

The University of Georgia

Sociology 6060

The Sociology of Education

Tuesday 5:00—7:45, Baldwin 114A

Instructor:	Joseph C. Hermanowicz	Term:	Spring, 2008
Telephone:	706-542-3129	Office:	Baldwin 324A
E-mail:	jch1@uga.edu	Office Hours:	By Appointment

Purpose:

This course provides an overview of education, educational practitioners and their social worlds of the classroom and school. We will focus on a number of topics that ground the sociological study of education, including: the structure and culture of schools; student socialization; stratification and inequality; gender and schooling; as well education policy issues, including college attrition and college athletics. The course will draw upon scholarly materials about both elementary and secondary schools and schoolteachers, as well as higher education.

Format:

The format of the course will be combination lecture and discussion. There will also be a semester-long independent research project geared to your particular interests that bear on education broadly conceived. The project may take a variety of forms, such as:

- An analytical paper on a topic of interest.
- A research proposal for subsequent work, such as a Master's Thesis.
- A critical review of a body of literature.
- A dissertation proposal.
- A dissertation chapter.
- A spin-off article from an available data set.
- Substantial revision of an existing paper in preparation for publication.
- An article-draft based on original fieldwork.
- An alternative project negotiated with the instructor.

Readings:

The required readings for the course are listed on the course schedule. They are available through the UGA library electronic course reserves: <http://gil.uga.edu/> The password is: **soceducation**

Requirements:

Attendance is obligatory. Grades are based on five requirements:

Class Presentation I	25 pts.
Class Presentation II	25 pts.
Exam I	50 pts.
Exam II	50 pts.
<u>Paper</u>	<u>100 pts.</u>
Total	250 pts.

Grading Scale:

233-250 pts.	= A
225-232 pts.	= A-
220-224 pts.	= B+
208-219 pts.	= B
200-207 pts.	= B-
195-199 pts.	= C+
183-194 pts.	= C
175-182 pts.	= C-
150-174 pts.	= D
0-149 pts.	= F

Academic Honesty:

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. “A Culture of Honesty” and materials related to University policies governing academic work, including the disciplinary actions that will automatically be taken if a student violates academic honesty policies, may be found at:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>

Human Rights:

The Department of Sociology has a Human Rights Committee for the resolution of student grievances. Any student registered for a sociology course at the University who feels that he or she has not been treated in a fair or professional manner by an instructor is advised to follow these procedures:

- 1) The student should discuss his or her problems with the instructor of the course, unless extenuating circumstances prohibit such discussion.
- 2) If that discussion does not resolve the grievance, the student should then discuss the problem with the Head of the Sociology Department.

- 3) If that discussion does not resolve the grievance to the student's satisfaction, the student may request the activation of the Human Rights Committee by submitting a letter to the Chair of the Committee.

The Human Rights Committee will have the responsibility of investigating all charges in accordance with procedures on file in the Sociology Department, copies of which are available to students. The Committee will also have the responsibility of making recommendations in writing to the Head, copies of which will be made available to the student and instructor. The Department Head will review the recommendations, and make a decision, in writing, with copies to the student and instructor. Any appeal of that decision must be made to the Dean of the College of Arts and Sciences.

Core Questions for Reading:

One of the best ways to approach a body of literature—in order to eventually understand its geography and topography—is to engage a series of works with standard questions that elicit their essential features. You are of course free to utilize questions you find most useful to understand and codify pieces of work. I have listed below 5 basic questions that I and others have found especially helpful in grounding a large body of diverse work.

1. What is the author's main point?
2. What evidence does the author use to argue that point?
3. What is the theoretical approach of the author?
4. To which other piece of work could this piece be compared and contrasted:
 - a. To highlight key similarities and differences?
 - b. To begin to map, or codify, competing approaches?
5. What questions does the reading raise? Identify 3 questions you would like to discuss in class.

Course Schedule

*The course syllabus is a general plan for the course;
deviations announced to the class by the instructor may be necessary.*

Jan. 8: PART I: Overview of the Course

PART II: Development of the Sociology of Education as a Field of Inquiry

Jan. 15: PART I: Major Theoretical Approaches to Education and Society

Durkheim, Emile. [1925] 1961. "The Discipline of the School" In *Moral Education: A Study in the Theory and Application of the Sociology of Education*, 144-157. Glencoe, IL: Free Press.

Bourdieu, Pierre. 1977. "Cultural Reproduction and Social Reproduction." In Jerome Karabel and A.H. Halsey (eds.) *Power and Ideology in Education*, 487-511. Oxford: Oxford University Press.

PART II: History of Higher Education

Geiger, Roger L. 1986. "The Shaping of the American Research University, 1865-1920." In *To Advance Knowledge: The Growth of American Research Universities, 1900-1940*, 1-57. Oxford: Oxford University Press.

Veysey, Laurence R. 1965. "The Pattern of the New University." In *The Emergence of the American University*, 263-341. Chicago: University of Chicago Press.

Jan. 22: PART I: Teaching as an Occupation—Conceptualization

Ingersoll, Richard. 2001. "The Status of Teaching as a Profession." In Jeanne H. Ballantine and Joan Z. Spade (eds.), *Schools and Society: A Sociological Approach to Education*, 115-129. Belmont, CA: Wadsworth.

