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## EDUC 120C/220C & SOC 130/230: Education and Society

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Instructor: Patricia Bromley ([pbromley@stanford.edu](mailto:pbromley@stanford.edu))  
TA: Diana Mercado-Garcia ([dmercado@stanford.edu](mailto:dmercado@stanford.edu))

Lecture: Tuesday 9:00AM – 11:00AM (Cubberly 130)  
Section: Tuesday 11:00AM – 11:50AM (Cubberly 130) - Patricia  
Tuesday 11:00AM – 11:50AM (Building 50, Rm 51B) - Diana

Office Hours: Patricia Bromley (Cubberly 311): By appointment  
Diana Mercado-Garcia (Cubberly 35): By appointment

### Course Description

This course examines theory and research in the sociology of education—it is divided into three core parts: theoretical and historical perspectives, schooling and inequality, and schools as organizations. Institutional and organizational issues are addressed in studies of academic achievement and attainment, educational expansion, and linkages to the economy, polity and culture. Issues of race, class, and gender in schools are also considered, particularly in their relationship to (and interaction with) social and cultural capital. This class is an introductory overview of the multiple ways schools and society interact. It covers a wide range of material and is best suited for students with little background in the field looking for a general survey course. For those with more focused interests, we could work with you to develop your assignments around a particular theme, but you are responsible for participating in all parts of the class. You are also encouraged to take specialized courses or independent studies that go into more depth on the topics.

### Learning Goals

In this overview course you should learn:

1. A sense of the broad types of issues/topics that are most central in discussions about the relationship between education and society (i.e. each week we cover core readings in the field around one of these topics).
2. To engage on a deeper, more nuanced and sophisticated level (via your reflection memos, class discussions, and the final exam) with at least three of the of the major topics covered.

### Course Website

If you are registered for this course, you should already have access to the Canvas site: [canvas.stanford.edu](https://canvas.stanford.edu). Please contact Diana ([dmercado@stanford.edu](mailto:dmercado@stanford.edu)) if you do not have access to the site and you are officially enrolled.

## Course Material

All required readings are posted on the Canvas course site. Optional recommended readings are available through the library.

## Course Evaluation

Grades will be based on the following assignments. The specific contribution of each of these deliverables toward the final grade is as follows:

Assessment Method	Contribution Toward Final Grade
Reflection Papers	45%
Final (or Research Paper)	40%
Participation	10%
Team Reading Discussion	5%

### Reflection Papers (45%)

There will be three reflection papers throughout the quarter. The purpose of the reflection papers is for students to critically engage with the reading selections and lecture materials in the three core parts of the course. The topic of a reflection paper may be one of your choosing or you may decide to write a paper in response to one of the questions we will provide by the second week of class—if you choose the latter, make sure that you select a question corresponding to the correct part of the syllabus.

Your reflection papers should demonstrate an understanding of key concepts from the relevant part of the syllabus and should make a clear argument integrating pertinent course readings as evidence. All reflection papers should be four pages in length and double-spaced with 12-point font. When submitting reflection papers, use the following file-naming convention: EDUC120C\_Assign[1, 2, 3]\_LastName\_FirstName.docx

Sample reflection papers are posted on CourseWork for you to reference. Strong papers (i.e. the grading criteria) will:

- a. Convey an accurate understanding of key concepts from the course and main points of relevant readings.
- b. Critique the readings and not merely re-summarize the main points. You may raise questions, connect material from different sources, use personal experiences that illustrate or run contrary to reading and/or lecture material, or in some other way display evidence of critical thinking and engaged learning. You may also cite references/readings outside the class that are relevant for your paper.
- c. Be well organized (e.g. a clear argument in the introductory paragraph) and well written.

The timing of these three assignments is given below (**reflection papers should be submitted online via Canvas no later than 9AM on the due date**):

Assignment	Due Date	Contribution Toward Final Grade
Reflection Paper 1	Tuesday, January 19 <sup>th</sup>	15%
Reflection Paper 2	Tuesday, February 9 <sup>th</sup>	15%
Reflection Paper 3	Tuesday, March 1 <sup>st</sup>	15%

**Final Exam (40%)**

For the final exam, students will have two options: a take home final or a final paper. Details about the two assignments are provided below.

