



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	CLASS	Department	SST
Subject	JUS	Number	365
Title	Inequality and Diversity in Education		Units: 3
Is this a cross-listed course? If yes, please identify course(s)	(Choose one) TCL 360/AFS/APA/CDE/SOC 350		
Is this a shared course? Course description:	No	If so, list all academic units offering this course	

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Submission deadlines dates are as follow:

For Fall 2014 Effective Date: October 10, 2013

For Spring 2015 Effective Date: March 13, 2014

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name	Nathan D. Martin, Ph.D	Phone	480-965-7682
Mail code	6403	E-mail:	ndm@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Mary Fonow	Date:	02/07/2014
Chair/Director (Signature):	_____		

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Course syllabus, p. 2
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	Course syllabus, pp. 1, 3; essay rubric
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Course syllabus, p. 2; final exam
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Essay rubric
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also:			
Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".			
C-4			

JUS 365: Inequality & Diversity in Education [L]

Nathan D. Martin, Ph.D.

Criterion 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.

Description: 67% of the final grade (200 of 300 points) is based on student writing assignments. Across the semester, students complete at least four essays or reaction papers that connect to topics from the course material and/or current issues and debates. At the end of the semester, students prepare a final essay that addresses an assigned prompt (100 points).

Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.

Description: As noted in the syllabus, "course assignments are designed to help students to develop skills in expository writing and oral expression and to think critically about schools and other institutions" (p. 1), and "the key to a successful essay is to have a clearly formulated question that you address in a logical manner with an argument supported by examples and evidence" (p. 3).

Additionally, in the grading rubric used throughout the semester (for the essay assignments and the final exam), the most weight is given to the ability to think critically about the course material. As described in the rubric, a good essay will show "integration and synthesis of ideas that go beyond a restatement of lectures, readings and other class materials" as well as "draw on evidence from a range of sources."

Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

Description: As noted above (and in the course syllabus, pp. 2-3), during the semester students complete at least four essays plus a take-home final essay exam.

Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.

Description: As noted in the syllabus (pp. 2, 4-7), a writing assignment is due about every three weeks throughout the semester. With each essay, students are returned a marked grading rubric and specific comments so that students can improve their writing skills and incorporate feedback for subsequent assignments.

INEQUALITY AND DIVERSITY IN EDUCATION (JUS 365)

FALL 2013

Arizona State University
School of Social Transformation
Justice and Social Inquiry
Class location: West Hall 260
Class time: Tues./Thurs. 3:00-4:15pm

Instructor: Nathan D. Martin, Ph.D.
Office: Wilson Hall 217
Phone: (480) 727-9970
Email: ndm@asu.edu
Office hours: Wed. 12:30-2:30pm

COURSE DESCRIPTION AND OBJECTIVES

This seminar provides an overview of issues related to education, diversity and social inequality, with special attention to school systems and recent school reform efforts in the United States. Throughout the term, we will read and discuss major theoretical and empirical contributions to the study of educational systems, and we will think critically about the role schools play in conceptions of equality of opportunity, justice, and the American Dream. Additionally, we will examine how educational inequality is created and reproduced through individual actions and institutional constraints, and consider the causes and consequences of some of the main stratifying dimensions in contemporary society.

The format of this course includes a balance of lectures, frequent class discussions and group activities. Course assignments are designed to help students to develop skills in expository writing and oral expression and to think critically about schools and other institutions. By the end of the semester, students will be able to:

- Describe the history of schooling and school reform in the United States
- Identify fundamental theories related to education and social inequality
- Understand basic methods and principles for education research
- Apply concepts to current social problems
- Develop a reasoned and supported argument

Prerequisites: ENG 101, 105, or 107; APA 200, AFS, APA, JUS, TCL 210 or CDE 232 or a minimum 30 total credit hours

Credit hours: 3

COURSE MATERIALS AND COMMUNICATION

There is one required book, which can be purchased at the campus bookstore:

Lareau, Annette. 2011. *Unequal Childhoods: Class, Race, and Family Life* (2nd edition). Berkeley and Los Angeles: University of California Press.

Links to other required readings and materials will be available on the course Blackboard page, and you should visit Blackboard regularly for course messages and updates. By default, communication will be sent to your ASU email account. If you wish to use a different email address, be sure to change your account settings by visiting <http://students.asu.edu/policies/email-correspondence>.

