**SOCIOLOGY OF EDUCATION**

**COURSE DESCRIPTION**

This course will explore sociological research and theories that are useful for examining the roles of educational institutions and practices in the United States. We will critically examine the place and role of schools and schooling in the wider society, both through a brief historical overview as well as modern perspectives and current debates on the role and function of schools. Class participants will investigate ways in which schools reinforce, and/or challenge prevailing social, economic, and political relationships. Issues to be discussed include: the purpose of schooling, the structure and organization of schools, curriculum development, social reproduction, family/school relationships, and the role of teachers.

**COURSE OBJECTIVES**

By the end of the course prospective teachers should be able to: (1) Briefly describe the field of Sociology and explain how it relates to the field of Education. (2) Identify the role of Education in socialising the youth and explain how education reflects society. (3) Identify their role as teachers in the school organisation and how that relates to the other participants in the school system. (4) Describe deviant behaviour as it relates to pupils in school in order to help them learn and become useful members in the society.

**Course Readings**

Class readings will be available online or as handouts in class. It will not be necessary to purchase any additional books.

**Grade breakup:**

Class participation and attendance 10%

Quizzes 20%

Mid-term exam 30%

Final Exam 40%

**READING SCHEDULE**

PART 1: THE ROLE OF THE SCHOOL IN PAKISTANI SOCIETY

**WEEK 1**

Introduction, Sociological Themes and Perspectives, the Origins of Public Schooling in the U.S.

(1) Course Overview: What is Sociology of Education? Introduction to course; Raising sociological questions: themes of the course

(2) Historical overview I: The Common School

Read: - Kaestle, C.F. 1983. "Prologue: The Founding Fathers and Education."

Pp. 3-12 in *Pillars of the Republic: Common Schools and American Society, 1780-1860.* New York: Hill and Wang.

Film (in class): Mondale, Sarah and Sarah Patton. 2001. *School: The Story of American Public Education. Part I: The Common School: 1770-1890.* Boston: Beacon Press.

For reference only (not required), written companion to film: Kaestle, Carl. 2001.

“Part One: 1770-1900 The Common School.” Pp. 1-58 in Mondale, Sarah and Sarah B. Patton, eds.. *School: The Story of American Public Education*. Boston: Beacon Press.

**WEEK 2:** The Origins of Public Schooling in the U.S: Models of School Structures, Aims and Ideals of Education

(3) The Administrative Progressives: A Factory Model of Schooling

Read: -Tyack, David. 1974. “Some Functions of Schooling” and "Inside the System: The Character of Urban Schools" Pp. 72-77, 177-198, 229-254 Sociology 104- 5 in *One Best System: A History of American Urban Education.* Cambridge, MA: Harvard University Press.

**PART 2: PERSPECTIVES ON THE STRUCTURE AND FUNCTION OF SCHOOLS**

**WEEK 3**: Perspectives on the Aims and Ideals of Education

(5) Sociological Themes and Perspectives: on the Sorting Function of Schools

Read: -Durkheim, E. 1961. “On Education and Society.” Pp. 23-34 in *Sociology of Education: A Critical Reader.* A.R. Sadovnik, editor. New York: Routledge. (NOTE: Reading called “Sadovnik & Durkheim in Cicada—this is the second reading).

**WEEK 4:** On Schooling and the Social Order: Social Class, Social Reproduction, Cultural Capital

(7) Privilege, Inclusion and Opportunity: Social Class, Social Reproduction, Cultural Capital I

Read: -Bowles, Samuel and Herbert Gintis. 1976,1977. "Education and Personal Development: The Long Shadow of Work." Pp. 125-150 in Samuel Bowles and Herbert Gintis, *Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life.* New York: Basic Books.

-Lareau, A. 2000. *“*Why Does Social Class Influence Parent Involvement in Schooling?” Pp. 97-120 in *Home Advantage,* Lanham, MD: Rowman & Littlefield

(8) Privilege, Inclusion and Opportunity: Social Class, Social Reproduction & Cultural Capital II

**WEEK 5:** Privilege, Inclusion and Opportunity in Education II: The Tracking Debate, Language and Immigration

(9) On Schooling and the Social Order II: The Tracking Debate

Read: -Oakes, Jeannie. 1985. “Tracking.” Pp. 1-13 in *Keeping Track: How Schools Structure Inequality*. Binghamton, NY: Vail-Ballou Press.

