Sociology 908: Sociology of Education

Spring 2021~ Professor Eric Grodsky
Mondays~ 3:30-6:00 ~ The virtual edition

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Office hours: T 2-3, W 3-4, F 4-5 online by appointment or by appointment other times.

Canvas URL: https://canvas.wisc.edu/courses/231872
Three credits
Instructional mode: Virtual
Credit hours are met following the traditional Carnegie definition

LEARNING OUTCOMES

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

COURSE DESCRIPTION

This course is a graduate level introduction to the sociology of education. This subfield, like sociology as a whole, is quite diverse. Although you would find certain foundational readings in many courses on the sociology of education, the readings for this course reflect my intellectual history and orientation toward social stratification. I encourage you to use the course web page and other resources to learn more about how other scholars approach this topic.

As a graduate seminar, this class relies heavily on your participation. I will seldom lecture, and when I do my lectures will be brief and most likely methodological in nature (enough information to get you through the readings). The substantive work of this course falls to you. I expect you to complete all of the readings on time, submit summaries in a timely fashion (described below), and attend every class unless you are SERIOUSLY ill or have some other very legitimate reason for not attending (religious, family emergency, etc.). Small groups of you will take turns leading our discussions.

REQUISITES

Although there are no explicit requirements for this class other than graduate standing, students unfamiliar with multiple regression (e.g., SOC 361) will find some of the readings tough going. I believe you will understand the main points of such articles, but you will not be able to engage critically with such work to the level of students who have taken coursework in intermediate and

advanced quantitative methods. At the end of the syllabus I include some statistical references that may be particularly useful to those of you with less familiarity with quantitative methods.

DIVISION OF LABOR

We will meet for 2 hours and 30 minutes each week, with a five- to ten-minute break somewhere in there. In addition to completing ALL of the readings that are required (denoted by a *), each of you will complete one or two article summaries each week. You will send your summaries to the course listserv by **8:00 AM Friday** each week. This will give your classmates time to review your summaries before we meet. We will divide up readings for class a week ahead of time.

Each week, three students will co-lead our discussion. This means that most of you will co-lead our discussion twice over the course of the semester. As leaders, your job will be to send out a series of discussion questions by **10:00 PM Sunday** that will guide our review of key concepts and controversies in the week's reading. Discussion questions should help us talk about the key points of the readings. They should be open-ended and thoughtful. Questions like "How did Coleman define social capital?" are neither and should be avoided. On the other hand, questions like "How does Coleman's notion of social capital inform or constrain our understanding of social inequalities in educational attainment?" may provoke some interesting discussion.

There is no textbook or course pack for this class. Readings will either include a hyperlink to the source (see below) or be posted to the our google drive directory. To access materials linked below from off campus, please install the remote access bookmarklet provided by the library in your preferred web browser.

COURSE COMMUNICATION and OFFICE HOURS

I am pretty good about responding to email (grodsky@wisc.edu). If you do not hear from me within one business day, feel free to follow up.

I am happy to meet with you during office hours and will be experimenting with calendly to schedule this semester. I would like you to schedule in fifteen-minute increments. If you think we need more than fifteen minutes, feel free to schedule two contiguous meetings. If none of the available times work for you then send me an email and we'll try for a different time.

ASSESSMENT

You grade for this class will be calculated as follows:

General participation:	10%
Leading discussion:	10%
Article summaries:	15%
Term paper:	65%

General participation
I will grade your participation as follows:

0	Didn't show up
1	Showed up and said little or nothing
2	Nominal participation (a few comments)
3	Active participation

Leading discussion
The discussion portion of your grade will be based on the quality of the questions you send to the rest of us in advance of class and your ability to facilitate a productive exchange of ideas in class.

Article summaries
The literature in the sociology of education is expansive. In order to make the task of reviewing that literature more manageable, each of you will summarize an article each week for the rest of the class. Your summary should be concise (no more than one to three pages if possible) but thorough enough to give the reader a good sense of the article or chapter you summarized. It should be written in a narrative style. A summary should NOT be:

- An outline of the reading (in outline form, incomplete sentences)
- Your own notes on the article

You can find an example of an article summary here. Article summaries should be posted to our shared google drive (organized by week) in .pdf format by **8 AM Friday** in order to give discussion leaders time to review them prior to sending out discussion questions. The title of the summary should be AUTHORYY_INITIALS (where YY is the two-digit year). For example: Collins71_eg. I will grade article summaries on a 0 to 3 scale.

