

**Sociology of Education  
285A (Graduate)  
Haines 279  
Wednesday, 9-11:50 am  
Professor Jeffrey Guhin  
guhin@soc.ucla.edu**

**Office Hours: Tuesday and Thursday 1 pm to 2 pm (and by appointment)**

### **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 Tuesday and Thursday from 1 pm to 2 pm, 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.

#### Week 1: History

1. Mehta, Jal. 2015. *The allure of order: High hopes, dashed expectations, and the troubled quest to remake American schooling*. Oxford University Press.
2. Rauscher, Emily. 2016. "Does Educational Equality Increase Mobility? Exploiting Nineteenth-Century US Compulsory Schooling Laws." *American Journal of Sociology* 121(6): 1697-1761.
3. Torche, Florencia. 2011. "Is a College Degree Still the Great Equalizer? Intergenerational Mobility Across Schooling in the U.S." *American Journal of Sociology* 117: 763-807.

#### Week 2: Morals

1. Hunter, James Davison. 2001. *Death of character: On the moral education of America's children*. Basic Books.
2. Schofer, Evan, and John W. Meyer. 2005. "The worldwide expansion of higher education in the twentieth century." *American sociological review* 70(6): 898-920.
3. Ladson-Billings, Gloria. 1995. "Toward a theory of culturally relevant pedagogy." *American Educational Research Journal* 32(3): 465-491.

#### Week 3: Reproduction

1. Bourdieu, Pierre. 1998. *The state nobility: Elite schools in the field of power*. Stanford University Press.
2. Jæger, Mads Meier, and Richard Breen. 2016. "A Dynamic Model of Cultural Reproduction." *American Journal of Sociology* 121(4): 1079-1115.
3. 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.

#### Week 4: Measurement

1. Kane, Michael T. 2013. "Validating the interpretations and uses of test scores." *Journal of Educational Measurement* 50(1): 1-73.
2. Darling-Hammond, Linda, and Elle Rustique-Forrester. 2005. "The consequences of student testing for teaching and teacher quality." *Yearbook of the National Society for the Study of Education* 104(2): 289-319.
3. Wiliam, D., Lee, C., C. Harrison, & P. Black. 2010. "Teachers developing assessment for learning: Impact on student achievement." *Assessment in Education*. 11(1): 49-65.
4. Heilig, Julian Vasquez, and Linda Darling-Hammond. 2008. "Accountability Texas-style: The progress and learning of urban minority students in a high-stakes testing context." *Educational Evaluation and Policy Analysis* 30(2): 75-110.
5. McCaffrey, Daniel F., et al. "Models for value-added modeling of teacher effects." *Journal of educational and behavioral statistics* 29.1 (2004): 67-101.
6. Hanushek, Eric A., and Steven G. Rivkin. 2010. "Generalizations about using value-added measures of teacher quality." *The American Economic Review* 100(2): 267-271.

#### Week 5: Class

1. Willis, Paul E. 1977. *Learning to labor: How working class kids get working class jobs*. Columbia 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. "Low-income students and the socioeconomic composition of public high schools." *American Sociological Review* 74.5 (2009): 709-730.

#### Week 6: Race

1. Carter, Prudence L. 2012. *Stubborn roots: Race, culture, and inequality in US and South African schools*. Oxford 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. Condron, Dennis. 2009. "Social Class, School and Non-School Environments, and Black-White Inequalities in Children's Learning." *American Sociological Review* 74:683-708.

#### Week 7: Gender and Sexuality

1. Luker, Kristin. 2007. *When sex goes to school: Warring views on sex--and sex education--since the sixties*. WW Norton & Company.
2. Buchmann, Claudia and Thomas DiPrete. 2006. "The Growing Female Advantage in College Completion: The Role of Family Background and Academic Achievement." *American Sociological Review* 71: 515-541.
3. Buchman, Claudia, Thomas DiPrete, and Anne McDaniel. 2008. "Gender Inequalities in Education." *Annual Review of Sociology* 34:319-337.

#### Week 8: Intersections of Race, Class, and Gender

1. Pascoe, C.J. 2011. *Dude, you're a fag*. University of California Press.
2. Read, Jen'nan Ghazal, and Sharon Oselin. 2008. "Gender and the education-employment paradox in ethnic and religious contexts: The case of Arab Americans." *American Sociological Review* 73(2): 296-313.
3. Strully, Kate. 2014. "Racially and ethnically diverse schools and adolescent romantic relationships." *American Journal of Sociology*. 120(3): 750-797.

#### Week 9: Language and Immigration

1. Luykx, Aurolyn. 1999. *The citizen factory: Schooling and cultural production in Bolivia*. SUNY Press.
2. Levels, Mark, Jaap Dronkers, and Gerbert Kraaykamp. "Immigrant children's educational achievement in western countries: origin, destination, and community effects on mathematical performance." *American Sociological Review* 73.5 (2008): 835-853.
3. Dondero, Molly, and Chandra Muller. 2012. "School Stratification in New and Established Latino Destinations." *Social Forces* 91(2): 477-502.

#### Week 10: Summing Up

1. Rose, Mike. 2014. *Why school?: Reclaiming education for all of us*. The New Press.
2. Van de Werfhorst, Herman G., and Jonathan J. B. Mijs. 2010. "Achievement Inequality and the Institutional Structure of Educational Systems: A Comparative Perspective." *Annual Review of Sociology* 36: 407-28.
3. Raudenbusch, Stephen W. and Robert D. Eschmann. 2015. "Does Schooling Increase or Reduce Social Inequality?" *Annual Review of Sociology* 41:443-70.
4. Labaree, David F. 1997. "Public goods, private goods: The American struggle over educational goals." *American Educational Research Journal* 34(1): 39-81.