

Soc 516
Schooling and Society
Spring 2005
Mondays, 1-4pm, Tarbutton 206

Dr. Regina Werum
Tarbutton 205
404-727-7514
rwerum@emory.edu

Office Hours:
Mondays 11am-1pm or by appointment

COURSE OVERVIEW:

This course has two main goals. First, it is an integral part of the graduate program in Sociology, designed for students with interests in social stratification and in political sociology. Many of the readings assigned will help you get prepared for the prelim exams in these areas and, more generally, help prepare you to conduct research and teach courses on the topic. As such, I expect students interested in taking this course to have solid background training in Sociology (theories and methods), though I do not necessarily expect expertise in the area of Sociology of Education. However, if you already have such expertise I trust that you will find this course helps you deepen your understanding of the field (and focus your own research energies).

Second, this course reflects my own areas of expertise in the field, which results in a syllabus that focuses on the social organization of schooling, and on comparative historical and international phenomena. This means that we will spend a large part of our time discussing policy formation and implementation as well as educational stratification patterns – by race, gender, and class. Thus, this course is **not** designed for students interested in issues of pedagogy and didactics, curriculum/program evaluation, or those with a primary interest in social psychological determinants of educational outcomes. If this is what you are looking for, you are in the wrong place. However, I will be happy to direct you to suitable faculty mentors. If you have no background in the sociology of education, please follow the literature suggestions on p. 4 of this syllabus.

Why might you want to take a course in sociology of education? The structure of the course reflects the following main questions:

1. Week 1: How does the social organization of schooling shape key social stratification patterns (in terms of attainment, social mobility, income, labor market patterns)? In other words: What are the consequences of educational stratification?
2. Week 2-4: How do Sociologists explain the role of schooling in society? In other words: What are the main theoretical frameworks employed? What methodological and practical implications do these frameworks have for empirical research?
3. Week 5 to 10: What are the causes of social inequalities in educational outcomes – from access to schooling, over achievement, to attainment? In this section, we will look at micro-level (family based), meso-level (organizational) and macro-level (systemic/institutional) determinants of educational outcomes in various countries.
4. Week 11 to 14: Under which conditions do educational policies get developed and implemented? Who shapes these policies? What consequences do these policies have regarding educational stratification?

I will use a “spotlight approach” designed to examine how different theoretical and methodological approaches are employed by empirical researchers. This means students will do readings on a select set of educational phenomena and countries. I choose this approach because I believe that researchers’ ability to answer specific questions is shaped by the phenomena and cases we study, by the historical context, and by inevitable data constraints and methodological choices. By the end of the semester, students should be familiar with theoretical and methodological issues that affect empirical research in the field.

The reading load will be approximately 200-250 pages per week. Each student will write a research proposal due at the end of the semester, made to resemble a grant proposal. In exceptional circumstances, advanced students may choose instead to submit a dissertation/thesis chapter. Students will negotiate parameters of each paper with me. In addition, I will ask students to lead seminar discussions and to submit regular, written commentaries/critical syntheses on the week’s readings.

REQUIREMENTS:

I expect students to come to class prepared. This includes having read the materials for each class *before* we meet. In addition to participating in class on a regular basis, students will turn in several written assignments, give in-class presentations, and write a research paper.

Written Assignments: 25% of grade

This course is designed to provide students with an overview of theoretical and empirical research in the field. The best way to learn new material and retain it is through critical evaluation--i.e., discussion and writing. In the best possible scenario, this course will influence your research interests for years to come. More pragmatically, it should also prepare you for a possible prelim specialty area. For this purpose, students will turn in a total of three critical syntheses of a week's worth of required readings (mere summaries do not suffice). Approximately 4-5 pages in length, these short essays are due at the beginning of each class. These reflective essays will comprise 25% of your final grade. I will discuss more explicit guidelines in class. *Pace yourself. Don't postpone them till the end of the semester, when your energy should be focused on writing the grant proposal.*

One of the purposes for having you write critical essays on a week’s readings is to encourage and enhance your in-class participation. This gets me to the next course requirement...

In-Class Presentations: 30% of grade.

