

# Education S801: Culture, Institutions, and Society Core Seminar

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This seminar will expose students to major strands of theory and research in culture, society, institutions and organizations as they connect to education. Students will also grapple with the role of theory in research, developing skills in embedding empirical questions within theoretical frameworks and debates. The seminar will be organized around four key questions: (1) What is the role of education in society? (2) What is the degree to which institutions shapes us as individuals or groups in society, and what is the degree to which our agency – individual or collective – shapes our actions and experiences? (3) Why do social cleavages and inequalities persist despite equal rights legislation and the welfare state? What role does education play in shaping or attenuating inequality, and what are the levers for change? (4) How does the nature of organizations shape the educational experiences of individuals and groups in society? The course will draw from key theoretical and empirical readings in education, anthropology, economics, history, organizational behavior, political science, and sociology.

*This course is limited to, and required of, first year students in the HGSE Ph.D. in Culture, Institutions, and Society track.*

## Students with Disabilities

We encourage students needing accommodations in instruction or evaluation to notify us early in the semester. If you have a disability or health concern that may have some impact on your work in this class and for which you may require adjustments or accommodations, please contact Eileen Berger [bergerei@gse.harvard.edu](mailto:bergerei@gse.harvard.edu), Access and Disability Services (ADS) administrator in Gutman 124. No accommodations can be given without authorization from ADS, or without advance notice. If you already have a Faculty Contact Form for this course from ADS, please provide us with that information privately in our offices so that we can make those adjustments in a timely manner. All inquiries and discussions about accommodations will remain confidential.

## Course Goals:

I expect that through this course you will:

- Develop a basic understanding of major strands of theory and research related to Culture, Institutions, and Society;
- Understand the role of theory in research;
- Develop skill in embedding questions into theoretical frameworks and debates.

This class has, depending on who you talk to, five, sometimes contradictory, purposes:

1. Socialize you into a broad scholarly community of education researchers.

2. Socialize you into a narrower community of scholars in a sub-field of education centered around the study of “Cultures, Institutions, and Society.”
3. Introduce you to the faculty at HGSE who work on topics of “Cultures, Institutions, and Society.”
4. Prepare you for taking your comprehensive exams in the Cultures, Institutions, and Society concentration.
5. Help you begin thinking about potential dissertation ideas.

The readings and assignments try at several points to achieve these goals. As with any project that serves many masters, the class will meet some of these goals for some of you better than others. With that, an important part of graduate school is the common socialization that comes from learning and, yes, suffering, together with your peers.

## **Course Expectations and Assignments:**

You will be expected to come to each seminar prepared to discuss the assigned readings and to participate in class discussions. The final assignment for this course is a critical review paper related to the course themes: culture, institutions, and society. Over the semester you will have five assignments designed to guide you through the process of writing a critical review paper.

## **Assignments and Evaluation**

1. Class Participation: 20%
2. Human Subjects Training Certification and Draft Protocol: 5%
3. Field Mapping Exercise: 10%
4. Mock Comprehensive Exam: 30%
5. World Politics Style Review Article: 35%

### **Class Participation: 20%**

You are expected to come to class prepared to discuss the readings in detail. The readings are often long and quite dense, so please allocate sufficient time to them — you may find yourself reading some parts of assigned readings more than once to fully understand the reading. As you read, put readings into conversation with one another, both within a week’s readings and across readings for different weeks. Although by no means required, you are encouraged to discuss the readings with your peers. You should know that many of the readings on the syllabus are drawn from the Cultures, Institutions, and Society Comprehensive Exam reading list. You should feel free to draw from this for any material you produce in class. This list is posted on the class canvas website, but also the Research Doctoral Program website.

This class will be organized as a seminar, and its strength depends on the active listening and participation of students. Your participation grade will be based on your class attendance, preparation for seminars, and participation in discussions. Quality of participation is important—you will be assessed positively for contributions that move discussions forward and that offer insightful analyses.

The readings are mostly organized in order of (what I consider) importance and should be read in that order.<sup>1</sup> I know the realities of graduate school and life; if you do not have time in that particular week to finish all the readings, please begin from the beginning.

