

13 November DRAFT

EDUC 310/SOC 332: Sociology of Education
Stanford Graduate School of Education
Fall 2019

Meeting time/place: Thursdays, 9:00 AM -11:50 AM

Instructor: Mitchell Stevens

Office/Hours:

TA: Kaylee Matheny

Overview:

Education – the formal and informal transfer of knowledge, skills, tastes and dispositions – is a fundamental feature of all human organization. The goal of this seminar is to present an introduction to core themes and questions in the sociology of education—past, present, and what we might expect in the future. Our primary substantive focus is the US nation-state in the twentieth century and investigations thereof by North American sociologists, but we will be consistently mindful of the parochialism of this focus and of important dimensions of broader historical as well as global variation. In this reading-heavy course, we will consider key journal articles and books, as well as manuscripts at various points in the publication cycle to give you a sense of where the field has been and where it seems to be moving.

Course Objectives

By the end of this course, students will:

- have a working understanding of the core conceptual and empirical architectures of educational sociology as it is practiced in North America;
- recognize the limitations of these architectures and how they are being expanded/renovated by recent scholarship;
- recognize key distinctions and points of overlap between sociological and neighboring social-scientific approaches to educational phenomena (e.g., in economics, psychology, the learning sciences, and history);
- be able to situate their own scholarship in relation to educational sociology.

Readings:

I have assigned several books which you should be able to purchase online. Please order books from whichever source you'd like. I recognize that books are not free; I have chosen books that I believe are good investments for a scholar's personal library.

Karabel, Jerome, and A.H. Halsey (editors). 1977. *Power and Ideology in Education*. New York: Oxford University Press.

Mehta, Jal, and Scott Davies (eds.). 2017. *Education in a New Society*. Chicago: University of Chicago Press.

Tyson, Karolyn. 2011. *Integration interrupted: Tracking, Black Students, and Acting White after Brown*. New York: Oxford University Press.

For articles available online, I will trust that you will find those yourselves through the library, VPN, Google Scholar, or other mechanism. Texts not available online will be distributed via Canvas.

General Expectations

Come on time, attend every class, complete all readings, share in the presentation of specific readings, submit every written assignment on time, and participate actively throughout the seminar.

Assignments

Weekly written work: For the first eight (of ten total) weeks of the quarter, all seminar participants will complete a written assignment and submit it to me *in advance of each weekly course meeting*. **Submissions must be through the Canvas system by 2 PM on the day before each scheduled meeting to receive credit.**

On some occasions these assignments will be directed fairly specifically by me. On other occasions they will be open-ended. Some assignments may be a mix of directed and open. These instruments are designed to ensure that students receive credit for careful reading, to provide me with feedback on student questions and insights, and to create a community of shared discourse in the class. Weekly assignments will not be accepted late.

In advance of some of our sessions I typically will assign specific students to briefly summarize, critique, and integrate course readings. Details of this work will be discussed during the seminar meeting.

Students enrolled for 4-5 units will be expected to complete additional writing/analytic work – on a topic, and taking a form, that serves their own scholarly ambitions. I will

expect 5-8 pages of written work for the fourth credit, and 9-12 pages (total) for five credits. Students enrolled for 4 or 5 credits should plan to have a written “MoU” with me regarding this assignment by the end of week 5 of the quarter.

Evaluation & Attendance

Grades will be based on your thorough completion of weekly readings and assignments and seminar participation.

For 3 credits: weekly writing assignments, 10 points each, 7 of 8 assignments required = 70% of grade; attendance = 15% of grade (one absence allowed without penalty); participation = 15% of grade.

For 4 or 5 credits: weekly writing assignments, 10 points each; 6 of 8 assignments required = 60% of grade; additional writing 20% of grade; attendance = 10% of grade (one absence allowed without penalty); participation = 10% of grade.

Each student is allowed **one** missed class without penalty. After that, scores will be reduced in proportion to the number of classes and assignments missed.

Note: I reserve the right to circulate any and all student writing submitted for this class, with attribution, for purposes of intellectual exchange and modeling exemplary work.