In all, each student will give two oral presentations during the semester, in pairs. Together with your general in-class participation, these presentations will comprise a total of 30% of your final grade. We will discuss explicit guidelines in class. For these presentations, you will provide an integrated summary and guide to the week's readings. Please make these papers available by email to every seminar participant **BY 1:00 P.M. SUNDAY** before class, so that everyone has a day to read and ponder it. Your papers should discuss each required reading (main point; strength and weaknesses) and explain how it fits in the theoretical and empirical literature at large (e.g., in terms of the theoretical framework or related research on that topic). Rather than thinking of this as giving a lecture, the purpose of your presentation should be to *lead class discussion that day* and to involve your peers in an in-depth debate about the readings. Working in pairs, you will lead the course for that week. The students who wrote the integrated summary will pose theoretical and empirical questions and serve as discussion leaders, responding to questions and getting peers to talk, using the written summary as a starting point.

Research Paper: 45% of grade

The final paper, which will comprise the remaining 45% of your course grade, should be modeled after a grant proposal. Depending on the student's status, this may be a pre-dissertation, dissertation, or even post-doctoral grant proposal. In selecting your audience/agency for this mock-proposal, you will be able to choose between different formats. Part of your challenge will be to figure out who your audience and thus your potential grantors might be. Examples include e.g., NSF, Spencer, SSRC, the American Educational Research Association, or the National Academy of Education. Again, more detailed information on different funding agencies and their priorities is forthcoming. I also encourage you to contact the graduate school concerning external funding sources, as well as consult our online grants site (<http://www.emory.edu/GSOAS/grants.html>).

The main purpose of this assignment is to help you integrate things learned in this seminar with your own research interests. Some advanced students may decide instead to write a dissertation chapter or provide an ongoing research project with the theoretical framework necessary to submit a paper for publication. In that case, you must also do more than simply provide a literature review.

The length of these proposals will vary depending on their purpose, but you should aim for about 18-20 pages.

- To help you get an early start on this paper, please **discuss your paper ideas with me before March 7** (Monday before Spring Break).
- **An initial 5-page prospectus is due right after Spring Break on Monday, March 21.**
- **We will schedule an extraordinary meeting, outside of regular class time, where we will discuss each proposal in small groups during the week of March 28-April 1. Please provide your peers with constructive written comments of their own proposals by the beginning of class on March 28.**
- The due date for the final paper is **May 2 (5pm)**. I will not accept late papers.

I reserve the right to change the syllabus.

READINGS:

The required and recommended books listed below are available for purchase at the Emory bookstore. Or look for new/used copies at off-campus bookstores/online. All books – those required and those from which excerpts are assigned – will also be on 2-hr reserve at Woodruff Library. If all else fails, you may borrow them from me for a few hours at a time.

All articles and book excerpts are also available online, at the Woodruff library. Go into Euclid, then select “Reserves Direct” and look for the online reserves under the course number and/or my name.

Required:

Arum, Richard and Irene Beattie (eds.). 1999. The Structure of Schooling: Readings in the Sociology of Education. McGraw-Hill. ISBN 076741070X. [A&B in syllabus].

Bowles, Samuel & Herbert Gintis. 1976. Schooling in Capitalist America. NY: Basic Books. ISBN 0465072305.

Dougherty, Kevin and Floyd Hammack (eds.). 1989. Education and Society. Harcourt. ASIN 0155207350. [D&H in syllabus]. *This book may be hard to find. Look for used copies.*

Stevens, Mitchell. 2001. Kingdom of Children. Princeton. ISBN 0691058180.

Royster, Deidre. 2003. Race and the Invisible Hand. University of California Press. ISBN 0520239512.

Recommended:

Hallinan, Maureen (ed.) 2000. Handbook of the Sociology of Education. New York : Kluwer Academic/Plenum Publishers. ISBN 0306462389.

Lucas, Samuel 1999. Tracking Inequality. NY: Teachers College Press. ISBN 0807737984.

Karabel, J & A.H. Halsey. 1977. Power and Ideology in Education. Oxford University Press. ISBN 0195021398.

Tyack, D. 1974. The One Best System Harvard University Press. ISBN 0674637828.

If you have no background in the sociology of education, I strongly urge you to read, *in advance*, at least two introductory sources we typically assign at the undergraduate level:

Brint, Steven. 1998. Schools and Societies. Pine Forge. ISBN 0803990596.

Riordan, Cornelius. 1997. Equality and Achievement: An Introduction to the Sociology of Education. Longman. ISBN 0673992691.