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<sup>1</sup>There are some weeks where there is an intellectual progression. The first one that comes to mind is the week on institutions.

You will also be required to lead class discussion, with two or three partners, three times during the semester. You will present a short (10-15 minutes) critical response to that week's readings and pose 2-3 questions to guide the class discussion. Please email me by the end of the first full week of class (**Friday, February 1**) with four weeks, in order of preference, that you would like to lead. I cannot guarantee your first choice, but will try to accommodate most of your choices.

In the weeks you are leading class discussion, you should come to class having read all of the required readings. You will be partnered with at least two of your peers in the class, and you should try to meet with them before class to discuss how you will lead class. You should also meet with me on either Monday or Tuesday before you are due to lead class discussion to discuss your plans for leading the class.

If you know you will be absent, please inform me by the end of the first full week of class (**Friday, February 1**). Beyond that date, all absences will be considered unexcused except for those due to serious illness or death in the family. More than one unexcused absence will negatively affect your grade.

### **Human Subjects Training Certification and Mock Institutional Review Board (IRB) Protocol Submission: 5%**

Some of you will eventually conduct research with human subjects, but *all* of you are entering a community of scholars where human subjects, and often vulnerable populations, are at the heart of our research questions and normative interests. For those of you that will conduct human subjects research, it will be useful to understand what the Harvard IRB is like, and for those of you that will not engage in human subjects research, it will be useful to know what your peers are up to.

At some point, if you conduct human subjects research, you will be required to receive human subjects certification. And if you engage with human subjects research, you will want to understand what it *actually* means to be certified. So go and get certified [here](#) and send me your completion certificate by **5PM on Friday, February 8**.

Next, complete the Committee on the Use of Human Subjects Protocol Template and any other required forms for a proposed research project with human subjects. You do not have to *actually* submit this to the IRB, but I would like you to go through the mechanics of understanding what is involved in a submission. You can find the forms required [here](#). Send me your completed forms by **5PM on Friday February 15**.

Any late submissions for these assignments together will automatically receive 0.

### **Field Mapping Exercise:<sup>2</sup> 10%**

We will begin and end the course with this exercise. The goal is for you to get to know the field and see how your research interests are situated within the field. There are two sub-assignments within this larger assignment:

#### **Conceptual Map of CIS: 3%**

As a class, we will create a conceptual map of the field of CIS. As part of this map, we will identify broad areas and divisions within the landscape of CIS and their interrelationships. We will also ask how they relate to the other concentrations at HGSE: Education Policy and Program Evaluation (EPPE), and Human Development, Learning, and Teaching (HDLT).

**We will do this assignment together as a class in class on Wednesday, January 30 and Wednesday, May 1.**

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<sup>2</sup>This exercise was shamelessly cribbed from Jon \*'s HDLT Concentration Seminar, S-802

### **Conceptual Map of your Sub-Field: 7%**

Present a conceptual map of the landscape of your fields/subfields (where the top level is one of the three CIS “themes”), zooming down into your area of interest. If your area of interest lies at the intersection of several subfields, make sure that this is evident in your map. As part of your conceptual map, identify for your subfield the following:

1. Key researchers in your field, in the historical past, the recent past, and in the present;
2. Key journals in your field, with descriptions as necessary of how the foci of these journals are similar or different;
3. Seminal research articles in the field, both in the recent past and in the present;
4. Identify major unanswered questions that the area is still working with;
5. Conferences where work in your subfield are presented (and differences between these conferences).

We will do this assignment twice — once at the beginning of the semester after the first day of class and is due at **5PM on Friday, February 1** and once again at the end of the semester and is due on **5PM on Friday, May 3**.

For the second version of the assignment, you should reflect on whether your views about your sub-field have changed throughout the semester and why or why not.

### **Mock Comprehensive Exam: 30%**

The structure to this assignment will be identical to Part B (“Concentration Specific Knowledge”) of the Ph.D. Written Comprehensive Exam you will sit at the end of your second year in the program. At the beginning of the week, I will email you two questions from previous year’s exams, and you will have to answer one.

