

Sociology of Education
(Soc 648/Edpol 648)
Spring 2022 Madeline Brighthouse Glueck
M 2:25-5:25, Nancy Nicholas Hall, 1125

Instructor and Course Information

Madeline Brighthouse Glueck
7110 Sewell Social Sciences
brighthouseglu@wisc.edu

Office hours: Tuesday and Thursday 3:30-4:30 pm

Canvas URL: <https://canvas.wisc.edu/courses/280630>

Google Drive Folder: <https://drive.google.com/drive/u/0/folders/1v-Fb6w5F6Vep12JjTnwrwwvSk9dr9MKF>

Three Credits

Instructional mode: In Person

Learning Outcomes

- *Critically Evaluate Published Research*
- *Skillfully Communicate*
- *Critically Think about Society and Social Processes*

Assessment

Your final grade will be a combination of weekly participation, weekly assignments, two writing assignments and three quizzes.

****Point Breakdown***

Participation—4 pts/week (52 total/~10%)
10pts peer review

Weekly Reading Response—3pts/week/~8%)

Paper 1—100 pts (~20%)

Paper 2—200 pts (~40%)

Quizzes – 30pts x 3 (90 total/~18%)

Total points possible: 491

Participation

Attendance is very important to this class. Often there will be group members relying on you for discussion, and your input is an integral part of what makes this class a productive learning environment. Attendance will, therefore, be rewarded: 4 points per class. If you are actively participating and are there for the duration of the class, you will receive all 4 points. That said, life happens. You are allowed 1 excused absence this semester with no lost points. All other absences must be cleared with me and have a pretty solid explanation.

The semester participation grade will also include a 10-point peer review assignment at the end of the semester on someone else's final paper. As in the professional academic world, this will be a blind review process—no one will know whose draft they are commenting on. *You will be graded on the quality of your comments*, and receive participation points for the submission of your draft.

Weekly Reading Response

All readings are on the course Canvas site, under files in [this folder](#), they are also [here](#) in our [class google drive folder](#). Each week ***for each reading*** you will complete a structured response to show me that you have read and thought about each of the pieces we are reading for class. These will be submitted on Canvas by MONDAY AT 11AM, before our class and will take the form below:

- 1) 4 sentence summary of the reading
- 2) One thing that confused you in the reading (1-2 sentences)
- 3) One thing that stuck with you from the reading (made you think, you enjoyed, you connected to your life, etc.) (1-2 sentences)

Ideally, they will be written in a nicely flowing paragraph with full grammatical sentences. It should be clear to me and your classmates that you have completed each reading carefully.

I *highly recommend* keeping all your responses in an organized document together which you can then use to study for quizzes and help you write your papers.

We will typically begin each class by going over these together. You will use your summary to write a 1 paragraph response to a warm-up question, then we will spend some time in groups looking through each other's summaries and responses in a shared google document. The purpose of this exercise is to 1) get you to practice writing 2) get you to remember the material 3) get you to read each other's writing and discuss.

Paper #1

This paper is about inequalities in education. The purpose of the paper is to get you to think about the different ways we have discussed inequality and schooling over the first part of the course. The paper will be structured around this article:

<https://journals-sagepub-com.ezproxy.library.wisc.edu/doi/full/10.1177/0038040716651676>

Here are the steps you should take to succeed:

- 1) Read article
- 2) Choose one cite from the “critical” side and one from the “challenge to the critical perspective”
- 3) Read each article
- 4) Write a 1-2 paragraph summary of each article, where you show the main argument of the article and how it addresses the relationship between inequality and schools

- 5) Develop a thesis statement in response to the question “*What is the relationship between schools and inequality?*”
- 6) Turn in steps 4&5
- 7) Write a paper which includes
 - thesis statement addressing question “*What is the relationship between schools and inequality?*”
 - explanation of at least 1 theoretical perspective in relation to that thesis
 - engagement with a principle of justice (look back at Jencks week)
 - summary of each article
 - synthesis of where each article agrees or disagrees
 - suggestion of avenues for future research given the relationship between schools and inequality

No more than 1,000 words

100 pts – 10 pts for submitting thesis and article summaries 2 weeks before it is due, remaining 90 points will be awarded using attached rubric.

