

**SOCIOLOGY 759R:  
SOCIOLOGY OF EDUCATION**

FALL 2021  
THURS 4-6:45  
206 Tarbutton Hall

Professor: Dr. Cassidy Puckett

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Zoom Office Hours: Wednesdays 4-6pm; sign up online (<https://calendly.com/drpuckett/office-hours>) for a 30-minute meeting at least 1 day before the time you would like to meet. Zoom link and passcode provided at sign up.

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**COURSE OVERVIEW**

This course focuses on education and inequality. The goals of the course are to: 1) provide students with a foundation in sociology of education literature and 2) prepare and support students in engaging in their own research and publication in this area. You might think it is too soon to think about publishing, but ***it is never too early to think about publishing.***

Throughout the course we engage in theoretical frameworks for the study of education, as well as read about the history of education in the United States. We also look at research focused on particular levels of education (e.g., K-12, higher ed) and historical and current debates about education and inequality.

As we investigate these topics, we will attend to the theoretical, substantive, methodological, and political considerations that concern the study of education. Finally, students will engage in the practice of research in the sociology of education: manuscript review and a course project (e.g., a group research, individual or collaborative research paper on an ongoing project, or a proposal for future research, depending on what would work best to move your research towards publication).

**LEARNING GOALS & COURSE REQUIREMENTS**

The course is structured as a workshop, and each week we will discuss the week's topic and students will help facilitate discussion about the week's readings. As we progress further into the semester, you should also be prepared to discuss your work and be ready to give and receive feedback.

**1) Class Participation - 30% of grade**

***Includes:***

- Attendance to all classes (as much as possible, given the pandemic)
- Participation in discussions (quality matters more than quantity)
- Discussion facilitation
- Weekly one page position papers posted to Canvas and emailed to the week's facilitator by **Tuesdays at 6pm** (so facilitator can use as resource for discussion on Thursday)
- Presentations & peer editing discussion on Thursday, Dec 2<sup>nd</sup>

Discussion Facilitation: Each week one student will be responsible for presenting an overview of the week's readings and posing questions for discussion. While it is important that the facilitator covers the assigned material in enough detail to ensure that we all understand the argument, they should also critically evaluate the material, raise provocative questions for class discussion, make connections among different authors, and generally be prepared to sustain a lively class discussion.

Position Papers: It is crucial that students come to class prepared to engage the material. Each week, students will write a one-page (no more than two pages) position paper that engages the assigned reading. In these papers, you should critically evaluate, rather than simply summarize, the material. These position papers should be posted on Canvas and emailed to the week's facilitator. The point of these papers is to make sure that the required reading is completed, to enliven and elevate our discussion, and to provide whoever is responsible for organizing and leading our discussions with useful feedback. These papers will not be graded except as having been adequately completed or not.

## **2) Reviews - 10% of grade**

This semester, we will conduct one or two article reviews. Article reviewing is part of the practice of research in any field. You may put this professional experience on your CV. The reviews this semester will likely be an article review for *Sociology of Education*, the *American Educational Research Journal*, and/or *Teachers College Record*. You will receive instructions in class about the review(s).

Article review deadlines TBD.

## **3) Course Project – 60% of grade**

During the semester, you will conduct a course project informed by course readings. There are three options for this project. You may participate in 1) a class research project leading towards co-authored publication on technology in schools (as part of Dr. Puckett's research), 2) an individual or collaborative research paper on an ongoing project (i.e., one where you have already identified literature, are engaged in data collection or have identified a dataset, and can work towards completion of a draft manuscript), or 3) a proposal for future research (could be for a grant), depending on what would work best to move your research towards publication.

Steps for this project:

- Project description: 5% of grade (due Wednesday, Sept 1 to Canvas by 6pm)
- Project update: 10% of grade (due Wednesday, Oct 6 to Canvas by 6pm)
- First Full Draft: 10% of grade (due Tuesday, Nov 30 to Canvas and Google docs by 6pm)
- Peer Editing: 10% of grade (due Thursday, Dec 2 to Canvas and Google docs by 4pm)
- Final Paper/Proposal: 25% of grade (due Thursday, Dec 16 to Canvas by 6pm)

Assignments should be submitted to Canvas. I will provide more detailed instructions for each of the paper assignments during the semester.

## COURSE RESOURCES

This course offers an introductory survey of sociology of education. Consequently, the class will cover a wide range of literature. **Required readings** will be discussed in class, most of which will be provided as .pdfs via Canvas.

