

EDUC 453B: Sociology of Education
Fall 2016
Wednesday 2:30 PM-5:30 PM
Seigle 208

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Office hours: By appointment

Course Description and Format

This course provides an overview of sociological theory and research on education in contemporary U.S. society. We begin with an examination of major theoretical perspectives on the purpose and social organization of mass education in the United States. We then consider topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes. This weekly course consists of lectures, readings, in-class discussions and activities, and oral and written assignments.

Expectations for Student Conduct

- 1) *I expect you to arrive to class on time and prepared.* I take attendance when class begins at 2:40p. I will factor tardiness into your final grade.
- 2) *I expect you to attend every class.* Your success in this course depends on regular attendance and participation, so attendance is required. I expect each of you to attend and contribute to class on a regular basis. You are granted one personal day without penalty. All other absences will be excused only with official documentation. Each unexcused absence will result in a final grade reduction of 0.3 (on a 4.0 scale). I will notify your academic advisor(s) and dean's office if you are absent three times. You are responsible for all material covered in your absence.
- 3) *I expect you to submit your work on time.* I accept late assignments submitted within a 72 hours of the due date. All late assignments will be penalized. Late assignments submitted within the first 24 hours are capped at a B+; assignments submitted 24-48 hours late are capped at a C+. Assignments submitted 48-72 hours late are capped at a D+.
- 4) *I expect you to check your University email and Blackboard for course announcements.* Dates, assignments, and topics are subject to change. You are responsible for remaining informed of changes to the course schedule.
- 5) *This classroom is an inclusive space.* I strive to create a classroom environment that is inclusive of a variety of perspectives. This diversity in outlooks only enriches our

classroom experience when we share. Please keep in mind that we will discuss sensitive or difficult topics so take care to respect the views and experiences of others.

Academic Integrity

As a Washington University student, you signed a statement indicating that you have read, understand, and will abide by the University's academic integrity policy. I expect you to honor that commitment in this course, which means: 1) you will not plagiarize the work of others; and 2) all work you present as original must, in fact, be original. You are not permitted to submit papers or assignments in this course that you have submitted in other courses.

You can read a full statement of the University's policy on academic integrity here: <http://www.wustl.edu/policies/undergraduate-academic-integrity.html>. You each have important contributions to make to our community and I hope that you will not compromise your insights or integrity. I will report any suspected violations of the academic integrity policy to Dean Dirk Killen, the Academic Integrity Officer of the College of Arts & Sciences.

Learning, Testing, or Access Accommodations

To receive accommodations at Washington University, you should apply for a Verification of Individual Student Accommodation (VISA) through Cornerstone's Disability Resources office. For more information, please contact the Disability Resources Office (<http://cornerstone.wustl.edu/DisabilityResources.aspx>). Please remember to submit your VISA to me as soon as possible.

Required Texts

I expect you to complete assigned readings *prior* to class. Readings are due on the date that they are listed. The main books in this course are 1) an edited volume (see Arum et al. below) that includes a range of theoretical and empirical texts on schools and society; and 2) a monograph on the relationship between mass education and society. Both are available at the University Bookstore, online, and on reserve in Olin Library.

Arum, Richard, Irene R. Beattie, and Karly Ford, eds. 2015. *The Structure of Schooling: Readings in the Sociology of Education*. 3rd ed. Thousand Oaks, CA: Pine Forge Press. ("Reader" on the syllabus)

Erikson, Ansley T. 2016. *Making the Unequal Metropolis: School Desegregation and Its Limits*. Chicago, IL: University of Chicago Press.

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

Lewis-McCoy, R. L'Heureux. (2014). *Inequality in the Promised Land: Race, Resources, and Suburban Schooling*. Stanford, CA: Stanford University Press.

Additional *required* readings are posted on ARES and Blackboard in the “Required Readings” folder.

Assignments and Grades

Your final grade is based on your performance in the following content areas:

Class Participation—15%
Critical Response Papers—15%
Mid-Term Paper—30%
Final Paper—40%

I encourage you to meet with me if you have questions about your performance, grades, or grading procedures. I use the College of Arts & Sciences’ grading scale to determine final letter grades:

A+/A	4.0	B-	2.7	D+	1.3
A-	3.7	C+	2.3	D	1.0
B+	3.3	C	2.0	D-	0.7
B	3.0	C-	1.7	F	0.0

Class Participation—15%

You each have important contributions to make to the course, and I expect you to be actively and respectfully engaged in class. Final course grades reflect the quality of your academic performance, including regular participation. You will be evaluated on the quality and frequency of your participation in class. Participation includes asking relevant and critical questions, offering thoughtful contributions to discussions, and participating in small-group exercises. Occasionally, I will give unannounced reading quizzes in class. Quizzes may consist of multiple choice, short answer, or essay questions. Quizzes are considered part of your participation grad. I do not offer makeup quizzes.