0	Summary not received
1	Summary is misleading or overly vague
2	Summary covers the main points but with an inadequate level of detail; is not written in narrative form
3	Detailed summary of main points. Summary includes each of the following (if appropriate): hypotheses, data, methods, findings, discussion

I will deduct one point from each summary for each day late.

Term paper
If you have data available to you, I strongly encourage you to use this course as an opportunity to produce an initial draft of a **publishable article**. I use the term 'data' inclusively to refer to quantitative data from surveys or administrative records, qualitative data from interviews or observations, archival data or any other empirical artifacts of social phenomena relevant to the sociology of education. My only requirement is that the paper engage in dialogue with other work in the subfield.

Alternatively, you may choose to write a **review** of some aspect of sociology of education suitable for publication as an annual review piece in sociology (*Annual Review of Sociology*) or a review journal in your field (such as the *Review of Education Research*). If you choose to write such a paper I will expect your treatment of your topic to be as thorough as the pieces published in those outlets.

Finally, you may choose instead to write a **project proposal**. This will take the form of the project description piece of an NSF-style research proposal. Here's some text to guide you (from the NSF web page) :

"The Project Description should provide a clear statement of the work to be undertaken and must include: objectives for the period of the proposed work and expected significance; relation to longer-term goals of the PI's project; and relation to the present state of knowledge in the field, to work in progress by the PI under other support and to work in progress elsewhere.

The Project Description should outline the general plan of work, including the broad design of activities to be undertaken, and, where appropriate, provide a clear description of experimental methods and procedures. Proposers should address what they want to do, why they want to do it, how they plan to do it, how they will know if they succeed, and what benefits could accrue if the project is successful. The project activities may be based on previously established and/or innovative methods and approaches, but in either case must be well justified. These issues apply to both the technical aspects of the proposal and the way in which the project may make broader contributions.

The Project Description must contain, as a separate section within the narrative, a discussion of the broader impacts of the proposed activities. Broader impacts may be accomplished through the research itself, through the activities that are directly related to specific research projects, or through activities that are supported by, but are complementary to the project. NSF values the advancement of scientific knowledge and activities that contribute to the achievement of societally relevant outcomes."

A successful proposal will situate a proposed project in the extant research literature (6-10 pages), motivate the project by arguing for the need for this important work to fill a consequential hole in our understanding of the topic (2-4 pages) and describe in detail the work to be undertaken (10-15 pages).

Whichever of these three styles of paper you choose to write, your paper should not exceed 30 pages in length (double-spaced, 12 point font, 1 inch margins). Shorter is better, but if you are under about 20 pages you probably haven't said enough.

Deadlines for the term paper are as follows:

- March 8: brief statement of topic (1-3 paragraphs)
- March 22: Revised topic statement (if necessary) and key cites
- April 30: PAPER DEADLINE

Final Course Grades:

A	93% and above	C	73% - 75.9%
A-	90% - 92.9%	C-	70% - 72.9%
B+	86% - 89.9%	D+	66% - 69.9%
B	83% - 85.9%	D	63% - 65.9%
B-	80% - 82.9%	F	62% or lower
C+	76% - 79.9%		

CLASS POLICIES

You should expect me to come to synchronous session on time and prepared; I will expect the same from you.

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 (cschwart@wisc.edu).

January 25: Theory I

➢ General theories of schools and schooling

* Weber, Max. 1968. Pp. 24-26 in *Economy and Society*, Edited by G. Roth and C. Wittich. Berkeley: University of California Press. **NOTE that the excerpt online is longer; you need only read 24-26.**

* Durkheim, Emile. 1977. "On Education and Society." Pp. 92-105 in *Power and Ideology in Education*, edited by J. Karabel and A. H. Halsey. New York: Oxford University Press.

* Sorokin, Pitirim A. 1959. Pp. 164; 169-172; 182-183;187-193 of *Social and Cultural Mobility*. Glencoe: The Free Press.

➢ Overview

* Collins, Randall. 1971. "Functional and Conflict Theories of Educational Stratification." *American Sociological Review* 36:1002-1019.

