

Sociology 280N – Sociology of Education  
Spring 2019 – Tuesdays 2-4pm, 402 Barrows

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Office hours: Tuesdays, 12:15-1:45pm and 4:15-5:45pm (**but check web-site for updates**)

In this course we will survey the sociology of education literature. However, this term we are building the syllabus as we go, to reflect student interest and to avoid repeating work I and the students have done together. I will periodically update the web version as the semester unfolds.

### **Assignments and Grading**

There are two types of requirements for the course: 1)oral participation, and 2)writing. First, seminar participants are expected to attend, to have read the reading, and to engage in discussing the reading for the week. The expectation is that every student will join in the discussion without specific prompting. Second, there are two types of writing assignments: 1)weekly syntheses and, 2)a final paper.

#### Weekly Syntheses

Each week each student is to submit a synthesis of the week's assigned readings (of no more than 1,000 words, but perhaps considerably less than 1,000 words). The **pdf file** should be e-mailed to **socpost@gmail.com** by 5:00pm the Monday before class. **Place the label "Soc280N" in the subject field.** The weekly syntheses are graded as P/NP.

#### Final Paper

There are two options for the final paper. Students may write a quantitative or qualitative *empirical research paper* that engages the sociology of education literature and a question or questions of interest to the sociology of education. Or students may write a *research proposal* for a qualitative or quantitative empirical research project that engages the sociology of education literature and a question or questions of interest to the sociology of education. Students interested in writing an empirical research paper can look to any of the many papers on the syllabus for clues as to how to structure such a paper. Students interested in writing a proposal or searching for a research question are encouraged to google "On The Art of Writing Proposals: Some Candid Suggestions for Applicants to Social Science Research Council Competitions" and to download the version from the Social Science Research Council site. This resource describes general issues that will be helpful to anyone drafting a proposal. Whether your final paper is an empirical research paper or a research proposal, the final paper should reflect participation in the course. Because you will get more out of the course readings and

discussion if you have in mind your research project as you read the course material, I attempt to facilitate your selection of a topic early in the term by asking you to submit a short description of your research idea on February 12.

The course grade will be based on attendance (i.e., showing up), understanding of the course readings (i.e., synthesizing the readings), class participation (i.e., speaking in class without personal prompting), and the final paper (i.e., proposing or conducting research). No Incompletes will be given in this course.

## Readings

Because much of the reading material is often electronic, we will be able to decide upon readings collectively and with as little as a week of lead time. I expect that much of the reading material will be available via JSTOR. Sometimes one must use OskiCat (the University database of materials) to find an electronic location accessible via the University of California-Berkeley library. Some chapters are available as e-books through OskiCat as well. Finally, some electronic versions of papers can be accessed by using Google Scholar (perhaps also using a connection through the University). If electronic access proves impossible, most such items can also be obtained by going to the library and making a hardcopy. Several articles/chapters are in a Reader that you may purchase at Copy Central, 2411 Telegraph Avenue. In addition, the following two books are required, and should be purchased via amazon.com, some other online source, directly from the publisher, from my favorite local bookstore (University Press Books on Bancroft across from Zellerbach), or elsewhere:

Bowles, Samuel, and Herbert Gintis. 1976. *Schooling in Capitalist America*. New York: Basic Books.

Willis, Paul. 1981 (1977). *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.

Except for the two books above, which we will read in the first month or so of classes, below you will find a source (e.g., JSTOR, Google Scholar, OskiCat, OskiCat e-book, Reader) listed in bold after each citation.

## **–INTRODUCTION**

### **--Week 1, Jan 22 -- Introduction to the Sociology of Education**

## **–SELECTED ORIENTING FRAMEWORKS**

### **--Week 2, Jan 29 – School Effects**

Coleman, James S., Ernest Q. Campbell, Carol J. Hobson, James McPartland, Alexander M. Mood, Frederic D. Weinfeld, and Robert L. York. 1966. *Equality of Educational Opportunity*, Washington, DC: National Center for Education Statistics. (Pages iii-iv and 290-333) **READER**

Alexander, Karl L., Doris R. Entwisle, and Linda Steffel Olson. 2007. "Lasting Consequences of the Summer Learning Gap." *American Sociological Review* 72: 167-180. **Google Scholar**

Reardon, Sean F. 2016. "School Segregation and Racial Academic Achievement Gaps." *RSF: Russell Sage Foundation Journal of the Social Sciences* 2, 5: 34-57. **Google Scholar**

