Goals and Topics. The goal of this course is to provide an intensive analysis of schooling and national educational structures to prepare students for undertaking their own research in this area. This course studies schooling and education as an organizational process in terms of recent developments in organizational theory. The course begins with a review of theoretical models of organizations and theoretical models of schooling, and then analyses these models in terms of the development of education in the United States. The course then reviews the research on individual level educational achievement and inequality within schools, comparing the pattern of achievement between developed and underdeveloped countries and explaining the differences in terms of how the structure of national educational systems constructs the individual determinants of achievement. The course then looks at the processes determining educational attainment and mobility, explaining the role of education in social stratification. Then the course shifts to an historical focus, explaining the development of national educational systems and their consequences for national economic growth.

Course Requirements. There are four requirements for the course: (1) The primary requirement is to do the readings and come prepared to fully participate in each class. (2) Each student will be responsible for presenting one or more sections of the readings to the seminar. (3) There will be a set of four essays critically reviewing the readings in the course. And (4) a final paper that critically summarizes the recent theoretical and empirical research on an area of your choosing, Grading will be: 40% for the essays, 30% for the final paper, and 30% for class presentations and participation.

Books: The required books area available in the Emory bookstore. I have also included a number of recommended books that will be valuable resources if you go on to specialize in the area of education but you do not need to purchase these books for the course.

Blackboard: We will use Blackboard for course. Most of the articles are available in JSTOR.

Required:

Johns Ogbu, *Black American Students in an Affluent Suburb.*
Mitchell Stevens, *Creating a Class: College Admissions and the Education of Elites.*
Samuel Lucas, *Tracking Inequality: Stratification and Mobility in American High Schools.*
Recommended


I. Models of Organizations and Models of Schools

A. *Models of Organizations: Rational, Natural, and Open Systems*

**W. Richard Scott and Gerald Davis**, Ch. 2 – 4 in *Organizations and Organizing: Rational, Natural, and Open Systems*.


**Paul DiMaggio and Walter Powell**, "The Iron Cage Revisited: Institutional Isomorphism in Organizational Fields.” Ch. 3 in *The New Institutionalism*.


B. *Schools as Organizations: Technical-Functional, Status Competition, and Class Processes*

1. Basic Theoretical Perspectives


**Randall Collins**, *The Credential Society: An Historical Sociology of Education and Stratification*. (Selected chapters.)

**Samuel Bowles and Herbert Gintis**, *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. (Selected chapters.)


2. Educational Development in the United States
II. The Formal Organizational System: The Social Organization of Educational Achievement

A. School Organization and Achievement in Developed Countries


**Christopher Jencks et al., Inequality: A Reassessment of the Effect of Family and Schooling in America, 1972. (selection from Arum and Beattie)

**Cornelius Riordan, Equality and Achievement: An Introduction to the Sociology of Education. (Selected chapters).

B. School Organization and Achievement in Underdeveloped Countries

Stephen Heyneman and William Loxley, "Influences on Academic Achievement Across...


C. Studying The Effects of Class, Race and Gender

1. Race and Class Effects


2. Gender Effects


3. Assessing School Effects


III. The Social Organization of Educational Attainment: Formal Structure or Hidden Curriculum?

A. Educational Attainment and Social Stratification: Achievement and Ascription


B. Tracking

**Samuel Lucas, Tracking Inequality: Stratification and Mobility in American High Schools, 1999.


B. Cultural Capital and the Hidden Curriculum


C. Educational Stratification as a Competitive Process


**David Stevenson and David Baker, "Shadow Education and Allocation in Formal Schooling." American Journal of Sociology, 1995:
**Hans Oswald et al., "School Charter and Parental Management in West Germany."


D. Peer Groups and Oppositional Culture


IV. Educational Reform