

EDS/SOC 126 Section

5/6/2019

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Think: What do you notice? What do you wonder about the image? Take a few moments to write down your thoughts.

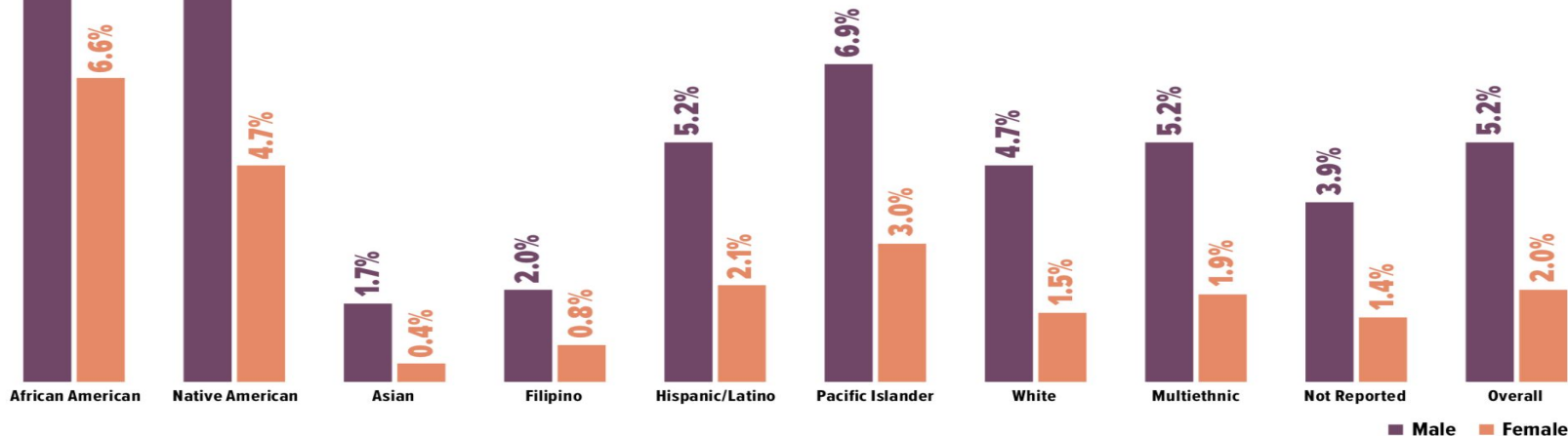
Source: Wood, et. al (2018).

California is home to the fifth largest Black population in the United States.

A sizeable contingent of this population, more than 370,000 students are enrolled in public K-12 education in the state. These students are served by over 10,477 schools and 1,024 school districts. These institutions are situated in 58 counties throughout the state (Education Trust-West, 2015). In California, Black males represent a student demographic that is more likely than their peers to be suspended. They account for 12.8% of all individual student suspensions, the highest among any student demographic. In comparison, White males account for 4.7% of overall unduplicated suspensions. Similarly, Black girls and young women have the highest suspension rates among all their female peers, accounting for 6.6% of all unduplicated suspensions. In comparison, White girls and young women account for only 1.5% of all individual suspensions (*see Table 1*).