Morgan, Stephen L., and Sol Bee Jung. 2016. "Still No Effect of Resources, Even in the New Gilded Age?" *RSF: Russell Sage Foundation Journal of the Social Sciences* 2, 5: 83-116. **Google Scholar**

Borman, Geoffrey, and Maritza Dowling. 2010. "Schools and Inequality: A Multilevel Analysis of Coleman's Equality of Educational Opportunity Data." *Teachers College Record* 112: 1201-1246. **Google Scholar**

Lucas, Samuel R. 2016. "First- and Second-Order Methodological Developments from the Coleman Report." *RSF: Russell Sage Foundation Journal of the Social Sciences* 2, 5: 117-140. **Google Scholar**

### **--Week 3, Feb 5 -- Perspectives on Schools as Organizations**

Scott, W. Richard. 1987. "Organizations as Rational Systems," pp. 31-50 of *Organizations: Rational, Natural and Open Systems, second edition*. New York, NY: Prentice-Hall. **READER**

Hannan, Michael T., and John Freeman. 1977. "The Population Ecology of Organizations." *American Journal of Sociology* 82: 929-964. **JSTOR**

Meyer, John W., and Brian Rowan. 1977. "Institutionalized Organizations: Formal Structure as

Myth and Ceremony." *American Journal of Sociology* 83: 340-363. **Google Scholar**

Perrow, Charles. 1985. "Review: Overboard with Myth and Symbols." *American Journal of Sociology* 91: 151-155. **JSTOR**

Weick, Karl E. 1976. "Educational Organizations as Loosely Coupled Systems." *Administrative Science Quarterly* 21: 1-19. **Google Scholar**

Gamoran, Adam, Walter G. Secada, and Cora B. Marrett. 2000. "The Organizational Context of Teaching and Learning," pp. 37-63 in *Handbook of the Sociology of Education: Changing Theoretical Perspectives*, edited by Maureen T. Hallinan. New York, NY: Springer.  
**READER**

#### **--Week 4, Feb 12 -- Structural Marxism**

Bowles, Samuel, and Herbert Gintis. 1976. *Schooling in Capitalist America*. New York: Basic Books.

#### **--Week 5, Feb 19 – Cultural Marxism**

Willis, Paul. 1981 (1977). *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York, NY: Columbia University Press.

Davies, Scott. 1995. "Leaps of Faith: Shifting Currents in Critical Sociology of Education." *American Journal of Sociology* 100:1448-1478. **JSTOR**

#### **--Week 6, Feb 26 – Community Colleges**

Dougherty, Kevin J. 1994. *The Contradictory College: The Conflicting Origins, Impacts, and Futures of the Community College*. Albany, NY: SUNY Press.

#### **--Week 7, Mar 5 – Tracking**

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

Sørensen, Aage. 1970. "Organizational Differentiation of Students and Educational Opportunity." *Sociology of Education* 43:355-376. **JSTOR**

Gamoran, Adam, and Robert D. Mare. 1989. "Secondary School Tracking and Educational Inequality: Compensation, Reinforcement, or Neutrality?" *American Journal of Sociology*

94: 1146-1183. **JSTOR**

Pallas, Aaron M., Doris R. Entwistle, Karl L. Alexander, and M. Francis Stluka. 1994. "Ability-Group Effects: Instructional, Social, or Institutional." *Sociology of Education* 67:27-46. **JSTOR**

Finley, Merilee K. 1984. "Teachers and Tracking in a Comprehensive High School." *Sociology of Education* 57:233-243. **JSTOR**

Lucas, Samuel R., and Aaron D. Good. 2001. "Race, Class, and Tournament Track Mobility." *Sociology of Education* 74: 139-156. **JSTOR**

Lucas, Samuel R., and Mark Berends. 2002. "Sociodemographic Diversity, Correlated Achievement, and De Facto Tracking." *Sociology of Education* 75: 328-348. **JSTOR**

Lucas, Samuel R., and Mark Berends. 2007. "Race and Track Location in U.S. Public Schools." *Research in Social Stratification and Mobility* 25: 169-187. **Google Scholar**

**– Week 8 – For Profit Colleges**

**–Week 9 – To Be Determined Together**

**–Week 10, Mar 26 – Spring Break**

**–Weeks 11-15 – To Be Determined Together**

**--Week 16, May 7 – Wrap-Up Session: Synthesis and Critique**

**–Exam week, May 13 – Papers due**