* Giroux, Henry A. 1983. "Theories of Reproduction and Resistance in the New Sociology of Education: A Critical Analysis." *Harvard Educational Review* 53:257-293.

Mehan, Hugh. 1992. "Understanding Inequality in Schools: The Contribution of Interpretive Studies." *Sociology of Education* 65:1-20.

➢ Bernstein

Bernstein, Basil. 1971. "Class, Language and Socialization." Pp. 170-189 in *Class, Codes and Control*, vol. 1, edited by B. Bernstein. London: Routledge.

Danzig, Arnold. 1995. "Applications and Distortions of Basil Bernstein's Code Theory." Pp. 145-170 in *Knowledge and Pedagogy: The Sociology of Basil Bernstein*, edited by A. R. Sadovnik. Norwood, NJ: Ablex Publishing Corporation.

Empirical application: Bernstein

Mehan, Hugh. 1984. "Language and Schooling." *Sociology of Education* 57:174-183.[1]

Heath, Shirley Brice. (1983). Pp. 15-16; 28-29; 86-98; 138-148 *Ways with Words: Language, Life, and Work in Communities and Classrooms*. Cambridge; New York: Cambridge University Press.

➢ Bourdieu

Bourdieu, Pierre. 1973. "Cultural Reproduction and Social Reproduction." Pp. 71-112 in *Knowledge, Education, and Cultural Change: Papers in the Sociology of Education*, edited by R. Brown. London: Tavistock.[2] **[skim]**

* DiMaggio, Paul J. 1979. "Review Essay: On Pierre Bourdieu." *American Journal of Sociology* 84:1460-1474.

[1] This is a review article

[2] I assign this so you can get a flavor of Bourdieu's style of presentation. The most relevant stuff is summarized in DiMaggio (1979) and in Horvat (2001) so don't work too hard untangling Bourdieu's prose.

Empirical applications: Bourdieu

De Graaf, Nan Dirk, Paul M. De Graaf, and Gerbert Kraaykamp. 2000. "Parental Cultural Capital and Educational Attainment in the Netherlands: A Refinement of the Cultural Capital Perspective." Sociology of Education 73:92-111.

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.

Kisida, Brian, Jay P. Greene, and Daniel H. Bowen. 2014. "Creating Cultural Consumers: The Dynamics of Cultural Capital Acquisition." *Sociology of Education* 87:281-295.

Horvat, Erin McNamara. 2001. "Understanding Equity and Access in Higher Education: The Potential Contribution of Pierre Bourdieu." *Higher Education: Handbook of Theory and Research* 16:195-238.

Kalmijn, Matthijs and Gerbert Kraaykamp. 1996. "Race, Cultural Capital, and Schooling: An Analysis of Trends in the United States." *Sociology of Education* 69:22-34.

* Lareau, Annette. 1987. "Social Class Differences in Family-School Relationships: The Importance of Cultural Capital." Sociology of Education 60:73-85.

Calarco, Jessica McCrory. 2014. "Coached for the Classroom: Parents' Cultural Transmission and Children's Reproduction of Educational Inequalities." *American Sociological Review* 79:1015-1037.

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

Weininger, Elliott B. and Annette Lareau. 2003. "Translating Bourdieu into the American Context: The Question of Social Class and Family-School Relations." *Poetics* 31:375-402.

Grodsky, Eric and Catherine Riegle-Crumb. 2010. "Those Who Choose and Those Who Don't: Social Background and College Orientation." *ANNALS of the American Academy of Political and Social Science*. 627:14-35.

Bodovski, Katerina and George Farkas. 2008. "'Concerted cultivation' and unequal achievement in elementary school." *Social Science Research* 37:903-919.

Cheadle, Jacob E. 2008. "Educational Investment, Family Context, and Children's Math and Reading Growth from Kindergarten Through the Third Grade." *Sociology of Education* 81:1-31.

Roksa, J. and D. Potter. 2011. "Parenting and Academic Achievement Intergenerational Transmission of Educational Advantage." *Sociology of Education* 84:299-321.

Kalil, Ariel. 2015. "Inequality Begins at Home: The Role of Parenting in the Diverging Destinies of Rich and Poor Children." Pp. 63-82 in *Diverging Destinies: Families in an Era of Increasing Inequality*, edited by P. R. Amato, A. Booth, S. M. McHale, and J. V. Hook. New York: Spring International Publishing.

