

A-106 SOCIAL CAPITAL, SCHOOLS AND DEMOCRACY

Spring 2009
Tuesdays 1-4pm
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Course Description

This course will introduce students to recent theoretical work on the role social capital plays in education, community development and democratic life in America. Social capital refers to the resources that inhere in the relationships between people that allow them to act collectively, whether that involves social support, civic engagement or political participation. The course will explore the variety of ways that social ties and social organization, and associated norms of trust, cooperation and reciprocity, contribute to healthy community and democratic life, including better schooling and student achievement. Focusing on urban communities, we will explore how social capital might also provide a basis upon which people can organize to build the political power necessary to address the structural causes of poverty and racial inequality.

In this course we will consider public education as one of a set of institutions vital to democracy and community. From that standpoint, we will explore the relationships between public schools and other institutions important to civic and political life, including churches, community organizing groups, civic associations, advocacy groups, labor and business. We will consider both how various forms of civic and political engagement might improve schooling as well as how schools might serve as anchors for broader community revitalization in our inner cities. We will also pay attention to the politics of social capital building by examining sources of conflict as well as cooperation among communities and institutions.

This course is designed as a seminar, where the professor serves as a guide and commentator on a set of texts that students examine. Students will be required to explore a theoretical issue relevant to the course through a piece of original research. The course will focus on the school-community-politics connection in the U.S. context. But students, in their research projects, are welcome to pursue their own interests internationally, or to examine the education/democracy nexus outside of the institutional context of public schools.

Note: Class limited to 15. Permission of the instructor required. If the course is oversubscribed, selection will be based upon a short statement of interest completed by students at the class held during “shopping period.”

Course can be taken for a letter grade, or pass/fail with permission of the instructor.

Required Texts

The following books have been ordered for the course, and are also available on reserve in Gutman Library. There will also be a course packet available for purchase.

Anthony Bryk, *Trust in Schools*. New York: Russell Sage Foundation Press, 2002.

Robert D. Putnam, *Bowling Alone: The Collapse and Renewal of American Community*. New York: Simon & Schuster, 2000.

Mario Luis Small, *Villa Victoria: The Transformation of Social Capital in a Boston Barrio*. Chicago: University of Chicago Press, 2004.

Ricardo D. Stanton-Salazar, *Manufacturing Hope and Despair: The School and Kin Support Networks of U.S.-Mexican Youth*. New York: Teachers College Press, 2001.

Angela Valenzuela, *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Albany: SUNY Press, 1999

Mark R. Warren, *Dry Bones Rattling: Community Building to Revitalize American Democracy*. Princeton: Princeton University Press, 2001.

Recommended Text:

Students who would like to consult a secondary source might find the following useful:
John Field, *Social Capital*, New York: Routledge, 2003.

Coursepacket:

PAPER RESOURCES:

Required Text = RT Coursepack = CP Reserves = RS Handout = H

DIGITAL RESOURCES:

WorldWideWeb = WWW

ERESOURCES:

LexisNexis = LX Ejournals = EJ Jstore = JS EBSCO/Academic = EB/AC
EBSCO/ERIC = EB/ER EBSCO/MLA = EB/ML EBSCO/Psych = EB/PS

Course Requirements

1. Read the week's reading and come prepared to participate fully in the class discussion. Worth 20% of grade.
2. Help lead a class discussion twice during the semester, along with other students. The students will meet beforehand and together write a short discussion memo for the upcoming class, distributed to all students by e-mail before the class. The memo should be 3-4 pages long, and critically discuss the readings for the week. The memo should list 3-4 important questions you would like the class to discuss at that session. The students will be responsible for starting the class with an exercise or activity. Each discussion-leading assignment is worth 10% of grade.
3. Write a short essay (approximately 4 pp., double-spaced) comparing and contrasting the way three authors we've read develop and apply the concept of social capital. Which approach do you find most useful, for what purposes, and why? The essay will be due Friday, March 6th. Worth 10% of grade.
4. Write a research paper (approximately 18-20 pages, double-spaced). Students will conduct some original research on a topic related to the course. Acceptable methodologies include (but are not limited to) interviewing, participant observation, archival research and quantitative analysis of survey data (assuming the student has the relevant methodological background). Papers should include a review of the relevant literature, that is, what answers and insights have other scholars offered on the question at hand. Subject to the approval of the instructor, students may choose to do a group research project, where they will divide up the parts among themselves. Students may also conduct research in collaboration with a community-based organization that attempts to build social capital or use it to address education/community/political problems. Students will be grouped into small "support groups" that will meet occasionally outside of class. A one page statement of the research topic and design is due in class in week 4 (Feb. 17th). An 8 page draft (which covers the research question and design, review of literature, and preliminary findings) is due on April 3rd, and will be given a provisional grade. The final paper is due on Friday, May 15th. Please submit a hard copy in the box outside Nichols House 207 by 5p.m. Worth 50% of grade.

