

URBG 787.63
Social Contexts of Education
Fall 2013
Mondays, 3:10-5 p.m.
Hunter West 1640

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Description

What is the relationship between schools and society? How can schools respond to society's transformations, for example, labor market and demographic shifts, and address educational inequality? There have been major transformations in the school populations in the United States, especially in the cities. These changes have led to an increased emphasis on addressing racial, ethnic, linguistic and social class gaps in educational outcomes. The class examines the different ways researchers and educators have understood the reasons for such gaps and how these understandings have informed educational policies and how teachers and administrators work. We know that a trained and educated citizenry is critical to urban quality of life. The class will emphasize how the goal of educating citizens is being achieved.

Requirements:

Class Participation 10%

Students will be expected to complete reading assignments before class and participate actively and intelligently in class discussions. Attendance is essential.

The class consists of seminar style discussions. This means that these readings, my interpretations, and those of your colleagues should be challenged in a collegial manner that invites the use of relevant evidence and analyses.

Readings Discussion 20%

Each student will open our class discussion in ONE class with 3-5 discussion questions on that week's readings. The student will post these questions in advance of class on Blackboard and should be prepared to address those discussion questions but should let the entire class do it, collectively. The goal is to guide the class around analysis of the week's readings, especially in the context of our existing

theoretical frameworks, research, & policies, and what they encourage us to be considering. The goal of the discussion questions is to provide prompts for the entire class to reflect thoughtfully on these issues.

Paper 1 30%

Following the guidelines below, a maximum of 7 pages (excluding references), and must be submitted by **Nov. 8 [FRI]**. This paper asks that you analyze a key topic we have covered and how it illuminates the relationship between education and social inequality, e.g., segregation. You should use at least 3-5 class readings for your analysis, but can also draw on outside readings if relevant. **(30% of final grade)**

Final Paper 40%

Following the guidelines below, 15-18 pages + bibliography, due on **Dec. 18 [WED] by 5 p.m.** The final paper will allow you to explore some of the issues raised in this course in more depth, such as teacher preparation or social capital. All paper topics are subject to the instructor's approval, and must be submitted along with a short list of citations by **Nov. 18 [MON]**. **(40% of final grade).**

- ✓ All written work for this course must be done individually.
- ✓ All written assignments must be submitted in hard copy unless otherwise indicated. Email or faxed copies will not be accepted. Please use Times Roman, 12 point font for your work, and double-space in the text.
- ✓ For the benefit of your learning, it is important to turn in all assignments on time. All late assignments will be deducted a half-grade per day except for documented emergencies.

A grading rubric will be distributed and discussed in class

Text messaging, emailing, and the use of cell phones are absolutely prohibited in class.

College Policies

Sept. 17 - Tuesday Last Day to drop for 25% refund – Last day to drop without a grade of “W”

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue

cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

** Please read Hunter College's policy on plagiarism published on the college Web site. This policy is taken seriously and will be strictly enforced. Any student who has a question about it should consult with the instructor.

Required Books

Carter, P. 2005. *Keepin' It Real: School Success Beyond Black and White*. Oxford University Press.

Graham, Patricia. 2005. *Schooling America: How the Public Schools Meet the Nation's Changing Needs*. Oxford and New York: Oxford University Press. Introduction,

Louie, Vivian. 2004. *Compelled to Excel: Immigration, Education, Opportunity Among Chinese Americans*. Stanford: Stanford University Press

Louie, Vivian. 2012. *Keeping the Immigrant Bargain: The Costs and Rewards of Success in America*. New York: Russell Sage Foundation.

All books are available online for purchase. Other readings are denoted by **BB**, e.g., available on blackboard, or otherwise are available via Hunter Library's online system or via the corresponding online source.

** Reading *The New York Times* on a regular basis will help you think through the core issues examined in this course, on international, national and local levels.

PART I INTRODUCTION

What do we want from public schools, and how have public schools tried to meet those needs? A look at historical and theoretical perspectives

September 9 PUBLIC SCHOOLS TODAY AND HOW WE GOT HERE, pre-1954

Hochschild, Jennifer and Nathan Scovronick. 2003. *The American Dream and the Public Schools*. New York: Oxford University Press. Introduction & Chapter 1 (1-27) **BB**

Graham, Patricia. 2005. *Schooling America: How the Public Schools Meet the Nation's Changing Needs*. Oxford and New York: Oxford University Press. Introduction, Chapters 1 & 2 (1-97)

**September 16 PUBLIC SCHOOLS TODAY AND HOW WE GOT HERE,
post-1954**

Graham, Patricia. 2005. *Schooling America: How the Public Schools Meet the Nation's Changing Needs*. Oxford and New York: Oxford University Press. Chapters 3 -Conclusion (98-256)

Nieto, Sonia. 2005 April. Public Education in the Twentieth Century and Beyond: High Hopes, Broken Promises, and an Uncertain Future. *Harvard Educational Review*, Volume 75, Number 1, pp. 43-64.