Critical Response Papers—15%

You are required to submit four critical response papers in this course on a rotating basis. You will be evaluated on the following criteria: (1) quality of thesis; (2) synthesis of empirical and theoretical texts; (3) conciseness; and (4) development of key claims. Response papers are two to three pages (12 point Times New Roman font, double spaced, with 1 inch margins). **Critical responses are due on Mondays by 11:59 PM (for the week’s topic).** Please submit them to email them to your “Critical Response” Journal on Blackboard.

Take-Home Midterm and Final Paper—70%

You will have two-take home exams in this course (both are open book, open note). You may not collaborate on exams. Please submit the exams **electronically by 11:59PM** on their respective due dates. I will accept late midterms, but I cannot accept late final exams.

Mid-term Paper—30%
Final Paper—40%

Due: 10/11/2016
Due: 12/13/2016

Course Outline and Assignment Schedule¹:

- 31-Aug Introduction to Sociology of Education**
- Course Syllabus

Theoretical Perspectives: Systems of Inequality in Education

7-Sept

- *Reader*, “Introduction”, pp. 1-10; pp. 69-100
- Erikson, Part I
- *Optional:*
 - Collins & Makowsky, Ch. 2: “Karl Marx ”, pp. 26-41 (Blackboard)
 - Collins & Makowsky, Ch. 6: “Emile Durkehim”, pp. 93-106 (Blackboard)

14-Sept

- *Reader*, pp. 11-41; 136-152
- Erikson, Part I

21- Sept

- Erikson, Part II
- *Optional:*
- *Reader*, "The Coleman Report" (pp. 136-152)

28- Sept

- *Reader*, "Deepening Double Segregation" pp. (181-222)
- Hannah-Jones, Nikole “School Segregation: The Continuing Tragedy of Ferguson” (Blackboard)
- *Forward Through Ferguson: The Ferguson Commission Report*, pp. 6-23, 40-47
- *Optional:*
- Jennings et al. (2015) “Do Differences in School Quality Matter More Than We Thought? New Evidence on Educational Opportunity in the Twenty-first Century” (Blackboard)

5-Oct

- Lewis-McCoy, Chs. 1-2, 5
- *Optional:*

¹ Subject to change

- Bonilla-Silva (2006) *Racism without Racists*, Ch. 1-2 (Blackboard)
- 12- Oct**
- Lewis-McCoy, Chs. 3-4
 - *Reader*, "Invisible Inequality" (pp. 336-355)
- 19- Oct**
- Lewis-McCoy, Ch. 6
 - Darling-Hammond, Ch. 2 (ARES)
 - *Reader*, "Human, Cultural, Social Capital" (pp. 42-68)
- 26- Oct**
- Lewis-McCoy, Chs. 7-8
 - *Optional:*
 - Pattillo, Mary (2015) "Everyday Politics of School Choice in the Black Community."(Blackboard)
 - Wells (2014) *Seeing Past the "Colorblind" Myth: Why Education Policymakers Should Address Racial and Ethnic Inequality and Support Culturally Diverse Schools* (Blackboard)
- 2-Nov**
- *Reader*, "Race & Ethnicity" (pp. 366-404)
 - Lewis & Diamond, Chs. 1-2
- 9- Nov**
- Lewis & Diamond, Chs. 3-4
 - Darling-Hammond, Ch. 3 "Testing & The Opportunity Gap" pp. 66-98 (ARES)
 - Brint (2006) "Schools and Socialization" pp. 157-174 (Blackboard)
 - Hidden Curriculum, College Edition (Blackboard)
- 16- Nov**
- Lewis & Diamond, Chs. 5-6
 - *Additional Readings TBA*
- 24-Nov** **THANKSGIVING BREAK**
- 30- Nov** *Readings & Topic TBA*
- 7- Dec** **Presentations**
- 13-DEC** **FINAL PROJECTS DUE**