PART II: Teaching as an Occupation—Places Where Teachers Are Taught (Presentation)

Clifford, Geraldine Joncich and James W. Guthrie. 1988. "Education, Educators, and Education Schools," "Tensions: The Academic and the Vocational," "Tensions: Relations on Campus," and "Places of Action and Places of Analysis: Advice for Schools of Education." In *Ed School: A*

Brief for Professional Education, 3-43; 85-166; 323-367. Chicago: University of Chicago Press.

Jan. 29: PART I: Film: Teacher Shortage: False Alarm?

PART II: Teaching as an Occupation—Primary and Secondary Schools
(Presentation)

Lortie, Dan. 1973. "Recruitment and Reaffirmation." In *Schoolteacher: A Sociological Study*, 25-54. Chicago: University of Chicago Press.

Ingersoll, Richard M. 2003. "The Effects of Teacher Control." In *Who Controls Teachers' Work: Power and Accountability in America's Schools*, 190-216. Cambridge: Harvard University Press.

Feb. 5: PART I: Teaching as an Occupation—Higher Education

Hermanowicz, Joseph C. 1998. "Academic Worlds." In *The Stars Are Not Enough: Scientists—Their Passions and Professions*, 45-67. Chicago: University of Chicago Press.

PART II: The Social System of Higher Education
(Presentation)

Braxton, John M. and Lowell L. Hargens. "Variation Among Academic Disciplines: Analytical Frameworks and Research." In John C. Smart (ed.), *Higher Education: Handbook of Theory and Research*, Volume 11, 1-46. New York: Agathon.

Becher, Tony and Paul R. Trowler. 1989. "Academic Disciplines," "Overlaps, Boundaries and Specialisms," "Aspects of Community Life," and "Patterns of Communication." In *Academic Tribes and Territories*, 41-130. Buckingham: Open University Press.

Proposals Due: Turn-in a 1-2pp. typed description of your term project.

Feb. 12: Exam I

Feb. 19: PART I: The Structure of Student Learning

Perry, William G., Jr. [1968] 1999. "The Developmental Scheme." In *Forms of Ethical and Intellectual Development in the College Years*, pp 121-148. San Francisco: Jossey-Bass.

PART II: Stratification

Bryk, Anthony S., Valerie E. Lee, and Peter B. Holland. 1993. "Classroom Life," and "Single-sex versus Coeducational Schools." In *Catholic Schools and the Common Good*, 81-100;225-241. Cambridge: Harvard University Press.

Feb. 26: PART I: Film: American Dream at Groton.

PART II: Culture of Schools
(Presentation)

Cookson, Peter W., Jr. and Caroline Hodges Persell. 1985. "Cultural Capital: Curricula and Teachers," and "Academic Climates, Teaching Styles, and Student Stress." In *Preparing for Power: America's Elite Boarding Schools*, 73-107. New York: Basic.

Willis, Paul. 1977. "Elements of a Culture" and "Class and Institutional Form of Culture." In *Learning to Labor: How Working Class Kids Get Working Class Jobs*, 11-88. New York: Columbia University Press.

Mar. 4: PART I: Gender and Schooling
(Presentation)

Holland, Dorothy C. and Margaret A. Eisenhart. 1990. "Campus Profiles and Overview of the Study"; "Gender Relations Culturally Construed: Romance and Attractiveness," "Girlfriends: Fragile Ties with Other Women," "Getting into the World of Romance and Attractiveness," "Schoolwork for What?," "Pathways to Marginal Careers" In *Educated in Romance: Women, Achievement, and College Culture*, 63-78; 93-133; 163-201. Chicago: University of Chicago Press.

PART II: Educational Opportunity, Access, and Inequality
(Presentation)

Bowen, William G. and Derek Bok. 1998. "Historical Context," "The Admissions Process and 'Race-Neutrality,'" "Academic Outcomes,"

“Diversity: Perceptions and Realities,” and “Informing the Debate.” In *The Shape of the River: Long-Term Consequences of Considering Race in College and University Admissions*, 1-90; 218-274. Princeton: Princeton University Press.

Massey, Douglas S., Camille Z. Charles, Garvey F. Lundy, and Mary J. Fischer. 2003. “The Puzzle of Minority Underachievement,” “Sample and Methodology,” “Pathways to Preparation,” “Sink or Swim: The First Semester,” “Lessons Learned” In *The Source of the River: The Social Origins of Freshman at America’s Selective Colleges and Universities*, 1-45; 155-207. Princeton: Princeton University Press.

Mar. 11: Spring Break

Mar. 18: PART I: Current Controversies in Education: College Athletics

Shulman, James L. and William G. Bowen. 2001. “Key Empirical Findings,” and “Taking Stock.” In *The Game of Life: College Sports and Educational Values*, 258-288. Princeton: Princeton University Press.

PART II: Current Controversies in Education: College Attrition

Tinto, Vincent. 1987. “A Theory of Individual Departure from Institutions of Higher Education.” In *Leaving College: Rethinking the Causes and Cures of Student Attrition*, 84-137. Chicago: University of Chicago Press.

Mar. 25: Exam II

Apr. 1: Projects—I

Apr. 8: Projects—II

Apr. 15: Projects—III

Apr. 22: Projects—IV

May 1: Papers Due

Hard copy only

Instructor’s Mailbox—Baldwin Hall Mailroom

No later than 5 p.m.