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.

Required Texts


Required Assignments

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Educational Autobiography</td>
<td>15%</td>
<td>2.25</td>
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<tr>
<td>Critical Analysis of your Educational Autobiography</td>
<td>20%</td>
<td>3.25</td>
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<td>Primary and Secondary</td>
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<tr>
<td>Post-Secondary</td>
<td>20%</td>
<td>4.25</td>
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<tr>
<td>(4) Blackboard Reading Summaries (5% each)</td>
<td>20%</td>
<td>TBS</td>
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<tr>
<td>Research Paper</td>
<td>25%</td>
<td>5.13</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

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 7-9 pages in length and as detailed as possible. You will be using this as a basis for two future assignments, so please keep this in mind when writing about your experiences.

Critical Analysis of Your Educational Autobiography: Using your Educational Autobiography as a text, you will critically analyze your experiences using information from the course readings and discussions. In the analysis, you should assess your experiences within the theoretical frameworks presented in the readings and compare your experiences with any empirical information in the readings. Ask yourself questions such as, “How do I understand my experiences differently now than before reading the course materials?” “How do my experiences compare or contrast with those in the readings? etc… The first critical analysis will focus on your experiences in primary and secondary educational experiences and the second on your experiences in college. Each paper should be 6-8 pages in length with appropriate referencing/citation, including a bibliography. Outside sources also may be used.
Blackboard Reading Summaries: During the semester you will need to complete 4 reading summaries to be posted on Blackboard the day before the readings are to be discussed. There are an abundance of readings in this class and I hope to have effective discussions based on them. These assignments are designed to alleviate some of the reading load as well as help you develop succinct summative writing skills. These will be scheduled throughout the semester in consultation with the instructor. The post will be graded on a 1-5 point scale. Thoroughness and clarity will result in greater points awarded.

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 12-15 pages in length.

Instructor policies:

1. ASSIGNMENTS MUST BE HANDED IN ON THE DATE THEY ARE DUE. ALL LATE ASSIGNMENTS WILL BE PENALIZED ONE LETTER GRADE EACH DAY THEY ARE LATE (e.g. an A would become an A- if one day late). ASSIGNMENTS THAT ARE NOT TURNED IN WILL RECEIVE A VALUE OF “ZERO” IN THE FINAL GRADE COMPUTATION (e.g. Failing to hand in an assignment that is worth 20% of the final grade will yield 0%, thus the “best” final grade you can achieve is an 80% or a B-, IF you have 100% on all other assignments). Any assignment submitted electronically to BLACKBOARD must be saved as an MS Word (.doc), rich-text, or html file ONLY! ASSIGNMENTS WILL NOT BE ACCEPTED VIA EMAIL!

2. Office Hours are listed at the top of this syllabus. If you would like to meet at a specific time during my office hours, please sign up on the sheet next to my office door. You may also drop in if no one has signed up for the time. 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.

3. 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.

4. 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, 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.
(5) **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 of Services for Students with Disabilities, (Room G27 Peters Hall, ext. 58467) for assistance in developing a plan to address your academic needs.

(6) I reserve 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.*

2.7 Introduction

2.9 *On Blackboard*

From *Schools and Society: A Sociological Approach to Education*

Barr and Dreeben: How Schools Work
Sadovnik: Theories in the Sociology of Education
Durkheim: Moral Education

2.11 *On Blackboard*

Collins: Conflict Theory of Educational Stratification
Bowles and Gintis: Schooling in Capitalist Societies

2.14 *On Blackboard*

From *Education and Social Change: Themes in the History of American Schooling*

Rury: Chapter 3- The 19th Century: Beginnings of a Modern School System
Chapter 4- Ethnicity, Gender and Race: Contours of Social Change in the 19th Century

2.16 *On Blackboard*

Rury: Chapter 5- The Progressive Era: Reform, Growth and Differentiation

Reese: The Origins of Progressive Education

2.18 *On Blackboard*
From *Education and Social Change: Themes in the History of American Schooling*

Rury: Chapter 6 - Education in Postwar America: The Human Capital Revolution

From *Whose America? Culture Wars in the Public Schools*
Zimmerman: Ch. 4 - The Cold War Assault on Textbooks  
Ch. 5 - Black Activism, White Resistance, and Multiculturalism

2.21 From *Beyond Silenced Voices*

Orfield and Lee: Ch. 1 - Segregation 50 Years after Brown: A Metropolitan Challenge  

2.23 *On Blackboard*

From *Whose America? Culture Wars in the Public Schools*
Zimmerman: Ch. 5 - Religious Education in Public Schools  
Ch. 6-School Prayer and the Conservative Revolution

From *Schools For Our Time: The Local Classroom in an Uncertain World*
Salowe: The Continuous Loop

2.25 *On Blackboard*

Graham: What America Has Expected of Its Schools over the Past Century

Simmons and Masschelein: The Governmentalization of Learning and the Assemblage of a Learning Apparatus

