



**The University of Western Ontario
SOCIOLOGY 4450G-001**

Education in Society

Winter 2022

Wed 1:30-4:30pm; SSC-5230

Instructor: Anders Holm

Office Hours: Tuesday 9-11 am.

Department of Sociology, Office: SSC 5327

Email: aholm@uwo.ca

Course Description:

Education is believed to be a major player in stratification in society. Students are stratified into education on socio-economic status and education is also thought to stratify individuals on their way through the educational system. In this course we study how education stratifies students from entry to completion of education. We also look at the mechanisms by which stratification happens and whether stratification through the educational system is constant across cohorts and whether institutional features matter in terms of educational stratification.

Prerequisite(s):

Third or fourth year standing in any module in the Department of Sociology.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Learning Outcomes:

In this course, students will:

- 1) Learn about recent and important empirical facts and theories of educational stratification.
- 2) Further develop their critical thinking and analytical skills regarding educational issues.
- 3) Apply sociological theories to their understanding of educational stratification.
- 4) Learn about empirical trends in educational stratification.

Required Text(s):

Research paper and articles will be used. They are available for download via OWL.

Method of Evaluation:

There will be one midterm test, an essay assignment, and a final exam.

Evaluation Breakdown:

Midterm test 30%

Student essay 30%

Final Examination 40%

Essay:

Each student is expected to write a research essay for the course. This research essay must be about a topic that is relevant to the course and the instructor **MUST** approve the topic. The essay should not exceed 5 pages and be double-space typed. This essay should specify the main questions raised in the essay; begin with a thesis statement; contain a relevant literature review; and conclude with your position on the topic. I will hand out detailed instructions for the essays.

How to Contact Me:

Email: aholm@uwo.ca, Phone: 519 6612111 ext. 2111

How to get important information:

All course material except textbooks will be made available through OWL or provided in class.

Important Policies***Policies for Assignment Deadlines:***

Policies for Assignment Deadlines: Late assignments will be penalized 5% per day (including weekends) except in the case of extreme and serious documented circumstances, discussed with me in advance and following the same procedures describe above related to missed exams. Please note that computer problems are not an excused circumstance. You are expected to follow good computer practices, including backing up your work.

A Note on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence (the Scholastic Offence Policy can be viewed in the Western Academic Calendar).

Plagiarism Checking:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism

of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (www.turnitin.com).

Policies on Examinations

Crip sheets are allowed both during the midterm and the final exam.

Policy on Laptops and other Electronics/Phones in Class:

Laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. Be sure that all cell phones are turned off at the beginning of class.

Policy on Accommodation for Medical Illness

Western's policy on Accommodation for Medical Illness can be found at www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation: https://counselling.ssc.uwo.ca/procedures/academic_consideration.html

Accessibility Options:

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website: www.registrar.uwo.ca/examinations/accommodated_exams.html

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Mental Health

Students who are in **emotional/mental distress** should refer to Mental Health@Western (http://uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

Course Schedule and Readings:

Jan. 12. Introduction.

Jan. 19. Educational Stratification:

Robert D. Mare (1981) Change and Stability in Educational Stratification, *American Sociological Review*, Vol. 46(1), pp. 72-87.

Mads Meier Jæger, Anders Holm (2007) Does parents' economic, cultural, and social capital explain the social class effect on educational attainment in the Scandinavian mobility regime? *Social Science Research*, Vol. 36(2), Pages 719-744.

Jan. 26. Theories of educational inequality, MMI

Raftery, A. E., and Hout, M. (1993). Maximally Maintained Inequality: Expansion, Reform, and Opportunity in Irish Education, 1921-75. *Sociology of Education*, 66(1), 41-62.

Feb. 2. Theories of educational inequality, EMI

Samuel R. Lucas (2001) Effectively Maintained Inequality: Education Transitions, Track Mobility, and Social Background Effects, *American Journal of Sociology*, Vol. 106(6), pp. 1642-1690.

Feb. 9. Theories of educational inequality, RRA

Breen, Richard, and John Goldthorpe. 1997. "Explaining Educational Differentials. Towards a Formal Rational Action Theory". *Rationality and Society* 9(3):275-30.

Feb. 16. Persistence across cohorts

Breen, R. (2010). Educational Expansion and Social Mobility in the 20th Century. *Social Forces*, 89(2), 365-388.

Feb. 21. Reading week

Feb. 28. Midterm Exam

Mar. 2. How education shapes individuals:

Raudenbush, S. W. and Eschmann, R. D., (2015) Does schooling increase or reduce social inequality? *Annual Review of Sociology*, Vol. 41: 443-470. DOI: 10.3102/0013189X15575345.

Raudenbush, S.W., (2009). The Brown Legacy and the O'Connor challenge: Can school improvement reduce racial inequality? *Educational Researcher*, Vol. 38, No. 3, pp 169-180.

Mar. 9. How education shapes individuals:

Sara Geven, Øyvind N. Wiborg, Rachel E. Fish, Herman G. van de Werfhorst, (2021) How teachers form educational expectations for students: A comparative factorial survey experiment in three institutional contexts, *Social Science Research*, Vol 100.

Fabrizio Bernardi, Héctor-Cebolla Boado, Previous School Results and Social Background: Compensation and Imperfect Information in Educational Transitions, *European Sociological Review*, Volume 30, Issue 2, April 2014, Pages 207–217, <https://doi.org/10.1093/esr/jct029>

Mar. 16. Tracking

Van de Werfhorst, Herman G. 2019. Early Tracking and Social Inequality in Educational Attainment: Educational Reforms in 21 European Countries. *American Journal of Education*, PDF, DOI: <https://www.journals.uchicago.edu/doi/10.1086/705500>

Anders Holm, Mads Meier Jæger, Kristian Bernt Karlson, David Reimer (2013) Incomplete equalization: The effect of tracking in secondary education on educational inequality, *Social Science Research*, Volume 42(6), Pages 1431-1442.

Mar. 23. The effects of education:

W. Craig Riddell and Xueda Song, (2017) The Role of Education in Technology Use and Adoption, *ILR Review*, Vol. 70, No. 5, pp. 1219-1253

Fabrizio Bernardi and Ilze Plavg, (2019) *Education as an equalizer for human development?* UNDP Human Development Report, background paper no. 4-2019.

Mar. 30. The effects of education:

Fabrizio Bernardi, and Macarena Ares Abade, (2017) *Education as the (not so) great equalizer: new evidence based on a parental fixed effect analysis for Spain*, EUI working papers, SPS 2017/6.

Torche F. Intergenerational Mobility at the Top of the Educational Distribution. *Sociology of Education*. 2018;91(4):266-289.

Apr. Final Exam