Viteritti, Joseph. 2012 June. The Federal Role in School Reform: Obama's "Race to the Top." *Notre Dame Law Review* 87 (5): 2087-2122.

**September 23 THE RELATIONSHIP BETWEEN EDUCATION AND SOCIAL
INEQUALITY**

What is social stratification? How does it occur in schools?

Davis, K. & Moore, W. E. 1945. Some principles of stratification. *American Sociological Review*, 10(2), 242-249.

Massey, D. 2007. Chapter 1 (How Stratification Works), *Categorically unequal: the American stratification system*. New York: Russell Sage Foundation. 1-27. **BB**

Collins, R. 1971. Functional and conflict theories of educational stratification. *American Sociological Review*, 36(6), 1002-1019.

PART II HOW DO WE ACCOUNT FOR EDUCATIONAL GAPS?

Access

How does access to quality PK and public schools affect outcomes? How do institutional factors shape gaps in access? This section provides a national picture, but also looks at how these access issues play out in Chicago, the West/Southwest, New England, and greater NYC. Attention is also given to the varied capitals youth and their families have, e.g., human, social, linguistic and cultural capitals, and how this intersects with institutional factors.

September 30 **Race, Segregation & Immigration: Cases of Chicago, West and the Southwest, pre-1965**

Neckerman, Kathryn. 2010 (2007). *Schools Betrayed: Roots of Failure in Inner-City Education*. Chicago: University of Chicago Press. **BB**

Edward E. and Vilma Ortiz. 2008. *Generations of Exclusion: Mexican Americans, Assimilation and Race*. 2008. New York: Russell Sage Foundation Press. Chapters 1, 4-5. (Pp 1-20, 74-134) **BB**

October 7 **Resegregation, Post-1965**

Orfield, Gary and Chungmei Lee. 2007 August. *Historic Reversals, Accelerating Resegregation, and the Need for New Integration Strategies*. A report of the Civil Rights Project/Proyecto Derechos Civiles, UCLA
<http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/historic-reversals-accelerating-resegregation-and-the-need-for-new-integration-strategies-1/orfield-historic-reversals-accelerating.pdf>

Ayscue, Jennifer B., Alyssa Greenberg with John Kucsera, and Genevieve Siegel Hawley. 2013 May. *Losing Ground: School Segregation in Massachusetts*. A report of the Civil Rights Project/Proyecto Derechos Civiles.
<http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/losing-ground-school-segregation-in-massachusetts/ayscue-greenberg-losing-ground-segregation-mass.pdf>

Post-1965: Families & Schooling Processes and Outcomes among Children

October 15 **Cultural Capital of Families**

NOTE: WE MEET ON A TUESDAY THIS WEEK

Lareau, Annette and Elliot Weininger. 2008. "Concerted Cultivation Continues: Class, Culture, and Child Rearing." Pp. 118-151. In *Social Class: How Does it Work?* (edited by A. Lareau and D. Conley). New York: Russell Sage Foundation. **BB**

Diamond, John B. and Kimberly Gomez. 2004. African American Parents' Educational Orientations: The Importance of Social Class and Parents' Perceptions of Schools. *Education and Urban Society* 36(4): 383-427.

October 21 Cultural Capital of Youth

Carter, P. 2005. *Keepin' It Real: School Success Beyond Black and White*. Oxford University Press. Preface, Introduction (pp. 3-15), Chapters 1 & 2 (19-76), Chapter 6 (157-174)

October 28 Issues Among Immigrant Learners

Yoshikawa, Hirokazu. 2011. *Immigrants Raising Citizens: Undocumented Parents and Their Children*. New York: Russell Sage Foundation. Chapter 7 and Appendix. **BB**

Carhill, Avary, Carola Suárez-Orozco and Mariela Páez. 2008. Explaining English Language Proficiency Among Adolescent Immigrant Students. *American Educational Research Journal* 45 (4): 1155-1179.
<http://icy.gseis.ucla.edu/rice/articles/linked-articles-and-chapters/explaining-english-language-proficiency-aerj-1.pdf>

Kasinitz, Philip. 2008. Becoming American, Becoming Minority, Getting Ahead: The Role of Racial and Ethnic Status in the Upward Mobility of the Children of Immigrants. *ANNALS, AAPSS*, 620: 253-269.