Lee, Elizabeth M. and Rory Kramer. 2013. "Out with the Old, In with the New? Habitus and Social Mobility at Selective Colleges." *Sociology of Education* 86:18-35.

LaBriola, Joe and Daniel Schneider. 2021. "Class Inequality in Parental Childcare Time: Evidence from Synthetic Couples in the ATUS." *Social Forces*.

- Marxian

Bowles, Samuel and Herbert Gintis. 1976. *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life*. New York: Basic Books. Selections (102-124; 151-179)

* Bowles, Samuel and Herbert Gintis. 2002. "*Schooling in Capitalist America* Revisited." *Sociology of Education* 75:1-18.

Olneck, Michael R. and David B. Bills. 1980. "What Makes Sammy Run? An Empirical Assessment of the Bowles-Gintis Correspondence Theory." *American Journal of Education* 89:27-61.

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

* Willis, Paul. 1977. *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press. Selections (1-59; 119-144) **[I suggest you skim 1-59]**

February 1: Theory II

- Functionalists

* Parsons, Talcott. 1964. "The School Class as a Social System: Some of Its Functions in American Society." Pp. 129-154 in *Social Structure and Personality*. New York: The Free Press.

Dreeben, Robert. 1968. *On What is Learned in School*. Pp. 1-6; 42-90. Reading: Addison-Wesley Publishing Company.

- Human capital

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

Willis, Robert J. and Sherwin Rosen. 1979. "Education and Self-Selection." *Journal of Political Economy* 87:S7-S36.

Griliches, Zvi. 1977. "Estimating the Returns to Schooling: Some Econometric Problems." *Econometrica* 45:1-22.

Heckman, James J., Lance J . Lochner, and Petra E. Todd. 2003. "Fifty Years of Mincer Earnings Regressions." *National Bureau of Economic Research* working paper 9732.

* Becker, Gary S. and Nigel Tomes. 1979. "An Equilibrium Theory of the Distribution of Income and Intergenerational Mobility." *The Journal of Political Economy* 87:1153-1189.

Becker, Gary S. 1962. "Investment in Human Capital: A Theoretical Analysis." *Journal of Political Economy* 70:9-49.

Altonji, Joseph G., Erica Blom, and Costas Meghir. 2012. "Heterogeneity in Human Capital Investments: High School Curriculum, College Major, and Careers." NBER Working Paper Series. Cambridge.

Heckman, James J., John Eric Humphries, Gregory Veramendi, and Sergio Urzua. 2014. "Education, Health and Wages." in NBER Working Paper Series. Cambridge.

Mazzonna, Fabrizio. 2014. "The Long-lasting Effects of Family Background: A European Cross-country Comparison." *Economics of Education Review* 40:25-42.

- Status attainment

* Duncan, Otis Dudley, David L. Featherman, and Beverly Duncan. 1972. *Socioeconomic Background and Achievement*, Edited by H. H. Winsborough. New York: Seminar Press. Pages 1-16.

* Sewell, William H., Archibald O. Haller, and George W. Ohlendorf. 1970. "The Educational and Early Occupational Status Attainment Process: Replication and Revision." *American Sociological Review* 35:1014-1024.

Campbell, Richard T. 1983. "Status Attainment Research: End of the Beginning or Beginning of the End?" *Sociology of Education* 56:47-62.

Kerckhoff, Alan C. 1976. "The Status Attainment Process: Socialization or Allocation?" *Social Forces* 55:368-381.

Hauser, Robert M. and David L. Featherman. 1976. "Equality of Schooling: Trends and Prospects." *Sociology of Education* 49:99-120.

Hout, Michael and Alexander Janus. 2011. "Educational Mobility in the United States Since the 1930s." Pp. 165-185 in *Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children*, edited by R. J. Murnane and G. Duncan. New York: Russell Sage Foundation Press.

Sewell, William H., Robert M. Hauser, and Wendy C. Wolf. 1980. "Sex, Schooling, and Occupational Status." *American Journal of Sociology* 86:551-583.

Reynolds, John R. and Stephanie Woodham Burge. 2008. "Educational Expectations and the Rise in Women's Post-Secondary Attainments." *Social Science Research* 37:485-499.