**WEEK 6**: Privilege, Inclusion and Opportunity in Education III : Gender, Sexual Orientation, Religion, Disability

(11) Privilege, Inclusion, Opportunity: Gender, Sexual Orientation

Read: -Marvin Hoffman. 1993. “Teaching ‘Torch Song: Gay Literature in the Classroom.” *The English Journal*. 82(5): 55-58.

-Mead, Sara. 2006. “The Evidence Suggests Otherwise: The Truth About Boys and Girls”(Pamphlet) Washington, DC: Education Sector.

(You do not need to remember every detail, but try to get a sense of the main points)

**WEEK 7:** Busing and Racial Desegregation of Boston’s Schools

(13) Case Study: Separate but Unequal? Busing and School Desegregation in Boston

Read: -Willie, Charles Vert. 1983. “School Desegregation and Public Policy: The Boston Experience” pp. 163-174 in *Race, Ethnicity and Socioeconomic Status: A Theoretical Analysis of Their Interrelationship*. Bayside, NY: General Hall.

**WEEK 8: MID-TERM EXAM**

**WEEK 9**: Authority Patterns in Schools, Racial Exclusion, Cultural Dissonance

(15) Authority Patterns in Schools: Racial-Ethnic Exclusion:

Read: -Szasz, Margaret Connell. 2005. “I Knew How to Be Moderate. And I Knew How to Obey”: The Commonality of American Indian Boarding School Experiences, 1750s-1920s. *American Indian Culture and Research Journal*. 29(4):75-94.

**WEEK 10:** Transmission of Norms and Values: What Gets Taught in School and Who Decides?(15) Perspectives on the Transmission of Culture and Values: The Culture of the School

Read: - Lightfoot, Sara Lawrence.1983. "St. Paul's School: Certainty, Privilege and the Imprint of History" and "George Washington Carver High School: Charismatic Leadership: Building Bridges to a Wider World." Pp. 221-245, 29-55 in *The Good High School: Portraits of Character and Culture*. New York: Basic Books.

**WEEK 11**: Transmission of Norms and Values: What Gets Taught in School and Who Decides?

(17) The Panopticon: Are Schools Going Too Far?

Read: -Foucault, Michel. 1979. “The Means of Correct Training.” Pp. 170-228 in *Discipline and Punish: The Birth of the Prison.* New York: Vintage Books.

**WEEK 12:**  What Gets Taught in School? Who Decides?

(18) Perspectives on the Transmission of Culture and Values: Power and Authority

Read: -Neil Postman and Charles Weingartner. 1969. "Crap Detecting" and "The Medium is the Message, Of Course" Pp. xi-xv, 1-25 in *Teaching as a Subversive Activity.* New York: Dell.

**WEEK 13:** Power & Authority, Classroom Roles & Relationships

(19) Perspectives of Classroom Roles and Relationships

Read: - Gracey, Harry L. 2008. “Learning the student role: Kindergarten as academic boot camp.” Pp. 131-136 in *Schools and Society: A*  (20) Between Teachers and Students

Read: - Lampert, Magdeline. 1987. “How Do Teachers Manage to Teach" Pp. 106-123 in *Teachers, Teaching and Teacher Education*. Cambridge, MA: Harvard University Press.

**WEEK 14:** Interpersonal Relationships in Education: Relationships Between Teachers, Students & Parents

(21) Interactions Between Students, Student Culture Read: -Milner, Murray Jr. 2006. “Fitting In, Standing Out and Keeping Up.” Pp. 39-60 in *Freaks, Geeks and Cool Kids: American Teenagers,*  **(**22) Between Parents and Teachers. Read: -Lawrence-Lightfoot, Sara. 2003. Introduction and “Natural Enemies.” Pp. xiii-xxx, 42-75 in *The Essential Conversation: What Parents and Teachers Can Learn from Each Other*. New York: Random House. Optional: -Flanagan, Caitlin. “Cultivating Failure” 2010. *Atlantic Magazine* January/February.

**WEEK 15:** IDEAS ON THE GROUND: Schools and Communities, Looking at Teachers in Action

(23) Between Communities and Schools Read: (Skim) Schutz, A. 2006. “Home is a Prison in the Global City: The Tragic Failure of School-Based Community Engagement Strategies *Review of Educational Research*, 76(4): 690-743.