However, some texts are longer and you may wish to purchase for reference through the retailer of your choice—highly recommended:

Anderson, James D. 1988. *The Education of Blacks in the South, 1860-1935*. Chapel Hill, NC: The University of North Carolina Press.

Labaree, David F. 2017. *A Perfect Mess: The Unlikely Ascendancy of American Higher Education*. Chicago, IL: The University of Chicago Press.

We will also read chapters from a number of books that I highly recommend you read in full (if not during the course, in the future). Most are available online through <http://discover.emory.edu/>.

**You will also do outside readings** as reference for your course paper.

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## TEACHING & LEARNING DURING THE PANDEMIC

The situation with COVID-19 is an evolving one, so we will all have to be flexible as the semester progresses. Some of you may need to be off campus for some portion of the semester. I want our classroom community to thrive no matter the classroom delivery method or your individual methods of participating in class. I cannot guarantee an identical experience for students who cannot be physically in the classroom or an experience that is identical to pre-pandemic semesters, but my goal is to treat all students equitably and to ensure grading is clear, consistent, and fair for all of you.

As always, communication is important. I commit to responding to emails within 48 hours of receipt, and my intention to respond faster than that most of the time. I will likely be slower on weekends. Likewise, if your situation changes regarding health, housing, or in any other regard with respect to your ability to participate in the class, please contact the appropriate Emory student support organization first and then me as soon as feasible. It is easier for me to address your needs if I know about them as soon as they arise. This does not mean I can successfully respond to every request for consideration, but I emphasize that my goal is to treat you all equitably and do what I can to help you succeed.

### ***Classroom safety***

Everybody must keep their **face mask on at all times when they are indoors on campus**, and this includes in our classroom. Your face mask must cover your nose, mouth, and chin, and should fit snugly. Due to the necessity of keeping your mask on, eating and drinking is forbidden in the classroom. Please read this [Emory advice about quality and fit of mask](#). **If you aren't complying with the masking requirement, I will have to ask you to leave the classroom to ensure my safety and the safety of your classmates.** Keep in mind that some of your classmates (or instructors) may not be able to be vaccinated and/or are immunocompromised, so Emory's campus masking policy ensures everyone's safety without

requiring anybody to disclose their personal situation. *\*\*We will try to hold class outside as much as possible so we can see each other—we'll be sure to stay 6 feet apart in such cases.\*\**

### ***Health considerations***

At the very first sign of not feeling well, *stay at home* and reach out for a health consultation. Please consult the [campus FAQ](#) for how to get the health consultation. Recognize that Emory is using several layers of safety: the vaccine mandate, the indoor face mask requirement, and contact tracing.

### ***Attendance policy for COVID-19 issues***

Due to the pandemic, some students might be sick or will need to go into isolation or quarantine. If you are sick, understand that I will be flexible about the general attendance policy. **Please make sure to email me so that we can discuss your individual circumstances.** For students in quarantine who are well, I will provide ways to keep up with the class. Please also email if you are in quarantine.

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## **GENERAL GUIDELINES**

### ***Diversity & Inclusion***

This course embraces a multiplicity of voices and perspectives. We respect people from all backgrounds and recognize the differences among ourselves, including racial and ethnic identities, religious practices, and gender expressions. Please let me know what name you like to be called and your gender pronouns.

### ***Guidelines for engagement***

- Listen respectfully, without interrupting.
- Respect one another's views, even when you disagree with them.
- Criticize ideas, not individuals.
- Commit to learning, not debating.
- Avoid blame and speculation. Support your argument with evidence.
- What is said in class stays in class. Hard conversations and statements should remain between members of the class creating a brave space.
- Speak from the "I" perspective. Assume there will be differences of opinion, even among people of the same background.

### ***General Conduct***

Please be mindful of the general code of conduct that you would use in any classroom setting. I expect us all to be respectful of one another. Please try to be on time for class and please do not use cell phones during class time (breaks are fine).

### ***Missed Classes***

As noted above, our class is a learning community and everyone's participation is expected. If you are absent, be sure to get missed material. If you still have questions, please come to office hours.