I will release the exam at **9AM on Monday, April 8** and you will return the exam, anonymised, to Canvas by **5PM on Friday, April 12**.

When you sit for the real exams, you will be expected to draw upon readings from this seminar and the concentration-specific supplementary reading list as well as appropriate readings from ProSem. Although we will not have covered half of the syllabus, you are welcome, although not expected, to draw upon readings we have yet to read.

### **World Politics Style Review Article: 35%**

At the end of your second year or beginning of your third year in the program, you will be expected to produce a potentially publishable paper (PPP) or “Original Research Paper.” With that end in mind, there are two goals of this assignment:

1. Force you, in a systematic way, to begin thinking about this;
2. Help you practice and hone your writing skills.

By no means do I expect that whatever you produce will be on the topic of your PPP, Original Research Paper, or chapter in a book-length manuscript dissertation (nor will I monitor if it is), but it should certainly be related to your research interests as they stand. There are six assignments designed to guide you through this process. **I strongly urge all students to consult with their advisors on this assignment.**

Given that many of you will not be ready to write an original research article or research proposal at the moment, I want to push you to think about the literature in a systematic and critical way and also begin thinking

about where you can contribute to this literature and move you from a *consumer* to *producer* of knowledge. To this end, over the course of the semester you will produce a World Politics style review article.

World Politics is one of the major journals in political science and publishes peer-reviewed articles in the sub-field of comparative politics concerned with comparing one of more countries, or single-country studies outside of the United States.

World Politics is also notable as they publish analytic book reviews that not only seek to review four recent books in the field, but also critique and provide directions for future research. The best of these articles have spurred new research programs, but at the very least, they point out promising avenues of research to pursue, and lacunae in the field. As you will see, they go beyond just a book review by bringing the books in conversation with the larger literature in the respective field they are discussing.

### **Article Analysis: 3%**

For this assignment, you will pick, read, and analyse a World Politics review article. The goal of this assignment is to have you understand the format of the assignment.

Pick and read one of the following four articles:

1. Clarke, Killian. 2017. "Social Forces and Regime Change: Beyond Class Analysis." *World Politics* 69(03): 569-602.
2. Mkandawire, Thandika. 2015. "Neopatrimonialism and the Political Economy of Economic Performance in Africa: Critical Reflections." *World Politics* 67(03): 563-612.
3. Rithmire, Meg E. 2014. "China's 'New Regionalism': Subnational Analysis in Chinese Political Economy." *World Politics* 66(1): 165-94.
4. Farrell, Henry, and Abraham L. Newman. 2014. "Domestic Institutions beyond the Nation-State: Charting the New Interdependence Approach." *World Politics* 66(02): 331-63.

Write a one page summary of the article highlighting how the article is structured, what literature the books are in conversation with, and what the avenues for future research are in that field. This is due at **5PM on Friday, February 22.**

### **Book Selection: 3%**

Pick between four and six recent (five to ten years, with a strong preference for books written within the last five years) books written in your sub-field. You will submit this list of books for canvas. While you are welcome to switch books later in the semester, the idea is to take this time to select books you will want to read over the course of the semester. While the assignment only requires you to list the four to six books you have selected, you should take this time to understand what the books are about and what they are arguing without reading the books fully.

This is due at **5PM on Friday, March 8.**

### **Annotated Bibliography: 3%**

Narrow the four to six books you have chosen to four books. In addition to these four books, pick eight to eleven articles in your sub-field and write an annotated bibliography of these sources. This will form the core of your argument and larger review article.

Begin your Annotated Bibliography with the broad research question that motivates your sources. Then, identify and submit 12–15 sources most relevant to your current research interests related to course themes: culture, institutions, and society. For each source write 1–2 sentences summarizing the main ideas of the source and 1–2

sentences explaining the relevance of the source to your research interests. The purpose of this assignment is to help you get a sense of the available information, identify unanswered questions and consider relevant methodologies. **In preparation for this assignment, all students who have not met with a research librarian are required to do so.** To schedule an appointment with a research librarian, please call (617-495-3421) or stop by the Main Desk on the 2nd floor Monday–Friday, 9am–5pm.