WEEK 1: Setting the Stage:

Jan 24 *What Are the Consequences of Educational Stratification?*

This week we will discuss why researchers focus on the study of education, both as a central social institution and as a process. The readings assigned address how education determines a host of outcomes related to social stratification patterns.

- Kerckhoff, A. 1974. "Stratification Processes and Outcomes in England and the U.S." *ASR*. 39:789-801.
- Liu, C. & J. Armer. 1993. "Education's Effect on Economic Growth in Taiwan." *Comp. Ed. Rev.* 37:304-321.
- Sewell, W., R. Hauser & W. Wolf. 1980. "Sex, Schooling, and Occupational Status." *AJS*. 86:3:551-583.
- Royster, D. 2003. Ch. 5 through 7, pp. 82-178 in *Race and the Invisible Hand*.
- Jacobs, J. 1996. "Gender Inequality and Higher Education." *ARS* 22: 153-185.
- Arum, R. & I. Beattie. 1999. "High School Experience and the Risk of Adult Incarceration." *Criminology* 37:3:515-539.

Recommended:

- Karabel, J & A.H. Halsey. 1977. "Educational Research: A Review and Interpretation." Ch. 1 in *Power and Ideology in Education*, J. Karabel and A.H. Halsey (eds.).

WEEK 2-4: What are the main theoretical frameworks in Sociology of Education?

This section aims to introduce students to the major theoretical paradigms in the sociology of education. We will roughly follow the historical trajectory and paradigm changes, though evidence of all approaches persist over time. Main question: How do we explain the persistence of (and changes in) patterns of educational stratification?

Jan 31 The Functionalist Tradition, Broadly Defined

- Durkheim, E. 1977. "On Education and Society." Ch 2 in *Power and Ideology in Education*, J. Karabel and A.H. Halsey (eds.).
- Davis, K. & W. Moore. 1945. "Some Principles of Stratification." *ASR* 10:2:242-249.
- Collins, R. 1977. "Functionalist and Conflict Theories of Educational Stratification." Ch. 4 in *Power and Ideology in Education*, J. Karabel and A.H. Halsey (eds.).
- Collins, R. 1979. "The Myth of Technocracy." ch. 1 in *The Credential Society*.
- Coleman, J. 1968. "The Concept of Equality of Educational Opportunity." *Harvard Educational Review* 38:1:7-22.
- & T. Hoffer. "Schools, Families and Communities." Ch. 7 in A&B.
- Dreeben, R. "The Contribution of Schooling to the Learning of Norms." Ch. 7, pp. 412-427 in D&H.

Recommended:

- Coleman, J 1988. "Social Capital in the Creation of Human Capital." *American Journal of Sociology* 94: Supplement:S95-S120.
- Goslin, D. "The Functions of School in Modern Society." Ch. 1, p. 29-38 in D&H.
- Parsons, T. 1959. "The School Class as a Social System: Some of its Functions in American Society." *Harvard Educational Review* 29:4:297-318.

Feb 7 Class Reproduction and Status Conflict Theories

- Squires, G. "Education, Jobs and Inequality: Functional and Conflict Models of Social Stratification in the U.S." Ch. 9, pp. 548-560 in D&H.
- DuBois, W.E.B. 2004 [1903ff]. "The Talented Tenth;" "Education I;" Education II;" "The Negro College;" "The Freedom to Learn." Pp. 185-206 in The Social Theory of W.E.B. Du Bois, edited by Phil Zuckerman. Pine Forge Press.
- Bowles, S. & H. Gintis. 1976. Pp. 102-124, 151-200 in Schooling in Capitalist America.
- Collins, R. "Some Comparative Principles of Educational Stratification." Ch. 2, pp. 39-59 in D&H.
- Bourdieu, P. "Cultural Reproduction and Social Reproduction." Ch. 6 in A&B.
- Swartz, D. "Pierre Bourdieu: Culture, Education, and Social Inequality." Ch. 2, pp. 70-80 in D&H.
- Lamont, M. & A. Lareau. 1988. "Cultural Capital: Allusions, Gaps and Glissandos in Recent Theoretical Developments." Sociological Theory 6:2: 153-168.

Recommended:

- Kingston, P. 2001. "The Unfulfilled Promise of Cultural Capital Theory." Soc of Ed extra issue, pp. 88-99.
- Bernstein, B. 1977. "Social Class, Language, and Socialization." Ch. 28 in Power and Ideology in Education, J. Karabel and A.H. Halsey (eds.).