Table 1

Statewide Unduplicated Suspension Rates by Race and Gender, 2016-2017

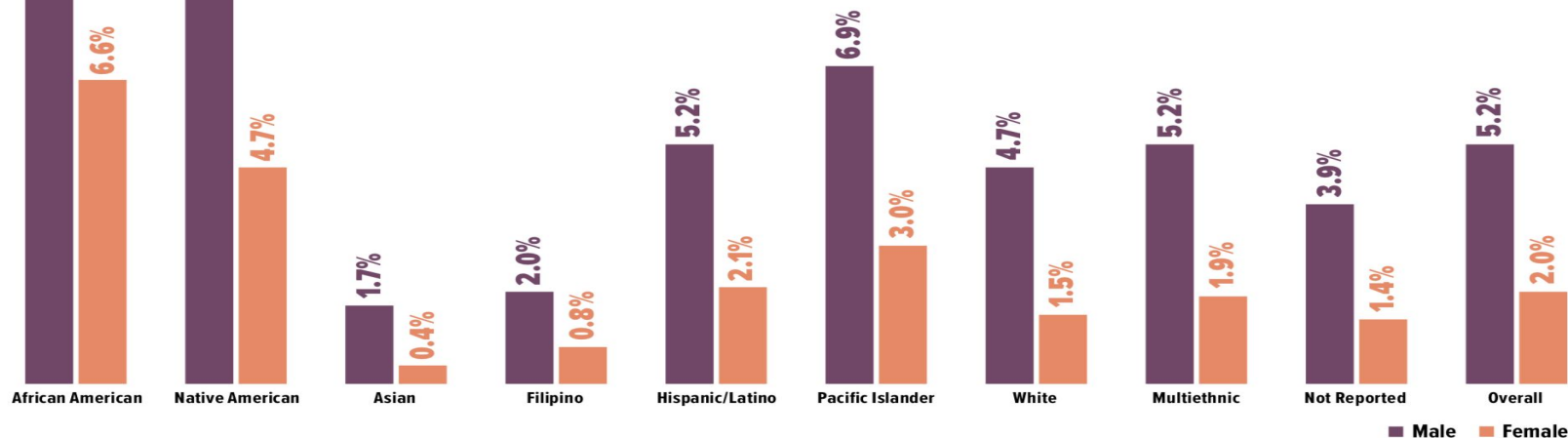


Pair: Take a few moments to discuss your ideas with your group

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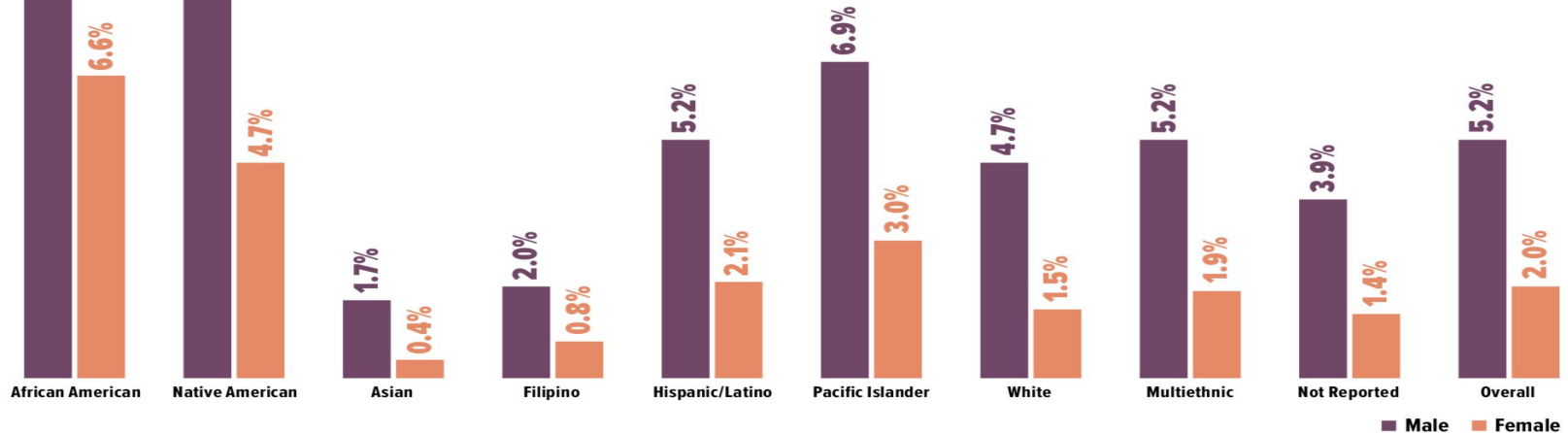


Share: Volunteers?

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Midterm

**Due on TritonEd by THIS SUNDAY 5/12 by
11:59PM**

DO NOT EMAIL YOUR PAPER!

Midterm

In 4-5 pages:

1. Discuss the Functionalist Argument
2. Critique the Functionalist Argument using Conflict Theory
3. USE EXAMPLES from readings/lecture
4. Use at LEAST 4 sources FROM THE CLASS
 - a. Wilcox and Lareau must be used as two of your sources

Functionalism and Education

- Functionalists see the education system as:
 - A positive, stabilizing institution
 - Teaches values and norms
 - Based on merit (Bootstraps logic, The American Dream is for everyone)
 - Prepares students for adulthood, both academically and socially

Conflict Theory and Education

- Conflict theorists see the education system as:
 - A negative force on society, creates inequality
 - Contributing to the perpetuation of poverty
 - More affluent = better schools and resources, focused on college prep
 - Less affluent = dilapidated schools and limited resources, focused on obedience and basic learning
 - Domination of individuals from lower SES and minority backgrounds
 - Maintenance of social inequality
 - Preservation of power for those in power

Functionalists Vs Conflict Theorists & Inequality

Functionalist Theorists

- ▶ Necessary for society to fill economic positions with qualified individuals.
- ▶ Serves the “greater good;” natural part of the world.
- ▶ Schools socialize students to aspire to unequal positions through a selective reward system (moral & cognitive achievement).
- ▶ Unequal reward system is justified because ability is innate, so schools must gear children toward economic positions that “fit” their ability.
- ▶ Schools help reproduce economic and class inequality across generations.