This is due at **5PM on Friday, March 29**

### **Article Outline: 6%**

Provide a two to three page outline of your final review article. The outline should provide a summary of the four books under review (I do not expect that you would have read them by now), how they speak to the broader literature on the topic, what your argument is, and potential avenues for further research and lacunae in the field.

This is due at **5PM on Thursday, April 18**

### **Final Draft: 20%**

Write the full review. Your final paper should be between 15-20 pages.

The final paper will be due on **5PM on Friday, May 17**

### **Submission Guidelines**

1. All assignments should be uploaded to the appropriate folder on the course Canvas as a .pdf file. *Do not upload .doc or .docx files.* This is probably the quickest way to drive me insane.
2. Late assignments will receive an automatic half-letter grade reduction per day (i.e. an “A” quality paper that is submitted a day late will receive an A-).

## **Required Books**

There are five required books for this course. They will be available at the Harvard Coop, from all major booksellers, and will also be on reserve at Gutman library.

- Cottom, Tressie McMillan. 2017. *Lower Ed: The Troubling Rise of For-Profit Colleges in the New Economy*. New York: The New Press.
- Duncan-Andrade, Jeffrey M., and Ernest Morrell. 2008. *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*. New Edition. New York: Peter Lang Publishing.
- Jeffrey, Craig, Patricia Jeffery, and Roger Jeffery. 2007. *Degrees Without Freedom? Education, Masculinities, and Unemployment in North India*. Stanford, CA: Stanford University Press.
- Scott, W. Richard. 2013. *Institutions and Organizations: Ideas, Interests, and Identities*. Fourth Edition. Sage Publications.
- Willis, Paul. 2017. *Learning to Labor: How Working-Class Kids Get Working-Class Jobs*. Columbia University Press.

## **Overview of Syllabus**

1. Defining the Scope of Our Field

- (a) Wednesday, January 30: Power
  - (b) Wednesday, February 6: Culture
  - (c) Wednesday, February 13: Institutions
  - (d) Wednesday, February 20: Organizations
2. Defining the Purpose of Our Field
- (a) Wednesday, February 27: Social Reproduction
  - (b) Wednesday, March 6: Social Change & Mobility
  - (c) Wednesday, March 13: Credentialing
  - (d) Wednesday, March 27: Citizenship, Civic Capacity, & Engagement
3. Social Cleavages in Education
- (a) Wednesday, April 3: What is Identity?
  - (b) Wednesday, April 10: Gender
  - (c) Wednesday, April 17: Class, Religion, & Nationalism
  - (d) Wednesday, April 24: Education Systems in the United States and Comparatively
  - (e) Wednesday, May 1: Higher Education in the United States

## Defining the Scope of Our Field

### Wednesday, January 30: Power

- **For Class:**

- Weber, Max. 2009. Politics as a vocation. In H. H. Gerth & C. W. Mills (Eds.). *Max Weber: Essays in Sociology*. New York: Routledge. read only pp. 77-83. [iPa©](#)
- Lukes, Steven. 2005. *Power: A Radical View*. Second Edition. Palgrave Macmillan. Pgs. 4-11. [iPa©](#)
- Labaree, David F. 1997. “Public Goods, Private Goods: The American Struggle over Educational Goals.” *American Educational Research Journal* 34 (1):39–81.
- Rao, S. Srinivasa, and Smriti Singh. 2018. “Max Weber’s Contribution to the Sociology of Education: A Critical Appreciation.” *Contemporary Education Dialogue* 15(1): 73-92.

