**Sociology of Education**50:920:345:01
Spring 2018

Tuesdays & Thursdays, 11:10-12:30
Business School, Room 107

**Professor Cati Coe**405-407 Cooper Street, Room 203
Phone: (856) 225-6455
Email: ccoe@camden.rutgers.edu
Office hours: Tuesdays, 3:30-4:30 and Thursdays, 10-11am, or by appointment

**Course Description**Although most people in the US think of schools when they hear the word "education," education is much broader, encompassing all the ways that young people are socialized into their communities, including through peers, family members, and the media. Education, in its broadest definition, is the way that one generation's social structure and way of being in the world—including all its knowledge and behaviors—are transmitted to the next generation, but not without change and conflict. Schooling is a particular institutional form for educating young people. In this course, we will examine the social aspects of education and schooling: the interaction between home, society, and educational institutions; the ways that social inequalities are reproduced through schools; and the ways that identities are formed through education. Schools both exist within a larger society and are their own social world, with the formation of peer groups, particular institutional arrangements, and ways of transmitting relationships and knowledge. We will pay particular attention to the way that small interactions within educational settings have much larger implications within society.

**Learning Goals**By the end of this course, you will be expected to be able to:

* assess the relationship between schooling and social inequality, including some of the ways that schools contribute to social inequality;
* understand that learning, thinking, and growing are social and cultural processes which occur in sociocultural contexts and that schools are a particular kind of social context;
* describe the process by which schools came to dominate education, and the effects of institutionalizing educational efforts;
* explain how schools affect social identities and relationships, including gendered identities;
* write an argument-driven paper based on original data; and
* summarize and critique the arguments presented in the readings in this course.

**Required Texts**Three books are at the campus bookstore and on reserve at the circulation desk at Robeson library:

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| Cultural Nature of Human Development *The Cultural Nature of**Human Development*by Barbara Rogoff | https://people.camden.rutgers.edu/ccoe/files/2012/07/genparadox-199x300.jpg*Gendered Paradoxes*by Fida Adely | k9294*Privilege*by Shamus Rahman Khan |

The remainder of the readings can be found [online](https://www.libraries.rutgers.edu/course_reserves) via the library’s reserve readings or are available in sakai. The readings are due before the class in which they will be discussed, following the course schedule below.

Course Schedule

**January 16: What is Education and Society?**
Discussion of the relationship of "education" and "society." Course overview and requirements.
Class resources: [Discuss!](https://people.camden.rutgers.edu/ccoe/files/2013/08/Discuss.ppt)

To do by **the end of January 17th** at the latest:

* **Make sure you can access your Rutgers scarletmail email address** as I will send important course information to this email address.
* **Get a Student Photo ID** (available from the [Impact Booth](http://campuscenter.camden.rutgers.edu/impact) in the Campus Center) if you don't already have one.
* **Get the books** through the University District [Bookstore](http://universitydistrict.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=65132) at 6th and Cooper Streets or through other means. The books are available through the reserve desk at Robeson Library. You will need *The Cultural Nature of Human Development* immediately.
* **Print out all the readings on** [**reserve**](https://www.libraries.rutgers.edu/course_reserves) so that you have them for the whole semester.
* **Review** Rutgers's [policy on academic integrity.](https://fas.camden.rutgers.edu/faculty/faculty-resources/academic-integrity-policy/)

**Part I: How are Children Socialized in their Communities and How is this Different from Socialization in Schools?
January 18**

*Reading:* Rogoff, Barbara. (2003). *The Cultural Nature of Human Development.* Oxford: Oxford University Press. Chapter 1, pp. 3-36.

**January 23**

*Reading:* Rogoff, *The Cultural Nature of Human Development,* Chapters 2 & 3, pp. 37-101.

First paper assignment given

**January 25**

*Reading:* Rogoff, *The Cultural Nature of Human Development,* Chapter 4, pp. 102-149.

*Video in class:* "Bathing Babies in Three Cultures" by Margaret Mead and Gregory Bateson (1952)

**January 30**

*Reading:* Rogoff, *The Cultural Nature of Human Development,* Chapters 5 & 6, pp. 150-235.

**February 1**

*Reading:* Rogoff, *The Cultural Nature of Human Development*, Chapter 7, pp. 236-281.

**February 6**

*Reading:* Rose, Mike (2001). The Working Life of a Waitress. *Mind, Culture, and Activity, 8,* 3-27. [on reserve]

**February 8**

*Reading:* McDermott, Ray and Varenne, Herve (1999). Adam, Adam, Adam, and Adam: The Cultural Construction of a Learning Disability. In H. Varenne and R. McDermott (Eds). *Successful Failure: The School America Builds* (pp. 25-44). Boulder: Westview Press. [on reserve]

**February 13**

*Reading:* Rogoff, *The Cultural Nature of Human Development,* Chapters 8 & 9, pp. 282-369.