Comment [NDM1]: C-2

8/15/2013

COURSE POLICIES AND REQUIREMENTS

There are three main requirements for this course: (A) active participation in class discussions and activities; (B) regular essay assignments or reflection papers; and (C) a final written exam.

Grading

The final grade is determined as follows:

Total	300 points	Final letter grade		
Class participation	100 points	A+	98% and above	293 points or above
		A	93-97%	278 to 292 points
Essay assignments (<i>complete 4 of 5</i>):		A-	90-92%	269 to 277 points
Essay 1 (Sept. 13)	25 points	B+	87-89%	260 to 268 points
Essay 2 (Oct. 4)	25 points	B	83-86%	248 to 259 points
Essay 3 (Oct. 25)	25 points	B-	80-82%	239 to 247 points
Essay 4 (Nov. 15)	25 points	C+	77-79%	230 to 238 points
Essay 5 (Dec. 4)	25 points	C	70-76%	209 to 229 points
		D	60-69%	179 to 208 points
Final exam	100 points	F	59% and below	178 points or below

Comment [NDM2]: C-1

Class participation and attendance

Active participation is essential for enhancing your learning of the material, and regular attendance will be important should you wish to do well in the course. When you choose to come to class, you are expected to arrive on time, be prepared to talk about the assigned readings and participate eagerly in class discussions. Failure to meet these expectations will result in a lower grade.

Typically, the last 10-15 minutes of each class will be set aside for individual media presentations. On the day you are assigned to present, you will select at least one recent newspaper or magazine article, video or website related to the course material to share with the class and discuss how it connects to the course material. I will provide more details for this assignment in class and distribute a presentation schedule once the final roster has been established.

Please notify me as early as possible if you anticipate excessive absences due to participation in University-sponsored events, observation of major religious holidays, or other approved activities. It is your responsibility to keep informed concerning all material covered and assignments made. Absences, whether excused or unexcused, do not absolve you from this responsibility.

Essay assignments

Across the semester, you are to complete 4 of 5 essays or reaction papers. Each essay should be 500 to 1,000 words long (roughly 3-5 double-spaced pages) and connect to topics from the course readings and syllabus. All assignments must be submitted electronically by 11:59PM on the date indicated via the course Blackboard page to SafeAssign (a plagiarism prevention service).

Comment [NDM3]: C-3

- Friday, September 13 Essay 1 due
- Friday, October 4 Essay 2 due
- Friday, October 25 Essay 3 due
- Friday, November 15 Essay 4 due
- Wednesday, December 4 Essay 5 due

Comment [NDM4]: C-4

The key to a successful essay is to have a clearly formulated question or thesis that you address in a logical manner with an argument supported by examples and evidence. Although I will suggest prompts or questions in class, you will always have the option of selecting your own topic. Each essay is worth 25 points (total: 100 points). If you choose to complete all 5 essay assignments, any surplus points will count as extra credit. More details will be distributed in class.

Late work

Essays submitted after the deadline will be penalized one letter-grade (2.5 points) for each day late.

Final exam

A comprehensive essay exam, covering topics from the entire semester, will be distributed during the final scheduled class session. This exam will be open-book and open-note, and will be due by 11:59PM on Thursday, December 12th. More details will be distributed closer to the exam date.

Extra credit opportunities

If you attend an event sponsored by ASU Justice & Social Inquiry and/or the ASU School of Social Transformation and write a reaction paper, you may receive up to 5 points extra credit (max. of 15 points extra credit total per semester). Reaction papers should be at least 500 words and be organized around a clear thesis statement or research question. Extra credit essays should reflect, extend or critique and not simply summarize or describe.

Expectations for classroom behavior

To foster an environment conducive to learning, we must be respectful of each other's views and opinions and refrain from demeaning attacks and statements. Disrespectful or disruptive behavior may result in expulsion from the course and referral to the Office of Judicial Affairs and Student Life. During class time, cell phones are to be turned off or silenced and put away out of view. Laptops may be used for approved class activities only. Failure to adhere to these classroom rules may result in dismissal from class and/or a grade penalty.