Academic Integrity

You are required to fully understand and abide by the Stanford University Honor Code. First written by students in 1921, the Honor Code articulates the University's expectations of students and faculty in the matter of academic integrity. Violation of the code will lead to no credit for the course and potential further disciplinary action.

For more information see <https://communitystandards.stanford.edu>

Academic Accommodations

Students who would like an academic accommodation based on the impact of a disability should initiate the request with the Office of Accessible Education (OAE). Contact the OAE as soon as possible and coordinate accommodations. Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Please let me know if any aspect of the class or assignments impedes your learning. All disability-related information will be treated as confidential.

The OAE: 563 Salvatierra Walk; #723-1066; <http://studentaffairs.stanford.edu/oae>

Tentative Course Schedule

I have intentionally left the last two weeks of class unscripted at present; this is to accommodate student interests/priorities that I do not yet know. We will fill in the topics for these sessions substantially in advance of their arrival on the calendar. Please be thinking about topics/readings that would be especially useful for you.

Note: I have listed the readings in the order I suggest you review, then peruse them.

Week 1, 26 September

Seminar introduction

Order and Reproduction (I): Functionalism

Parsons, Talcott. 1959. "The School Class as a Social System: Some of its Contributions to American Society." *Harvard Educational Review* 29:297-318. (Canvas)

Dreeben, Robert. 1967. "The Contribution of Schooling to the Learning of Norms." *Harvard Educational Review* 37:211-237.

Bowles, Samuel & Gintis, Herbert. 1976. "Education, Inequality, and the Meritocracy." Chapter 4 in *Schooling in Capitalist America* (pp. 102-124). New York: Basic Books. (Canvas)

Bernstein, Basil. 1977. "Social Class, Language and Socialization." Pp. 473-486 in Jerome Karabel & A. H. Halsey, editors, *Power and ideology in education* (pp. 473-486). New York: Oxford University Press.

Week 2, 3 October

Order and Reproduction (II): Conflict and Resistance

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

Giroux, Henry. 1983. "Theories of Reproduction and Resistance in the New Sociology of Education." *Harvard Educational Review* 53:257-293.

McFarland, Daniel A. 2001. "Student Resistance: How the Formal and Informal Organization of Classrooms Facilitate Everyday Forms of Student Defiance." *American Journal of Sociology* 107:612-678.

“Institutionalist” approaches

Weber, “The Rationalization of Education and Training.” (Canvas)

Sorokin, “Social and Cultural Mobility.” (Canvas)

Meyer, John. 1977. “The Effects of Education as an Institution.” *American Journal of Sociology* 83:55-77.

Week 3, 10 October

The long shadow of status attainment

Blau, Peter M., and Otis Dudley Duncan. 1967. “the Process of Stratification.” Pp. 163-205 in Blau & Duncan, *The American Occupational Structure*. New York: The Free Press.

Stevens, Mitchell L. 2008. “Culture and Education.” *Annals of the American Academy of Political and Social Science* 619:97-113.

Brint, Steven. “‘The Collective Mind’ at Work: A Decade in the Life of US Sociology of Education.” *Sociology of Education* 86:273-279.

Binder, Amy J. 2013. “The Sociology of Education’s Cultural, Organizational, and Societal Turn.” *Sociology of Education* 86:282-283.

Mehta, Jal, and Scott Davies. 2018. “Education in a New Society: Renewing the Sociology of Education.” Pp. 1-58 in Jal Mehta and Scott Davies, editors, *Education in a New Society: Renewing the Sociology of Education*. Chicago: University of Chicago Press.

Week 4, 17 October

Forms of capital: Social, human, cultural

Coleman, James. 1988. “Social Capital in the Creation of Human Capital.” *American Journal of Sociology* 94:95-120.

Bourdieu, Pierre. 1977. “Cultural Reproduction and Social Reproduction.” Pp. 487-510 in Jerome Karabel and A.H. Halsey, editors, *Power and Ideology in Education*. New York: Oxford University Press.

