



## PROGRAMA DE PÓS-GRADUAÇÃO EM SOCIOLOGIA E ANTROPOLOGIA

Instituto de Filosofia e Ciências Sociais  
Universidade Federal do Rio de Janeiro

**CÓDIGO DA DISCIPLINA:** FCS732/FCS832

**DISCIPLINA:** Sociologia da Educação - Mestrado e Doutorado

**CARGA HORÁRIA:** 45h

**CRÉDITOS:** 3

**PROFESSOR/A:** Flavio Carvalhaes

**PERÍODO LETIVO:** 2021-1

**DIA E HORÁRIO:** Segunda-feira, 14h-17h

### **Ementa**

O objetivo deste curso é apresentar leituras contemporâneas sobre estratificação educacional e a estruturação desigual de resultados escolares. O foco recai principalmente em pesquisas empíricas sobre o tema e a disciplina será focada em debater a relação intrincada entre os desenhos de pesquisa e os resultados alcançados pelos diferentes problemas de pesquisa colocados pelos pesquisadores. Neste sentido, o curso pretende estimular os alunos a desenvolver pesquisas futuras fazendo uso do diálogo com os textos lidos na disciplina.

Ao longo do semestre, os alunos serão alocados para realização de leituras e entrega de resumos que deve ocorrer até meia noite do dia anterior à aula.

### **Programa**

#### **Aula 1:**

Apresentação do curso

#### **Aula 2: Transições educacionais I**

Raftery, Adrian E., and Michael Hout. "Maximally Maintained Inequality: Expansion, Reform, and Opportunity in Irish Education, 1921-75." *Sociology of Education* 66, no. 1 (1993): 41-62.

Torche, Florencia. "Privatization Reform and Inequality of Educational Opportunity: The Case of Chile." *Sociology of Education* 78, no. 4 (October 1, 2005): 316-43.

Ribeiro, Carlos Antonio Costa. "Desigualdade de Oportunidades E Resultados Educacionais No Brasil." *Dados* 54, no. 1 (2011): 41-87.



### **Aula 3: Transições educacionais II**

Ayalon, Hanna, and Abraham Yogev. "Field of Study and Students' Stratification in an Expanded System of Higher Education: The Case of Israel." *European Sociological Review* 21, no. 3 (July 1, 2005): 227–41.

Breen, Richard, and John H. Goldthorpe. "Explaining Educational Differentials Towards a Formal Rational Action Theory." *Rationality and Society* 9, no. 3 (August 1, 1997): 275–305.

Jackson, Michelle, Robert Erikson, John H. Goldthorpe, and Meir Yaish. "Primary and Secondary Effects in Class Differentials in Educational Attainment The Transition to A-Level Courses in England and Wales." *Acta Sociologica* 50, no. 3 (September 1, 2007): 211–29.

Lucas, S. R. "Stratification Theory, Socioeconomic Background, and Educational Attainment: A Formal Analysis." *Rationality and Society* 21, no. 4 (November 1, 2009): 459–511.

### **Aula 4: "A reprodução" na literature contemporânea**

Bennett, Pamela R., Amy C. Lutz, and Lakshmi Jayaram. "Beyond the Schoolyard The Role of Parenting Logics, Financial Resources, and Social Institutions in the Social Class Gap in Structured Activity Participation." *Sociology of Education* 85, no. 2 (April 1, 2012): 131–57.

Calarco, Jessica McCrory. "Coached for the Classroom Parents' Cultural Transmission and Children's Reproduction of Educational Inequalities." *American Sociological Review* 79, no. 5 (October 1, 2014): 1015–37.

Lareau, Annette. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." *American Sociological Review* 67, no. 5 (2002): 747–76.

Weininger, Elliot B., Annette Lareau, and Dalton Conley. "What Money Doesn't Buy: Class Resources and Children's Participation in Organized Extracurricular Activities." *Social Forces* 94, no. 2 (December 1, 2015): 479–503.

### **Aula 5: O modelo de "status attainment"**



Horan, Patrick M. "Is Status Attainment Research Atheoretical?" *American Sociological Review* 43, no. 4 (1978): 534–41.

Morgan, Stephen L., Theodore S. Leenman, Jennifer J. Todd, Kentucky, and Kim A. Weeden. "Stutter-Step Models of Performance in School." *Social Forces* 91, no. 4 (June 1, 2013): 1451–74.

Sewell, William, and Robert Hauser. "A Review of the Wisconsin Longitudinal Study of Social and Psychological Factors in Aspiration and Achievement, 1963-1993." (Center for Demography and Ecology) Working Paper No. 92-01. University of Wisconsin\_madison, 1992.

### **Aula 6: O lugar da escolar nas discussões da desigualdade educacional**

Coleman, James S., Ernest Q. Campbell, Carol J. Hobson, James McPartland, Alexander M. Mood, Frederic D. Weinfeld, and Robert L. York. 1966. *Equality of Educational Opportunity*, Washington, DC: National Center for Education Statistics. (Pages iii-iv and 290-333) READER

Downey, D.; Condron, D.. (2016) Fifty Years since the Coleman Report: Rethinking the Relationship between Schools and Inequality. *Sociology of Education* vol. 89, no. 3.

