

Sociology 596: Sociology of Education
Fall 2004

Professor Grace Kao

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Class: Wednesday 2:00 to 4:50pm, EDUC 008

Office Hours: Tuesday 3:00 to 5:00pm Office: McNeil 231

This graduate seminar will introduce students to some key theoretical and empirical work in the sociology of education. Because this is such a large field of research, I have decided to focus our readings on the question of stratification and how systems of schooling maintain or alleviate inequality. We will examine classical approaches to schooling, schools as organizations, schools and their effects on social mobility, (class, race, and gender) stratification in achievement and attainment, tracking/ability grouping, theories and empirical work on social and cultural capital, school choice, and cross-national expansion of education. Our readings will cover both qualitative and quantitative studies in this field. Because this is a seminar, you are expected to participate regularly in class discussions and bring questions to class that stimulate conversations about our readings.

Requirements:

There will be one in-class exam on Wednesday, December 8, 2004. In addition, you will write 4 short (2 pages) article/book chapter **reviews** that critically assess the arguments laid out by the author. These short papers can cover any assigned reading (1-2 book chapters or articles), but they must be turned in before we discuss them in class. Article review due dates are:

- Review #1: Due **October 6** or earlier
- Review #2: Due **October 27** or earlier
- Review #3: Due **November 10** or earlier
- Review #4: Due **December 1** or earlier

You will also be expected to lead class discussion on several book chapters/articles three times during the semester. You may choose to match your discussion-leading duties to your article reviews. Finally, at the end of the semester, a research paper (15 pages) that reviews a topic in sociology of education will be due – graduate students are encouraged to use this assignment as a draft of your M.A. paper or proposal, or even as a draft of a conference paper. Undergraduates can use this opportunity as background research for a future research project (such as a honor thesis).

Final Exam		15%
Article Reviews	(4 @ 3% each)	12%
Discussion Leader	(3 @ 6% each)	18%
Research Paper		40%
Class Participation and Attendance		15%
Total:		100%

This course will cover a lot of material. I expect everyone to come to every class as I will include lectures and class discussions as materials for the final exam. I DO NOT accept late papers or give makeup exams so please do not ask for an extension or for an alternate date to take the exam. Of course, in cases of dire medical emergencies, you should talk to me.

Plagiarism will not be tolerated. If you are unsure about what actions qualify as plagiarism, please see Penn's definition at the following url:

www.sas.upenn.edu/college/rules/academic_integrity.html.

Books Ordered for the Course:

Bryk, Anthony, Valerie E. Lee, and Peter B. Holland 1993.

Catholic High Schools and the Common Good. Cambridge: Harvard University Press.

Peter Cookson and Caroline Persell. 1985.

Preparing for Power: America's Elite Boarding Schools. New York: Basic Books.

Paul Willis. 1977.

Learning to Labor: How Working Class Kids Get Working Class Jobs. New York: Columbia University Press.

Lareau, Annette. 2000.

Home Advantage: Social Class and Parental Intervention in Elementary Education. Updated Edition. Lanham: Rowmand and Littlefield.

MacLeod, Jay. 1995.

Ain't No Makin' It : Aspirations and Attainment in a Low-Income Neighborhood. Boulder, CO: Westview Press. (2nd Edition).

Dougherty, Kevin J. 1994.

The Contradictory College : The Conflict Origins, Impacts, and Futures of the Community College. SUNY Press.

Csikszentmihalyi, Mihaly and Barbara Schneider. 2001.

Becoming Adult: How Teenagers Prepare for the World of Work. New York: Basic Books.

You can purchase the books listed above at the Penn Book Center (130 S. 34th Street, off Walnut, near Starbucks). All of the other readings are in the bulkpack, which can be purchased at Campus Copy Center, 3907 Walnut Street, Phone: (215) 386-6410.

Schedule:

Week 1: September 8, 2004

Introduction to the course.

Week 2: September 15, 2004.

