

**UNIVERSITY OF WISCONSIN-MILWAUKEE  
DEPARTMENT OF SOCIOLOGY  
FALL 2006**

**Sociology of Education  
Fall, 2006**

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**Office Hours: T,R 10-12 and by appointment**

Course Objectives: The aim of the course is to understand the historical and structural origins of the contemporary schooling system in the United States. The functions of schools, from an ideological as well as a technical viewpoint will be analyzed. In addition, different forms of school organizations will be compared, as in the public versus private dimension. The functionalist theoretical approach as well as the conflict perspective will be presented to frame the discussion and analysis in opposing sociological systems of thought. The system of higher education will also be studied, in particular its role in promoting or inhibiting socioeconomic mobility. The course attempts to understand how role expectations are actually carried within the school system and how its different actors react to technical as well as value constraints. Recent debates on school reform, school restructuring, and school finance will also be discussed.

**Course requirements:** Students are expected to attend class, to read and study the assigned readings, and to participate in class discussions. A series of ten (10) short tests based on assigned readings will be offered. Students are required to take nine (9) of these short tests: if he/she chooses to take more only the nine highest scores will be awarded. Each short test will consist of TEN multiple choice (and sometimes a short essay) questions based on assigned readings. The short tests can only be taken "online" (see note on D2L) at the prescribed times and can not be substituted under any circumstances (I REALLY MEAN THIS!). D2L will automatically score your short tests. The mid-term and final examinations are "non-cumulative" and will be based on assigned readings, CLASS HANDOUTS and lectures by the instructor.

Many class materials can be found in the D2L, including the short tests. In order to find and browse the course Web site for this course:

1. Call up your Web browser and go to the UWM home page:  
**http://www.uwm.edu**
2. From the UWM home page, click on the "**E-learning, D2L, Bb**" link near the top right of the screen.
3. On the next screen, click on the Desire2Learn **logo**.
4. This will bring up the Desire2Learn **welcome** screen. You will see a location to enter your **Username** and **Password**.
5. Your **Username** is your ePanther username (the same username as your ePanther campus email), without the "@uwm.edu" part. Do not hit Enter after you have typed in your username! Either hit the Tab key on your keyboard, or use the mouse to click in the box next to Password.
6. Your **Password** is your ePanther password. After you have typed in your ePanther password, then please hit Login.
7. You should then see a **My Home** screen. You will see on the screen a list of **My Milwaukee Courses**. There is a + next to the phrase **Spring 04**; click on the + sign. You will then see a + next to the name of any department in which you are enrolled in a course that uses D2L, for example, + BUS-Business Management or + L&S-Biological Sciences. Click on that + too. Finally, you will see a course title underlined in blue. That is a hot link: click on it and you will enter your course Home Page.
8. Once you are on the **My Home** screen, you will see links on the left side of your screen that allow you to **change** your ePanther password or **forward** your ePanther email to your preferred private email address.
9. If you have any difficulty getting on the course Web site, please close down your Web browser completely and open it up again, then try logging on again using the instructions above. If you do not know your ePanther username or password, please get help as indicated below.

When you are finished looking around the course Web site, always click on **Logout** if you are in a computer lab, or at least shut down your Web browser. Otherwise, the next person who uses the machine will be using *your* course account

### **What to do if you have problems with Desire2Learn (D2L)**

If you have problems with your login (e.g., you forgot your password, or if you just can't get on) or if you run into any other typical Desire2Learn difficulties, help is available 24 hours a day, 7 days a week. You may do one of the following:

- Send an email to **help@uwm.edu**
- Pick up a phone and call 414.229.4040 if you are in Metro Milwaukee (or just 4040 on a UWM campus phone)
- Go to Bolton 225 (this lab is not open all day or on weekends - check for specific hours)
- Go to EMS E173A (this is a 24/7 lab)

If you are calling from off campus but within Wisconsin or within the USA, call 1.877.381.3459

You should also be aware that the Department of Sociology has a web page that contains much information, including schedules and classes and it can be accessed at:

<http://www.uwm.edu/Dept/Sociology>

**Response Papers:** The class will be divided into small groups of 3-4 students for response papers. Each member of one group will be responsible for completing a response paper based on the weekly readings. For example, each student belonging to Group #1 would complete a response paper for the first week. Each member belonging to Group #2 would follow the second week, etc. Each response paper is to be at least 2 pages long. Each student will make a copy of their response papers for their classmates. These papers are then to be read and discussed in class. Response papers will be worth 15% of the final grade. Each group will complete approximately two response papers during the semester.