***Late Assignments:*** No late assignments will be accepted, except for extenuating circumstances.

***Extra Credit:*** There are no extra credit assignments available in this course.

***Video/Audio:*** You may not video or audiotape lectures without my express consent.

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## OTHER IMPORTANT INFORMATION

### Writing Center Support for Emory Students:

The Emory Writing Center staff of undergraduate tutors and graduate fellows is available to support Emory students as they work on any type of writing assignment in any field: sciences, social sciences, or humanities. Tutors can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. They work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Tutors also support the literacy needs of English Language Learners; several tutors are ELL Specialists, who have received additional training. Learn more and make an appointment at [writingcenter.emory.edu](http://writingcenter.emory.edu). Please review [tutoring policies](#) before your visit.

### Accommodating Disabilities:

As the instructor of this course I endeavor to provide an inclusive learning environment. I want every student to succeed. The Department of Accessibility Services (DAS) works with students who have disabilities to provide reasonable accommodations. It is your responsibility to request accommodations. In order to receive consideration for reasonable accommodations, you must [register with the DAS](#). Accommodations cannot be retroactively applied so you need to contact DAS as early as possible and contact me as early as possible to discuss the plan for implementation of your accommodations.

For additional information about accessibility and accommodations, please contact the Department of Accessibility Services at (404) 727-9877 or [accessibility@emory.edu](mailto:accessibility@emory.edu).

### Academic Conduct:

Emory College has established an Honor Code outlining an appropriate code of conduct with respect to academic honesty and plagiarism. Information on Emory's Honor code can be accessed at: <http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>

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## COURSE SCHEDULE

(subject to revision)

### I: OVERVIEW

#### Week 1 (Aug 26): What is the Purpose of Education?

*Course Framework (in class)*

Labaree, David F. 1997. *How to Succeed in School Without Really Learning*. New Haven, CT: Yale University Press.

- Introduction. Pages 1-14.

- Chapter 1, "Public Schools for Private Advantage." Pages 15-52.

Classical Theory (after class)

Durkheim, Emile. 2001. "Education: Its Nature and Its Role," Pp.45-61 in Joan Strouse (Ed.) *Exploring Socio-Cultural Themes in Education: Readings in Social Foundations*. Upper Saddle River, N.J.: Merrill

Collins, Randall. 1971. "Functional and Conflict Theories of Educational Stratification." *American Sociological Review* 35(6): 1002-1019.

Conwell, Jordan A. 2016. "Josephs without Pharaohs: The Du Boisian Framework for the Sociology of Education." *Journal of Negro Education* 85(1): 28-45.

**FIRST POSITION PAPER ON WEEK 2 READINGS DUE TO CANVAS & EMAILED TO FACILITATOR TUESDAY, AUG 31 AT 6PM**

**CLASS PROJECT DESCRIPTION DUE TO CANVAS WEDNESDAY, SEPT 1 AT 6PM**

## II. DEMOCRATIC EQUALITY

### Week 2: (Sept 2) Citizenship Training

Labaree, David F. 2010. *Someone Has to Fail: The Zero-Sum Game of Public Schooling*. Cambridge, MA: Harvard University Press. [[Book available online through Emory.](#)]

- Chapter 2, "Founding the American School System." Pages 42-79.

Meyer, John W., David Tyack, Joane Nagel and Audri Gordon. 1979. "Public Education as Nation-Building in America, 1870-1930." *American Journal of Sociology* 85(3): 591-613.

Rabaka, Reiland. 2003. "W. E. B. Du Bois's Evolving Africana Philosophy of Education." *Journal of Black Studies* 33: 399-449.

Givens, Jarvis R.. 2021. *Fugitive Pedagogy: Carter G. Woodson and the Art of Black Teaching*. Cambridge, MA: Harvard University Press. [[Book available online through Emory.](#)]

- Chapter 1, "Introduction: Blackness and the Art of Teaching." Pages 1-25.
- Chapter 5, "Fugitive Pedagogy as Professional Standard: Woodson's 'Abroad Mentorship' of Black Teachers." Pages 159-198

**IN CLASS WORKSHOP: DISCUSS CLASS PROJECT IDEAS**

**SECOND POSITION PAPER ON WEEK 3 READINGS DUE TO CANVAS & EMAILED TO FACILITATOR TUESDAY, SEPT 7 AT 6PM**

### Week 3 (Sept 9): Equal Access & Equal Treatment, Part I (K-12 Education)

Tyack, David B. 1974. *The One Best System: A History of American Urban Education*. Cambridge, MA: Harvard University Press.