DiMaggio, Paul. 1982. "Cultural Capital and School Success: The Impact of Status Culture Participation on the Grades of U.S. High School Students." *American Sociological Review* 47:189-201.

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

Carter, Prudence. 2003. "'Black' Cultural Capital, Status Positioning, and Schooling Conflicts for Low-Income African American Youth." *Social Problems* 50:136-55.

Week 5, 24 October:

Race/class, place and education (I) -- visiting faculty: Alvin Pearman

Smith, N. 1979. "Toward a Theory of Gentrification: A Back-to-the City movement by Capital, Not People." *Journal of the American Planning Association* 45:538-548.

Pearman, F. A., & Swain, W. 2017. "School choice, Gentrification, and the Variable Significance of Racial Stratification in Urban Neighborhoods." *Sociology of Education*, 90:213-235.

Pearman, F. A. 2019. "Gentrification and Academic Achievement: A Review of Recent Research." *Review of Educational Research*, 89:125-165.

Keels, M., Burdick-Will, J., & Keene, S. 2013. "The Effects of Gentrification on Neighborhood Public Schools." *City & Community* 12:238-259.

Seminar-without-professor: Standing questions, necessary additions to curriculum

Student-only discussion of how the class is progressing, how dynamics can be improved, and potential substantive additions for consideration in latter sessions.

Week 6, 31 October:

Race/class, place and education (II)

DuBois, W.E.B. 1998 [1935]. "The Founding of the Public School," pp. 637-669 in *Black Reconstruction in America, 1860-1880* (chapter 15). New York: The Free Press. (Canvas)

Tyson, Karolyn. 2011. *Integration Interrupted: Tracking, Black Students, and Acting White After Brown*. New York: Oxford University Press.

Ispa Landa, Simone. 2013. "Gender, Race, and Justifications for Group Exclusion: Urban Black Students Bussed to Affluent Suburban Schools." *Sociology of Education* 86:218-33.

Jimenez, Tomas R., and Adam L. Horowitz. 2013. "When Acting White is Just Alright: How Immigrants Redefine Achievement and Reconfigure Ethnoracial Hierarchy." *American Sociological Review* 78:849-871.

Reardon, Sean F. "The Widening Academic Achievement Gap Between the Rich and the Poor: New Evidence and Possible Explanations." Chapter 5 in Greg G. Duncan and Richard J. Murnane, *Whither Opportunity*. New York: Russell Sage Foundation/Spencer Foundation. (Canvas)

OR

Reardon, Sean F., Demetra Kalogrides, and Kenneth Shores. 2019. "The Geography of Racial/Ethnic Test Score Gaps." *American Journal of Sociology* 124:1164-1221.

Week 7, 7 November

Gender and Sexuality

Musto, Michela. 2019. "Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence." *American Sociological Review* 84:369-393.

Bettie, Julie. "Exceptions to the Rule: Upwardly Mobile White and Mexican American High School Girls." *Gender and Society*, 16:403-22.

Pascoe, C.J. 2005. "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." *Sexualities* 8:329-346.

Correll, Shelley J. 2004. "Constraints into Preferences: Gender, Status, and Emerging Career Aspirations." *American Sociological Review* 69:93-113

Buchmann, Claudia and Thomas DiPrete. 2006. "The Growing Female Advantage in College Completion: The Role of Family Background and Academic Achievement." *American Sociological Review* 71: 515-541.

Week 8, 14 November

Loose coupling, re-coupling, and the politics of measurement/accountability

Weick, Karl E. 1976. "Educational Organizations as Loosely Coupled Systems." *Administrative Science Quarterly* 21:1-19.

Meyer, John W., and Brian Rowan. 1977. "Institutionalized Organizations: Formal Structure as Myth and Ceremony." *American Journal of Sociology* 83:340-363.

Binder, Amy J. 2007. "For Love and Money: Organizations' Creative Responses to Multiple Environmental Logics." *Theory and Society* 36:547-571.

