be able to:

1. Explain how schools prevent and perpetuate social inequalities in our society.
2. Describe and compare key sociological theories of education.
3. Apply these theories to the inequalities discussed in this course (i.e., social class, race, gender and sexuality).
4. Read, understand, and evaluate scholarly articles and books on the sociology of education using a range of sociological research methods, including interviews and ethnography.
5. Investigate educational inequality using sociological research methods based on hands-on experience.
6. Effectively communicate what you learned about sociology of education both orally and in writing.
7. Explain how inequality within and between schools impacted your own educational experiences.

Course Requirements and Evaluation:

READINGS: The following required books are available at the Dartmouth Bookstore and Wheelock Books. They also are on 2-hour reserve at Baker Berry library; links to this information is on our course Canvas site, under “Library Reserves.”

- Richard Arum, Irene Beattie, and Karly Ford, editors. 2014. *The Structure of Schooling: Readings in the Sociology of Education, 3rd Edition*. Thousand Oaks, CA: Pine Forge. ISBN: 9781452205427
- Elizabeth Armstrong and Laura Hamilton. 2013. *Paying for the Party: How College Maintains Inequality*. Cambridge: Harvard University Press. ISBN: 978-0674088023 (paperback) or 978-0674049574 (hardcover)

Additional readings are posted on our course Canvas site.

As you complete the required readings, I encourage you to consult the “Reading Guide for Academic Work” posted on Canvas. This contains a list of questions to answer as you read sociological work, and it will help you make the most out of the time you spend reading.

PARTICIPATION AND ATTENDANCE: Your attendance and active participation are crucial to this seminar. Participation will help you better process and understand the material we cover while also increasing our collective understanding. Active involvement in class discussions and activities also make up 15% of our course grade. Active class participation has many dimensions, including enthusiastic and intellectually-rigorous discussion (talking and listening), coming to class prepared by having completed the readings, work on in-class assignments, and regular class attendance (including arriving on time and staying for the duration of each session). Please note that regularly attending class is necessary but not sufficient for an A in class participation.

The weekly reflection journals are an important part of class participation. At the end of every week (by Sunday at 11:59pm), you will post a 250-500 word reflection to Canvas. These reflections should each be responses to a prompt, provided the week before. Although these are reflections, you should use examples from class discussions, activities, lectures and readings to support your points. Writing these reflections will help you more deeply engage with the course, track your personal learning and growth, and assist you as you write the final reflection paper. They will help me to get to know each of you and to adjust the course in order to make it the best learning experience for the class as a whole. To receive credit, each reflection should (a) be reflective, not merely a summary of course content, (b) respond to this week’s prompt, (c) use examples from course content – this can be from class discussions, activities, lectures, or readings, (d) be the appropriate length (250-500 words) and submitted on time (posted to Canvas by Sunday night at 11:59pm).

Participation also includes completing the surveys at the beginning and end of the course – these will be used to provide useful background on students for class discussions (information will only be provided in the aggregate, meaning that I will never reveal information about any particular individual’s responses) and for a research study that I am completing. Opting in to the study is optional, but completing the surveys is part of course participation.

In the event that you miss a class for any reason, you are responsible for getting class notes for that class from another student. As a general policy, I do not make my notes available. After you review your classmate’s notes, I would be happy to meet with you to talk about the material or answer questions about anything that is unclear.

ASSIGNMENTS: In the first couple weeks of the term, I will place you in groups based on your expressed interests in topics related to education. You will then complete a series of assignments around your shared topic. Some assignments involve a group component; others are based on only individual work. More details about each of the assignments will be distributed in class and posted on Canvas at least one week before they are due.

In Assignment 1, you will use social science data to investigate the schools you have attended, examining questions about who attends these schools and their academic outcomes compared to others in your state and nationally.

In Assignment 2, you will work with a group to facilitate a seminar discussion (one hour of class time). To prepare, your group to construct a research question on your topic of interest, conduct a literature review on this topic, and design a small-scale study to investigate this research question. You will share this information in the class in a 10-15 minute presentation and facilitate class discussion of your research (~15 minutes). Your group should also briefly summary one reading (3-5 minutes), prepare discussion questions, and lead discussion of the reading (~15 minutes). Your group’s seminar facilitation will be scheduled on the day that it best corresponds to the topics in the syllabus.

In Assignment 3, you will try out two research methods – an interview and ethnographic observation – and reflect on the process.

