

Sociology 458.001 Sociology of Education (University of Michigan)
David Schoem email: dschoem@umich.edu 615-6847/764-3528
Winter 2008 Mondays/Wednesday 2:30-4 3242 LSA Bldg
Office Hours: Mondays/ Wednesdays 1:30-2:30; Thursdays 2-4 Class #27797

This course will examine the purposes and roles of schooling in society. We will explore issues of socialization, stratification, the social organization of schools and classrooms, and the uses of both formal and hidden curriculums. We will examine issues of inequality, race, class and gender, cultural transmission and social change in K-12 and higher education. We will give particular focus to issues of schooling in a democratic society and reforms conceived of as “democratic education.” We also will explore the role and experience of class participants in schooling. Finally, we will examine contemporary issues in schools and possibilities for change in school and change in society.

Students in this seminar class are expected to be active participants in class discussions and make presentations on class readings and topics. There will be one shorter book review assignment and a longer course integrative essay assignment. Students also will be expected to devote considerable time and effort to a research paper analyzing some aspect of school change.

Required Texts (Available at Shaman Drum Bookstore; on reserve at UGLI)

Noguera, Pedro. 2003. **City Schools and the American Dream**. NY: Teachers College Press.

Tatum, Beverly Daniel. 2007. **Can We Talk About Race? And Other Conversations in an Era of School Resegregation**. Boston: Beacon

Tyack, David. 2003. **Seeking Common Ground: Public Schools in a Diverse Society**. Cambridge, MA: Harvard U. Press.

*Ancess, Jacqueline. 2003. **Beating the Odds: High Schools as Communities of Commitment**. NY: Teachers College Press

*Meier, Deborah. 1995. **The Power of Their Ideas: Lessons for America from a Small School in Harlem**. Boston: Beacon.

*Meyerson, Debra. 2003. **Tempered Radicals: How Everyday Leaders Inspire Change at Work**. Boston: MA: Harvard Business School Press

***College Learning for the New Global Century**. 2007. Washington, D.C.: AACU

*Nieto, Sonia. 2003. **What Keeps Teachers Going?** NY: Teachers College Press.

*Palmer, Parker. 1998. **The Courage to Teach**. San Francisco: Jossey-Bass

**One-sixth of class will each read one of these six books.*

Coursepack (Available at Dollar Bill Copy; on reserve at UGLI)

Bowles, Samuel and Herbert Gintis. 1976. **Schooling in Capitalist America**. NY: Basic Books, P. 3-17

Boyer, Ernest. 1987. **College**. NY: Harper and Row, P. 1-8

Checkoway, Barry. 1997. “Reinventing the Research University for Public Service” **Journal of Planning Literature**., Vol 11, No. 3, (February 1997)

- Cose, Ellis. 1997. **Color-Blind**. NY: Harper Collins. P. 27-49
- Eisler, Riane. 2000. **Tomorrow's Children**. Boulder, CO: Westview Press.; Chapter 1
- Guarasci, Richard and Grant Cornwell.1997. **Democratic Education in an Age of Difference**. San Francisco: Jossey-Bass. P. 1-16
- Harward, Donald. 2007. "Engaged Learning and the Core Purposes of Liberal Education"
Liberal Education. Winter, 2007. Vol 93, #1. P. 6- 15
- Kohn, Alfie. 2004. **What Does It Mean to be Well-Educated?** Boston: Beacon Books, P. 1 – 10; 62-64
- Lantieri, Linda and Janet Patti. 1996. **Waging Peace in Our Schools**. Boston: Beacon Press, P. 3-20.
- Mallory, Bruce and Nancy Thomas. 2003. "When the Medium is the Message"
Change. Sept/Oct. P. 11-17
- Moses, Robert. 2001. **Radical Equations**. Boston: Beacon; Chapter 1
- Oakes, Jeannie. 1985. **Keeping Track: How Schools Structure Inequality**. New Haven: Yale, P. 1-14
- Ogbu, John. 2003. **Black American Students in an Affluent Suburb**. Mahwah, NJ: Lawrence Erlbaum, P. 250-264
- Orenstein, Peggy. 1994. **SchoolGirls**. NY: Anchor Books, P. 3-31
- Pai, Young and Susan Adler. 1997. **Cultural Foundations of Education**. Columbus, Ohio: Merrill Prentice Hall, P.127-157
- Rist, Ray. 1973. **The Urban School: Factory for Failure**. Cambridge, MA: MIT Press, P.64-91
- Schoem, David. 2002. "Transforming Undergraduate Education"
Change. Nov/Dec. P. 51-55
- Tatum, Beverly, 2002. "Changing Lives, Changing Communities: Building a Capacity for Connection in a Pluralistic Context" in Kanzanjian, Victor and Peter Laurence. **Education as Transformation**. NY: Peter Lang, P. 79 - 88

Week-to-Week Outline

Week One Introduction: Social Theory and Practice of Schools January 7, 9

Coursepack: Bowles and Gintis, Boyer, Pai and Adler, Moses

Week Two Social Stratification and Tracking January 14, 16

Coursepack: Rist, Oakes, Cose, Ogbu, Orenstein

Week Three The Purposes of Public Schooling in a Democratic Society January 21, 23 (MLK Day – Jan. 21; no regular classes scheduled)

