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., high school, higher ed) and some of the 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, to apply these ideas, students will engage in crafting a paper, which can be a manuscript based on already completed data collection (or a dataset that you have access to, such as the recently released Program for International Student Assessment or the Fragile Families and Child Wellbeing Study) or a proposal for future research, depending on what would work best to move your research towards publication. I highly encourage co-authored papers.

LEARNING GOALS & COURSE REQUIREMENTS

The course is structured as a workshop, and each week we will discuss the week’s topic and a group of students will 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 - 20% of grade

Includes:
- Attendance to all classes
- Participation in discussions (quality matters more than quantity)
- Discussion facilitation
- Weekly position papers posted to Canvas and emailed to the week’s facilitators by Sundays at 6pm (so facilitators can use as resource for discussion)
- Presentations & peer editing discussion on Tues, Dec 5

Discussion Facilitation: Each week one or two students will be responsible for presenting an overview of the week’s readings and directing discussion. While it is important that presenters cover the assigned material in enough detail to ensure that we all understand the argument, presenters 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 facilitators. 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 excepted as having been adequately completed or not.

2) **Choice Essay(s)—20% of grade**

These essays are to be written individually. You may write one or two essays that synthesize and critically evaluate readings from at least 2 of 3 sections of the course—or you may include all three sections (i.e., democratic equality, social efficiency, and social mobility). If you choose to write two (3-4 page) essays, they will each be worth 10% of your grade. If you choose to write one (6-8 page) essay, it is worth 20% of your grade. With the choice essay(s), you will write an analytical, synthetic introduction to the course readings, as if the essay(s) were an introduction to an edited volume on the sociology of education. You should use the material from your position papers to create these essays.

- Choice Essay 1 (Democratic Equality) is due Tues, Sept 19 to Canvas by 3pm
- Choice Essay 2 (Social Efficiency) is due Tues, Oct 24 to Canvas by 3pm
- Choice Essay 3 (Social Mobility) is due Tues, Nov 14 to Canvas by 3pm

3) **Course Paper – 60% of grade**

*Includes the following assignments (co-authorship highly recommended):*

- Proposal: 10% of grade (due Tues, Sept 26 to Canvas by 3pm)
- First Full Draft: 10% of grade (due Tues, Nov 28 to Canvas by 3pm)
- Peer Editing Paper: 10% of grade (due Tues, Dec 5 to Canvas and emailed to peers by 3pm)
- Final Draft of Paper - 30% of grade (due Tues, Dec 12 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 and 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:


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

General Communication
I provide very detailed information and instructions in all of the course documents. I will also send periodic Canvas announcements and/or emails about any further course information.

- Please read all of the written course communications thoroughly!
- If you have questions after you have read everything in a particular course document (syllabus, paper instructions, etc.), then feel free to ask me.
- Please do NOT ask/email me questions that I have already answered in a course document or via posted announcement/emails. I will not respond to these questions.

Email Communication:
I generally try to respond to emails within 1 business day during the work week, but I do not guarantee a response within 24 hrs. Questions should be asked well in advance of any deadline.

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 do not arrive late to class.
- Once in class, please refrain from carrying on private conversations with your neighbor(s). This is distracting for everyone else in the room.
- Please refrain from doing non-class activities during class meetings. If you do, you will be asked to leave for the remainder of the class. Please turn off cell phones.

Missed Classes: The expectation is that you will attend all class meetings. If you must miss a class and you know in advance, please see me right away discuss a way to make up missed work. If you are sick, you must get a note from a doctor as well as contact me to make up missed work.

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

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

Accommodating Disabilities:
If you have or acquire any sort of condition that may require special accommodation(s), please inform me as soon as possible so that we may make the appropriate arrangements. Proper documentation from the Office of Disabilities Services will be required. They can be reached at 404-727-1065 or via the web at http://www.emory.edu/EEO/ODS/.

Academic Conduct:
All students are expected to conduct themselves in accordance with the policies of Emory College with respect to conduct and academic honesty. Anyone engaging in acts that violate these policies, such as plagiarism or cheating will be referred to the Honors Council. For more information see: http://www.college.emory.edu/current/standards/honor_code.html

Late Policy:
Unless otherwise stated, no late assignments will be accepted. If you require an extension, you must notify me prior to the deadline and provide written documentation for the extension (e.g., a note from your doctor in the case of an illness). A note from the Dean is required to turn in a late final paper.
COURSE SCHEDULE  
(subject to revision)

I: OVERVIEW

Week 1 (Aug 29): What is the Purpose of Education?

Course Framework

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

Classical Theory


II. DEMOCRATIC EQUALITY

Week 2: (Sept 5) Citizenship Training


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


Week 4 (Sept 19): Equal Access & Equal Treatment, Part II (Higher Education)


Week 5 (Sept 26): Progressivism, Human Capital, Vocationalism


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

III. SOCIAL EFFICIENCY

PAPER PROPOSAL DUE TO CANVAS BY 3PM

Week 6 (Oct 3*): Learning vs. Credentialism, Part I (High School)

*9/29 [FRIDAY MEETING IN PLACE OF 10/3?]


- 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.

**Week 7 (Oct 10): No Class; Fall Break (Oct 10)**

**Week 8 (Oct 17*): Learning vs. Credentialism, Part I (Higher Education)**

*10/20 [FRIDAY MEETING IN PLACE OF 10/17?]*


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


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


**Week 9 (Oct 24): 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.

CHOICE ESSAY 2 DUE (SOCIAL EFFICIENCY) TO CANVAS BY 3PM

III. SOCIAL MOBILITY

Week 10 (Oct 31): Mobility and Reproduction in Schools


Week 11 (Nov 7): Social Reproduction by Parents and Children


**Week 12 (Nov 14): 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.

**CHOICE ESSAY 3 DUE (SOCIAL MOBILITY) TO CANVAS BY 3PM**

**PART IV: EDUCATIONAL REFORM, EDUCATIONAL RESEARCH**

**Week 13 (Nov 21): Educational Reform**

**K-12 Reform:**

- Chapter 4, “Organizational Resistance to Reform.” Pages 106-133.
- (Recommended) Chapter 5, “Classroom Resistance to Reform.” Pages 134-162.

**Higher Ed Reform:**

• Chapter 9, “A Perfect Mess.” Pages 179-196.

Week 14 (Nov 28): Choice topic

FULL DRAFT DUE TO CANVAS BY 3PM

PART V: PEER EDITING

Week 15 (Dec 5): Peer editing

No readings.

PRESENTATIONS IN CLASS

PEER EDITING ESSAY DUE TO CANVAS BY 3PM (AND EMAILED TO PEERS)

FINAL PAPER DUE
TUESDAY, DECEMBER 12 TO CANVAS BY 6PM