School Organization and Its Effects on Students (Part I)

1. Arum, Richard. 2000. "Schools and Communities: Ecological and Institutional Dimensions." *Annual Review of Sociology*. 26: 395-418.
2. Peter Cookson and Caroline Persell. 1985. *Preparing for Power: America's Elite Boarding Schools*. New York: Basic Books.

Week 3: September 22, 2004.

School Organization and Its Effects on Students (Part II)

1. Bryk, Anthony, Valerie E. Lee, and Peter B. Holland 1993. *Catholic High Schools and the Common Good*. Cambridge: Harvard University Press.

Week 4: September 29, 2004.

NO CLASS

Week 5: October 6, 2004.

Reproduction of Class Differences (Part I)

1. Paul Willis. 1977. *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.
2. Hallinan, Maureen T. 1988. "Equality Of Educational Opportunity." *Annual Review of Sociology*. 14: 249-268.

Week 5: October 13, 2004.

Reproduction of Class Differences (Part II)

1. Annette Lareau. *Home Advantage: Social Class and Parental Intervention in Elementary Education*.
2. Lewis, Oscar. 1966. "The Culture of Poverty." *Scientific American*. 215: 19-25.
3. Lichter, Daniel T. 1997. "Poverty and Inequality Among Children." *Annual Review of Sociology*. 23: 121-145.

Week 6: October 20, 2004.

Gender Stratification

1. Jacobs, Jerry. 1996. "Gender Inequality in Higher Education." *Annual Review of Sociology*. 22: 153-85.
2. Eccles, Jacquelynne S. and Janis E. Jacobs and Rena D. Harold. 1990. "Gender Role Stereotypes, Expectancy Effects, and Parents' Socialization of Gender Differences." *Journal of Social Issues*. 46: 183-201.

3. Eccles, Jacquelynne S. 1987. "Gender Roles and Women's Achievement-Related Decisions." *Psychology of Women Quarterly*. 11: 135-172.
4. Mickelson, Roslyn Arlin. 1989. "Why Does Jane Read and Write So Well? The Anomaly of Women's Achievement." *Sociology of Education*. 62: 47-63.

Week 7: October 27, 2004.

Race/Ethnicity (Part I)

1. MacLeod, Jay. 1995. *Ain't No Makin' It : Aspirations and Attainment in a Low-Income Neighborhood*. Boulder, CO: Westview Press. (2nd Edition).

Week 8: November 3, 2004.

Race/Ethnicity (Part II)

1. Kao, Grace and Jennifer Thompson. Forthcoming 2003. "Racial and Ethnic Stratification in Educational Achievement and Attainment." *Annual Review of Sociology*.
2. Jencks, Christopher and Meredith Phillips. 1998. "The Black-White Test Score Gap: An Introduction." *The Black-White Test Score Gap: an Introduction*. Eds. Jencks, Christopher and Meredith Phillips. Washington, D.C.: Brookings Institution Press.
3. Ogbu, John U. 1991. "Immigrant and Involuntary Minorities in Comparative Perspective." Chapter One in *Minority Status and Schooling: A Comparative Study of Immigrant and Involuntary Minorities*. New York: Garland.
4. Ainsworth-Darnell, James M. and Douglas B. Downey. 1998. "Assessing the Oppositional Culture Explanation for Racial/Ethnic Differences in School Performance." *American Sociological Review*. 63: 536-553.
5. Mare, Robert D. 1995. "Changes in Educational Attainment and School Enrollment" in Reynolds Farley (ed.), *State of the Union: America in the 1990s*. New York: Russell Sage Foundation.
6. Kao, Grace and Marta Tienda. 1995. "Optimism and Achievement: The Educational Performance of Immigrant Youth." *Social Science Quarterly*. 76: 1-19.
7. Kao, Grace. 1995. "Asian-Americans as Model Minorities? A Look at Their Academic Performance." *American Journal of Education*. 103:121-159.

Week 9: November 10, 2004.