- **In Class:**

- Conceptual Map of CIS

- **After Class:**

- Conceptual Map of your Sub-Field due at **5PM on Friday, February 1**
- Four preferences for class discussion, due on **Friday, February 1**

### Wednesday, February 6: Culture

- **For Class:**

- Stevens, Mitchell L. 2008. “Culture and Education”. *The ANNALS of the American Academy of Political and Social Science*. 619, 97-113.
- Bourdieu, Pierre. 1986. The Forms of Capital. In J. G. Richardson (Ed.), *Handbook of theory and research for the sociology of education*. New York: Greenwood Press, pgs. 241-258. [iPa©](#)

- Wedeen, Lisa. 2002. “Conceptualizing Culture: Possibilities for Political Science.” *American Political Science Review* 96(04): 713–28.
- Alesina, Alberto, and Paola Giuliano. 2015. “Culture and Institutions.” *Journal of Economic Literature* 53(4): 898-944.
- Small, Mario L., Harding, D. J., & Lamont, Michelle L. 2010. “Reconsidering Culture and Poverty”. *The ANNALS of the American Academy of Political and Social Science*. 629(1), 6-27.

- **After Class:**

- IRB Certification due at **5PM on Friday, February 8**

### **Wednesday, February 13: Institutions**

- **For Class:**

- Hall, Peter A., and Rosemary C. Taylor. 1996. “Political Science and the Three New Institutionalisms.” *Political Studies* XLIV: 936-57.
- North, Douglass C. 1991. “Institutions.” *Journal of Economic Perspectives* 5(1): 97-112.
- Meyer, John W., and Rowan, Brian. 1977. “Institutionalized organizations: Formal structure as myth and ceremonies.” *American Journal of Sociology*, 83(2), 340-62.
- Thelen, Kathleen. 1999. “Historical Institutionalism in Comparative Politics.” *Annual Review of Political Science* 2(1): 369-404.
- Scott, W. Richard. 2013. *Institutions and Organizations: Ideas, Interests, and Identities*. Fourth Edition. Sage Publications. pgs. 1-86.

- **After Class:**

- Mock IRB Protocol due at **5PM on Friday February 15**

### **Wednesday, February 20: Organizations**

- **For Class:**

- Weick, Karl E. 1976. “Educational Organizations as Loosely Coupled Systems.” *Administrative Science Quarterly* 21(1): 1-19.
- Bidwell, Charles E. 1965. “The School as a Formal Organization.” in Juan March (editor) *Handbook of Organizations* pgs. 972-1022. Chicago, IL: Rand McNally. [iPa©](#)
- Bridwell-Mitchell, Ebony N. 2015. “Theorizing Teacher Agency and Reform: How Institutionalized Instructional Practices Change and Persist.” *Sociology of Education* 88 (2):140-59.
- Bryk, Anthony S., Penny Bender Sebring, Elain Allenswroth, Stuart Luppescu, and John Q. Easton. 2010. *Organizing Schools for Improvement: Lessons from Chicago*. The University of Chicago Press. Chapter 4 pgs. 97-137. [iPa©](#)
- Hallett, Timothy. 2010. “The Myth Incarnate: Recoupling Processes, Turmoil, and Inhabited Institutions in an Urban Elementary School.” *American Sociological Review* 75(1): 52-74.

- **In Class:**

- “Author meets critics”: Ebony Bridwell-Mitchell

- **After Class:**

- Article analysis due at **5PM on Friday, February 22**



## Defining the Purpose of Our Field

### Wednesday, February 27: Social Reproduction

- **For Class:**

- Bowles, Samuel, and Herbert Gintis. 1976. *Schooling In Capitalist America: Educational Reform and the Contradictions of Economic Life*. New York: Basic Books. pgs 3-17, 125-148. [iPa©](#)
- Bourdieu, Pierre, & Passeron, Jean-Claude. 1977. *Reproduction in Education, Society, and Culture*. Beverly Hills, California: Sage Publications. pgs. 3-68. [iPa©](#)
- Willis, Paul. 2017. *Learning to Labor: How Working-Class Kids Get Working-Class Jobs*. Columbia University Press. Chapters 1-3, 7.
- Warikoo, Natasha K. 2016. *The Diversity Bargain, and Other Dilemmas of Race, Admissions, and Meritocracy At Elite Universities*. Chicago: University of Chicago Press. Chapters 1 & 4. [iPa©](#)