Academic integrity

ASU's Academic Integrity policy (<http://provost.asu.edu/academicintegrity/policy>) holds students to a code of conduct that defines academic dishonesty to include cheating, plagiarism, academic deceit, falsifying records, and inappropriate collaboration. In addition, this policy specifies a range of sanctions that faculty can choose from when violations occur. All ASU students, including those enrolled in this course, are held to the standards in the policy.

Academic support services and disability accommodations

Students are encouraged to contact the University's Student Success Center and Writing Center (<http://studentsuccess.asu.edu/>) for free tutoring, writing consultation and other resources designed to assist you in meeting your academic goals. If you have a disability and need accommodations to fully participate in this class, be sure to contact the Disability Resource Center (DRC) immediately. The DRC is located on the first floor of the Matthews Center Building. DRC staff can also be reached by phone at 480-965-1234 (V) or 480-965-9000 (TTY). For additional information, visit www.asu.edu/studentaffairs/ed/drc/. All accommodations must be approved through the Disability Resource Center.

Contact and office hours

I welcome you to visit during my office hours (Wednesdays, 12:30-2:30pm) for extra help with the material, to discuss your progress in the course, or to talk about your education and career plans. If

your schedule prevents you from visiting during office hours, please contact me to set up an appointment.

COURSE SCHEDULE

This schedule is subject to change at the Instructor's discretion. Students should consult the Blackboard site regularly for the most up-to-date schedule and links to the required readings.

Reading assignments are to be completed before the start of class on the date indicated.

1. **Thursday, August 22** - **Course introduction**
2. **Tuesday, August 27** - **The promise of education**
READING ASSIGNMENT:
Gelbrich, Judy. 1999. "The History of American Education." School of Education, Oregon State University. (<http://oregonstate.edu/instruct/ed416/ae1.html>)
3. **Thursday, August 29** - **Equality of opportunity**
READING ASSIGNMENT:
Schmidt, William H., Leland S. Cogan, and Curtis C. McKnight. 2010. "Equality of Educational Opportunity: Myth or Reality in U.S. Schooling?" *American Educator* 34 (4): 12-19.
4. **Tuesday, September 3** - **School roles**
READING ASSIGNMENT:
Apple, Michael W. 1985. "Teaching and 'Women's Work': A Comparative Historical and Ideological Analysis." *Teachers College Record* 86 (3): 455-473.
5. **Thursday, September 5** - **Identity and assimilation**
READING ASSIGNMENT:
Littlemoon, Walter. 2009. "Learning to Be Civilized." Pp. 37-54 in *They Called Me Uncivilized: The Memoir of an Everyday Lakota Man from Wounded Knee*. Bloomington: iUniverse.
6. **Tuesday, September 10** - **Separate and unequal**
READING ASSIGNMENT:
Brown v. Board of Education, 347 U.S. 483 (1954)
King, Martin Luther, Jr. 1956. "Desegregation and the Future." Address delivered at the Annual Luncheon of the National Committee for Rural Schools. New York, NY.
7. **Thursday, September 12** - **"With all deliberate speed ..."**
READING ASSIGNMENT:
Orfield, Gary and Chungmei Lee. 2004. *Brown at 50: King's Dream or Plessy's Nightmare?* The Civil Rights Project. Cambridge, MA: Harvard University.
- Friday, September 13** - **Essay 1 due**
8. **Tuesday, September 17** - **Desegregation and re-segregation**
READING ASSIGNMENT:

Chemerinksy, Erwin. 2003. "The Segregation and Resegregation of American Public Education: The Courts' Role." *North Carolina Law Review* 81: 1597-1622.