**Grading Procedures:** The short tests will receive a THIRTY-FIVE (35%) weight in determining a student's grade. The mid-term and final examinations will receive a TWENTY-FIVE-percent (25%) weight each in determining the course grade. Response papers will account for 15% of the final grade. If, after the final computation, a grade is "borderline", class participation will be considered and a grade may be raised at the discretion of the instructor.

**Course Textbooks:**

Sadovnik, Alan R., Cookson, Peter W., & Susan F. Semel, *Exploring Education: An Introduction to the Foundations of Education*. Boston: Allyn & Bacon, 2006.

Stanton-Salazar, Ricardo D. *Manufacturing Hope and Despair: The School and Kin support Networks of U.S. Mexican Youth*. New York: Teachers College Press, 2001.

Ballantine, Jeanne H. and Joan Z. Spade. *Schools and Society: A Sociological Approach to Education*. Belmont, CA: Thomson & Wadsworth: 2004.

Riordan, Cornelius. *Equality and Achievement: An Introduction to the Sociology of Education* (second edition). New York: Prentice Hall, 2004.

\*All assigned readings preceded by an asterisk are to be found in the Electronic Reserve Section of the Library.

**I. Week of September 4**

Education and Social Structure. The function of education in the stratification system. Theoretical approaches to the sociology of education.

**Required Readings:**

FROM *Exploring Education*: "The Sociology of Education." Chapter 4. "On Understanding the Processes of Schooling: The Contributions of Labeling Theory" (R. Rist)

From *Schools and Society*: "Conflict Theory of Educational Stratification" (R. Collins)

**II. Week of September 11**

On what is learned in school. The stratification of culture and people in education. Education as social control. The link between educational institutions and inequality. Balancing quality and equality. Who Controls the schools? Home and school effects.

**Required Readings:**

FROM *Exploring Education*: "Perspectives On Education: Conservative, Liberal, and Radical Visions" Chapter 2

FROM *Equality and Achievement*: "Equality and Achievement in Education" Chapter 1

**III. Week of September 18**

Historical Perspectives on Education in the United States. From the colonial era to the common schools. Understanding the history of U.S. education: the democratic-liberal, the radical-revisionist, and the conservative perspectives. School Reform: A first look.

**Required Readings:**

FROM *Exploring Education*: "The History of Education" Chapter 3.

**IV. Week of September 25**

The functions of schooling. The school as an organization. Teachers: Roles and challenges. A profession, a semi-profession, or a trade?

**Required Readings:**

Barr and Dreeben, "How Schools work" (From *Schools and Society*)

Grant and Murray, "Teaching in America: The Slow Revolution" (From *Schools and Society*)

From *Exploring Education*: "Schools as organizations and teacher Professionalization" Chapter 6

**V. Weeks of October 2 and October 9**

Explanations of Educational Inequality: Part I. The Influence of the family on school achievement. Interaction of family & school effects. Links between home environment and cognitive development. Sexism in the educational system. Sex differences in achievement and ability: Biological or sociological causes? Showing of film *Class Photo*

**Required Readings:**

From *Equality and Achievement*: "Differences between homes" Chapter 3

From *Exploring Education*: "Equality of Opportunity and Educational Outcomes" (Chapter 8-read the section "Calculating Educational and Life Outcomes")

"Explanations of Educational Inequality" (Chapter 9-read the section "Student-centered explanations")

Lareau, Annette, "Social Class Differences in Family-School Relationships: The Importance of Cultural Capital"

Karp, Karen, "Females + Mathematics = A complex equation"

**VI. Week of October 16**

Explanations of Educational Inequality: Part II. The Influence of the School and other societal forces. Curriculum tracking and teacher quality. Socialization or Allocation?