Hallett, Tim. 2010. "The Myth Incarnate: Recoupling Processes, Turmoil, and Inhabited Institutions in an Urban Elementary School." *American Sociological Review* 75:52-74.

Espeland, Wendy Nelson, and Michael Sauder. 2007. "Rankings and Reactivity: How Public Measures Recreate Social Worlds." *American Journal of Sociology* 113:1-40.

OR

Sauder, Michael, and Wendy Nelson Espeland. 2009. "The Discipline of Rankings: Tight Coupling and Organizational Change." *American Sociological Review* 74:63-82.

Week 9, 21 November

higher education and stratification processes-- visitor: Florencia Torche

Stevens, Mitchell L., Elizabeth A. Armstrong, and Richard Arum. 2008. "Sieve, Incubator, Temple, Hub: Empirical and Theoretical Advances in the Sociology of Higher Education." *Annual Review of Sociology* 34:127-151.

Torche, Florencia. 2011. "Is a College Degree Still the Great Equalizer? Intergenerational Mobility across Levels of Schooling in the United States." *American Journal of Sociology* 117:763-80.

Zhou, Xiang. 2019. "Equalization or Selection? Reassessing the 'Meritocratic Power' of a College Degree in Intergenerational Income Inequality." *American Sociological Review* 84:459-516.

Quadlin, Natasha. 2018. "The Mark of a Woman's Record: Gender and Academic Performance in Hiring." *American Sociological Review* 83:331-60.

Week 10, 5 December

new forms of postsecondary provision

Olneck, Michael. 2018. "Digital Badges and Higher Education in a New Society: A Bernsteinian Analysis." Pp. 229-270 in Jal Mehta and Scott Davies, Editors, *Education in a New Society*. Chicago: University of Chicago Press.

Holland, Megan M., and Stefanie DeLuca. 2016. "Why Wait Years to Become Something?" Low-Income African American Youth and the Costly Career Search in For-Profit Trade Schools." *Sociology of Education* 89:261-278.

Smith, Krystal, Kathy Mirzaei, Andreas Paepcke, and Mitchell L. Stevens. 2019. "Ambiguous Credentials: Utilization Strategies of Learners in Massively Open Online Courses." Working paper.

Possible additional content

Asian-American Achievement paradox

Lee, Jennifer and Min Zhou. 2015. *The Asian American Achievement Paradox*. New York: The Russell Sage Foundation. (book), chapters 1-5

Past, present, and future of educational credentialing

Collins, Credential Society new edition
Cottom, Lower Ed
Holland and Deluca
Olneck on badges
Smith et al. on ambiguous credentials

Financialization of higher education / student indebtedness

Zaloom, *Indebted: How Families Make College Work at Any Cost*. Princeton: Princeton University Press.

Charlie Eaton work

The production of elites

Lamont, Michele. 2009. *How Professors Think: Inside the Curious World of Academic Judgment* (book),
Binder, Amy; Daniel Davis and Nick Bloom. 2016. "Career Funneling: How Elite Students Learn to Define and 'Desire' Prestigious Jobs. *Sociology of Education* 89: 20-39.
Stevens, Creating a Class...
Khan, Privilege...

Broad access, community college, for profit

McMillan Cottom, Tressie. 2017. *Lower Ed: The Troubling Rise of For-Profit Colleges in the New Economy*. New York, London: The New Press. (book)
Nielsen, Kelly. 2015. "Fake It 'til You Make It": Why Community College Students' Aspirations "Hold Steady." *Sociology of Education* 88:264-83.
Holland and DeLuca, "Why Wait Years to Become Something?"
Eller et al. papers
Kirst and Stevens introduction...

Organization of higher education:

Owen-Smith, *Research Universities and the Public Good*
Stevens et al., *Sieve, Incubator, Temple, Hub*

Political-historical approaches:

Steffes, *School, Society and State*
Stevens and Gebre-Medhin, "Association, Service, Market..."
Loss, *Between Citizens and the State*

Intergenerational/Life-course approaches

Settersten
Armstrong and Hamilton
Hamilton
Furstenburg et al.
Torche
Kefalas and Carr