In Assignment 4, you will collect data for your group’s project and post it in a shared space for your group. For example, you might interview a student from your high school, transcribe the interview and post it; or you might conduct 5 hours of observation at Baker-Berry, take jottings in the field, flesh them out into full fieldnotes, and post these.

In Assignment 5, you will again work with your group to present to the class on your topic of interest. This time, you will be presenting the results of your study. This assignment builds on the design you proposed and received feedback on in Assignment 2, and the data you collected and posted in Assignment 4. These presentations will be during the last week of class.

MIDTERM EXAM: The midterm exam will be completed in-class and will be open notes, which means that you may consult your notes, handouts, and readings to answer exam questions, but you should put materials into your own words when answering questions. In the class session prior to the exam, I will distribute a list of possible questions. For the exam, you will then be asked to answer a selection of these questions. They will be open-ended questions, where you will craft an argument and support that position with evidence from the class. You may study together; in fact, I encourage it. However, exams should be completed independently; you should not discuss the exam or your answers with classmates or anyone else while completing it.

FINAL PAPER: Your final paper for this course will be 8-10 pages in length and will include information about the design and findings of your group project, detail your contribution to the research, and reflect on the process. In other words, this final paper will tie together the experiential learning that you’ve been doing all term. A detailed assignment sheet and grading rubric will be distributed in class and posted on Canvas.

Percentage of Final Grade		Final Course Grade	
Participation and Attendance	15%	A = 94.0-100	C+ = 77.0-79.99
Assignments	45%	A- = 90.0-93.99	C = 74.0-76.99
Midterm Exam	20%	B+ = 87.0-89.99	C- = 70.0-73.99
Final Paper	20%	B = 84.0-86.99	D = 60.0-69.99
		B- = 80.0-83.99	E < 60.0

Course Guidelines and Policies:

Honor Principle: Assignments will be conducted in accord with the principles of academic honor detailed in the Dartmouth Organization, Regulations and Courses. I encourage you to discuss ideas from class with your classmates. However, unless otherwise noted, assignments should be completed independently and all work turned in should be your own. If your topic for the group project is one that you're exploring in another class, independent study, or other academic work, you must let me and the other professor(s) know. Your work in assignments should include citations to ideas and direct quotes from course readings as well as outside sources. I encourage students to read Dartmouth's statement on Sources and Citations: <http://www.dartmouth.edu/~writing/sources/>

Religious Holidays: Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me ASAP to discuss appropriate accommodations.

Students with Disabilities: Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me as soon as possible, and no later than the end of the second week of the term. All discussions will remain confidential, although the Student Accessibility Services office may be consulted to discuss appropriate implementation of any accommodation requested. Information about Student Accessibility Services is available at: <http://www.dartmouth.edu/~accessibility/>

Letters of Recommendation: I get many requests for letters and I have a handout describing the materials I need at least two weeks prior to your deadline. If you expect to need a letter from me after the term ends, please let me know while you're still in the class so that I can have more detailed notes to write a stronger letter on your behalf. I enjoy writing letters for students who have stood out in some way and I take writing these letters quite seriously.

Late Submissions: The submission of assignments is expected on the indicated "due date" during that day's class meeting (unless otherwise stated). Requests for extensions should be made prior to the due date. Please note that grades on non-approved late submissions will be penalized. Any work turned in more than 10 minutes after the start of class is considered late and the grade will be reduced by one step (for example, from a B to a B-). The grade will be reduced by an additional step for each day it is late. Work turned in after class begins is considered one day late. Work turned in the day after class is considered two days late.

Grade Disputes: Any student who wishes to dispute a grade earned on any assignment, paper, or exam may do so by submitting a written memo detailing specifically why the assignment should receive a different grade. The memo should explain how the assignment met the requirements or how the answer as written (and not based on what could be inferred from what was written) addressed the question. The memo should be submitted within one week of receiving the grade. Your graded assignment and rubric should also be attached.

Classroom Etiquette: Disruptions to class negatively affect everyone's ability to learn. If you must arrive late or leave early, please notify the instructor in advance and sit by the door to

minimize disruptions. It is inappropriate to use cell phones or use laptops for activities outside of taking notes (such as email or facebook). Disruptions will reduce your participation grade.

Class Schedule:

Readings from *The Structure of Schooling* are marked by “TSS” and those from *Paying for the Party* are marked by “PP.” All others are posted on Canvas.