- Part III, "The Politics of Pluralism: Nineteenth Century Patterns." Pages 78-125.

Anderson, James D. 1988. *The Education of Blacks in the South, 1860-1935*. Chapel Hill, NC: The University of North Carolina Press.

- Chapter 1, "Ex-Slaves and the Rise of Universal Education in the South, 1860-1880." Pages 4-32.
- Chapter 5, "Common Schools for Black Children: The Second Crusade, 1900-1935." Pages 148-185.

Ewing, Eve L. 2018. *Ghosts in the Schoolyard: Racism and School Closings on Chicago's South Side*. Chicago, IL: The University of Chicago Press.

- Introduction, Pages 1-14.
- Chapter 1, "What a School Means." Pages 15-52.
- Chapter 2, "City of Losses." Pages 53-93.

**THIRD POSITION PAPER ON WEEK 4 READINGS DUE TO CANVAS & EMAILED TO FACILITATOR TUESDAY, SEPT 14 AT 6PM**

#### **Week 4 (Sept 16): Equal Access & Equal Treatment, Part II (Higher Education)**

Labaree, David F. 2017. *A Perfect Mess: The Unlikely Ascendancy of American Higher Education*. Chicago: University of Chicago Press.

- Chapter 2, "Unpromising Roots: The Ragtag College System in the Nineteenth Century." Pages 25-45.
- Chapter 3, "Adding the Pinnacle and Keeping the Base: The Graduate School Crowns the System, 1880-1910." Pages 47-69.
- Chapter 5, "Balancing Access and Advantage." Pages 95-108.

Anderson, James D. 1988. *The Education of Blacks in the South, 1860-1935*. Chapel Hill, NC: The University of North Carolina Press.

- Chapter 7, "Training the Apostles of Liberal Culture: Black Higher Education, 1900-1935." Pages 238-278.

**FOURTH POSITION PAPER ON WEEK 5 READINGS DUE TO CANVAS & EMAILED TO FACILITATOR TUESDAY, SEPT 21 AT 6PM**

### **III. SOCIAL EFFICIENCY**

#### **Week 5 (Sept 23): Progressivism, Human Capital, Vocationalism**

Labaree, David F. 2010. *Someone Has to Fail: The Zero-Sum Game of Public Schooling*. Cambridge, MA: Harvard University Press.

- Chapter 3, "The Progressive Effort to Reshape the System." Pages 83-105.

Kantor, Harvey and David Tyack. 1982. *Work, Youth, and Schooling: Historical Perspectives on Vocationalism in American Education*. Stanford, CA: Stanford University Press.

- "Introduction: Historical Perspectives on Vocationalism in American Education." Pages 1-13.
- "Vocationalism in American Education: The Economic and Political Context." Pages 14-44.
- "The Historical Development of Black Vocational Education." Pages 180-222.

Alridge, Derrick P. 1999. "Conceptualizing a Du Boisian Philosophy of Education: Toward a Model for African-American Education." *Educational Theory* 49(3): 359-379.

**FIFTH POSITION PAPER ON WEEK 6 READINGS DUE TO CANVAS & EMAILED TO FACILITATOR TUESDAY, SEPT 28 AT 6PM**

**Week 6 (Sept 30): Learning vs. Credentialism, Part I (High School)**

Labaree, David F. 2010. *Someone Has to Fail: The Zero-Sum Game of Public Schooling*. Cambridge, MA: Harvard University Press.

- Chapter 7, "The Limits of School Learning." Pages 195-221.

Pope, Denise Clark. 2001. *Doing School: How We Are Creating a Generation of Stressed Out, Materialistic, and Miseducated Students*. New Haven, CT: Yale University Press. [[Book available online through Emory.](#)]

- Chapter 1, "Welcome to Faircrest High." Pages 1-6.
- (Recommended) Ch. 3, "Eve Lin: Life as a High School Machine." Pages 29-49.
- Chapter 6, "Roberto Morales: When Values Stand in the Way." Pages 117-148.
- Chapter 7, "The Predicament of 'Doing School.'" Pages 149-175.
- (Recommended) Epilogue. Pages 176-186.
- (Recommended) Appendix A & B. Pages 187-188.