**Part II: The Expansion of Schooling. And its Decline?**

**February 15**

*Reading:* Perkinson, Henry J. (1995). *The Imperfect Panacea: American Faith in Education*. Boston: McGraw-Hill. Chapter 2: "The Evolution of the American Public School," pp. 10-32*.* [on reserve]

**February 20**

*Reading:* Sassen, Saskia (2014). Introduction: The Savage Sorting. *Expulsions: Brutality and Complexity in the Global Economy* (pp. 1-11). Cambridge: Harvard University Press.

**Due: First paper**

**Part III: What are the Results of the Expansion of Schooling?**

**February 22**

*Reading:* Adely, Fida J. (2012). *Gendered Paradoxes: Educating Jordanian Women in Nation, Faith, and Progress*. Chicago: University of Chicago Press. Introduction and Chapter 1, pp. 1-30.

**February 27**

*Reading:* Adely, *Gendered Paradoxes,* Chapters 2 and 3, pp. 31-82.

**March 1**

*Reading:* Adely, *Gendered Paradoxes*, Chapter 4, pp. 83-111.

**March 6**

*Reading:* Adely, *Gendered Paradoxes,* Chapters 5 and 6, pp. 112-160.

**March 8**

*Reading:* Adely, *Gendered Paradoxes,* Conclusion, pp. 161-175.

*Second paper assignment given*

SPRING BREAK

**Part V: Is Social Inequality the Result of Schooling in America?**

**March 20**

*Reading:* Brint, Steven (1998). Schools and Social Selection: Opportunity. *Schools and Societies* (p. 171-203). Thousand Oaks: Pine Forge Press. [on reserve]

**March 22**

*Reading:* Leonhardt, David (2005). The College Dropout Boom. In Correspondents of *The New York Times* (Ed.), *Class Matters* (pp. 87-104). New York: Henry Holt & Company. [on reserve]

**Due: Second paper**

*Third paper assignment given*

**March 27**

*Reading:* Orfield, Gary, E. Frankenberg, J. Ee, and J. Kuscera (2014). Brown at 60: Great Progress, a Long Retreat, and an Uncertain Future. The Civil Rights Project, UCLA. [on sakai]

**March 29**

*Readings:* 1) The Education Trust (2015). [Funding Gaps 2015.](https://edtrust.org/wp-content/uploads/2014/09/FundingGaps2015_TheEducationTrust1.pdf) Washington DC: The Education Trust. [on sakai]
2) Kozol, Jonathan (2005). Hitting Them Hardest When They're Small. *The Shame of the Nation: The Restoration of Apartheid Schooling in America* (pp. 39-49). New York: Crown Publishers. [on reserve]

**April 3**

*Reading:* Wilcox, Kathleen (1982). Differential Socialization in the Classrooms: Implications for Equal Opportunity. In G. Spindler (Ed.), *Doing the Ethnography of Schooling* (pp. 269-305)*.* New York: Holt, Reinhart, and Winston. [on reserve]

**April 5**

*Readings:*

1) Gamoran, Adam (1992). Is Ability Grouping Equitable? *Educational Leadership* *50:2,* 11-17. [on reserve]

2) O’Neil, John (1992). On Tracking and Individual Differences: A Conversation with Jeannie Oakes. *Educational Leadership* *50:2,* 18-22. [on reserve]

3) Lewis, Catherine C. (1996). Fostering Social and Intellectual Development: The Roots of Japan's Educational Success. In T. P. Rohlen and G. K. LeTendre (Ed.), *Teaching and Learning in Japan* (pp. 79-97). Cambridge: Cambridge University Press. [on reserve]

**April 5**

*Reading:* Lareau, Annette (1989). *Home Advantage*. Lanham: Rowman and Littlefield. Chapters 6 and 7, pp. 97-148. [on reserve]

**April 10**

*Reading:* Khan, Shamus Rahman (2011). *Privilege: The Making of an Adolescent Elite at St. Paul's* *School.*Princeton: Princeton University Press. Introduction and Chapter 1, pp. 1-40.

**April 12**

*Reading:* Khan, *Privilege,* Chapter 2, pp. 41-76.

**April 17**

*Reading:* Khan, Privilege, Chapter 3, pp. pp. 77-113.

**April 19**

*Reading:* Khan, *Privilege,* Chapter 4, pp. 114-150.

**April 24**

*Reading:* Khan, *Privilege,* Chapter 5 and Conclusion, pp. 151-199.

