**SOC 124: Education and Inequality in the U.S.**  
Spring 2016 (March 28 – June 9)  
Mon. & Wed. 4:10-6:00  
226 Wellman Hall

Instructor: Jacob Hibel, Ph.D.  
Assistant Professor of Sociology  
2240 SS&H  
Email: jhibel@ucdavis.edu  
Office Hours: Mon. 10:00-12:00 and by appointment

T.A.: Michelle Rossi  
284 SS&H  
Email: micro@ucdavis.edu  
Office Hours: Wed. 10:00-12:00 and by appointment

**Course Description**

This course introduces students to the major theoretical perspectives and research topics in the sociology of education. Course readings focus on the roles multiple social institutions play in shaping individuals’ academic and life-course trajectories. This course emphasizes the diversity of theoretical approaches and research methodologies in the sociology of education, and highlights the contributions made by sociological research to our understanding of issues related to educational quality and inequality in the United States.

**Course Objectives**

1) The first goal of the course is to develop an understanding of schooling as a social institution, and to examine schooling’s role in a stratified society.

2) The second goal of the course is to develop a sociological understanding of the sources of variation in schooling outcomes at the individual and group levels.

3) The third goal of the course is to apply a sociological perspective to problems and issues in education, and to effectively communicate an original, analytic point of view.

**Readings**

- **Required Text:**
  - This text is abbreviated “ABF” in the course schedule below

- Additional readings will be made available as .pdf documents or links to full-text on the course Smartsite page.

**Online Tools**

We will use two new instructional technologies in this course: Socrative and Piazza. Unlike similar options I have used in the past (e.g., “clickers,” Top Hat) both of these services are **free to use!**
Socrative allows students to provide feedback to instructor-posed questions during lecture. We will use Socrative to administer reading quizzes (which count toward students’ grades) as well as informal, anonymous polls related to the lecture content.

**Important Socrative Information:**
- Registration link: [https://b.socrative.com/login/student/](https://b.socrative.com/login/student/)
- Socrative “Room ID”: FOOSXNJQ

We will use Piazza for class discussion. The system is highly catered to getting you help quickly and efficiently from classmates, Michelle, and myself. Rather than emailing questions to the teaching staff, I encourage you to post your questions on Piazza. If you have any problems or feedback for the developers, email.

**Important Piazza Information:**
- Registration link: [https://piazza.com/uc_davis/spring2016/soc124/home](https://piazza.com/uc_davis/spring2016/soc124/home)
- App downloads: [https://piazza.com/product/mobile](https://piazza.com/product/mobile)
- Piazza Help: team@piazza.com.

**Course Requirements**

**Readings and Reading Quizzes**

Students must complete the assigned readings before attending the class meeting in which they are to be discussed. Students’ inability to participate in class discussions due to not having read the assigned pieces will negatively impact their own educational experiences as well as their classmates’. Class meetings will begin with short reading quiz questions administered via Socrative. These questions are designed to gauge students’ completion and comprehension of the assigned readings.

**Discussion Participation**

The Discussion Section for this course is integrated into the lecture. Students will be expected to actively participate in discussion activities during class meetings.

**Thought Papers**

Students will compose three Thought Paper essays for this course. Each essay should be at least 3 pages long (double-spaced, 12pt Times New Roman font). Essay responses must be submitted as stapled, hard copies on or before the due date. Responses may be turned in before the deadline by placing them in Prof. Hibel’s or Michelle’s Sociology department mailbox. Electronic or unstapled submissions will not be accepted. Late assignments will be assessed a 33% penalty for each day that elapses beyond the due date – please plan on encountering computer/printer/life issues and complete your essays in advance of the deadline. Specific expectations regarding the form and content of each Thought Paper will be described in detail in class.
Essays will be evaluated on the merit of the information presented as well as the clarity with which the ideas are expressed. **Students will be graded on their writing.** Students who are uncertain about their writing ability are strongly encouraged to consult the UC Davis Student Academic Success Center (http://success.ucdavis.edu/academic/writing.html) for assistance with these assignments.

**Exams**
The mid-term and final exams will consist of multiple choice, short answer, and mini-essay questions. The mid-term will reflect the content of the first half of the course, and the final will represent material covered in the second half (i.e., the final is not cumulative). Students’ higher score will contribute 30% toward their final grade, and the lower score 20%.

**Course Grade Calculation and Points Breakdown**

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<tr>
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<th>% of Total Points</th>
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<tbody>
<tr>
<td>Reading Quizzes</td>
<td>20%</td>
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<tr>
<td>Thought Papers</td>
<td>10% x 3 (30% total)</td>
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<tr>
<td>Exams</td>
<td>50% (30% for higher score, 20% for lower)</td>
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<tr>
<td>Total</td>
<td>100</td>
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The University’s plus/minus grading scale will be used, with the following breakdown: A = 93-100%, A- = 90-92%, B+ = 86-89%, B = 83-85%, B- = 80-82%, C+ = 76-79%, C = 73-75%, C- = 70-72%, D+ = 66-69%, D = 63-65%, D- = 60-62%, F = below 60%.

**Additional Course Information**

**Campus Emergencies**
In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised calendar or other circumstances beyond the instructor’s control.