**SIXTH POSITION PAPER ON WEEK 7 READINGS DUE TO CANVAS & EMAILED TO FACILITATOR TUESDAY, OCT 5 AT 6PM**

**CLASS PROJECT UPDATE DUE TO CANVAS WEDNESDAY, OCT 6 AT 6PM**

**Week 7 (Oct 7): Learning vs. Credentialism, Part II (Higher Education)**

Brown, David K. 2001. "The Social Sources of Educational Credentialism: Status Cultures, Labor Markets, and Organizations." *Sociology of Education* 71: 19-34.

Labaree, David F. 2017. *A Perfect Mess: The Unlikely Ascendancy of American Higher Education*. Chicago: University of Chicago Press.

- Chapter 4, "Mutual Subversion: The Liberal and the Professional." Pages 71-94.

Arum, Richard and Josipa Roksa. 2011. *Academically Adrift: Limited Learning on College Campuses*. Chicago: University of Chicago Press.



- Ch. 1, "College Cultures and Student Learning." Pages 1-32.

Gaddis, Michael. 2014. "Discrimination in the Credential Society: An Audit Study of Race and College Selectivity in the Labor Market." *Social Forces* 93(4): 1451–1479.

**IN CLASS WORKSHOP: DISCUSS CLASS PROJECT UPDATE**

**NO POSITION PAPER DUE**

**FALL BREAK; NO CLASS OCT. 14**

**SEVENTH POSITION PAPER ON WEEK 8 READINGS DUE TO CANVAS & EMAILED TO FACILITATOR TUESDAY, OCT 19 AT 6PM**

**Week 8 (Oct 21): Educational Stratification**

*Stratification in High School*

Gamoran, Adam. 2010. "Tracking and Inequality: New Directions for Research and Practice." Pp. 213-228 in Michael W. Apple, Stephen J. Ball, and Luís Armando Gandin (Eds.) *The Routledge International Handbook of the Sociology of Education*. New York: Routledge.

Lewis, Amanda E. and John B. Diamond. 2015. *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*. Cambridge: Oxford University Press.

- Introduction, Pages 1-16.
- Chapter 4, "'It's Like Two High Schools': Race, Tracking, and Performance Expectations." Pages 83-118.

Diamond, John B. and Amanda E. Lewis. 2018. "Race and Discipline at a Racially Mixed High School: Status, Capital, and the Practice of Organizational Routines." *Urban Education* 00(0): 1-29.

Khan, Shamus. 2015 (2011). "Privilege," Pp. 120-135 in Richard Arum, Irene Beattie, and Karly Ford (Eds.) *The Structure of Schooling: Readings in the Sociology of Education*. Thousand Oaks, CA: Sage Publications, Inc.

*Stratification in Higher Education*

Labaree, David F. 2017. *A Perfect Mess: The Unlikely Ascendancy of American Higher Education*. Chicago: University of Chicago Press.

- Chapter 8, "Upstairs, Downstairs: Relations between the Tiers of the System." Pages 159-178.

McMillan Cottom, Tressie. 2017. *Lower Ed: The Troubling Rise of For-Profit Colleges in the New Economy*. New York: The New Press.

- Introduction, "The Education Gospel." Pages 1-26.
- Ch. 1, "The Real." Pages 27-39.

**EIGHTH POSITION PAPER ON WEEK 9 READINGS DUE TO CANVAS & EMAILED TO FACILITATOR  
TUESDAY, OCT 26 AT 6PM**

**III. SOCIAL MOBILITY**

**Week 9 (Oct 28): Mobility and Reproduction in Schools**

Hallinan, M.T. 1988. "Equality of Educational Opportunity." *Annual Review of Sociology* 14: 249-268.

Turner, Ralph H. 2015 (1960). "Sponsored and Contest Mobility and the School System" Pp. 21-32 in Richard Arum, Irene Beattie, and Karly Ford (Eds.) *The Structure of Schooling: Readings in the Sociology of Education*. Thousand Oaks, CA: Sage Publications, Inc.

Rist, Ray. 2000(1970). "Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education." *Harvard Educational Review* 70(3):131-174. \*Reprint of 1970 Article with forward by the author.

Persell, Caroline Hodges and Peter W. Cookson, Jr. 1985. "Chartering and Bartering: Elite Education and Social Reproduction." *Social Problems* 33(2): 114-129.

Downey, Douglas B. and Dennis J. Condran. 2016. "Fifty Years Since the Coleman Report: Rethinking the Relationship Between Schools and Inequality." *Sociology of Education* 89(3): 207-220.