Conflict Theorists

- ▶ Serves the interests of those who benefit the most (those w/ status and power)
- ▶ Reward system in schools is justified by the façade of the meritocratic ideology
- ▶ Non-cognitive aspect of achievement and rewards are often more important than the cognitive.
- ▶ Intelligence, knowledge, and skills alone don't determine how teachers reward students; beliefs about students' futures based on their economic background.
- ▶ Schools socialize students by mirroring hierarchical workplace relationships.
- ▶ Schools help reproduce economic and class inequality across generations.

Lareau - Concerted cultivation

- Marked by a parent's attempts to foster their child's talents by incorporating organized activities in their children's lives.
- Commonly exhibited in middle class and upper class American families
- Characterized by entitlement and ability to interact with social institutions.

“Although middle-class children miss out on kin relationships and leisure time, they appear to (at least potentially) gain important institutional advantages. From the experience of concerted cultivation they acquire skills that could be valuable in the future when they enter the world of work” (p. 4). A deliberate effort to “try to stimulate their children’s development and foster cognitive and social development” (p. 5).

Lareau - Accomplishment of natural growth

- Parent cares for child and allows child to spontaneously grow
- Commonly seen in working-class and lower-class families
- Characterized by cultural mismatch (clash between home and school life) and an emerging sense of powerlessness and frustration in institutions

“In the accomplishment of natural growth, children experience long stretches of leisure time, child-initiated play, clear boundaries between adults and children, and daily interactions with kin” (p. 3). Children reared in this manner lead more “child-like lives” (p. 3).

Wilcox

Smith (lower-middle class): the classroom was largely “freeform” – children moving all over the room, doing different activities fun and academic. There was a high level of noise. Class time varied between group work and individual work at tables. Children had lots of free time to play in class

Huntington (upper-middle class): the classroom was quiet and orderly with traditional rows of individual desks. Students mostly worked individually on academic work. Student-to-student interaction was rare. The teacher stated interaction prevents students from producing high-quality work.

Wilcox

Smith (lower-middle class): external mode of control was most dominant. The teacher is the sole authority. Students follow rules on what to do and how to behave set by the teacher.

Huntington (upper-middle class): internal mode of control was most dominant. The teacher emphasizes students' responsibility for their academic work and learning.

Lareau & Wilcox

Lareau -

- Differences in socialization of children by families based on class (SES)
 - Higher SES - Concerted Cultivation
 - parents foster talents by incorporating organized activities in their children's lives
 - Lower SES - Natural Growth
 - Parent cares for child and allows child to spontaneously grow with limited interference

Wilcox -

- Differences in socialization of children by schools based on class
 - Higher SES - Huntington Elem.
 - Internal modes of control w/ student responsibility at the center
 - Lower SES - Smith Elem.
 - External modes of control w/ teacher expectations & directives at the center

Midterm Pointers

- Proofread and/or Peer Edit!!!!
 - Ask a friend to look over your assignment, or at the very minimum review the work before you submit to ensure minimal grammatical/wording issues.
 - Sometimes it helps to read a sentence aloud.

Midterm Pointers

- Avoid contractions
 - Use “will not” instead of “won’t”, “can not” instead of “can’t”, “do not” instead of “don’t”, “is not” instead of “isn’t”

Midterm Pointers

- Use Words instead of Digits
 - For numbers 1-10, use the word (one, two, etc.) instead of the number.

Midterm Pointers

- Try In-text citations
 - In-text citations make sentences flow more smoothly.
 - Use in-text citations in place of using author name and full title of article.
 - [This website](#) is a pretty good resource for all citation types (APA, MLA, Chicago).

Midterm Pointers

- Use Four Sources, and use them well.
 - Don't just put a quote with little to no meaning or support.
 - No outside sources
 - Be sure to incorporate Wilcox and Lareau

Exemplar:

Spindler (1997) discusses the role of culture on the development of “talking, thinking, feeling, moral, believing, valuing human beings” (p. 275). In general, this article considers how culture is “transmitted” from adults to children and the role of education in the process. I can appreciate the emphasis on the process of managing discontinuity. For me that interprets to managing cognitive dissonance between a student’s culture and expectations at home versus what is expected/seen as important at school. This could generally lead to some variation of “code-switching” (Carter, 2003) by the student or subtractive (Valenzuela, 1999) and/or deficit-based practices by the school itself.

Questions?????