Feb 14 Organizational and Institutional Theories

- Weber, M. "The 'Rationalization' of Education and Training." Ch. 1 in A&B.
- Tyack, D. 1974. Pp. 126-268 in The One Best System.
- Kamens, D. 1977. "Legitimizing Myths and Educational Organization." ASR 42: 208-219.
- Meyer, J. 1977. "Effects of Education as an Institution." AJS 83: 55-77.
- Meyer, J. et al. "Bureaucratization without Centralization: Changes in the Organizational System of U.S. Public Education, 1940-1980." Ch. 41 in A&B.
- Brint, S. And J. Karabel. "Community Colleges and the American Social Order." Ch. 42 in A&B.
- Chubb, J. And T. Moe. "An Institutional Perspective on Schools." Ch. 43 in A&B.

Recommended:

- Rubinson, R. 1986. "Class Formation, Politics, and Institutions: Schooling in the U.S." AJS 92: 519-548.
- Boli, J et al. 1985. "Explaining the Origins and Expansion of Mass Education." Comp Ed Review 29:2:145-170.
- Boli, J. 1992. "Institutions, Citizenship and Schooling in Sweden." Ch. 4, pp. 61-74 in The Political Construction of Education. Praeger, edited by B. Fuller & R. Rubinson.

WEEK 5-10: What are the causes of educational stratification?

This is the first core empirical section of this course. For the next 6 weeks, we will explore the determinants of educational outcomes at various levels of analysis, spanning the entire micro-meso-macro divide. We will place particular emphasis on the ways in which comparative-international and -historical work has enabled us to test key theoretical frameworks and ascertain whether (and if so how) we can extrapolate from contemporary U.S. patterns to patterns observed elsewhere.

Feb 21 Intra- and Intergenerational Social Reproduction Processes I:

Today, the overarching question is: What Effects do Family Structure and Related Background Factors Have on Educational Outcomes?

Blau, P. And O. Duncan. "The Process of Stratification." Ch. 4 in A&B.

Heyneman, S. & W. Loxley. 1983. "The Effect of Primary-School Quality on Academic Achievement across Twenty-Nine High- and Low-Income Countries." AJS 88:6:1162-1194.

Blossfeld, H. & Y. Shavit. "Persisting Barriers: Changes in Educational Opportunities in 13 Countries." Ch. 23 in A&B.

Shavit, Y. & J. Pierce. 1991. "Sibship Size and Educational Attainment in Nuclear and Extended Families: Arabs and Jews in Israel." ASR 56:3: 321-330.

Buchmann, C. & H. Hannum. 2001. "Education and Stratification in Developing Countries: A Review of Theories and Research." ARS 1:27:77-102.

Powell, B., R. Werum & L. Steelman. 2004. "Macro Causes, Micro Effects: Linking Public Policy, Family Structure, and Educational Outcomes." In Dalton Conley (ed.). After the Bell: Family Background and Educational Success. London/New York: Routledge.

Recommended:

Powell, B. & L. Steelman. 1989. "The Liability of Having Brothers." Soc of Ed 62:2:134-147.

Steelman, L. & B. Powell. 1993. "Doing the Right Thing: Race and Parental Locus of Responsibility for Funding College." Soc of Ed 66:4: 223-244.

Feb 28 Intra- and Intergenerational Social Reproduction Processes II:

Today, the question revolves around: What Effects do Cultural and Social Capital, and "Culture" Broadly Defined Have on Educational Outcomes?

**** The seminar format will differ today. Because we only have one day to address these complex issues, we will divide class into three one-hour discussions, each led by a different group of students. Please sign up in advance. ****

Group 1:

DiMaggio, P. 1982. "Cultural Capital and School Success." ASR 47: 189-201.

MacLeod, J. "Teenagers in Clarendon Heights." Ch. 25 in A&B.

Lareau, A. and E. Horvat. 1999. "Moments of Social Inclusion and Exclusion: Race, Class and Cultural Capital in Family-School Relationships." Sociology of Education 72:37-53.

Katsillis, J & R. Rubinson. 1990. " Cultural Capital, Student Achievement, and Educational Reproduction in Greece." ASR 55:270-279.

Group 2:

Portes, A.. 1998."Social Capital: Its Origins and Applications in Modern Sociology." Annual Review of Sociology 24:1-24.