9. **Thursday, September 19** - **Neighborhoods and school quality**
READING ASSIGNMENT:
Johnson, Heather Beth and Thomas M. Shapiro. 2003. "Good Neighborhoods, Good Schools: Race and the 'Good Choices' of White Families." Pp. 173-187 in *White Out: The Continuing Significance of Racism*, edited by A.W. Doane and E. Bonilla-Silva. New York: Routledge.
10. **Tuesday, September 24** - **English-only education**
READING ASSIGNMENT:
Gándara, Patricia and Gary Orfield. 2010. *A Return to the "Mexican Room": The Segregation of Arizona's English Learners*. The Civil Rights Project. University of California, Los Angeles.
11. **Thursday, September 26** - **The hidden curriculum**
READING ASSIGNMENT:
Oakes, Jeannie. 2005 [1985]. "The Distribution of Knowledge." Pp. 61-92 in *Keeping Track: How Schools Structure Inequality*, 2nd edition. New Haven, CT: Yale University Press.
12. **Tuesday, October 1** - **School contexts**
READING ASSIGNMENT:
Downey, Douglas B. and Benjamin G. Gibbs. 2010. "How Schools Really Matter." *Contexts* 9 (2): 50-54.
13. **Thursday, October 3** - **School choice and accountability**
Renzulli, Linda A. and Vincent J. Roscigno. 2007. "Charter Schools and the Public Good." *Contexts* 6 (1): 31-36.
- Friday, October 4** - **Essay 2 due**
14. **Tuesday, October 8** - **High-stakes testing**
READING ASSIGNMENT:
Ravitch, Diane. 2011. "Whose Children Have Been Left Behind?" Address delivered at the National Opportunity to Learn Summit. Washington, DC.
15. **Thursday, October 10** - **Seminar: The school reform era**

OCTOBER 14 AND 15 - FALL BREAK - CLASSES EXCUSED

16. **Thursday, October 17** - **The achievement gap**
READING ASSIGNMENT:
Rothstein, Richard. 2006. "Policy Perspectives: Reforms that Could Help Narrow the Achievement Gap." San Francisco, CA: WestEd.

17. **Tuesday, October 22** - **Cultural explanations**
 READING ASSIGNMENT:
 Carter, Prudence L. 2006. "Straddling Boundaries: Identity, Culture, and School." *Sociology of Education* 79 (4): 304-328.
18. **Thursday, October 24** - **Stereotype threat**
 READING ASSIGNMENT:
 Steele, Claude M. 1999. "Thin Ice: Stereotype Threat and Black College Students." *The Atlantic*, August
- Friday, October 25** - **Essay 3 due**
19. **Tuesday, October 29** - **Intersections**
 READING ASSIGNMENT:
 Morris, Edward W. 2005. "'Tuck in That Shirt!' Race, Class, Gender, and Discipline in an Urban School." *Sociological Perspectives* 48 (1): 25-48.
20. **Thursday, October 31** - **The forms of capital**
 READING ASSIGNMENT:
 Bourdieu, Pierre. 1986. "The Forms of Capital." Pp. 241-258 in *Handbook of Theory of Research for the Sociology of Education*, edited by J.E. Richardson. Greenwood Press.
21. **Tuesday, November 5** - **Cultural and social reproduction**
 READING ASSIGNMENT:
 Lareau, *Unequal Childhoods*, chapters. 1 and 2
22. **Thursday, November 7** - **Concerted cultivation**
 READING ASSIGNMENT:
 Lareau, *Unequal Childhoods*, chapter 3
23. **Tuesday, November 12** - **Accomplishment of natural growth**
 READING ASSIGNMENT:
 Lareau, *Unequal Childhoods*, chapters 4 and 5
24. **Thursday, November 14** - **Linguistic codes**
 READING ASSIGNMENT:
 Lareau, *Unequal Childhoods*, chapters 6 and 7
- Friday, November 15** - **Essay 4 due**
25. **Tuesday, November 19** - **Families and communities**
 READING ASSIGNMENT:
 Lareau, *Unequal Childhoods*, chapters 8 and 9
26. **Thursday, November 21** - **Entitlement vs. constraint**
 READING ASSIGNMENT:

Lareau, *Unequal Childhoods*, chapters 10 and 11

27. **Tuesday, November 26** - **Cumulative (dis)advantage**
READING ASSIGNMENT:
Lareau, *Unequal Childhoods*, chapter 12

NOVEMBER 28 AND 29 - THANKSGIVING HOLIDAY - CLASSES EXCUSED

28. **Tuesday, December 3** - **Symbolic violence**
READING ASSIGNMENT:
Lareau, *Unequal Childhoods*, chapters 13-15

Wednesday, December 4 - **Essay 5 due**

29. **Thursday, December 5** - **Recap & review**

Thursday, December 12 - **Final exam due**

Grading Rubric: Essay Assignments (JUS 365: Fall 2013)