### Wednesday, March 6: Social Change & Mobility

- **For Class:**

- Jeffrey, Craig, Patricia Jeffery, and Roger Jeffery. 2007. *Degrees Without Freedom? Education, Masculinities, and Unemployment in North India*. Stanford, CA: Stanford University Press. Chapters 1, 3, 4, 6-8.
- Duncan, Greg J. & Murnane, Richard J. 2014. *Restoring Opportunity: The Crisis of Inequality and the Challenge for American Education*. Cambridge, MA: Harvard Education Press, pgs. 53-108. [iPa©](#)
- Duncan-Andrade, Jeffrey M., and Ernest Morrell. 2008. *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*. New Edition. New York: Peter Lang Publishing. Chapters 1 & 2.
- Reardon, Sean F., and Ximena A. Portilla. 2016. “Recent Trends in Income, Racial, and Ethnic School Readiness Gaps at Kindergarten Entry.” *AERA Open* 2(3): 1-18.
- Jensen, Robert. 2010. “The (Perceived) Returns to Education and the Demand for Schooling.” *The Quarterly Journal of Economics* 125, no. 2: 515-548.

- **After Class:**

- Book selection due at **5PM on Friday, March 8**

### Wednesday, March 13: Credentialing

- **For Class:**

- Bell, Daniel. 1999[1979]. *The Coming of Post-industrial Society: A Venture In Social Forecasting*. New York, NY: Basic Books, pgs. 12-33. [iPa©](#)
- Collins, Randall. 1979. *The Credential Society: An Historical Sociology of Education and Stratification*. New York, NY: Academic Press, pgs. 90-130. [iPa©](#)
- Goldin, Claudia D., & Katz, Lawrence. F. 2009. *The Race Between Education and Technology*. Harvard University Press. Chapter 8. [iPa©](#)
- Blair, Peter Q., and Bobby W. Chung. 2018. “How Much of Barrier to Entry Is Occupational Licensing?”. Working Paper. Harvard University. [link](#)

- **In Class:**

- “Author Meets Critics”: Peter Blair

## Wednesday, March 27: Citizenship, Civic Capacity, & Engagement

- **For Class:**

- Marshall, T. H. 1964. *Class, Citizenship, and Social Development*. New York: Doubleday & Company, Inc. Pgs. 71-134. iPa©
- Freire, Paulo. 2000. *Pedagogy of the Oppressed, 30th Anniversary Edition*. 30th Anniversary edition. New York: Bloomsbury Academic. Chapter 3.
- Cohen, David K. 1998. “Dewey’s Problem.” *The Elementary School Journal* 98(5): 427-46.
- Rose, Deondra. 2018. *Citizens By Degree: Higher Education Policy and the Changing Gender Dynamics of American Citizenship*. Oxford, New York: Oxford University Press. pgs. 1-21 & 163-190 iPa©
- Levinson, Meira. 2012. *No Citizen Left Behind*. Cambridge, MA: Harvard University Press. Pgs. 1-99 & 210-250.
- Bruch, Sarah K., and Joe Soss. 2018. “Schooling as a Formative Political Experience: Authority Relations and the Education of Citizens.” *Perspectives on Politics*. 16(1): 36-57.

- **In Class:**

- “Author Meets Critics”: Meira Levinson

- **After Class:**

- Annotated Bibliography due at **5PM on Friday, March 29**

## Social Cleavages in Education

### Wednesday, April 3: What is Identity?

- **For Class:**

- Anderson, Benedict. 1983. *Imagined Communities*. London: Verso. Chs. 1-3.
- Ladson-Billings, Gloria, and William F. Tate. 1995. “Toward a Critical Race Theory of Education.” *Teachers College Record* 97 (1):47–68.
- Collins, Patricia Hill. 2015. “Intersectionality’s Definitional Dilemmas.” *Annual Review of Sociology* 41:1-20.
- Reed, Adolph L., and Merlin Chowkwanyun. 2012. “Race, Class, Crisis: The Discourse of Racial Disparity and Its Analytical Discontents.” *Socialist Register* 48: 149-175.
- Reed, Adolph. 1980. “Review: The Declining Significance of Race: Blacks and Changing American Institutions.” *Telos* June 20(44): 221-25.