Kao, G. 2003. "Social Capital and its Relevance to Minority and Immigrant Populations. Soc of Ed 77:2:172-175.

- Bankston, C. 2004. "Social Capital, Cultural Values, Immigration, and Academic Achievement." Soc of Ed 77:2:176-179.
- Büchel, F. & G. Duncan. 1998. "Do Parents' Social Activities Promote Children's School Attainments?" Journal of Marriage and the Family 60:1:95-108.
- Stanton-Salazar, R. & S. Dornbusch. 1995. "Social Capital and the Reproduction of Inequality: Information Networks among Mexican-Origin High School Students." Sociology of Education 68:116-135.

Group 3:

- Fordham, S. and J. Ogbu. "Black Students' School Success." Ch. 27 in A&B.
- Ainsworth-Darnell, J. & D. Downey. 1998. "Assessing the Oppositional Culture Explanation..." ASR 63:536-553.
- Farkas, G et.al. 2002. "Is Oppositional Culture Particularly Strong in Low-Income and Ethnic Minority Peer groups?" ASR 67:148-155; and Downey, D. & J. Ainsworth-Darnell. 2002. "The Search for Oppositional Culture among Black Students." ASR 67: 156-164.
- Tyson, K. 2002. "Weighing In: Elementary-Age Students and the Debate on Attitudes toward School Among Black Students." Social Forces 80:4:1157-1189.
- Mickelson, R. 1990. "The Attitude-Achievement Paradox among Black Adolescents." Soc of Ed 63:44-61.

Recommended:

- Group 1: Dumais, S. 2001. "Cultural Capital, Gender and School Success: The Role of Habitus." Soc of Ed 75:1:44-68.
- Group 2: Carbonaro, W. 1998. "A Little Help from my Friends' Parents: Intergenerational Closure and Educational Outcomes." Sociology of Education 71:295-313.
- . 1999. "Opening the Debate on Closure and Schooling Outcomes." American Sociological Review 64:682-686.
- Group 3: J. Ogbu. "Social Stratification and the Socialization of Competence." Ch.6, pp. 390-401 in D&H.

Mar 7 "Sorting Machines" Within and Between Schools I

This week we will examine the role of tracking and ability grouping strategies on educational outcomes.

- Turner, R. "Sponsored and Contest Mobility in the U.S." Ch. 3 in A&B.
- Oakes, J. "The Distribution of Knowledge." Ch. 21 in A&B.
- Gamoran, A. "Is Ability Grouping Equitable?" Ch. 22 in A&B.
- Lucas, S. 1999. Ch. 4 through 6, pp. 61-112 in Tracking Inequality.
- Hallinan, M.1996. "Track Mobility in Secondary School." Social Forces 74:3:983-1002.
- Gamoran, A. 1992. "The Variable Effects of High School Tracking." ASR 57:6:812-8281
- Arum, R. 1998. "Invested Dollars or Diverted Dreams?" Soc of Ed 71:130-151.
- Ayalon, H. 1994. "Monopolizing Knowledge? The Ethnic Composition and Curriculum of Israeli High Schools." Soc of Ed 67:4:264-278.
- Shavit, Y. & W. Muller. 2000. "Vocational Secondary Education, Tracking and Social Stratification." Pp. 437-452 in Handbook of the Sociology of Education, edited by M. Hallinan. NY: Kluwer.

Recommended:

- Hallinan, M. 1988. "Equality of Opportunity." ARS 14: 249-268.
- Kubitschek, W. & M. Hallinan. 1996. "Race, Gender, and Inequity in Track Assignment." Research in Sociology of Education and Socialization 11:121-146.
- Ayalon, H. & Y. Shavit. 2004. "Educational Reforms and Inequalities in Israel: The MMI Hypothesis Revisited." Soc of Ed 77:2:103-120.

*****Please discuss your research paper topics with me before March 7.*****

March 14-18 Spring Break – no class

*****Please submit your 5-page research paper prospectus to everyone in class by March 21.*****

Mar 21 “Sorting Machines” Within and Between Schools II

This week we will examine the role of testing/curriculum and admissions processes on educational outcomes.

Herrnstein, R. and C. Murray. 1994. Chapter 13 in The Bell Curve. Free Press.

Massey, D. 1995. "Review Essay." AJS 101:3:747-753.