Learning objective:	Assessment:		
	Good ("A")	Satisfactory ("B" to "C")	Unsatisfactory ("D" to "E")
Expository writing skills (5 points possible)	Writing is clear and cogent; specific thesis statements or research questions; proper citations of reference materials	Writing is generally clear, with few grammatical or spelling errors; includes citations to all reference materials with few errors	Numerous spelling and grammatical errors and unclear passages; sources cited improperly or not at all
Ability to organize thoughts in a logical and consistent manner (5 points possible)	Essay is arranged with a clear introduction, body and conclusion; smooth transitions between paragraphs; includes only pertinent discussion	All required elements are addressed, although some topics are underdeveloped or stray into irrelevant discussion	Disorganized paper; no logical order or structure; lacks an introduction and/or conclusion; required elements are not addressed in sufficient depth
Ability to think critically about the course material (15 points possible)	Integration and synthesis of ideas go beyond a restatement of lectures, readings and other class materials; demonstrates clear understanding of theories and concepts; applies concepts to new areas and debates considers issues from multiple perspectives; draws on evidence from a range of sources	While demonstrating an understanding of basic ideas, argument includes errors of fact or interpretation, or ignores relevant examples from the course material; provides definitions of concepts, but with little elaboration or integration with broader argument	Little evidence of effort to engage the course material; paper is constructed as a list of vague generalizations, assertions or misinformation; displays misunderstanding of or unfamiliarity with concepts

Inequality & Diversity in Education (JUS 365)

Final exam due by 11:59pm on Thursday, December 12th

Directions:

- Select ONE of the two prompts below and craft an essay in response. Clearly indicate the prompt you have chosen at the top of your essay. Be sure to answer all questions and to support your argument with clear examples and evidence.
- This is an open-book / open-note exam. You are strongly encouraged to consult all course notes, readings and materials. However, keep in mind that this is an individual exam, and you may not discuss your essay with or seek assistance from others. Academic dishonesty may result in a failing grade for this exam and for the course.
- Be sure to properly cite all references (including in-text citations with specific page references and a complete list of works cited, including web-links for online resources). You may incorporate materials, references and literature not included in the course syllabus, but this is not an expectation.
- Essays should be double-spaced and use a standard font (e.g., Times New Roman). Include a separate title page that contains your name and email address. Essays should be at least 1,000 words long (roughly 3 to 4 pages), excluding references or direct quotations.
- Upload your completed exam as a SafeAssignment to the course Blackboard page no later than 11:59pm on Thursday, December 12th. Essays submitted after the deadline will be penalized 5 points for every hour late. You are encouraged to review the grading rubric that will be used to assess your performance on the exam.

- A.** Annette Lareau's study *Unequal Childhoods* has been heralded by many as an "instant classic," but scholars have also raised criticisms about Lareau's conclusions and study design. For example, Amanda Lewis argues that Lareau gives too little attention to other dimensions of inequality, namely race/ethnicity and gender. In another prominent critique, Paul Kingston argues that Lareau exaggerates social class differences by comparing poor- and working-class families to very wealthy households, such as the Tallingers and Williamses who would best be described as upper-class not middle-class.

Evaluate each of these criticisms. Do you agree with Prof. Lewis and/or Prof. Kingston? Why or why not? Be sure to incorporate specific references to *Unequal Childhoods* (and other course materials, as appropriate) in your response.

- B.** In a recent essay, education policy scholar Adam Gamoran forecasts how patterns of educational inequality will change during the twenty-first century. Gamoran predicts that racial/ethnic achievement gaps (and Black-white educational inequalities, in particular) will decline substantially over the next 100 years, in much the same way as gender gaps have greatly diminished over recent decades. In contrast, Gamoran predicts that inequalities based on social class or socioeconomic status will persist largely unchanged.

First, briefly review past historical trends in educational inequality by race/ethnicity, gender and social class. Second, do you agree or disagree with Prof. Gamoran's forecast for the next century? Why or why not? Be sure to incorporate specific references to course readings and materials your response.

annette lareau

unequal childhoods

CLASS, RACE, AND FAMILY LIFE



"This provocative and often disturbing
book will shape debates on the U.S. class
system for decades to come."

SILARON HAYS, author of *Flat Books with Children*

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