*Option 1: Take Home Final*

The take home final will consist of three reflection questions like those we will distribute and will cover all required readings and lecture material. It will consist of one longer question (4-5 pages, worth 20% of your overall grade) and two shorter questions (2-3 pages, worth 10% of your overall grade each). All take home final papers should be typed and double-spaced with 12-point font. Longer exams and tardy exams will result in a lower grade. When submitting your take home final paper, use the following file-naming convention: EDUC120C\_FINAL\_LastName\_FirstName.docx

The timing of the take home exam is given below (submissions should be submitted via Canvas no later than 12:00PM on the due date):

Assignment	Distributed on	Due Date	Contribution Toward Final Grade
Take Home Exam	Tuesday, March 8th	Wednesday, March 16 <sup>th</sup>	40%

*Option 2: Final Paper*

All students may write a research paper dealing with a theme from the course. This research paper is an alternative to the final exam. This option gives students the opportunity to explore a research topic in greater depth; students working on an honor's thesis or MA project are welcome to utilize this course to explore ideas for a larger paper involving original data collection.

The research paper may have one of two formats. A student can write a project proposal, i.e., a paper with a thesis, a literature review, and a proposed methodology for carrying out an original research study. Or, alternatively, a student may write a more "traditional" research paper, consisting of a thesis and an exploration of research that has addressed the topic of interest. Regardless of the option selected, the research paper should address the theories and articles discussed in the course. Students are not expected to collect and analyze original data for this paper.

Research papers should be about 20 pages in length and double-spaced with 12-point font. When submitting your final research paper, use the following file-naming convention: EDUC120C\_FINAL\_LastName\_FirstName.docx.

Although students are free to choose the specific topic of the paper, they must discuss the project with the instructor and/or TA. . **If you plan to pursue the research paper option, you should submit a one-page proposal AND meet with the instructor by 02/02/15. If you do not have a final paper topic approved by this date you MUST choose the take home final.**

The timing of the final paper is given below (submissions should be submitted via Canvas no later than 12:00PM on the due date):

Assignment	Proposal Due Date	Due Date	Contribution Toward Final Grade
Final Paper	Tuesday, February 2 <sup>nd</sup>	Wednesday, March 16 <sup>th</sup>	40%

### **Participation (10%)**

Large portions of class will be discussion-based, so your participation is crucial to the success of the class and our learning as a group. Class participation means, at minimum, coming to class having understood the main point of all the readings, and contributing constructively to discussions. You are responsible for sharing your own thoughts, critiques, questions, and for encouraging classmates to share their views by listening respectfully and seeking to understand each other’s positions.

### **Team Reading Discussion (5% credit/no credit assignment)**

Each week, at the start of class, a small group of students will introduce the readings to start the day’s discussion in *no more than 2* minutes per reading. The team reading discussion is an opportunity for you to focus on the parts of the readings that most interest you. The goal is to review key takeaways from the readings and to share discussion questions; reading off your handout is fine. Groups will prepare a one-page handout for the class, and each group will be responsible for covering all of the required readings in a week. It is up to students within the group to divide up the workload.

The one-page handout should include the following for each reading: (1) a *one sentence* summary of the main takeaway, and (2) one or two discussion points – these can be reflections, questions, comments, or connections to contemporary issues (e.g. things you learned or new ways of thinking that emerged, questions raised, points you disagreed with, related stories in the news). Groups must bring copies of the one-page handout with the summaries and discussion points to accompany their presentation.

### **Students with Disabilities**

“Students with documented disabilities: Students who may need an academic accommodation based on the impact of a disability must initiate the request with the

Student Disability Resource Center (SDRC) located within the Office of Accessible Education (OAE). SDRC 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. Students should contact the SDRC as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, 723-1067 TTY).”

Please note that the date above each set of readings indicates when students should be prepared to discuss those texts in class.

\* Indicates optional recommended readings

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## **I. Theoretical & Historical Perspectives**

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### **(Week 1) Tuesday, January 5<sup>th</sup>: Theories of Schooling**

Collins, Randall. 1971. “Functional and Conflict Theories of Educational Stratification.” *American Sociological Review*, 36(6): 1002-1019.