November 4 Capitals among Immigrant Families: Advantages and Limitations

Louie, Vivian. 2004. *Compelled to Excel: Immigration, Education, Opportunity Among Chinese Americans*. Stanford: Stanford University Press. pp. xiii-xxxv. Chapters 3, 5, 6 & 7.

Schools, Communities, and Families

What is the relationship among schools, communities and families, and how does this shape gaps in access, perspectives and outcomes? This section looks at what happens in schools, and how this relationship among schools, communities and families can be strengthened.

PAPER 1 DUE ON NOV. 8 [FRI]

November 11 The Culture of Schools

Lawrence-Lightfoot, S. 1983. *The Good High School*. New York: Basic Books. Origins: pages 3-26. Chapter I: George Washington Carver HS, pages 29-55 & Chapter IV: Brookline HS, pages 150-220. **BB**

Lopez, Nancy. 2004. Unraveling the Race-Gender Gap in Education: Second-Generation Dominican Men's High School Experiences. Pages 28-56 In *Becoming New Yorkers*, edited by Philip Kasinitz, John Mollenkopf and Mary Waters. New York: Russell Sage Foundation. **BB**

November 18 Parental Involvement Redefined

Warren, Mark R., Soo Hong, Carolyn Leung Rubin and Phitsamay Sychitkokhong Uy. 2009. Beyond the Bake Sale: A Community-Based Relational Approach to Parent Engagement in Schools. *Teachers College Record* 111(9): 2209–2254.

Louie, Vivian. 2012. *Keeping the Immigrant Bargain: The Costs and Rewards of Success in America*. Chapters 1-6

PAPER TOPIC AND CITATION LIST DUE

INSTRUCTION

How have accountability mandates, like No Child Left Behind, influenced instruction? What do teachers need to know to do their jobs?

November 25 Accountability Mandates

Louie, Vivian. 2005. Immigrant Student Populations and the Pipeline to College: Current Considerations and Future Lines of Inquiry. *Review of Research in Education* 29: 69-105.

Diamond, J. B. 2007. Where the rubber meets the road: Rethinking the connection between high stakes accountability policy and classroom instruction. *Sociology of Education*, 80(4): 285-313.

Booher-Jennings, J. 2005. Below the bubble: Educational triage and the Texas accountability system. *American Educational Research Journal*, 42(2), 231-

Anyon, Jean. 2005 April. What Counts as Education Policy? Notes Toward a New Paradigm. *Harvard Educational Review*. 75th Anniversary Issue on Educational Policy. Vol. 75, No. 1, 65-88.

December 2 Teacher Preparation

The Road Less Traveled: How the Developmental Sciences Can Prepare Educators to Improve Student Achievement: Policy Recommendations). 2010. Washington D.C.: National Council for Accreditation of Teacher Education
<http://www.fcd-us.org/sites/default/files/The%20Road%20Less%20Traveled-Policy%20Recommendations.pdf>

Pollock, M., Deckman, S., Mira, M., & Shalaby, C. 2010. "But What Can I Do?" Three Necessary Tensions in Teaching Teachers about Race. *Journal of Teacher Education*, 61(3), 211-224.

Seider, Scott and James P. Huguley. 2009. Aspiring Educators, Urban Teens, and Conflicting Perspectives on the Social Contract. *Equity and excellence in Education* 42(3): 294-312.

Higher Education

Higher education has increasingly become important to getting a good job, both in the United States and globally. What is the college landscape today? What kinds of higher education options should we have?

December 9 College and Career-Ready Students

Louie, V. 2007. Who makes the transition to college? Why we should care, what we know, and what we need to do. *Teachers College Record* 109(10), 2222-2251.

Attewell, P. & Lavin, D. E. 2007. *Passing the Torch: Does Higher Education for the Disadvantaged Pay Off Across the Generations?* New York: Russell Sage Foundation. (pp. 1-8) and Chapter 5 (pp. 79-125). **BB**

Symonds, William C., Robert B. Schwartz and Ronald Ferguson, February 2011
Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans

for the 21st Century. Report issued by the Pathways to Prosperity Project,
Harvard Graduate School of Education.

http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf

FINAL PAPER DUE ON DEC. 18 [WED] BY 5 P.M.