2.28 From *Ideology, Curriculum, and the New Sociology of Education: Revisiting the Work of Michael Apple*

Dimitriadis, Weis and McCarthy: Introduction  
Arnot: Retrieving the Ideological Past: Critical Sociology, Gender Sociology, and the School Curriculum

3.2 From *Ideology, Curriculum, and the New Sociology of Education: Revisiting the Work of Michael Apple*

Anyon: Social Class, School Knowledge, and the Hidden Curriculum: Retheorizing Reproduction  
Torres: Schooling, Power and the Exile of the Soul
From Beyond Silenced Voices
Yonezawa and Wells: Ch. 4- Reform as Redefining the Spaces of Schools: An Examination of Detracking by Choice

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

McCarthy, et. al. Ch. 7- Race, Suburban Resentment and the Representation of the Inner City in Contemporary Film and Television

3.7 From Beyond Silences Voices
Lee, Ch. 8- Learning about Race, Learning about “America”: Hmong American High School Students

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

Carlson, Schramm-Pate, and Lussier, Ch. 13-Risky Business: Teaching about the Confederate Flag Controversy in a South Carolina High School

3.9 From Beyond Silenced Voices
Kim and Markus, Ch. 11- Speech and Silence: An Analysis of the Cultural Practice of Talking

On Blackboard

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

3.11 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

3.14 From Beyond Silenced Voices
Smith: Ch 6.- The Ideology of “Fag”: The School Experience of Gay Students
Little: Embracing Gay, Lesbian, Bisexual and Transgendered Youth in School-Based Settings

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

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

Fine: Sexuality, Schooling and Adolescent Females: The Missing Discourse of Desire

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

O’Connor, Lewis and Mueller, Ch. 10- The Culture of Black Femininity and School Success.

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

Grant and Murray: Teaching in America: The Slow Revolution
Wenglinsky: How Money Matters: The Effect of School District Spending on Academic Achievement

3.25 Video in class

4.4 From *Ideology, Curriculum, and the New Sociology of Education: Revisiting the Work of Michael Apple*

Luke: Teaching After the Market: From Commodity to Cosmopolitan

From *Beyond Silenced Voices*

Dimitriadis: Ch 14- Popular Culture, Pedagogy, and Urban Youth: Beyond Silenced Voices

4.6 *On Blackboard*

Sewell: Affecting Social Change: The Struggle for Educators to Transform Society

From *The Abandoned Generation*
Giroux: Ch. 4- Leaving Most Children Behind: Public Education Under Siege

4.8 *On Blackboard*

From *Standardized Minds: The High Price of America’s Testing Culture and What We Can Do to Change It*
Sacks: Ch. 4- Crusade: Rise of the Test-Driven Accountability Machine in Our Schools;
Ch 5- Crime and Punishment: How the Accountability Machine Hurts School Children;
Ch 6- The Great American Dumb-Down: How the Accountability Machine Harms Schools
Ch 7- Do No Harm: Stopping the Damage to American Schools

4.11 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

Gandin: Situating Education: Michael Apple’s Scholarship and Political Commitment in the Brazilian Context
4.13 From *Beyond Silenced Voices*
Torre: Ch 15- The Alchemy of Integrated Spaces: Youth Participation in Research Collectives of Difference

*On Blackboard*

From *Silenced Voices and Extraordinary Conversations*
Fine and Anand: Revisiting the Struggle for Integration

4.15-4.22 *The Charter School Experiment* Entire Text

*On Blackboard*

From *The Charter School Dust Up: Examining the Evidence on Enrollment and Achievement*
Ch. 1: The Reaction to the AFT’s Report on Charter School Scores
Ch 2: Can the ‘dust up’ lead to a new consensus in education research and policy?
Ch. 6: The Philosophy of Charter School

4.25 *On Blackboard*

From *A History of American Higher Education*
Thelin: Ch. 3- Diversity and Adversity: Resilience in American Higher Education, 1860 to 1920
Ch. 5- Alma Mater: America Goes to College, 1890 to 1920
Ch. 7- Gilt by Association: Higher Education’s “Golden Age”, 1945 to 1970

4.27 *On Blackboard*

From *A History of American Higher Education*
Thelin: Ch. 8- Coming of Age in America: Higher Education as a Troubled Giant, 1970 to 2000

From *The Racial Crisis in American Higher Education: Continuing Challenges for the Twenty-First Century*
Teddlie and Freeman: Twentieth-Century Desegregation in U.S. Higher Education

From *The Agony of Education: Black Students at White Colleges and Universities*
Feagin, Vera and Imani: Black Students at Predominately White Colleges and Universities: The Rhetoric and the Reality

4.29 *On Blackboard*

From *The Racial Crisis in American Higher Education: Continuing Challenges for the Twenty-First Century*
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

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

On Blackboard

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

5.4 On Blackboard

From Take Back Higher Education: Race, Youth and the Crisis of Democracy in the Post-Civil Rights Era
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

5.6-5.13 The University in Chains, entire text.