Giroux, Henry. 1983. “Theories of Reproduction and Resistance in the New Sociology of Education.” *Harvard Education Review*, 53(3): 257-293.

Baker, David P. 1999. “Schooling all the Masses: Reconsidering the Origins of American Schooling in the Postbellum Era.” *Sociology of Education*, 72(4): 197-215.

Brint, Steve. 2006. “Schools and Social Selection: Opportunity.” Chapter 6 in *Schools and Societies, Second Edition*. Stanford, CA: Stanford University Press, pp. 162-188.

\* Boli, J., Ramirez, F. O., & Meyer, J. W. (1985). Explaining the origins and expansion of mass education. *Comparative Education Review*, 145-170.

### **(Week 2) Tuesday, January 12<sup>th</sup>: Effects on Individuals**

Jencks, C. & M. Brown. 1975. “The Effects of High Schools on their Students.” *Harvard Educational Review* 45:3: 273-324.

Hout, Michael. 2012. “Social and Economic Returns to College Education in the United States.” *Annual Review of Sociology*, 38: 379-400.

Carter, P. 2006. “Straddling Boundaries: Identity, Culture, and School.” *Sociology of Education* 79, 4: 204-328.

Buchmann, Claudia, and Ben Dalton. 2002. "Interpersonal Influences and Educational Aspirations in 12 Countries: The Importance of Institutional Context." *Sociology of Education*, 75(2): 99-122.

### **(Week 3) Tuesday, January 19<sup>th</sup>: Forms of Capital**

*Reflection Paper 1 due today (addressing Part I of class including today)*

Schultz, Theodore W. 1961. "Investment in Human Capital." *American Economic Review* 51(1): 1-17.

Coleman, James S. 1988. "Social Capital in the Creation of Human Capital." *American Journal of Sociology*, 94, Supplement: S95-S120.

Lamont, M. & A. Lareau. 2011. "Cultural Capital: Allusions, Gaps and Glissandos in Recent Theoretical Developments." Pp. 34-49 in Arum, R., Beattie, I. R., & Ford, K. (2011). *The structure of schooling: Readings in the sociology of education*. Pine Forge Press.

\* Bourdieu, Pierre. 1977. "Cultural Reproduction and Social Reproduction." In J. Karabel and A.H. Halsey, (Eds.), *Power and Ideology in Education*. New York: Oxford University Press, pp. 487-511.

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## **II. Schooling and Inequality**

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### **(Week 4) Tuesday, January 26: Gender & Sexuality**

Pascoe, C. J. (2005). 'Dude, you're a fag': Adolescent masculinity and the fag discourse. *Sexualities*, 8(3), 329-346.

Charles, Maria and Karen Bradley. 2009. "Indulging Our Gendered Selves? Sex Segregation by Field of Study in 44 Countries." *American Journal of Sociology*, 114(4): 924-976.

Russell, S. T., Seif, H., & Truong, N. L. (2001). School outcomes of sexual minority youth in the United States: Evidence from a national study. *Journal of adolescence*, 24(1), 111-127.

### **(Week 5) Tuesday, February 2: Race & Ethnicity**

Jencks, C. & M. Phillips. 1998. "America's Next Achievement Test: Closing the Black-White Test Score Gap." *The American Prospect* 40: 44-51.

Kao, Grace & Thompson, Jennifer. 2003. "Racial and Ethnic Stratification in Educational Achievement and Attainment." *Annual Review of Sociology*, 29: 417-442.

Bell, Joyce M. and Douglas Hartman. 2007. "Diversity in Everyday Discourse: The Cultural Ambiguities and Consequences of "Happy Talk"." *American Sociological Review*, 72(6): 895-914.

### **(Week 6) Tuesday, February 9<sup>th</sup>: Class**

#### ***Reflection Paper 2 due today (addressing Part II of class including today)***

Breen, Richard, Walter Muller, Ruud Luijkx, and Reinhard Pollak. 2009. "Nonpersistent Inequality in Educational Attainment: Evidence from Eight European Countries." *American Journal of Sociology* 114(5): 1475-1521.

Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review*, 67(5): 747-776.

