

Sociology 880: Education and Inequality Spring 2018

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Office hours: TH 3:30-4:30pm or by appointment

Course Description

The course intends to discuss the ways that education systems both maintain and challenge social inequality. Students will read and discuss topics such as racial inequality in school achievement, inequality in college admission, gender equity and inequity in schooling, children of immigrants' education outcomes, debates on college-for-all, the equity in access and attainment in STEM fields, etc. We will explore these issues by reading books and journal articles. This class intends also to advance students' own research projects through frequent discussions and evaluations of students' own work by the instructor and their peers.

Course Requirements

1. Class Participation: Students are required to read the designated materials before each class and to participate in class. Attendance and participation counts towards 10% of your final grade.
2. You must complete the assigned readings and post your questions and comments about each reading assignment on Blackboard by 5pm on Monday each week. Questions and comments do not have any length requirement, but no fewer than three in total. This gives us enough time to read before the class the following day. Promptness is expected. However, you do not need to post any questions or comments the week you write a review of the reading assignments. This counts towards 20% of your final grade.
3. Each student will write and present a review of reading assignments. The review should be about 5-pages, double spaced. It should contain the following elements:
 - A) a brief summary of the readings,
 - B) the strengths and weaknesses of the readings, and
 - C) your thoughts about implications of one or two issues discussed in the readings.

These assignments should be submitted to the professor by 2 pm on Monday and count 15% of your final grade.

4. Discussion leading: Each student will have opportunities to lead the discussion of readings, and plan discussion activities, which count toward 10% of your final grade.
5. Research proposal: Each student is expected to develop a research proposal, which will further develop into your final research paper. The proposal should clearly state your

research question, its significance, your research methods, and a bibliography. This count toward 10% of your final grade. Your proposal is due on March 27th.

6. Research paper: Students will also be expected to write a research paper on your current or future research project based on your research proposal. This counts towards 30% of your final grade.
7. Final presentation: On last week of class, each student will present to the whole class his or her final paper. The presentation is in the format of 15 minutes conference style. This counts towards 5% of your final grade.

Readings for the course:

Books:

Carter, Prudence L. 2005. *Keepin' It Real: School Success beyond Black and White*. Oxford: Oxford University Press.

DiPrete, Thomas A., and Claudia Buchmann. 2013. *The rise of women: The growing gender gap in education and what it means for American schools*. Russell Sage Foundation

Lareau, Annette. 2011 *Unequal childhoods: Class, race, and family life*. Univ of California Press

Rosenbaum, James E. 2001. *Beyond College for All: Career Paths for the Forgotten Half*. New York: Russell Sage Foundation.

Seymour, Elaine and Nancy M. Hewitt. 1997. *Talking about Leaving: Why Undergraduates Leave the Sciences*.

Lee, Jennifer and Min Zhou. 2015. *The Asian American Achievement Paradox* New York: Russell Sage Foundation.

Armstrong, Elizabeth A. and Laura T. Hamilton. 2013. *Paying for the Party: How College Maintains Inequality*. Harvard University Press.

The rest are articles, which will be posted on blackboard under content.

Disability Accommodations

“A student with a disability may request accommodations by contacting ODS to schedule an intake appointment. Students are requested to send their current documentation of disability to the Office of Disability Services, in advance of their intake appointment. The documentation will be evaluated according to established ODS guidelines. These guidelines will be furnished by ODS upon request” (p. 5, Office of Disability Services Policies and Procedures Manual).

For more information: Office of Disability Services, 804 University Avenue, Room 309
<http://www.disabilityservices.syr.edu>

Academic Integrity

The Syracuse University Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the Policy and know that it is their responsibility to learn about instructor and general academic expectations with regard to proper citation of sources in written work. The policy also governs the integrity of work submitted in exams and assignments as well as the veracity of signatures on attendance sheets and other verifications of participation in class activities. Serious sanctions can result from academic dishonesty of any sort. For more information and the complete policy, see <http://academicintegrity.syr.edu>

Course Schedules: instructor reserves the right to change the schedules as needed.

Jan 16: Course overview and Film

Jan 23

Coleman, James. 1968. "The Concept of Equality of Educational Opportunity." *Harvard Educational Review*, 38 (1): 7-22.

Coleman, James. 1988. "Social Capital in the Creation of Human Capital." *American Journal of Sociology* 94:95-120.

Paul Dimaggio. 1982. "Cultural Capital and School Success: The Impact of Status Culture Participation on the Grades of U.S. High School Students." *American Sociological Review* 47(2). Pp. 189-201.

Signithia Fordham and John Ogbu. 1986. "Black Students' School Success: Coping with the Burden of 'Acting White'."

Jan.30

Carter, Prudence L. 2005. *Keepin' It Real: School Success beyond Black and White*. Oxford: Oxford University Press.

Feb 6

Lareau, Annette. 2011 *Unequal childhoods: Class, race, and family life*.

Feb 13

DiPrete, Thomas A., and Claudia Buchmann. 2013. *The rise of women: The growing gender gap in education and what it means for American schools*.

Feb. 20

DiPrete, Thomas A., and Claudia Buchmann. 2013. *The rise of women: The growing gender gap in education and what it means for American schools*.

Charles, Maria, and Karen Bradley. 2009. "Indulging our gendered selves? Sex segregation by field of study in 44 countries¹." *American journal of sociology* 114.4: 924-976.

Feb 27

Jennifer Lee and Min Zhou. 2015. *The Asian American Achievement Paradox* New York: Russell Sage Foundation. Chapter 1-5

March 06

Jennifer Lee and Min Zhou. 2015. *The Asian American Achievement Paradox* New York: Russell Sage Foundation. Chapter 6 to end

March 11-18 Spring break

March 20 Seymour, Elaine and Nancy M. Hewitt. *Talking about Leaving: Why Undergraduates Leave the Sciences*.

March 27 Research proposal due, no class

April 3

Rosenbaum, James E. 2004. *Beyond College for All: Career Paths for the Forgotten Half*. Chapter 1 to Chapter 7

Paul Attewell and David Lavin. 2007. "Mass Higher Education and Its Critics."

April 10

Rosenbaum, James E. 2004. *Beyond College for All: Career Paths for the Forgotten Half*. Chapter 8 to Chapter 12

Moss, Philip, and Chris Tilly. 1996. "'Soft' Skills and Race." *Work and Occupations* 23 (3, August):252-76.

April 17

Elizabeth A. Armstrong and Laura T. Hamilton. 2013. *Paying for the Party: How College Maintains Inequality*. Harvard University Press.

April 24

Elizabeth A. Armstrong and Laura T. Hamilton. 2013. *Paying for the Party: How College Maintains Inequality*. Harvard University Press.

May 1st

Presentations on students' own research project

May 5th final paper is due