Soares, J. F. & Marota, L., 2009. Desigualdades no sistema de ensino fundamental brasileiro. In: : VELOSO, F.; PESSOA, S.; HENRIQUES, R.; GIAMBIAGI, F. (orgs.), *Educação Básica no Brasil: construindo o país do futuro*. São Paulo: Elsevier/ Campus (pags. 73-91).

## **Módulo 2: Temas diversos**

### **Aula 7: Escolas como organizações**

Meyer, John W., and Brian Rowan. 1977. "Institutionalized Organizations: Formal Structure as Myth and Ceremony." *American Journal of Sociology* 83: 340-363.

Weick, Karl E. 1976. "Educational Organizations as Loosely Coupled Systems." *Administrative Science Quarterly* 21: 1-19.

Gamoran, Adam, Walter G. Secada, and Cora B. Marrett. 2000. "The Organizational Context of Teaching and Learning," page 37-63 in *Handbook of*



the Sociology of Education: Changing Theoretical Perspectives, edited by Maureen T. Hallinan. New York, NY: Springer.

**Aula 8: Ensino superior: processos de decisão de cursos**

Okerson, Justine. "Beyond The Campus Tour: College Choice And The Campus Visit." Tese defendida na College of William and Mary - School of Education, 2016.

**Aula 9: Educação e elites**

Khan, Shamus Rahman. *Privilege: The Making of an Adolescent Elite at St. Paul's School*. Princeton, N.J.: Princeton University Press, 2012.

**Aula 10: Educação e raça**

Espenshade, Thomas J., and Alexandria Walton Radford. *No Longer Separate, Not Yet Equal: Race and Class in Elite College Admission and Campus Life*. Princeton: Princeton University Press, 2009.

**07/12: Educação e gênero**

DiPrete, Thomas A., and Claudia Buchmann. *The Rise of Women: The Growing Gender Gap in Education and What It Means for American Schools*. New York: Russell Sage Foundation, 2013.

**Aula 11: Educação e políticas públicas**

Jennings, Jennifer, and Heeju Sohn. "Measure for Measure How Proficiency-Based Accountability Systems Affect Inequality in Academic Achievement." *Sociology of Education* 87, no. 2 (April 1, 2014): 125–41.

Ravitch, Diane, 2011. *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education*. Capítulo 1 e Capítulo 6.

Schwartzman, Simon. Educação: a nova geração de reformas. Publicado em Fábio Giambiagi, José Guilherme Reis e André Urani (organizadores), *Reformas no Brasil: Balanço e Agenda*, Rio de Janeiro, Editora Nova Fronteira, 2004, pp. 481-504.



Veloso, F., 2009. Experiências de reforma educacional nas últimas duas décadas: o que podemos aprender?, In: Veloso, F.; Pessoa, S.; Henriques, R.; Giambiagi, F. (orgs.), Educação Básica no Brasil: construindo o país do futuro. São Paulo: Elsevier/ Campus (pags.191-211).

### **Bibliografia obrigatória**

Ayalon, Hanna, and Abraham Yogev. "Field of Study and Students' Stratification in an Expanded System of Higher Education: The Case of Israel." *European Sociological Review* 21, no. 3 (July 1, 2005): 227–41.

Bennett, Pamela R., Amy C. Lutz, and Lakshmi Jayaram. "Beyond the Schoolyard The Role of Parenting Logics, Financial Resources, and Social Institutions in the Social Class Gap in Structured Activity Participation." *Sociology of Education* 85, no. 2 (April 1, 2012): 131–57.

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Coleman, James S., Ernest Q. Campbell, Carol J. Hobson, James McPartland, Alexander M. Mood, Frederic D. Weinfeld, and Robert L. York. 1966. Equality of Educational Opportunity, Washington, DC: National Center for Education Statistics. (Pages iii-iv and 290-333) READER

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Gamoran, Adam, Walter G. Secada, and Cora B. Marrett. 2000. "The Organizational Context of Teaching and Learning," page 37-63 in *Handbook of the Sociology of Education: Changing Theoretical Perspectives*, edited by Maureen T. Hallinan. New York, NY: Springer.

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Jackson, Michelle, Robert Erikson, John H. Goldthorpe, and Meir Yaish. "Primary and Secondary Effects in Class Differentials in Educational Attainment The Transition to A-Level Courses in England and Wales." *Acta Sociologica* 50, no. 3 (September 1, 2007): 211–29.

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### **Bibliografia complementar**

Todas as leituras são obrigatórias

### **Avaliação**

Apresentação de seminários dos alunos: 30% da nota.

Entrega de resumos nas aulas: 30% da nota.

Trabalho final: 40% da nota.