Reardon, S. F. 2011. "The widening academic achievement gap between the rich and the poor: New evidence and possible explanations." In Greg J. Duncan, Richard J. Murnane, eds. *Whither opportunity: Rising Inequality, Schools, and Children's Life Chances*, pp. 91-116.

Turner, Ralph H. 1960. "Sponsored and Contest Mobility and the School System." *American Sociological Review*, 25(6): 855-867.

\* Lareau, Annette. 2003. *Unequal Childhoods: Class, Race, and Family Life*. Berkeley: University of California Press.

\* Karabel, Jerome. 2005. *The Chosen*. New York: Houghton Mifflin.

\* Stevens, M. L. (2009). *Creating a class: College admissions and the education of elites*. Harvard University Press.

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### **III. Schools as Organizations**

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### **(Week 7) Tuesday, February 16<sup>th</sup>: Reforms & Policy**

Binder, Amy J. 2000. "Why Do Some Curricular Challenges Work While Others Do Not? The Case of Three Afrocentric Challenges." *Sociology of Education*, 73(2): 69-91.

Hallinan, Maureen. 1994. "Tracking: From Theory to Practice."; Jeannie Oakes, "More Than Misapplied Technology: A Normative and Political Response to Hallinan on Tracking."; Maureen Hallinan, "Further Thoughts on Tracking."; Jeannie Oakes, "One More Thought." *Sociology of Education*, 67(2): 79-91.

Renzulli, L. & V. J. Roscigno. 2007. "Charter Schools and the Public Good." *Contexts* 31-36.

TENTATIVE: In class watch and discuss: *Most Likely to Succeed* (86 min)  
[http://www.imdb.com/title/tt4267108/plotsummary?ref\\_=tt\\_ov\\_pl](http://www.imdb.com/title/tt4267108/plotsummary?ref_=tt_ov_pl)

\* Renzulli, Linda A., and Vincent J. Roscigno. 2005. "Charter School Policy, Implementation, and Diffusion Across the United States." *Sociology of Education*, 78(4): 344-365.

\* Amrein, A. L., & Berliner, D. C. (2002). High-stakes testing & student learning. *Education policy analysis archives*, 10, 18.

\* Fuller, Bruce. 2003. "Education Policy under Cultural Pluralism". *Educational Researcher*, 32(9): 15-24.

### **(Week 8) Tuesday, February 23<sup>rd</sup>: Schooling & the Institutional Context**

Meyer, John W. and Brian Rowan. 1977. "Institutionalized Organizations: Formal Structure as Myth and Ceremony." *American Journal of Sociology*, 83(2): 340-363.

Metz, Mary. 1990. "Real School: A Universal Drama Amid Disparate Experience." In D. Mitchell and M.E. Goertz, (Eds.), *Educational Politics for the New Century: The Twentieth Anniversary Yearbook of the Politics of Education Association*. Philadelphia: The Falmer Press, pp. 75-91.

Gumport, Patricia J. 2000. "Academic Restructuring: Organizational Change and Institutional Imperatives." *Higher Education*, 39(1): 67-91.

Coburn, Cynthia E. 2004. "Beyond Decoupling: Rethinking the Relationship Between the Institutional Environment and the Classroom." *Sociology of Education*, 77(3): 211-244.

\* Brint, Steven, Mary F. Contreras, and Michael T. Matthews. 2001. "Socialization Messages in Primary Schools: An Organizational Analysis." *Sociology of Education*, 74(3): 157-180.

### **(Week 9) Tuesday, March 1<sup>st</sup>: Macro Effects of Education**

***Reflection Paper 3 due today (addressing Part III of class including today)***

Meyer, John W. 1977. "The Effects of Education as an Institution." *American Journal of Sociology*, 83(1): 55-77.

Ramirez, Francisco O, XiaoWei Luo, Evan Schofer, and John W. Meyer. 2006. "Student Achievement and National Economic Growth." *American Journal of Education*, 113: 1-29.

Rubinson, Richard. 1986. "Class Formation, Politics, and Institutions: Schooling in the United States." *American Journal of Sociology*, 92(3): 519-548.

**(Week 10) Tuesday, March 8<sup>th</sup>: Review; Exam Handed out**

No readings

**Final Exam (Option #1 and #2) Due Wednesday, March 16<sup>th</sup> by 12PM**