Hauser, R. et al. 1995. "Symposium: The Bell Curve." Contemporary Sociology 24:2:149-161.

Powell, B. & L. Steelman. 1996. "Bewitched, Bothered, and Bewildering: The Use and Misuse of State SAT and ACT Scores." Harvard Educational Review 66:1:27-59.

Jencks, C. & M. Phillips. "America's Next Achievement Test: Closing the Black-White Test Score Gap." Ch. 29 in A&B.

Mickelson, R. "Why does Jane Read and Write So Well? The Anomaly of Women's Achievement." Ch. 30 in A&B.

Grant, L. 1984. "Black Females in Desegregated Classrooms." Soc of Ed 57:2:98-111.

Recommended:

Evans, L & K. Davies. 2000. "No Sissy Boys Here." Sex Roles 42:255-270.

Pallas, A. et al. 1994. "Ability Group Effects: Instructional, Social or Institutional?" Soc of Ed 67: 27-46.

March 28 The Social Organization of Schooling

This week we will explore how schools as organizations, embedded in local (and aggregate) socioeconomic contexts, shape educational outcomes and inequalities.

Arum, R. 2000. "Schools and Communities: Ecological and Institutional Dimensions." ARS 26: 395-418.

James, D. 1989. "City Limits on Racial Equality: The Effects of City-Suburb Boundaries on Public-School Desegregation, 1968-1976." ASR 54:6: 963-985.

Condrón, D. & V. Roscigno. 2003. "Disparities Within: Unequal Spending and Achievement in an Urban District." Soc of Ed 76:1:18-37.

Jacobs, J. 1996. "Gender Inequality and Higher Education." ARS, 22: 153-185.

Thorne, B. "Boys and Girls Together... But Mostly Apart." Ch. 31 in A & B.

Lee, V. et al. 1994. "Sexism in single-sex and coeducational independent secondary school classrooms." Soc of Ed 67:92-120.

Entwistle, D. & K. Alexander. 1992. "Summer Setback: Race, Poverty, School Composition, and Mathematics Achievement in the First Two Years of School." ASR 57:1: 72-84.

Recommended:

Orfield, G., M. Bachmeier, D. James, T. Eitle. 1997. "Deepening Segregation in American Public Schools: A Special Report from the Harvard Project on School Desegregation." Equity & Excellence in Education 30: 5-24.

Barr, R. & R. Dreeben. 1983. Pp. 1-11 and 152-167 (Intro and Conclusion) in How Schools Work. University of Chicago Press.

Apr 4 Institutional Dynamics

*****Over the course of this week we will also schedule several small-group discussions, where you will discuss your research paper prospectus with several of your peers – and vice versa.**

*****Please distribute constructive, written comments on each other's proposals by the beginning of class on March 28. Email distribution to entire list preferable. *****

Today we will focus on school systems as social institutions, paying particular attention to the comparative historical and international dynamics. Topics of educational expansion as well as stratification will dominate the discussion here. *Seminar format will differ today. Reading load is a bit lighter because I expect everyone to read and comment on everyone else's proposals this week.*

Karabel, J. 1977. "Community Colleges and Social Stratification: Submerged Class Conflict in American Higher Education." Ch. 11, pp. 232-253 in Power & Ideology of Education, ed. By J. Karabel and A.H. Halsey.

Tyack, J & E. Hansot. "The Rising Tide of Coeducation in High School." Ch. 12 in A&B.

Bradley, K. & M. Charles. 2004. "Uneven Roads: Understanding Women's Status in Higher Education." Research in Sociology of Education 14:247-274.

Baker, D. C. Riordan, & M. Schaub. 1995. "The Effects of Sex-Grouped Schooling on Achievement: The Role of National Context." Comparative Education Review 39: 468-482.

Oswald, H., D. Baker, & D. Stevenson. 1988. "School Charter and Parental Management in West Germany." Soc of Ed 61:255-265.

WEEK 11-14: Contested Terrain: How have struggles over educational policies shaped educational stratification patterns in the U.S.?

Apr 11 Educational Expansion and Stratification, 1890s-1940s

Reese, W. 1986. "Preface" and "The Origins of Mass Education and the Dawn of Progressivism." Pp. xix-xxviii and pp. 1-19 in Power and the Promise of School Reform. Routledge & Kegan Paul.

