

Sociology 304

Social Organization and Social Control in Schools

Spring, 2010: Wednesdays and Fridays, 1:30-2:45 PM

Prof: Stephen Plank
Mergenthaler 560
office hrs, W 3:30-4:30 & F noon-1pm
splank@jhu.edu
410-516-7633

Teaching Assistant: Yao Li
Mergenthaler 563
office hrs, W 12-1
yaoli@jhu.edu

In this course, our readings and discussions will be guided by three main questions:

- (1) How do arrangements of tasks, rewards, roles, and opportunities in schools affect student learning, behavior, and sense of attachment?
- (2) In what ways are social control processes in schools related to the demands and dynamics of other societal institutions, particularly the family and the labor market?
- (3) How are racial, gender, and social class dynamics related to social organization and social control in schools?

To address these three main questions, we will have to consider other issues, such as:

What do we mean by social organization and social control?

What forms do social organization and social control take in elementary and secondary schools?

Can we identify both (a) purposely designed and (b) unintended aspects of social organization and social control?

For students, what are some of the effects of specific forms of social organization and social control in schools, in both the short term and the long term?

Course grade will be based on:

Three short writing assignments (2-3 pages each)	30%
In-class mid-term exam (March 12)	20%
Final essay (8-10 pages, due May 10)	30%
Participation	20%
	<hr/>
	100%

The university has an academic ethics policy. We will take it seriously. Please read the following:

Cheating is wrong. Cheating hurts our community by undermining academic integrity, creating mistrust, and fostering unfair competition. The university will punish cheaters with failure on an assignment, failure in a course, permanent transcript notation, suspension, and/or expulsion. Offenses may be reported to medical, law or other professional or graduate schools when a cheater applies.

Violations can include cheating on exams, plagiarism, reuse of assignments without permission, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Ignorance of these rules is not an excuse.

In this course, as each writing assignment is given – and before the mid-term exam – Professor Plank will describe his specific expectations for citing sources and collaborating with classmates. If you have questions at these times, please be assertive in asking questions.

On the mid-term exam, you will sign the following pledge: "I agree to complete this exam without unauthorized assistance from any person, materials or device. [Signed and dated]"

Old exams from this course may be found at MSEL Reserves.

For more information, see the guide on "Academic Ethics for Undergraduates" and the Ethics Board web site (<http://ethics.jhu.edu>).

Course plan for the typical week (not every week, but for eight or nine of them):

Each student will be assigned to a small group with three to five members. Before arriving in class each Wednesday, all students should have completed the assigned reading for the week. Additionally for Wednesday, one of the small groups (call it the “group-of-the-week”) will have been asked to prepare class discussion questions or discussion topics that were prompted by the reading. Thus, to prepare these questions or topics, the group-of-the-week will need to confer via email or in a small group meeting outside of class before Wednesday.

On Wednesday, Professor Plank will begin with a lecture for about 45 minutes. Then, for the remaining 30 minutes, students will break into their small groups to begin to formulate responses to the discussion questions provided by the group-of-the-week.

On Friday, the group-of-the-week will have 30 or 40 minutes to lead a discussion of their questions. All class members are expected to participate – to offer responses, opinions, and more questions. Finally, with the remaining time on Friday, Professor Plank will elaborate or clarify points that might need more attention, plus preview the next week’s reading.

Required books (available at the Barnes and Noble Book Center):

Dreeben, R. (2002/1968). *On What is Learned in School* (Percheon Edition, with a new prologue by the author). Clinton Corners, NY: Percheon Press.

Weis, L. (1990). *Working Class Without Work*. New York: Routledge.

Willis, P. (1981/1977). *Learning to Labor: How Working Class Kids Get Working Class Jobs*. New York: Columbia University Press.

Other reading materials are available on MSEL electronic reserves.

Course Schedule

Wk 1 (Jan. 27 & 29): What is social control?

Gibbs, J.P. (1985). "Social control." Pp.765-768 in A. Kuper & J. Kuper (Eds.). *The Social Science Encyclopedia*. London: Routledge.

Wk 2 (Feb. 3 & 5): How might social organization serve a hidden curriculum (benevolently or otherwise)?

Durkheim, E. (1961/1925). *Moral Education: A Study in the Theory & Application of the Sociology of Education*. Glencoe, IL: Free Press.

- Chapter Ten (pp.144-157) and Chapter Fifteen (pp.223-236).

Dreeben, R. (2002/1968). *On What is Learned in School* (Percheon Edition, with a new prologue by the author). Clinton Corners, NY: Percheon Press.

- Chapters 1-3 (pp.1-41).

**** First short writing assignment due Feb. 5.**

Wk 3 (Feb. 10 & 12): About correspondence theories and socialization

Dreeben, R. (2002/1968). *On What is Learned in School* (Percheon Edition, with a new prologue by the author). Clinton Corners, NY: Percheon Press.

- Chapters 4-5 (pp.42-90).

Bowles, S., & Gintis, H. (1976). *Schooling in Capitalist America*. New York: Basic Books.

- Chapter 4 (pp.102-124) and Chapter 5 (pp.125-148).

Wk 4 (Feb. 17 & 19): But we're not talking about passive dupes, are we?

Apple, M.W. (1979). "What Correspondence Theories of the Hidden Curriculum Miss." *The Review of Education* Spring(1979): 101-112.