Date	Topic	Readings	Due
SOCIOLOGICAL THEORIES OF EDUCATION: WHY EDUCATION MATTERS			
1/5	Introduction	Course syllabus TSS, Introduction (p.1-10)	Locate an article on education (such as a newspaper, blog, or policy piece) and relate it to at least 1 idea from the TSS Introduction. Be prepared to talk about it in class.
1/10	Family Background: Status Attainment and Social Mobility	TSS, Weber–Chp 1 (p.14-16) TSS, Sorokin–Chp 2 (p.17-20) TSS, Haller & Portes–Chp 4 (p.33-40) TSS, Bettie–Chp 24 (p.356-64)	Personal Introduction survey due on Qualtrics
1/12	Types of Capital: Human Capital, Cultural Capital and Social Capital	TSS, Becker–Chp 5 (p.42-43) TSS, Lamont & Lareau–Chp 6 (p.44-54) TSS, Coleman & Hoffer–Chp 7 (p.60-68) TSS, Lareau–Chp 23 (p.336-52)	
1/17	Changing Theories of Education Systems	TSS, Collins–Chp 10 (p.84-98) Binder et al, “Career Funneling” (on Canvas)	Assignment #1
STRATIFICATION BETWEEN AND WITHIN SCHOOLS			
1/19	Cultural and Institutional Environments	TSS, Khan–Chp 12 (p.120-135) TSS, Binder–Chp 48 (p.694-708)	
1/24	Racial Segregation and Resource Inequality	TSS, Orfield et al.–Chp 15 (p.181-222) TSS, Reardon–Chp 20 (p.288-93)	Assignment #3
1/25 (Wed)	Adolescent Subcultures and Peer Relations	TSS, Coleman—Chp 37 (p.523-35) McCabe, “Friends with Academic Benefits” (on Canvas)	

Date	Topic	Readings	Due
1/26	NO CLASS		
1/31	Midterm Exam	<i>No Readings</i>	In-Class Midterm Exam
CLASS, RACE, ETHNICITY, GENDER AND SEXUALITY			
2/2	Class I - Professor Kathryn Edin, <i>Guest Lecture</i>	Kathryn Edin, Chapter (on Canvas) PP, Intro & Chapter 1	
2/7	Class II	TSS, Arum, Gamoran & Shavit– Chp 21 (p.295-317) PP, Chapters 2-3	
2/9	Race and Ethnicity I -Professor Daisy Reyes, <i>Guest Lecture</i>	TSS, Portes & Zhou–Chp 31 (p.454-61) TSS, Lopez–Chp 34 (p.481-89) Reyes, Chapter and Article (on Canvas)	
2/14	Race and Ethnicity II	Lee & Zhou, Chapter (on Canvas) TSS, Ispa-Landa–Chp 35 (p.490-508) PP, Chapters 4-5	
2/16	Gender and Sexuality I	TSS, Thorne–Chp 32 (p.462-69) TSS, Pascoe–Chp 36 (p.509-19)	
2/21	Gender and Sexuality II	PP, Chapters 6-9	
EDUCATION POLICY AND SCHOOL REFORM			
2/23	K-12 Curriculum	TSS, Rosenbaum & Binder–Chp 43 (p.624-33) TSS, Portes–Chp 50 (p.728-32)	
2/28	Higher Education and Educational Research	TSS, Brint & Karabel–Chp 45 (p.650-59) TSS, Roksa & Arum–Chp 52 (p.756-62)	
PRESENTATIONS			
3/2	Presentations	<i>No Readings</i>	Assignment #5
3/7	Presentations	<i>No Readings</i>	Assignment #5
3/13 (Monday), 3pm - FINAL PAPER DUE (Hard copy to Prof. McCabe by 3pm); Course Wrap-Up survey due on Qualtrics by 11:59pm			

Great Resources for Further Learning:

Education Week: www.edweek.org

National Education Policy Center: <http://nepc.colorado.edu/>

Diane Ravitch's Blog: <http://dianeravitch.net/>

Cloaking Inequity Blog – <http://cloakinginequity.com/>

HuffPost Education: <http://www.huffingtonpost.com/education/>

The Chronicle of Higher Education: www.chronicle.com

American Educational Research Association: www.aera.net

Sociology of Education Journal: <http://soe.sagepub.com/> (Access via University Library)

The other readings in our book:

Richard Arum, Irene Beattie, and Karly Ford, editors. 2014. *The Structure of Schooling: Readings in the Sociology of Education, 3rd Edition*. Thousand Oaks, CA: Pine Forge.