Course Description

This course focuses on education as a social institution and the inequalities structured within it. Using theory and empirical evidence, education in the United States will be examined from pre-school through post-secondary levels. The intersections of education and other institutions, (e.g. political, economic and familial) are analyzed and include discussions of race/ethnicity, class, gender and sexuality. Further, the role of education in social reproduction and social control will be examined. *This Course counts toward CAST and GSFS majors*

Required Texts


Required Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Educational Autobiography</td>
<td>10%</td>
<td>2.25</td>
</tr>
<tr>
<td>Paper Topic Statement</td>
<td>5%</td>
<td>4.1</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
<td>4.29</td>
</tr>
<tr>
<td>Critical Essays (2)</td>
<td>15%, 20%</td>
<td>3.18, 4.15</td>
</tr>
<tr>
<td>Research Paper</td>
<td>25%</td>
<td>5.17 by 11am</td>
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<tr>
<td>Quizzes</td>
<td>15%</td>
<td>2.18, 2.27, 3.11, 4.8, 4.22, 5.1</td>
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Course Goals

To....

Develop a “sociological imagination” regarding education—how one’s own experiences in education can be understood in a structural context: This course is framed around Mills’ framework of the sociological imagination which emphasizes the connection between biography and history as well as the interaction of individual and society.

Gain knowledge of the history and origins of education in the United States: Integral to understanding contemporary issues in education is knowledge of the origins of education in the United States, particularly how this development is linked to changes in other social institutions.

Develop an understanding of education as a social institution: Education often is examined as a process, but also can be understood structurally as a social institution. It is valuable to be able to both separate the two, as well as understand how they are related.

Develop an understanding of the intersectional inequalities which persist in education: Structural boundaries to educational attainment are examined in regards to race, ethnicity, gender, sexuality and class in order to emphasize how these intersectional statuses impact the structure and outcomes of education.

Develop an understanding of how education plays a role in social control: Critique of education challenges its social function. It is useful to examine the possible “hidden curricula” that exist within the institution of education that emphasizes hegemonic conformity.

Description of Assignments

Quizzes: There will be BRIEF quizzes on the reading beginning week 3, with no quiz during mid-term week for a total of 6 quizzes. If all six quizzes are completed, the lowest grade will be dropped. Quizzes will be administered at the beginning of class and may NOT be taken late or made up, regardless of the reason.

Educational Autobiography: This assignment is designed to allow you to reflect on your experiences within the social institution of education starting with your first day of schooling to present day at Oberlin College. The paper should be approximately 5-7 pages in length and as detailed as possible.

Critical Essays: You will critically analyze information from the course readings and discussions in essay form. A choice of essay prompts will be provided. Each paper should be 5-6 pages in length with appropriate referencing/citation, including a bibliography. Outside sources also may be used. American Sociological Association citation style is to be used.
Paper Topic Statement: This assignment is the first component of preparation for the final research paper and is comprised of a one to two sentence topic statement and a paragraph that explains any background information and helps familiarize the reader with information relevant to the topic.

Annotated Bibliography: This assignment is the second component of preparation for the final research paper. Annotations (bibliographic reference and brief summaries) of 8 or more scholarly sources to be used for the final research paper are required. American Sociological Association citation style is to be used.

Research Paper: This paper is based on library research consisting of monographs, edited texts, empirical data, journal articles and other scholarly sources used to illuminate and expound upon a topic relevant to the course. The paper should reflect a conceptual analysis and synthesis of the information you gather, rather than a series of summaries. The paper also should use appropriate citation and referencing of sources, including a bibliography of at least 10 sources. It is expected that the final paper, exclusive of the bibliography, will be approximately 10-12 pages in length. American Sociological Association citation style is to be used.

Instructor policies

- Your consistent, on-time attendance and participation are required. Please do not attend to other activities during class (cellphones, knitting, etc.). Come prepared to actively discuss the readings assigned for that day.
- After two absences, additional absences will generally lower your final grade in the course. In case of illness or personal emergency, your absence will be excused. This policy is governed by the honor code; to report an excused absence, please contact me.
- Assignments are due IN CLASS the day they are due. An extension will be automatically applied to all assignments until 4:00 the day they are due. After this grace period, 1/3 of a letter grade (e.g. an A would be reduced to an A-) will be deducted for each day of lateness, unless you previously have made arrangements with the instructor because of illness or emergency. Assignments are to be handed in on paper (double sided is fine)—please retain a copy of this work for yourself. Please use the Times New Roman 12pt font or an equivalent, double spaced (unless specifically instructed to use another format) and NUMBERED pages. Staple your papers before turning them in.
- You must fulfill all course obligations and complete all assignments in order to potentially receive credit for the course.
- Office Hours are listed at the top of this syllabus. Upon special request, I will meet with students at times outside of my office hours. Please see me IN PERSON to set up such an appointment.
• I receive up to 30 or more e-mails per day. Please do not expect me to reply immediately to an e-mail question or request. If something is urgent, please CALL ME in my office or signify in the e-mail header that it is urgent.