Tyack, David. - **Seeking Common Ground: Public Schools in a Diverse Society** (all)

Week Four Conversations on Race, Diversity and Schooling January 28, 30

Beverly Daniel Tatum, **Can We Talk About Race** (all)

**Week Five Urban Schools, Inequality and the American Dream
February 4, 6**

Pedro Noguera, **City Schools and the American Dream** (all)

Speaker –

Weeks Six and Seven Educational Change

February 11, 13, 18, 20

Student Reports on the Following Books:

College Learning for the New Global Century. 2007. Washington, D.C.: AACU

Jacqueline Ancess, **Beating the Odds: High Schools as Communities of Commitment**

Deborah Meier, **The Power of Their Ideas**

Debra Meyerson, **Tempered Radicals: How Everyday Leaders Inspire Change at Work**

Sonia Nieto, **What Keeps Teachers Going**

Parker Palmer, **The Courage to Teach**

*** Book Reviews Due on Feb. 20**

Spring Break – Feb. 25, 27

Week Eight Democratic Education

March 3, 5

Film and Discussion: Dialogue at Washington High School

Coursepack: Guarasci, Checkoway, Mallory and Thomas, Schoem,

Week Nine Democratic Education

March 10, 12

Coursepack: Tatum, Kohn #1 & 7, Lantieri, Harward, Eisler

Week Ten Schooling in Retrospect: Autobiographical Assessments

March 17, 19

Student Presentations - Integrative Autobiographical Essay on Schooling Experiences

Week Eleven Reflections on School Reform and Course Readings

March 24, 26

Film and Discussion: Stand and Deliver

***Integrative Essays Due March 26**

Week Twelve, Thirteen, Fourteen Research Presentations

March 31, April 2, 7, 9, 14

***Research Papers Due on April 14**

Grades and Assignments:

1. Active Participation - (15%)

Active participation on everyone's part is essential to the success of the course. At a minimum, participation includes regular attendance and attending class on time. Active participation involves completing readings on time, exercising good listening skills and paying careful attention to class discussion, contributing analytical comments to discussion, asking probing and clarifying questions, and making good use of office hours. Students will be expected to present to class on readings, assignments, book reports and the research paper. Students who are not active participants as described above will receive a lower grade. **Students who miss five or more classes will receive a failing grade for the course;** students who miss three or more classes will receive a lower participation grade.

2. Integrative Essay: Theoretical Perspectives on the Schooling Experience (35%)

In place of a traditional semester exam, students will write an extended essay critically reflecting on their own, personal schooling experience (pre-school through college) in the context of course readings and with a particular view toward educational reform. Papers must include at least eight different references from the course syllabus including at least two of the required books (other than the book reports). Papers should be 7-12 pages in length. **Papers are due March 26.**

3. Book review (15%)

Students will write a 4-6 page essay presenting their own comparison, analysis, and critique of the ideas presented in the assigned books. The class will be divided in six, with a third each reading the books by AACU, Jennifer Ancess, Deborah Meier, Debra Meyerson, Sonia Nieto, and Parker Palmer. In addition, students will select one of the assigned texts by Pedro Noguera, Beverly Tatum, or David Tyack as a basis of comparison and discussion for the review. This paper may be completed individually or in collaboration with one other person. **Essays are due February 20.**

4. **Research Paper** (35%; due at the start of class on **April 14**)

In consultation with the professor, students will write a 10-15 page research paper on a topic of their choosing on the sociology of education. Students are encouraged to choose topics on educational change but are not required to do so. This research paper may be completed individually or in collaboration with one or two others. Please note the following deadlines for preparing the paper:

- **January 24** - research paper topic approved
- **February 14** - research paper outline submitted in writing
- **March 31- April 14** - research paper presentation to class
- **April 14** - research paper due at the start of class)

1. Select a topic that interests you (and a co-author) related to the syllabus outline. If you complete the paper with another student, both students will receive the same grade for the paper.

2. Note the dates for a 20 minute presentation and discussion. Research for the paper, or at the very least a detailed paper outline, should be completed by the presentation date.

3. Use the presentation to introduce the topic, raise key findings, questions and issues, and invite comments, discussion, and suggestions from class members.

4. Include thorough documentation of research and citations in the text of the completed paper.

5. **The research paper (10 -15 pages) is due at the start of class on April 14.** Late research papers will be penalized two full grades and will not be accepted after 4pm, April 21.

Late Paper Policy

Late papers (book reports and integrative essay) will be penalized one full grade (the research paper will be penalized two full grades). No papers will be accepted more than one week past the due date.

Academic Integrity

Students are expected to maintain the highest level of academic integrity. Students are expected to submit their own work on assignments and to cite sources of ideas and information that come from others. On assignments in which collaboration is encouraged, students will be asked to indicate the amount of work submitted that is their own. Cheating and plagiarism on papers and exams will not be tolerated.