Please submit SINGLE SPACED **word document** to Canvas.

Paper #2 (final paper)

This paper will be similar in structure to your first paper, except instead of providing a topic for you, you will choose your own.

You should develop a paper addressing the question:

“*What is the relationship between schooling and _____?*”

In the blank spot you could put any larger topic we have discussed this semester. For example: gender, masculinity, race, racial disparities, cultural capital. In your answer to this question, I expect you to engage *at least 2* pieces we have read together this semester, and *at least 2* peer-reviewed articles (approved by me).

- 1) Select topic, write out question
- 2) Select and review your summaries two pieces from our course that engage this topic
- 3) Use citations from those pieces, or google scholar to select 2 additional pieces engaging this topic
- 4) Summarize each of the new pieces
- 5) Develop a thesis statement in response to your question
- 6) Turn in steps 4&5
- 7) Write a paper which includes
 - thesis statement addressing your question
 - explanation of at least 1 theoretical perspective in relation to that thesis
 - brief summary of each article
 - synthesis of where articles agree and disagree
 - suggestion of avenues for future research given the relationship between schools and inequality

No more than 2,000 words

200 pts – 20 pts for submitting topic and article summaries 2 weeks before it is due, remaining 180 points will be awarded using attached rubric.

Please submit SINGLE SPACED **word document** to canvas.

****Note**

All writing assignments will be explained in further detail in class, and have a clear grading rubric. (see [this folder](#) for further details on each paper)

Quizzes

There will be 3 half-hour blue book quizzes throughout the semester, which will be 30 points each. These will be in-class short answer questions (2-3 paragraphs each) regarding any of the readings we have done. I will provide you with 5 questions, you will need to choose 3 to answer. The purpose of these is to get you to synthesize and think critically about our readings on the spot, because we will be practicing this frequently in class with our discussions and activities. I will give you a rubric, but in general I want you to:

- 1) Show understanding and recall of the material
- 2) Make an argument
- 3) Support your argument with evidence and reasoning

Other Information

A note on reading

One of the goals of this course is to learn skills of social science research. This includes reading widely, and if not done purposefully, it can take up a lot of time! I want to help you with that. There is a 'formula' to reading social science journal articles which can really cut down the amount of time you need to spend reading *if* you do it correctly. Here are the basic steps:

- 1) Read the abstract
 - 2) Read the abstract again, take note of/ underline the research question, argument, and methods.
 - 3) Read the introduction/literature review. Do you know who they are referring to? How are they framing their argument?
 - 4) Skim the data section**
 - 5) Skim the methods section **
 - 6) Skim the findings
 - 7) Read the discussion/conclusion, take note of the points not included in the abstract
- **note, steps 4 and 5 do not count if you think you're going to understand the methods section, but for a number of the papers in this course there will be diminishing returns for you reading the methods section.

In addition to these steps, I recommend putting away your phone, turning off the WiFi on your computer, and setting a timer to make sure you are in 'focused time'.

I will demonstrate this reading process more than once throughout the course, so that you understand what I mean. Learning this skill should help you in other courses as well!

A note on writing

Academic writing requires practice. Part of the purpose of your pre-class posts is to get you used to writing frequently. In addition to this, for your second paper I will provide guidance, including examples, and some modelling. I will also provide a clear rubric. I encourage you to take advantage of my office hours and meet with you about your writing early and often!

In addition to support from me, you will receive support from your peers. In this course you will be expected to turn in a first draft of paper #2, 2 weeks before it is due. This will allow for us to

complete a peer-review process. You will receive participation points for this, but the real reward will be the quality of your classmates' comments. I will model exemplary comments in class.

Class Policies

Norms

- Presume positive intentions
- Listen attentively
- Aim for shared participation
- Engage respectfully
- Respect boundaries

Working Agreements

- Use names to address each other
- Speak to be heard
- Start & end on time
- Use electronics respectfully

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-MADISON BADGER PLEDGE

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.

Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Incompletes: I will only consider giving an incomplete under exceptional circumstances such as extreme illness or hardship. If you have the misfortune to find yourself in a situation that prevents you from completing the work for this course I will require documentation (from a hospital, correctional facility or other entity associated with your incapacitation) prior to giving an incomplete. If you receive an incomplete it is your responsibility to finish the work by the agreed deadline; an incomplete is automatically changed to an “F” if it is not completed.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's [web page](#) for details.

Conflict resolution

The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. If you have a grievance with me, I hope that you will feel comfortable discussing it with me. If for any reason you do not feel comfortable discussing a grievance with me or are unsatisfied with the outcome of our discussion you should contact Christine Schwartz, the chair of our department (cschwartz@wisc.edu).

Flow of the semester

Theory

These are the most important weeks of the course. They will frame how we think about everything we read for the remainder of the semester. In all likelihood, you will come back to your notes from these first days to inform our discussions for the rest of the semester. It may take

some time for everyone in the class to fully understand each of these theoretical traditions, but the aim of the course is that by the *end*, most of you will be comfortable discussing a range of theorists in the sociology of education.

1/31: How should we think about education? An introduction to theory

Introduction to class

READING

(complete before first day)-- MacLeod, Jay. *Ain't no makin'it: Aspirations & attainment in a low-income neighborhood*. Routledge, 2018. (Chapter 1)

2/7: Theory continued

READING

-Carnoy, Martin. *Education as cultural imperialism*. Longman, 1974.
(EVERYONE READS)

One of the following (assigned in class):

-Bowles, Samuel, and Herbert Gintis. "Schooling in capitalist America revisited." *Sociology of education* (2002): 1-18.

-DiMaggio, Paul. "On pierre bourdieu." (1979): 1460-1474.

-Turner, Ralph H. "Sponsored and contest mobility and the school system." *American sociological review* (1960): 855-867.

-Bills, David B. "Credentials, signals, and screens: Explaining the relationship between schooling and job assignment." *Review of educational research* 73, no. 4 (2003): 441-469.

Inequalities

This section of the course will focus on inequalities in education, looking at their magnitude, variance, and considering some mechanisms. As we learn about different inequalities, we will keep the above theoretical traditions in mind, considering the extent to which they map on to the inequalities we learn about.

2/14: Schooling and Stratification : what kinds of inequalities exist?

READING:

- Duncan, Greg J., and Richard J. Murnane, eds. *Whither Opportunity?: Rising inequality, schools, and children's life chances*. Russell Sage Foundation, 2011. Chapter 5

-Reardon, Sean F., and Ann Owens. "60 years after Brown: Trends and consequences of school segregation." *Annual Review of Sociology* 40 (2014): 199-218.

2/21: Schooling and Stratification : what should be done?

READING:

-Jencks, Christopher. "Whom must we treat equally for educational opportunity to be equal?." *Ethics* 98, no. 3 (1988): 518-533.

-Raudenbush, Stephen W., and Robert D. Eschmann. "Does schooling increase or reduce social inequality?." *Annual Review of Sociology* 41 (2015): 443-470.

2/28: Race: Black/White disparities

READING:

-Conwell, Jordan A. 2021. "[Diverging Disparities: Race, Parental Income, and Children's Math Scores, 1960 to 2009](#)." *Sociology of Education* 94:124-142.

- Reardon, Sean F., Demetra Kalogrides, and Kenneth Shores. 2019. "[The Geography of Racial/Ethnic Test Score Gaps.](#)" *American Journal of Sociology* 124:1164-1221.
- Tyson, Karolyn, William Jr. Darity, and Domini Castellino. 2005. "[It's Not "A Black Thing": Understanding the Burden of Acting White and Other Dilemmas of High Achievement.](#)"

3/7: Race: Beyond Black/White disparities

Paper 1 Due Friday 3/11

Quiz 1 in class

READING:

- Reardon, Sean F. and Claudia Galindo. 2009. "[The Hispanic-White Achievement Gap in Math and Reading in the Elementary Grades.](#)" *American Educational Research Journal* 46:853-891.
- Feliciano, Cynthia and Yader R. Lanuza. 2017. "[An Immigrant Paradox? Contextual Attainment and Intergenerational Educational Mobility.](#)" *American Sociological Review* 82:211-241.
- Egalite, Anna J., Brian Kisida, and Marcus A. Winters. 2015. "[Representation in the Classroom: The effect of Own-Race Teachers on Student Achievement.](#)" *Economics of Education Review* 45:44-52.