**Required Readings:**

From *Exploring Education*: "School Differences and Educational Outcomes";

"Educational Attainment and Economic Achievement"; "Education and Inequality: Mobility of Reproduction" (in Chapter 8)

"School-Centered Explanations"; "Do Schools Reproduce Inequality?" (in Chapter 9)

FROM *Equality and Achievement*: "Differences within schools" Chapter 5

**V. Weeks of October 23 and October 30**

Explanations of Educational Inequality: Part III. The Public vs. Private controversy: are private schools really better? The concept of habitus in the social reproduction theories of Bourdieu. Portrait of an elite preparatory school. Boarding schools as total institutions. Sponsored and contest mobility. Contextual Effects-Class, race, and gender. The impact of class size. School finance: the impact of money on educational outcomes.

**Required Readings:**

\*Viadero, "Fresh look at Coleman data yields different conclusions"

\*Lightfoot, "St. Paul's School: Certainty, Privilege, and the Imprint of History"

From *Exploring Education*: Persell, C.H., and Peter W. Cookson, "Chartering and Bartering: Elite Education and Social Reproduction"

From *Equality and Achievement*: "Differences Between Schools" Chapter 4

**VIII. Week of November 6**

Educational Chances of Racial and Ethnic Groups: Part I. Cultural deficiencies or cultural discontinuities? Resistance theory: explaining deviant and antagonistic behavior.

**Required Readings:**

Ogbu, "Understanding Cultural Diversity and Learning" (In *Schools and Society*)

\*Nieto, "Cultural Issues and Their Impact on Learning"

**IX. Week of November 13**

The Higher Education system. Structure, role, and processes. Impact of college on students. Are community colleges providing social mobility? Does affirmative action have any long-term consequences for students and institutions?

**Required Readings:**

From *Schools and Society*: "Higher Education" (pp. 365-369)

Gamson, Zelda, "The Stratification of the Academy"

Dougherty, "The Community College: The Impact, Origin, and Future of a Contradictory Institution"

Bowen and Bok, "The Shape of the River: Long -Term Consequences of Considering Race in College and University Admissions"

**X. Weeks of November 20, and November 27**

Social Capital: Seeking Help and decoding the system. Dropouts and Pushouts: Prediction and Correlates. Primary and Secondary Cultural Discontinuities. Practical implications of testing and curriculum tracking. Teen motherhood and high school graduation. What families can do: parental actions and staying in school.

**Required Readings:**

Santon-Salazar, *Manufacturing Hope and Despair*

**XI. Weeks Of December 4 and December 11**

School reform in the United States. The "No Child Left Behind" Act: Accountability and Markets. What is to be done? One final look at the sociological causes of success and failure in school. Is the answer "school choice"?

**Required Readings:**

\*Apple, Michael W., "Who 'No Child Left Behind' Leaves Behind: The Class and Race Realities of Audit Cultures"

From *Equality and Achievement*: "Maximizing Achievement and Equality" Chapter 7

From *Schools and Society*: Tyack and Cuban, "Tinkering toward Utopia: A Century of Public School Reform"

Illich, "Deschooling Society"

### **Examination Schedule:**

- Quiz # 1      Week of September 11 (includes assigned readings previous week)
- Quiz # 2      Week of September 18
- Quiz # 3      Week of September 25
- Quiz # 4      Week of October 9 (includes assigned readings from previous week)
- Quiz # 5      Week of October 16

First Exam October 19

- Quiz # 6      Week of October 23
- Quiz # 7      Week of October 30
- Quiz # 8      Week of November 6
- Quiz # 9      Week of November 13
- Quiz # 10     Week of November 27

Second Exam December 14