**April 26** **Bringing it all together**

Conclusions

**Due: Third paper**

**Tuesday, May 8th, 11:30-2:20**

**Final Exam**

Assignments

**Reading Responses: Every class** (15%)

For every class, you should prepare a 10-sentence response to the reading(s).  Your response should focus on **one** of the following questions:

* What is the argument of the reading(s)? Summarize it in your own words and assess whether you agree with it or not, stating your reasons why.
* What surprised or intrigued you about the reading(s)? What did you learn from the reading?
* What are the implications for education and schooling from the reading(s)?
* How does the reading challenge or support other reading you have done?

I am looking for evidence that you have done the reading and thought about it. Your responses should be printed in 12-point font, double-spaced, and are due in every class.  Please note your name and the reading to which you are responding, as your responses may help you write the papers and prepare for your final exam.

You may miss two or fewer reading responses over the course of the semester and still receive an A; four or less and receive a B; six or less and receive a C; eight or less and receive a D, and pro-rated thereafter. Incomplete or insufficient critical response papers will receive no or partial credit, at the discretion of the instructor. Papers will receive a check (satisfactory), check plus (very good), check minus (bordering on insufficient), or no credit (insufficient).  The check marks will be used to determine your grade within the grade range (e.g., A= 90-100, B =80-89, etc).

**Participation** (10%)

"Dialogue does not exist in a political vacuum.  It is not a "free space" where you may do what you want. Dialogue takes place inside some kind of program and context. . . . To achieve the goals of transformation, dialogue implies responsibility, directiveness, determination, discipline, objectives."

--Ira Shor and Paulo Freire*, A Pedagogy for Liberation* (1987), p.102

Your thoughtful attention and disciplined concentration will benefit you and the class as a whole. Participation involves not only sharing your opinion and thought, but also listening carefully to what others have to say, asking questions about things that puzzle or confuse you, synthesizing or summarizing various comments that have been made, and saying where you think the conversation is going. These ways of participating will require your attention and concentration in class.

Your participation grade will be made up of:

* Regular timely attendance;
* Completion of the reading prior to each class session;
* Thoughtful participation in class discussions and activities, including any small group discussions.

In this class, I expect you to be attentive to one another and to me, in order to show your respect for the learning process.  This means that I am asking you not to disrupt the activity in the class (through the use of cell phones, talking to one another, coming late, or leaving the room in the middle of the period, etc.).  You should not be using your laptop in class, except when we are looking at a specific reading or passage together.  In class discussions, please be respectful of and listen to each other's contributions, sharing your disagreements publicly rather than privately with your neighbor or friend.

Those students who miss few classes tend to learn more, which is reflected in their grades on papers and exams. If you are not able to make it to class, please inform me by phone or email as soon as you know you will be unable to come, as a courtesy to me. A definition of an excused absence is that 1) I am informed *prior* to class by phone or email that you will be unable to make it and 2) on the day that you return, you provide me with documentation for your absence. If these two conditions are not met, your absence will be considered unexcused.

**Three Papers**

*General Guidelines for Papers*

All papers should be typed on a word-processor in 12-point font, double-spaced, with standard one-inch margins and page numbers.  Please put your name, date, course name or number, my name, and the title of the paper on the first page.  Please avoid using funky fonts or colors other than black: these strain my eyes.  I'd recommend Times New Roman, Courier, Arial, or similar fonts.  Always print out an additional final copy for your records.  In all of your writing, if you have more than five typos, grammatical errors, fragments, or run-on sentences, the grade for your paper will be taken down a grade (e.g., if you were to get a B, you would get a B- if you had more than five typos). As future teachers, it is very important that you learn to write clearly and without errors as you are training and setting an example for young people. Many teachers-to-be have difficulty with the PRAXIS writing portion, and typos and grammatical errors are one reason why. Thus, this is meant to encourage you to be a more careful writer. All papers should use a consistent citation format, whether APA, MLA, or Chicago.

**I will not accept papers after their due dates without prior authorization due to an emergency**.  Obsessively back-up all your computer files for this course and keep paper copies of all your work.  Stock up on back-up media, paper, and printer ink.

As you will note, I have not taken into account religious holidays.  If you have a conflict with any of the dates for the assignments because of your religious background and beliefs, please see me the first week of class and we will arrange something convenient for both of us.

**First Paper: Learning through Participation in a Sociocultural Activity** February 20th(20%)

**Second Paper: Gender Socialization through Schools** March 22nd (15%)

**Third Paper: Schooling and Social Inequalities** April 26th(20%)

**Final Exam** (20%)
Tuesday, May 8th, 11:30-2:20