Zimmerman, J. 2002. "Ethnics against Ethnicity: European Immigrants and Foreign-Language Instruction, 1890-1940." The Journal of American History. 88:4: 1383-1407.

Rury, J. 1984. "Vocationalism for Home and Work: Women's Education in the United States, 1880-1930." History of Education Quarterly 24:1: 21-44.

Wrigley, J. 1982. "Conflicts over the Content of Schooling." Ch. 3, pp. 48-90 in Class Politics and Public Schools. Rutgers.

Ralph, J. & R. Rubinson. 1980. "Immigration and the Expansion of Education in the U.S." ASR 45:6: 943-954.

Anderson, J. 1988. Ch. 3 & 6 in The Education of Blacks in the South, 1860-1935. Univ. of NC Press.

Werum, R. 2001. "Warehousing the Unemployed? Federal Job Training Programs in the Depression-Era South." American Journal of Education 109:2:228-265.

Recommended:

Steinberg, S. 1981. "Education and Ethnic Mobility;" "The 'Jewish Problem' in American Higher Education." Chs. 5 and 9 in The Ethnic Myth.

Mirel, J. 1984. "The Politics of Educational Retrenchment in Detroit, 1929-1935." History of Education Quarterly 24:3: 323-358.

Skocpol, T. 1997. "The G.I. Bill and U.S. Social Policy, Past and Future." Social Philosophy & Policy 14:2: 95-115.

Apr 18 Educational Policy in the 1960s: The Elementary and Secondary Education Act (ESEA) and the Beginning of the so-called “Culture Wars”

- Kaestle, C. & M. Smith. 1982. "The Federal Role in Elementary and Secondary Education, 1940-1980." Harvard Educational Review 52: 384-408.
- Kantor, H. 1991. "Education, Social Reform and the State: ESEA and Federal Education Policy in the 1960s." AJE 100:1:47-83.
- Levin, H. 1982. "Federal Grants and Educational Equity." Harvard Educational Review 52: 444-459.
- Ravitch, D. 2003. "Censorship from the Right;" "Censorship from the Left." Ch. 5, 6 in The Language Police. Knopf.
- Zimmerman, J. 2002. Chapters 5, 7, 8 in Whose America? Culture Wars in the Public Schools. Harvard University Press.
- Davies, G. 2002. "The Great Society after Johnson: The Case of Bilingual Education." The Journal of American History. 88:4: 1405-1430.

Recommended:

- Rumberger, R. & K. Larson. 1998. "Toward Explaining Differences in Educational Achievement among Mexican American Language-Minority Students. Soc of Ed 71:1: 68-92.

Apr 25 Educational Policy and Stratification since the 1960s: Affirmative Action and Desegregation Debates

- Bowen, W. & D. Bok. 1998. "The Admissions Process and 'Race Neutrality';" "Informing the Debate." Ch. 2 and 9 in The Shape of the River. Princeton University Press.
- Tienda, M. & S. Niu. 2004. "Texas' 10-Percent Plan: The Truth Behind the Numbers." The Chronicle of Higher Education. Jan 23, p. 10.
- Schmidt, Peter. 2003. "Affirmative Action Remains a Minefield, Mostly Unmapped." Chronicle of Higher Education. Oct 24, p. 22.
2004. "Minority Students Fare Better at Selective Colleges, Researchers Say." Chronicle of Higher Education Sept. 3, 2004, p. A41.
- Mickelson, R & C. Ray. 1994. "Fear of Falling from Grace: The Middle Class, Downward Mobility, and School Desegregation." Research in Sociology of Education & Socialization 10:207-238.
- Mickelson, R. & D. Heath. 1999. "The Effects of Segregation on African American High School Seniors' Academic Achievement." J of Negro Ed 68:4:566-586.
- Carr, L & D. Zeigler. 1990. "White Flight and White Return in Norfolk." Soc of Ed 63:4:272-282.

Recommended:

- Armor, D. 1991. "Response to Carr & Zeigler." Soc of Ed 64:2:134-139.
- Carr, L. 1991. "Reply to Armor." Soc of Ed 64:3:223-227.
- Wrigley, J. 1998. "From Housewives to Activists: Women and the Division of Political Labor in the Boston Anti-Busing Movement." Pp. 251-288 in No Middle Ground: Women and Radical Protest, edited by K. Blee. NYU Press.
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Today is the due date for the final paper, at 5pm.