**NINTH POSITION PAPER ON WEEK 10 READINGS DUE TO CANVAS & EMAILED TO FACILITATOR  
TUESDAY, NOV 2 AT 6PM**

**Week 10 (Nov 4): Social Reproduction by Parents and Children**

Haller, Archibald O. and Alejandro Portes. "Status Attainment Processes," Pp. 33-41 in Richard Arum, Irene Beattie, and Karly Ford (Eds.) *The Structure of Schooling: Readings in the Sociology of Education*. Thousand Oaks, CA: Sage Publications, Inc.

Bowles, Samuel and Herbert Gintis. 2002. "Schooling in Capitalist America Revisited." *Sociology of Education* 75(1):1-18.

Lareau, Annette. 1987. "Social Class Differences in Family-School Relationships: The Importance of Cultural Capital." *Sociology of Education* 60: 73-85

Lewis, Amanda E. and John B. Diamond. 2015. *Despite the Best Intentions: How Racial Inequality Thrives in Good Schools*. Cambridge: Oxford University Press.

- Chapter 5, "Opportunity Hoarding: Creating and Maintaining Racial Advantage." Pages 119-164.

Streib, Jessi. 2011. "Class Reproduction by Four Year Olds." *Qualitative Sociology* 34: 337-352.

Puckett, Cassidy and Jennifer L. Nelson. 2019. "The Geek Instinct: Theorizing Cultural Alignment in Disadvantaged Contexts." *Qualitative Sociology* 42(1): 25-48.

**TENTH POSITION PAPER ON WEEK 11 READINGS DUE TO CANVAS & EMAILED TO FACILITATOR TUESDAY, NOV 9 AT 6PM**

### **Week 11 (Nov 11): Social Mobility and Higher Education**

Goldrick-Rab, Sara. 2016. *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*. Chicago: University of Chicago Press.

- (Recommended) Introduction. Pages 1-11.
- Chapter 3, "Who Gets Pell?" Pages 66-82.
- Chapter 4, "Making Ends Meet." Pages 83-118.

Armstrong, Elizabeth and Laura Hamilton. 2013. *Paying for the Party: How College Maintains Inequality*. Cambridge: Harvard University Press.

- Chapter 6, "Strivers, Creaming, and the Blocked Mobility Pathway." Pages 148-179.

Gonzalez, Roberto. 2016. *Lives in Limbo: Undocumented and Coming of Age in America*. Oakland, CA: University of California Press.

- Ch. 7, "College-Goers: Managing the Distance Between Aspirations and Reality." Page 149-175.

Jack, Anthony Abraham. 2019. *The Privileged Poor: How Elite Colleges are Failing Disadvantaged Students*. Cambridge, MA: Harvard University Press.

- Introduction, "Can Poor Students be Privileged?" Pages 1-24
- Ch. 2, "Can You Sign Your Book for Me?" Pages 79-131

**NO POSITION PAPER DUE; WORK ON YOUR PAPER/PROPOSAL DRAFT**

### **PART IV: NEW CHALLENGES?**

#### **Week 12 (Nov 18): Technology & Schools**

Rafalow, Matthew. *Digital Divisions: How Schools Create Inequality in the Tech Era*

- Ch 1, "Similar Technologies, Different Schools" Pages 22-43
- Ch 4, "Schools as Socializing Agents for Digital Participation" Pages 109-132

Puckett, Cassidy. *Redefining Geek: Bias and the Five Hidden Habits of Tech-Savvy Teens*

- Ch. 1, "Why Does Digital Inequality Persist?"
- Ch. 4, "Recognizing the Five Habits: The Digital Adaptability Scale"
- Conclusion, "Envisioning an Equitable Future"

**THANKSGIVING; NO CLASS NOV. 25**

**PART V: PEER EDITING [READ PAPERS & COMMENT]**

**FULL DRAFT DUE TO CANVAS AND GOOGLE DOCS BY TUES, NOV 30 AT 6PM**

**Week 13 (Dec 2): Peer editing**

**PEER EDITING ESSAY DUE TO CANVAS AND GOOGLE DOCS BY CLASS AT 4PM**

**PRESENTATIONS OF YOUR PAPER & DISCUSSION OF FEEDBACK IN CLASS**

**- FINAL PAPER/PROPOSAL DUE THURSDAY, DEC 16 TO CANVAS BY 6PM -**

**Please remember to fill out course evaluations online. Thank you!**