Ability Grouping

1. Hauser, Robert M. 2001. "Should We End Social Promotion? Truth and Consequences." Pp. 151-178 in *Raising Standards or Raising Barriers? Inequality and High-Stakes Testing in Public Education*. Edited by Gary Orfield and Mindy L. Kornhaber. New York: The Century Foundation Press.
2. Gamoran, Adam. 1993. "Alternative Uses of Ability Grouping in Secondary Schools: Can We Bring High-Quality Instruction to Low-Ability Classes?" *American Journal of Education*. 102: 1-22.

3. Gamoran, Adam, Martin Nystrand, Mark Berends, and Paul C. LePore. 1995. "An Organizational Analysis of the Effects of Ability Grouping." *American Educational Research Journal*, 32: 687-715.
4. Pallas, Aaron M, Doris R. Entwisle, Karl L. Alexander, and M. Francis Stluka. 1994. "Ability-Group Effects: Instructional, Social, or Institutional?" *Sociology of Education*. 67: 7-46.
5. Stevenson, David Lee, Kathryn S. Schiller, and Barbara Schneider. 1994. "Sequences of Opportunities for Learning." *Sociology of Education*. 67: 184-198
6. Dougherty, Kevin J. 1994. *The Contradictory College : The Conflict Origins, Impacts, and Futures of the Community College*. SUNY Press. Selected chapters.

Week 10: November 17, 2004.

Human Capital and Cultural Capital

1. Campbell, Richard T. 1983. "Status Attainment Research: End of the Beginning or Beginning of the End?" *Sociology of Education*. 56: 47-62.
2. Sewell, William H. and Vimal P. Shah. 1968. "Social Class, Parental Encouragement, and Educational Aspirations." *American Journal of Sociology*. 73: 559-572.
3. Bourdieu chapter from *Distinction*.
4. Lamont, Michele and Annette Lareau. 1988. "Cultural Capital: Allusions, Gaps and Glissandos in Recent Theoretical Developments." *Sociological Theory*. 6: 153-168.
5. 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.
6. DiMaggio, Paul and John Mohr. 1985. "Cultural Capital, Educational Attainment, and Marital Selection." *American Journal of Sociology*. 90: 1231-1261.

Week 11: November 24, 2004

Social Capital and the Transition from Adolescence to Adulthood.

1. Coleman, James S. 1988. "Social Capital in the Creation of Human Capital." *American Journal of Sociology*. 94: S95-S120.
2. Portes, Alejandro. 1998. "Social Capital: Its Origins and Applications in Modern Sociology." *Annual Review of Sociology*. 24: 1-24.
3. Dornbusch, Sanford M. 1989. "The Sociology of Adolescence." *Annual Review of Sociology*. 15: 233-259.
4. Csikszentmihalyi, Mihaly and Barbara Schneider. 2001. *Becoming Adult: How Teenagers Prepare for the World of Work*. New York: Basic Books.

Week 12: December 1, 2004.

Rise of National Systems and International Research

1. Meyer, John W, Francisco O. Ramirez, and Yasemin Nohoglu Soysal. "World Expansion of Mass Education, 1870-1980." *Sociology of Education*. 65: 128-149.
2. Kamens, David H, John W. Meyer, and Aaron Benavot. 1996. "Worldwide Patterns in Academic Secondary Education Curricula." *Comparative Education Review*. 40: 116-138.
3. Ramirez, Francisco O. and John W. Meyer. 1980. "Comparative Education: The Social Construction of the Modern World System." *Annual Review of Sociology*. 6: 369-399.
4. Buchmann, Claudia and Emily Hannum. 2001. "Education and Stratification in Developing Countries: Review of Theories and Empirical Research. *Annual Review of Sociology*. 27:77-102.
5. Hannum., Emily. 2002. "Ethnic Differences in Basic Education in Reform-Era Rural China." *Demography*. 39: 95-117.

Week 13: December 8, 2004.

In-class Exam.

Final paper due Friday, December 17, 2004, at 5:00pm in McNeil 231.