• Honor Code: This course will follow the policies described in the Oberlin College Honor Code and Honor System. Please include the statement “I affirm that I have adhered to the Honor Code in this assignment” in all written work. Please contact me if you have any questions about citation/referencing, or the relationship of the Honor Code to your work in this course. For more information on the Honor Code, see http://www.oberlin.edu/students/student_pages/honor_code.html.

• Students with Disabilities: If you need disability-related accommodations for your work in this course, please let me know. Support is available through Student Academic Services—please contact Jane Boomer, Coordinator Office of Disability Services, (Room G27/28 Peters Hall, ext. 55588, http://www.oberlin.edu/disability) for assistance in developing a plan to address your academic needs.

• The instructor reserves the right to modify the syllabus during the semester, if needed.

Schedule

Please complete the readings by the day they are listed. We will discuss these readings in class. Either bring the readings to class or bring your notes.

2.4 Introduction

History

2.6 Rury: Introduction-History, Social Change and Education
Ch. 1-Colonial America: Religion, Inequality, and Revolution

On Blackboard

From Schools and Society: A Sociological Approach to Education
Durkheim: Moral Education

Barr and Dreeben: How Schools Work

Coleman: Social Capital in the Creation of Human Capital

2.11 Rury: Ch.2-Emergence of a Modern School System: The 19th Century
Ch.3-Ethnicity, Gender, and Race: Contours of Social Change in the 19th Century
Ch. 4-Growth, Reform and Differentiation: The Progressive Era

2.13 Rury: Ch. 5-Education, Equity, and Social Policy: Postwar America through the 1970’s
Ch. 6- Chapter 6-Globalization and Human Capital: From “A Nation at Risk” to Neo-liberal Reform
Epilogue

2.18 QUIZ

Ravitch: Introduction
Ch. 1-Our Schools are at Risk
Ch. 2 -The Context for Corporate Reform
Ch. 3-Who are the Corporate Reformers
Ch. 4-The Language of Corporate Reform

Theory

2.20 From Ideology, Curriculum, and the New Sociology of Education: Revisiting the Work of Michael Apple
Dimitriadis, Weis and McCarthy: Introduction

Luke: Teaching After the Market: From Commodity to Cosmopolitan
On Blackboard

From Schools and Society: A Sociological Approach to Education
Bowles and Gintis: Schooling in Capitalist Societies

From Critique and Utopia: New Developments in the Sociology of Education in the 21st Century
Ch. 10 Mc Donough and Nunez, Bourdieu’s Sociology of Education: Identifying Persistent Inequality, Unmasking Domination, and Fighting Social Domination

2.25 From Ideology, Curriculum, and the New Sociology of Education: Revisiting the Work of Michael Apple
Arnot: Retrieving the Ideological Past: Critical Sociology, Gender Sociology, and the School Curriculum

Anyon: Social Class, School Knowledge, and the Hidden Curriculum: Retheorizing Reproduction

On Blackboard
From Education and Capitalism: Struggles for Learning and Liberation
Russom: Obama’s Neoliberal Agenda for Public Education
2.27 **QUIZ**

From *Ideology, Curriculum, and the New Sociology of Education: Revisiting the Work of Michael Apple*
Nozaki: Riding Tensions Critically: Ideology, Power/Knowledge, and Curriculum Making

Carlson: Are We Making Progress? Ideology and Curriculum in the Age of No Child Left Behind

**Practice**

3.4 From *Beyond Silenced Voices*
Orfield and Lee: Ch. 1- Segregation 50 Years after Brown: A Metropolitan Challenge

Yonezawa and Wells: Ch. 3- Reform as Redefining the Spaces of Schools: An Examination of Detracking by Choice

3.6

Ravitch: Ch.5-The Facts about Test Scores
Ch.6-The Facts about the Achievement Gap
Ch.7-The Facts about the International Test Scores
Ch. 8-The Facts about High School Graduation

3.11 **QUIZ**

Ravitch: Ch. 10-How Poverty Affects Academic Achievement

*On Blackboard*

From *Silenced Voices and Extraordinary Conversations*
Weis: Acquiring White Working-Class Identities: Legitimate and Silenced Discourse within the School

From *Schools and Society: A Sociological Approach to Education*
Cookson and Persell: Preparing for Power: America’s Elite Boarding Schools

3.13 From *Beyond Silenced Voices*
Valenzuela: Ch.5- Subtractive Schooling: Caring Relations and Social Capital in the Schooling of U.S.-Mexican Youth

Kim and Markus, Ch. 11- Speech and Silence: An Analysis of the Cultural Practice of Talking
On Blackboard
From Education and Capitalism: Struggles for Learning and Liberation
Bale: Ch. 3-Linguistic Justice at School

3.18 From Beyond Silences Voices
Lee, Ch. 8- Learning about Race, Learning about “America”: Hmong American High School Students
O’Connor, Lewis and Mueller, Ch. 10- The Culture of Black Femininity and School Success