Willis, P. (1981/1977). *Learning to Labor: How Working Class Kids Get Working Class Jobs*.

- Chapters 1-3 (pp.1-88).

Wk 5 (Feb. 24 & 26): What have we learned from the lads and the ear'oles?

Willis, P. (1981/1977). *Learning to Labor: How Working Class Kids Get Working Class Jobs*.

- Chapters 4-8 (pp.89-184).

** Second short writing assignment due Feb. 26.

Wk 6 (March 3 & 5): Different time, different place: Does the story change?

Weis, L. (1990). *Working Class Without Work*. New York: Routledge.

- Chapters 1-4 (pp.3-115).

Wk 7 (March 10 & 12): What have we learned in the town of Freeway?

Weis, L. (1990). *Working Class Without Work*. New York: Routledge.

- Chapters 5-8 (pp.116-214).

** In-class Mid-Term Exam March 12.

NO CLASS MARCH 17 & 19: Spring Break

Wk 8 (March 24 & 26): What should we believe about the oppositional culture?

Fordham, S., & Ogbu, J.U. (1986). "Black students' school success: Coping with the burden of 'acting white'." *Urban Review* 18(3): 176-206.

Mickelson, R. (1990). "The attitude-achievement paradox among black adolescents." *Sociology of Education* 63(1): 44-61.

Supplemental / optional:

Ainsworth-Darnell, J.W., & Downey, D.B. (1998). "Assessing the oppositional culture explanation for racial/ethnic differences in school performance." *American Sociological Review* 63(4): 536-553.

Farkas, G., Lleras, C., & Maczuga, S. (2002). "Does oppositional culture exist in minority and poverty peer groups?" *American Sociological Review* 67(1): 148-155.

Downey, D.B., & Ainsworth-Darnell, J.W. (2002). "The search for oppositional culture among black students." *American Sociological Review* 67(1): 156-164.

Wk 9 (March 31 & April 2): More about this "burden of 'acting White'"

Horvat, E.M, & K.S. Lewis. (2003). Reassessing the "Burden of 'Acting White'": The Importance of Peer Groups in Managing Academic Success. *Sociology of Education* 76(4): 265-280.

Tyson, K., W. Darity, Jr., & D. Castellino. (2005). It's Not "a Black Thing": Understanding the Burden of Acting White and Other Dilemmas of High Achievement. *American Sociological Review* 70(4): 582-605.

Supplemental / optional:

Steele, C.M. (1997). A Threat in the Air: How Stereotypes Shape Intellectual Identity and Performance. *American Psychologist* 52(6): 613-629.

Akom, A.A. (2003). Reexamining Resistance as Oppositional Behavior: The Nation of Islam and the Creation of a Black Achievement Ideology. *Sociology of Education* 76(4): 305-325.

** Third short writing assignment due April 2.

Wk 10 (April 7 & 9): The riddles and perils of discipline and control

Devine, J. (1995). "Can metal detectors replace the panopticon?" *Cultural Anthropology* 10(2): 171-195.

Arum, R. (2003). *Judging School Discipline: The Crisis of Moral Authority*. Cambridge, MA: Harvard University Press.

- Chapter 1 (pp.1-37).

Wk 11 (April 14 & 16): The riddles and perils of controlling school violence

Anderson, D.C. (1998). "Curriculum, culture, and community: The challenge of school violence." *Crime and Justice* 24: 317-363.

Berger, R.R. (2002). "Expansion of police power in public schools and the vanishing rights of students." *Social Justice* 29: 119-130.

Supplemental / optional:

Annals of the American Academy of Political and Social Science, Vol. 567, School Violence, January 2000.

Casella, R. (2003). Zero Tolerance Policy in School: Rationale, Consequences, and Alternatives. *Teachers College Record* 105(5): 872-892.

Edwards, C.H. (2001). Student Violence and the Moral Dimensions of Education. *Psychology in the Schools* 38(3): 249-257.

Noguera, P.A. (2003). Schools, Prisons, and Social Implications of Punishment: Rethinking Disciplinary Practices. *Theory into Practice* 42(4): 341-350.

Wk 12 (April 21 & 23): Too little voice or too little guidance?

Mitra, D. (2004). The Significance of Students: Can Increasing "Student Voice" in Schools Lead to Gains in Youth Development? *Teachers College Record* 106(4): 651-688.

Nichols, S.L., & Good, T.L. (2004). Inadequate Interest and Resources for Youth's Socialization. *Teachers College Record* (online, <http://www.tcrecord.org> ID Number: 11340).

Schutz, A. (2008). Social Class and Social Action: The Middle-Class Bias of Democratic Theory in Education. *Teachers College Record* 110(2): 405-442.

Wk 13 (April 28 & 30): Some final thoughts on race and class as they relate to social organization and socialization

Bazon, E. (2008). The Next Kind of Integration. *New York Times Magazine*, July 20.

Carter, P.L. (2006). Straddling Boundaries: Identity, Culture, and School. *Sociology of Education* 79(4): 304-328.

Supplemental / optional:

Crosnoe, R. (2009). Low-Income Students and the Socioeconomic Composition of Public Schools. *American Sociological Review* 74(5): 709-730.

Carter, P.L. (2010). Race and Cultural Flexibility among Students in Different Multiracial Schools. *Teachers College Record* 112(6): ???-???

** 1-Page Proposal for Final Essay Due April 30.

** Final Essay Due (Monday, May 10, by 4PM).