**Academic Integrity**
The maintenance of academic honesty and integrity is a vital concern of the University community. I take violations of the student code of conduct seriously, and will refer questionable activities to the office of Student Judicial Affairs without hesitation. Any student found responsible for violating the Code of Academic Conduct shall be subject to both academic and disciplinary sanctions. Students’ participation in this course is taken as acknowledgement and acceptance of the UC Davis Code of Academic Conduct, which can be found here: [http://sja.ucdavis.edu/cac.html](http://sja.ucdavis.edu/cac.html).

**Student Access**
Accommodations are provided for students who are registered with the Student Disability Center and make their requests sufficiently in advance. For more information, visit Student Disability Center website at [http://sdc.ucdavis.edu/](http://sdc.ucdavis.edu/) or call (530) 752-3184.
# COURSE SCHEDULE:

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Revised 4/5/16

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<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Reading (*-reading available on Smartsite)</th>
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<tbody>
<tr>
<td><strong>Week 1: Introduction to the Sociology of Education</strong></td>
<td><strong>Course Introduction</strong></td>
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<tr>
<td>Mon., March 28</td>
<td>Course Introduction</td>
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<td></td>
<td>• Review of Syllabus, Introduction to Socrative and Piazza</td>
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<tr>
<td>Wed., March 30</td>
<td>Developing A Sociological Perspective on Educational Inequality</td>
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<tr>
<th><strong>Week 2: The Purpose of Schooling</strong></th>
<th><strong>Schooling’s Technical Instruction and Socialization Functions</strong></th>
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<tr>
<td>Mon., April 4</td>
<td>Becker, Gary. “Human Capital,” Ch. 5 in ABF</td>
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<td>Durkheim, Emile. “The First Element of Morality,” Ch. 8 in ABF</td>
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<td>Waller, Willard. “The School and the Community,” Ch. 9 in ABF</td>
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<td>Wed., April 6</td>
<td>Collins, Randall. “Functional and Conflict Theories of Educational Stratification,” Ch. 10 in ABF</td>
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<td></td>
<td>Sorokin, Pitirim. “Social and Cultural Mobility,” Ch. 2 in ABF</td>
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<td>Turner, Ralph H. “Sponsored and Contest Mobility”. Ch. 3 in ABF</td>
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<tr>
<th><strong>Week 3: Inequality Inside and Outside the Classroom, Part I</strong></th>
<th><strong>Curriculum Differentiation and Inequality</strong></th>
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<tbody>
<tr>
<td>Mon., April 11</td>
<td>*Hallinan, Maureen. “Tracking: From Theory to Practice,” Sociology of Education, 67(2), 79-84 Ch. 18 in ABF</td>
</tr>
</tbody>
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Wed., April 13  

**Material Resources and Inequality**  
- Reardon, Sean. “The Widening Income Achievement Gap,” Ch. 20 in ABF  

**Week 4: Inequality Inside and Outside the Classroom, Part II**

Mon., April 18  

***Thought Paper 1 Due***  
PBS Frontline documentary *Poor Kids*

Wed., April 20  

**Cultural Capital and Inequality**  
- Lamont, Michele and Annette Lareau. “Cultural Capital,” Ch. 6 in ABF  
- *Lareau, Annette. “Invisible Inequality,” Ch 23 in ABF  
- Khan, Shamus. “Privilege,” Ch. 12 in ABF

**Week 5: Inequality Inside and Outside the Classroom, Part III**

Mon., April 25  

**Social Capital and Inequality**  
- Coleman, James and Thomas Hoffer. “Schools, Families, and Communities,” Ch. 7 in ABF  

Wed., April 27  

**EXAM 1**

**Week 6: Race/Ethnicity and Inequality**

Mon., May 2  

**Racial/Ethnic and Immigrant-Native Achievement Gaps**  
Wed., May 4  
**Segregation and Education**
- Coleman, James et al. “Equality of Educational Opportunity,” Ch 13 in ABF
- Tyson, Karolyn. “Desegregation without Integration,” Ch. 17 in ABF

**Week 7: Social Psychological Responses to/Sources of Educational Inequality**

Mon., May 9  
**Racial Identity and “Acting White”***Thought Paper 2 Due***
- Signithia Fordham and John Ogbu. “Black Students’ School Success: Coping with the Burden of Acting White,” Ch 25 in ABF
- Tyson et al. “It’s Not a Black Thing’,” Ch 26 in ABF
- Lewis, Amanda. “Race in the Schoolyard,” Ch 29 in ABF

Wed., May 11  
**Stereotype Threat**

**Week 8: Gender and Educational Inequality**

Mon., May 16  
**Gender During Childhood**
Wed., May 18  Gender in Adulthood

Week 9: Sociology and Education Reform: Where Do We Go From Here?
Mon., May 23  30 Years of Balancing Equity and Excellence in American Education
  • **“A Nation at Risk”**
  • **“No Child Left Behind”**
  • **“Race to the Top”**
  • **“Common Core”**

Wed., May 25  Accountability and Choice
  ***Thought Paper 3 Due***
  • *Renzulli, Linda and Vincent Roscigno. “Charter Schools and the Public Good.”
  • Jennings, Jennifer. “School Choice or Schools’ Choice,” Ch. 51 in ABF

Week 10: Sociology and Education Reform Continued
Mon., May 30  NO CLASS: MEMORIAL DAY

Wed., June 1  Education Reform Without School Reform?

EXAM 2: Tues. June 7, 6:00-8:00 pm.