Goyette, Kimberly A. 2008. "College for Some to College for All: Social Background, Occupational Expectations, and Educational Expectations over Time." *Social Science Research* 37:461-484.

Reynolds, John, Michael Stewart, Ryan MacDonald, and Lacey Sischo. 2006. "Have Adolescents Become Too Ambitious? High School Seniors' Educational and Occupational Plans, 1976 to 2000." *Social Problems* 53:186-206.

Reynolds, John R. and Monica Kirkpatrick Johnson. 2011. "Change in the Stratification of Educational Expectations and Their Realization." *Social Forces* 960:85-109.

Andrew, Megan and Robert M. Hauser. 2012. "Adoption? Adaptation? Evaluating the Formation of Educational Expectations." *Social Forces* 90:497-520.

Warren, John Robert, Robert M. Hauser, and Jennifer T. Sheridan. 2002. "Occupational Stratification across the Life Course: Evidence from the Wisconsin Longitudinal Study." *American Sociological Review* 67:432-455.

Jæger, Mads Meier. 2012. "The Extended Family and Children's Educational Success." *American Sociological Review* 77:903-922.

Anderson, Lewis R., Paula Sheppard, and Christiaan W. S. Monden. 2018. "Grandparent Effects on Educational Outcomes: A Systematic Review." *Sociological Science* 5:114-142.

Fiel, Jeremy E. 2018. "The Transmission of Multigenerational Educational Inequality." *¿Social Forces* 97:1455-1486.

Sheppard, Paula and Christiaan Monden. 2018. "The Additive Advantage of Having Educated Grandfathers for Children's Education: Evidence from a Cross-National Sample in Europe." *European Sociological Review* 34:365-380.

Ziol-Guest, Kathleen M. and Kenneth T. H. Lee. 2016. "Parent Income–Based Gaps in Schooling:Cross-Cohort Trends in the NLSYs and the PSID." AERA Open 2:2332858416645834.

Income and educational attainment: An introduction

Mayer, Susan. 1997. Pp. 39-96 in *What Money Can't Buy: Family Income and Children's Life Chances*. Cambridge, MA: Harvard University Press.

Doren, Catherine and Eric Grodsky. 2016. "What Skills Can Buy: Transmission of Advantage through Cognitive and Noncognitive Skills." Sociology of Education 89:321-342.

Hällsten, Martin and Fabian T. Pfeffer. 2017. "Grand Advantage: Family Wealth and Grandchildren's Educational Achievement in Sweden." *American Sociological Review* 82:328-360.

Karagiannaki, Eleni. 2017. "The effect of parental wealth on children's outcomes in early adulthood." *The Journal of Economic Inequality* 15:217-243.

Pfeffer, Fabian T. 2018. "Growing Wealth Gaps in Education." *Demography* 55:1033-1068.
Dahl, Gordon B. and Lance Lochner. 2012. "The Impact of Family Income on Child Achievement: Evidence from the Earned Income Tax Credit." *American Economic Review* 102:1927-56.

Fletcher, Jason and Barbara L. Wolfe. 2016. "The Importance of Family Income in the Formation and Evolution of Non-Cognitive Skills in Childhood." National Bureau of Economic Research Working Paper Series No. 22168.

* Reardon, Sean F. 2011. "The Widening Academic Achievement Gap Between the Rich and the Poor: New Evidence and Possible Explanations". Pp. 91-116 in *Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children*, edited by R. J. Murnane and G. Duncan. New York: Russell Sage Foundation Press.

Hanushek, Eric A., Paul E. Peterson, Laura M. Talpey, and Ludger Woessmann. 2020. "Long-run Trends in the U.S. SES-Achievement Gap." National Bureau of Economic Research Working Paper Series No. 26764.

Reardon, Sean F. and Ximena A. Portilla. 2016. "Recent Trends in Income, Racial, and Ethnic School Readiness Gaps at Kindergarten Entry." AERA Open 2.

Papay, John P., Richard J. Murnane, and John B. Willett.2015. "Income-based Inequality in Educational Outcomes: Learning from State Longitudinal Data Systems." NBER Working Paper Series (20802).

Michelmore, Katherine and Susan Dynarski. 2016. "The Gap within the Gap: Using Longitudinal Data to Understand Income Differences in Student Achievement." National Bureau of Economic Research Working Paper Series No. 22474.