- **After Class:**

- Mock Comprehensive Exam released at **9AM on Monday, April 8**

### Wednesday, April 10: Gender

- **For Class:**

- hooks, bell. 1990. *Yearning: Race, Gender, and Cultural Politics*. South End Press. Chapter 8. iPa©
- Butler, Judith. 2006. *Gender Trouble: Feminism and the Subversion of Identity* (2nd Edition). New York, NY: Routledge. Pgs. 1-34. iPa©

- Buchmann, Claudia, Thomas A. DiPrete, and Anne McDaniel. 2008. "Gender Inequalities in Education." *Annual Review of Sociology* 34 (3):19-37.
- Frye, Margaret. 2017. "Cultural Meanings and the Aggregation of Actions: The Case of Sex and Schooling in Malawi." *American Sociological Review*. 82 (5): 945-976.

- **After Class:**

- Mock Comprehensive exam due at **5PM on Friday, April 12**

### **Wednesday, April 17: Class, Religion, & Nationalism**

- **For Class:**

- Weber, Eugene. 1976. *Peasants into Frenchmen: The Modernization of Rural France*. Stanford: Stanford University Press. Chs. 18 & 29.
- Reuben, Julie A. 1996. *The Making of the Modern University*. Chicago, IL: University of Chicago Press. pgs. 1-15 & 211-265. **iPa©**
- Srivastava, Sanjay. 1998. *Constructing "post-colonial" India: National Character and the Doon School*. London; New York: Routledge. Chapter 4. **iPa©**
- Khan, Shamus Rahman. 2011. *Privilege: The Making of an Adolescent Elite at St. Paul's School*. Princeton University Press. Introduction & Chapter 3.

- **In Class:**

- "Author Meets Critics": Julie Reuben

- **After Class:**

- Review article outline due at **5PM on Thursday, April 18**

### **Wednesday, April 24: Education Systems in the United States and Comparatively**

- **By Class:**

- Read two article outlines
- Send *me* an article or essay related to the class that you would want me to read and potentially include in a future year's syllabus. This is due at 5PM on Friday April 19.

- **For Class:**

- Ramirez, Francisco O., and John W. Meyer. 1980. "Comparative Education: The Social Construction of the Modern World System." *Annual Review of Sociology* 6 (1):369-397.
- Mehta, Jal. 2015. *The Allure of Order: High Hopes, Dashed Expectations, and the Troubled Quest to Remake American Schooling*. Oxford University Press. Chapters 1, 3, & 6. **iPa©**
- Busemeyer, Marius R. 2014. *Skills and Inequality: Partisan Politics and the Political Economy of Education Reforms in Western Welfare States*. Cambridge University Press. Chapter 1. **iPa©**
- Mundy, Karen, and Antoni Verger. 2015. "The World Bank and the Global Governance of Education in a Changing World Order." *International Journal of Educational Development* 40: 9-18.

- **In Class:**

- Workshop article outlines
- "Author Meets Critics": Jal Mehta

## Wednesday, May 1: Higher Education in the United States

- **By Class:**

- Conceptual Map of your Sub-Field

- **For Class:**

- Jack, Anthony Abraham. 2016. “(No) Harm in Asking: Class, Acquired Cultural Capital, and Academic Engagement at an Elite University.” *Sociology of Education* 89(1): 1-19.
- Zaloom, Caitlin. 2018. “How Will We Pay? Projective Fictions and Regimes of Foresight in US College Finance.” *HAU: Journal of Ethnographic Theory* 8(1-2): 239-51.
- Cottom, Tressie McMillan. 2017. *Lower Ed: The Troubling Rise of For-Profit Colleges in the New Economy*. New York: The New Press. Pgs. 1-26 & 131-177.
- Goldrick-Rab, Sara. 2016. *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*. Chicago, IL: University Of Chicago Press. Pgs. 1-11, 83-138, & 218-232. [iPa©](#)

- **In Class:**

- Conceptual Map of CIS

- **After Class:**

- Conceptual Map of your Sub-Field due at **5PM on Friday, May 3**
- Final paper due at **5PM on Friday, May 17**