

**Sociology of Education  
(Graduate)  
Professor Jeffrey Guhin  
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Office Hours: TBD**

**Welcome and Overview**

Hello students! This is going to be a great class. It's going to be a lot of work, but by the end of the quarter, you should have a very good sense of contemporary debates in the sociology of education.

A few things are worth pointing out:

1. Each week (except one) is a combination of a book and two articles. It's a lot of reading, and you might well have to skim the book. It's a skill to get used to, however.
2. This course reflects the fairly broad qualitative/quantitative divide within the sociology of education: generally, though not always, there will be two quantitative articles each week and one qualitative book.

**Attendance and Absences**

We only have ten meetings. If you miss more than two, it will affect your grade. I won't ask why you're not there (you're an adult!), but if you will need to miss more than two, please do contact me. Please be respectful of each other regarding the use of smart phones and social media and other random websites in class.

**Contacting Me and Office Hours.**

My office hours are as yet unknown in, Haines 296. Come on by! I'm also available most days by appointment.

**Papers**

You will write two papers, with the option of the second paper being an extension and elaboration for the first with the possibility of future publication. The papers should be no shorter than eight pages (Garamond, double space, 1 inch margins). They should have a clear argument about the themes we discuss in class, either using your own data or engaging in a theoretical or methodological critique. Papers should be e-mailed to me no later than midnight on the day they're due. Late papers will be deducted one letter grade each day.

**Grading**

Paper 1: 40%

Paper 2: 40%

Attendance and Participation: 20%

**Academic Honesty**

If you're caught plagiarizing, you get an automatic 0 on the paper (which is a 0, making it pretty hard to pass my class). I'll also report you to the Dean.

**Difficult Material**

Some material in this class might be hard for some students. If you're worried that's the case, please contact me beforehand.

## Section One: Theoretical Formulations

### Week 1: Theoretical Formations for Why We Have Schools

1. Allen, Danielle. *Talking to Strangers: Anxieties of Citizenship since Brown v. Board of Education*. 2004. University of Chicago Press.
2. Dewey, John. "My Pedagogic Creed"
3. Meyer, John W. 1977. "The effects of education as an institution." *American Journal of Sociology* 83(1): 55-77.

### Week 2: Theoretical Formations for Explaining Inequality in Schools

1. Bourdieu, Pierre. *The state nobility: Elite schools in the field of power*. 1998. Stanford University Press.
2. Labaree, David F. 1997. "Public goods, private goods: The American struggle over educational goals." *American Educational Research Journal* 34(1): 39-81.
3. Du Bois, W.E.B. "Does the Negro Need Separate Schools?"

## Section Two: Race, Class, Immigration, and Gender in Primary Schools (with Thematically Related Articles)

### Week 3: Class

1. Calarco, Jessica McCrory. 2018. *Negotiating opportunities: How the middle class secures advantages in school*. Oxford University Press.
2. Lauen, Douglas Lee, and S. Michael Gaddis. 2013. "Exposure to Classroom Poverty and Test Score Achievement: Contextual Effects or Selection." *American Journal of Sociology* 118: 943-979.
3. Crosnoe, Robert. 2009. "Low-income students and the socioeconomic composition of public high schools." *American Sociological Review* 74(5): 709-730.

### Week 4: Race

1. Lewis-McCoy, RL'Heureux. 2014. *Inequality in the promised land: Race, resources, and suburban schooling*. Stanford University Press.
2. Downey, Douglas B., James W. Ainsworth, and Zhenchao Qian. 2009. "Rethinking the attitude achievement paradox among blacks." *Sociology of Education*. 82(1): 1-19.
3. Morris, Edward W., and Brea L. Perry. 2017. "Girls behaving badly? Race, gender, and subjective evaluation in the discipline of African American girls." *Sociology of Education* 90(2): 127-148.

### Week 5: Immigration

1. Suárez-Orozco, Carola, Marcelo M. Suárez-Orozco, and Irina Todorova. 2009. *Learning a New Land*. Harvard University Press.
2. Lee, Jennifer, and Min Zhou. 2014. "The success frame and achievement paradox: The costs and consequences for Asian Americans." *Race and Social Problems* 6(1): 38-55.
3. Feliciano, Cynthia, and Yader R. Lanuza. 2017. "An immigrant paradox? Contextual attainment and intergenerational educational mobility." *American Sociological Review* 82(1): 211-241.

#### Week 6: Gender

1. Oeur, Freedom Blume. 2018. *Black boys apart: Racial uplift and respectability in all-male public schools*. University of Minnesota Press.
2. Buchman, Claudia, Thomas DiPrete, and Anne McDaniel. 2008. "Gender Inequalities in Education." *Annual Review of Sociology* 34:319-337.
3. Ispa-Landa, Simone. 2013. "Gender, race, and justifications for group exclusion: Urban Black students bussed to affluent suburban schools." *Sociology of Education* 86(3): 218-233.

### Section Three: College Books and Related Articles

#### Week 7: Higher Education Overview

1. Brint, Steven. *Two cheers for higher education: Why American universities are stronger than ever—and how to meet the challenges they face*. 2019. Princeton University Press.
2. Stevens, Mitchell L., Elizabeth A. Armstrong, and Richard Arum. 2008. "Sieve, incubator, temple, hub: Empirical and theoretical advances in the sociology of higher education." *Annual Review of Sociology* 34: 127-151.
3. Lamboy, Lily, and Amanda Lu. 2017. "The pursuit of college for all: Ends and means in 'no excuses' charter schools." *Theory and Research in Education* 15(2): 202-229.

#### Week 8: The Experience of College

1. Goldrick-Rab, Sara. *Paying the price: College costs, financial aid, and the betrayal of the American dream*. 2016. University of Chicago Press.
2. Armstrong, Elizabeth A., and Laura T. Hamilton. 2013. *Paying for the Party*. Harvard University Press. (selections)
3. Reyes, Daisy Verduzco. 2004. "Inhabiting Latino politics: How colleges shape students' political styles." *Sociology of Education* 88(4): 302-319.

#### Week 9: College and other forms

1. Cottom, Tressie McMillan. 2017. *Lower ed: The troubling rise of for-profit colleges in the new economy*. New Press. 2017
2. Brand, Jennie E. and Yu Xie. 2010. "Who Benefits Most from College? Evidence for Negative Selection in Heterogeneous Economic Returns to Higher Education." *American Sociological Review* 75(2):273-302.
3. Rosenbaum, James E., Caitlin Ahearn, and Jennifer Lansing. 2018. "College-for-All: Alternative Options and Procedures." *Handbook of the Sociology of Education in the 21st Century*. Springer, 431-455.

### Section Four: Conclusion

#### Week 10: Overview

1. Allen, Danielle. 2016. *Education and equality*. University of Chicago Press.
2. Raudenbusch, Stephen W. and Robert D. Eschmann. 2015. "Does Schooling Increase or Reduce Social Inequality?" *Annual Review of Sociology* 41:443-70.
3. Downey, Douglas B., and Dennis J. Condron. 2016. "Fifty years since the Coleman Report: Rethinking the relationship between schools and inequality." *Sociology of Education* 89(3): 207-220. (see also responses in same issue).

4. Mehta, Jal, and Scott Davies, eds. *Education in a new society: renewing the sociology of education*. University of Chicago Press, 2018. Pp. 1-60.