3/12: SPRING BREAK

3/21: Gender

READING:

- DiPrete, Thomas A., and Claudia Buchmann. *The rise of women: The growing gender gap in education and what it means for American schools*. Russell Sage Foundation, 2013. Chapter 3
- **one of the following (assigned in class)
- Willis, Paul. *Learning to labour: How working-class kids get working class jobs*. Routledge, 1978. Selections
- MacLeod, Jay. *Ain't no makin'it: Aspirations & attainment in a low-income neighborhood*. Routledge, 2018. Selections
- Pascoe, C. J. 2007. *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press. Selections
- Musto, Michela. 2019. "Brilliant or Bad: The Gendered Social Construction of Exceptionalism in Early Adolescence." *American Sociological Review* 84(3):369–93. doi: [10.1177/0003122419837567](#).

Addressing Inequalities

In this section of the course, we will learn about and discuss a series of interventions made aimed at addressing the above inequalities. As we will see, there have been varying degrees of success across a variety of different forms of interventions. As we read through these, think about what each of our different theories might have to say about both the interventions and the results of those interventions.

3/28: Tracking and School Choice

READING:

- Hallinan, Maureen T. "Tracking: From theory to practice." *Sociology of education* 67, no. 2 (1994): 79-84.
- Oakes, Jeannie. "More than misapplied technology: A normative and political response to Hallinan on tracking." *Sociology of Education* 67, no. 2 (1994): 84-91.
- Berends, Mark. 2015. "[Sociology and School Choice: What We Know After Two Decades of Charter Schools.](#)" *Annual Review of Sociology* 41:159-180.

Tracing a theoretical tradition

In this section of the course, we will follow one theorist and his descendants to explore how theory can inform empirics, and empirical work can deepen and inform theory.

4/4: Bourdieu and his intellectual descendants ---Part 1

READING

- Lareau, Annette. "Invisible inequality: Social class and childrearing in black families and white families." *American sociological review* (2002): 747-776.
- Calarco, Jessica McCrory. "Coached for the classroom: Parents' cultural transmission and children's reproduction of educational inequalities." *American Sociological Review* 79, no. 5 (2014): 1015-1037.

4/11: Bourdieu and his intellectual descendants ---Part 2

Topic and article Summaries for Paper #2 Due

READING

- Khan, Shamus Rahman. *Privilege: The making of an adolescent elite at St. Paul's School*. Vol. 15. Princeton University Press, 2021. Selections
- Rivera, Lauren A. "Hiring as cultural matching: The case of elite professional service firms." *American sociological review* 77, no. 6 (2012): 999-1022.

Mesearch

What's the fun of studying sociology of education if you don't get to think about the institution you are actually studying in? In this section of the course, we will learn about mechanisms of inequality *within* institutions of higher education, and how these are linked to the other forms of inequality we have discussed this semester.

4/18: Higher Education

Quiz 3 in class

READING

- Armstrong, Elizabeth A., and Laura T. Hamilton. *Paying for the Party*. Harvard University Press, 2013. Selections
- Hamilton, Laura T. *Parenting to a Degree*. University of Chicago Press, 2021. Selections

4/25: Higher Education pt 2

READING

- Binder, Amy J., J (2012). *Becoming Right : How Campuses Shape Young Conservatives*. Princeton :Princeton University Press,-- Selections
- Jack, Anthony Abraham. (2019) *The Privileged Poor: How Elite Colleges are Failing Disadvantaged Students* Harvard University Press: Cambridge, MA. 288 pp --Selections

5/2: Higher Education and beyond

Rough draft of Paper #2 due in class (Paper #2 Due 5/7)

READING

- Silva, Jennifer M. "Constructing adulthood in an age of uncertainty." *American Sociological Review* 77, no. 4 (2012): 505-522.
- Hamilton, Laura T., and Elizabeth A. Armstrong. "Parents, Partners, and Professions: Reproduction and Mobility in a Cohort of College Women." *American Journal of Sociology* 127, no. 1 (2021): 102-151.

5/7 FINAL PAPER DUE