professor: Dr. Cassidy Puckett
Email: cassidy.puckett@emory.edu
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.

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 2nd
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:


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://discovere.emory.edu/](http://discovere.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](http://www.emory.edu/). 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.
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. 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.

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

COURSE SCHEDULE
(subject to revision)

I: OVERVIEW

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

Course Framework (in class)

• Introduction. Pages 1-14.
• Chapter 1, “Public Schools for Private Advantage.” Pages 15-52.

*Classical Theory (after class)*


**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**


• Chapter 2, “Founding the American School System.” Pages 42-79.


• 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)


  - Introduction, Pages 1-14.
  - 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)


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

- “The Historical Development of Black Vocational Education.” Pages 180-222.


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)


- Chapter 1, “Welcome to Faircrest High.” Pages 1-6.
- 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)


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

• Ch. 1, “College Cultures and Student Learning.” Pages 1-32.


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


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


Stratification in Higher Education

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

III. SOCIAL MOBILITY

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


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


**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**

- (Recommended) Introduction. Pages 1-11.
- Chapter 4, “Making Ends Meet.” Pages 83-118.


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

- 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!