On Blackboard
From Latinos and Education: A Critical Reader
Urrieta, Ch. 7-Dis-Connections in “American Citizenship and the Post/neocolonial: People of Mexican Decent and Whiteness Pedagogy and Curriculum

3.20 From Beyond Silenced Voices
Brown, Ch. 9- In the Bad or Good of Girlhood: Social Class, Schooling and White Femininities

On Blackboard
From Silenced Voices and Extraordinary Conversations
Fine, Anand, Jordan and Sherman: Before the Bleach Gets Us All

From Youth and Sexualities
Rasmussen: Safety and Subversion: The Production of Sexualities and Genders in School Spaces

4.1 From Beyond Silenced Voices
Smith: Ch 6.- The Ideology of “Fag”: The School Experience of Gay Students

On Blackboard
From The Teacher Educator, 45:244–256, 2010.
Garcia and Slesaransky-Poe: “The Heteronormative Classroom: Questioning and Liberating Practices”

Macgillivray: Gay Rights and School Policy: A Case Study in Community Factors that Facilitate or Impede Educational Change

GLSEN Report: Shared Differences: The Experiences of Lesbian, Gay, Bisexual and Transgender Students of Color in Our Nation's Schools
4.3 Ravitch: Ch. 11-The Facts About Teachers and Test Scores  
Ch. 12-Why Merit Pay Fails  
Ch. 13-Do Teachers Need Tenure and Seniority

4.8 **QUIZ**

Ravitch: Ch. 14-The Problem with Teach for America  
Ch. 15-The Mystery of Michelle Rhee  
Ch. 16-The Contradictions of Charters

**On Blackboard**

From: *Charter Schools and the Corporate Makeover of Public Education: What's at Stake*

Fabricant and Fine: Ch. 3-The Tension between Promise and Evidence  
Ch. 4-Interlocking Power and the Deregulation of Public Education

4.10 Ravitch: Ch. 17-Trouble in E-Land  
Ch. 18-Parent Trigger, Parent Tricker  
Ch. 19-The Failure of Vouchers  
Ch. 20-Schools Don’t Improve if they are Closed

**Challenges and Solutions**

4.15 Ravitch: Ch. 21-Solutions: Start Here  
Ch. 22-Begin at the Beginning  
Ch. 23-The Early Years Count  
Ch. 24-The Essentials of Good Education  
Ch. 25-Class Size Matters for Teaching and Learning

4.17 Ravitch: Ch. 26-Make Charters Work for All  
Ch. 27-Wraparound Services Make a Difference  
Ch. 28-Measure Knowledge and Skills with Care  
Ch. 29-Strengthen the Profession

4.22 **QUIZ**

Ravitch: Ch. 30-Protect Democratic Control of Public Schools  
Ch. 31-The Toxic Mix  
Ch. 32-The Privatization of Public Education is Wrong  
Ch. 33-Conclusion: The Pattern on the Rug
4.24  From *Ideology, Curriculum, and the New Sociology of Education: Revisiting the Work of Michael Apple*

Fine: Contesting Research Rearticulation and “Thick Democracy” as Political Projects of Method

Gitlin: (Re)visioning Knowledge, Politics and Change: Educational Poetics

From *Beyond Silenced Voices*
Torre: Ch 15- The Alchemy of Integrated Spaces: Youth Participation in Research Collectives of Difference

Abu El-Haj, Ch. 12- Global Politics, Dissent, and Palestinian American Identities: Engaging Conflict to Reinvigorate Democratic Education

4.29  From *Beyond Silenced Voices*
Bloom: Ch. 4- Hollowing the Promise of Higher Education: Inside the Political Economy of Access to College

Ravitch:  Ch. 9-The Facts about College Graduation Rates

*On Blackboard*

From *Sociology of Education: A Critical Reader 2nd Edition*
Rosenbaum,: College-for-All: Do Students Understand What College Demands?

From *Degrees of Inequality*
Mullen:  Ch.3-Deciding to Go to College
        Ch.4-Choosing Colleges

5.1  **QUIZ**

From *The Racial Crisis in American Higher Education: Continuing Challenges for the Twenty-First Century*
Tierney and Chung: Affirmative Action in a Post-Hopwood Era

Feagin Vera, and Imani: Issues of Recruitment and Retention: If They Do Anything, It’s to Encourage You to Leave

5.6  From *The Agony of Education: Black Students at White Colleges and Universities*
Bowman and Smith: Racial Ideology in the Campus Climate: Emerging Cross-Ethnic Differences and Challenges

Hurtado: Creating a Climate of Inclusion: Understanding Latina/o College Students

Chang and Kiang: New Challenges of Representing Asian American Students in U.S. Higher Education
5.8 From *Take Back Higher Education*
Giroux and Giroux:
Ch. 6- Youth, Higher Education and the Breaking of the Social Contract: Toward the Possibility of a Democratic Future
Ch. 7- Neoliberalism Goes to College: Higher Education in the New Economy