Harwell, Michael and Brandon LeBeau. 2010. "Student Eligibility for a Free Lunch as an SES Measure in Education Research." Educational Researcher 39:120-131.

Domina, Thurston, Nikolas Pharris-Ciurej, Andrew M. Penner, Emily K. Penner, Quentin Brummet, Sonya R. Porter, and Tanya Sanabria. 2018. "Is Free and Reduced-Price Lunch a Valid Measure of Educational Disadvantage?" *Educational Researcher* 47:539-555.

Akee, Randall, Emilia Simeonova, E. Jane Costello, William Copeland, and Adrian Angold.2015. "How Does Household Income Affect Child Personality Traits and Behaviors?" NBER Working Paper Series (21562).

Jerrim, John and Lindsey Macmillan. 2015. "Income Inequality, Intergenerational Mobility, and the Great Gatsby Curve: Is Education the Key?" *Social Forces* 94:505-533.

- Rational choice

* Mare, Robert D. 1980. "Social Background and School Continuation Decisions." *Journal of the American Statistical Association* 75:295-305.

Mare, Robert D. 1981. "Change and Stability in Educational Stratification." *American Sociological Review* 46:75-87.

Cameron, Stephen V. and James J. Heckman. 1998. "Life Cycle Schooling and Dynamic Selection Bias: Models and Evidence for Five Cohorts of American Males." *The Journal of Political Economy* 106:262-333.

Hauser, Robert M. and Megan Andrew. 2006. "Another Look at the Stratification of Educational Transitions: The Logistic Response Model with Partial Proportionality Constraints." *Sociological Methodology* 36:1-26.

* Raftery, Adrian E. and Michael Hout. 1993. "Maximally Maintained Inequality: Expansion, Reform, and Opportunity in Irish Education, 1921-75." *Sociology of Education* 66:41-62.

Lucas, Samuel R. 2001. "Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects." *American Journal of Sociology* 106:1642-1690.

Doris R. Entwisle, Karl L. Alexander, and Linda Steffel Olson. 2005. "First Grade and Educational Attainment by Age 22: A New Story." *American Journal of Sociology* 110:1458-1502.

* Breen, Richard and John H. Goldthorpe. 1997. "Explaining Educational Differentials: Towards a Formal Rational Action Theory." *Rationality and Society* 9:275-305.

Breen, Richard. 1999. "Beliefs, Rational Choice and Bayesian Learning." *Rationality and Society* 11:463-479.

Morgan, Stephen L. 2002. "Modeling Preparatory Commitment and Non-Repeatable Decisions: Information-Processing, Preference Formation and Educational Attainment." *Rationality and Society* 14:387-429.

Breen, Richard and Meir Yaish. 2006. "Testing the Breen-Goldthorpe Model of Educational Decision Making." Pp. 232-258 in *Mobility and Inequality: Frontiers of Research in Sociology and Economics, Studies in Social Inequality*, edited by S. L. Morgan, D. B. Grusky, and G. S. Fields. Palo Alto: Stanford University Press.

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

Breen, Richard. 2010. "Educational Expansion and Social Mobility in the 20th Century." *Social Forces* 89:365-388.

Pfeffer, Fabian T. and Florian R. Hertel. 2015. "How Has Educational Expansion Shaped Social Mobility Trends in the United States?" *Social Forces* 94:143-180.

February 8: Effects between schools I

- The Coleman Report

* Coleman et al. (1966). *Equality of Educational Opportunity*. Excerpt reproduced in Coleman, James S. (1990). *Equality and Achievement in Education*. 75-126. Boulder, CO: Westview Press.

* Raudenbush, Stephen W. and Robert D. Eschmann. 2015. "Does Schooling Increase or Reduce Social Inequality?" *Annual Review of Sociology* 41:443-470.

Bidwell, Charles E. and John D. Kasarda. 1980. "Conceptualizing and Measuring the Effects of School and Schooling." *American Journal of Education* 88:401-430.

Coleman, James S. 1968. "The Concept of Equal Educational Opportunity." *Harvard Educational Review* 38:7-22.

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March 8: Cognitive and noncognitive skills

- **BRIEF STATEMENT OF TERM PAPER TOPIC DUE**

- Cognitive skills

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