Course Schedule

WEEK 1 **Introduction** **(“Shopping Period” Class)**

WEEK 2 **2/3/09** **What Is Social Capital? Is it Declining in the U.S?**

Robert D. Putnam, *Bowling Alone: The Collapse and Renewal of American Community*. New York: Simon & Schuster, 2000, read chapters 1-4, 6, 8-17, 21-22, 24 (skim the rest) **(RT)**

Recommended:

Robert D. Putnam. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton, NJ: Princeton University Press, 1993. Chapters 1 and 6.

WEEK 3 **2/10/09** **Alternative and Critical Perspectives**

James S. Coleman, “Social Capital in the Creation of Human Capital,” *American Journal of Sociology* Vol. 94 Supplement (1988): S95-S120 **(CP)**

Pierre Bourdieu, “The Forms of Capital,” pp. 241-258 in *Handbook for the Theory and Research for the Sociology of Education*, ed. by John G. Richardson. New York: Greenwood Press, 1986 **(CP)**

Everett Carl Ladd, *The Ladd Report*. New York: The Free Press, 1999. pp. 25-60 **(CP)**

Alejandro Portes and Patricia Landolt. “The Downside of Social Capital.” *American Prospect* #26 (May/June 1996): 18-21, 94. **(CP)**

Michael W. Foley and Bob Edwards. “The Paradox of Civil Society” *Journal of Democracy* 7 (Summer, 1996): 38-52. **(CP)**

Recommended:

Alejandro Portes. 1998. “Social Capital: Its Origins and Applications in Modern Sociology.” *Annual Review of Sociology* 24: 1-24.

Pamela Paxton, “Is Social Capital Declining in the United States? A Multiple Indicator Assessment.” *American Journal of Sociology* 105 (1999): 88-127

Theda Skocpol. “Unraveling From Above.” *American Prospect* #25 (March-April 1996): 20-25.

Stephen Baron et al. *Social Capital: Critical Perspectives*, Oxford: Oxford University Press, 2000

Scott L. McClean et al, *Social Capital: Critical Perspectives on Community and Bowling Alone*. New York: NYU Press, 2002.

WEEK 4 **2/17/09** **How does Social Capital Work?**

Alexis de Tocqueville, *Democracy in America*, New York: Harper & Row, 1966. pp. 287-294, 503-528 **(CP)**

James C. Scott. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press, 1998. Introduction and chapter 9 pp1-8, 309-341. **(CP)**.

Michael Woolcock. "Social Capital and Economic Development: Toward a Theoretical Synthesis and Policy Framework," *Theory and Society* 27 (1998): 151-208. **(CP)**

Xavier de Souza Briggs. "Brown Kids in White Suburbs: Housing Mobility and the Many Faces of Social Capital." *Housing Policy Debate* 9 (#1, 1998): 177-221. **(CP)**

Jeffrey Boase et al, "The strength of Internet ties," Pew Internet and American Life Project, 2006. Read the Summary of Findings, pp. i-ix. Available at:
http://www.pewinternet.org/pdfs/PIP_Internet_ties.pdf

Recommended:

Sidney Verba, Kay Lehman Schlozman, and Henry E. Brady. "Resources for Politics: Civic Skills," Chapter 11 of *Voice and Equality: Civic Voluntarism in American Politics*. Cambridge: Harvard University Press, 1995.

Robert J. Sampson. "What Community Supplies," in *Urban Problems and Community Development*, ed. by Ron Ferguson and Bill Dickens. Washington, D.C.: Brookings Institution Press.

Krishna, Anirudh, *Active Social Capital: Tracing the Roots of Development and Democracy*. New York: Columbia University Press. 2002.

Partha Dasgupta and Ismail Serageldin, *Social capital: A multifaceted perspective*. Washington, DC: World Bank, 2000.

Nan Lin, *Social Capital: A Theory of Social Structure and Action*, Cambridge: Cambridge University Press, 2001

Nancy Burns et al, *The Private Roots of Public Action: Gender, Equity and Political Participation*. Cambridge: Harvard University Press, 2001.

Quan-Haase, Anabel, and Barry Wellman, "How does the Internet Affect Social Capital?" in *Social Capital and Information Technology*, Marleen Huysman and Volker Wulf, eds. (2004) MIT Press: Cambridge.

WEEK 5

2/24/09

Support Networks

Ricardo D. Stanton-Salazar, *Manufacturing Hope and Despair: The School and Kin Support Networks of U.S.-Mexican Youth*. New York: Teachers College Press. 2001 **(RT)**

Peter C. Murrell, Jr., "The Development of Practice in Community Partnership," chapter 4 in *The Community Teacher* (New York: Teachers College Press, 2001). **(CP)**

Recommended:

Cohen, Geoffrey L. and Claude M. Steele, "A Barrier of Mistrust: How Negative Stereotypes Affect Cross-Race Mentoring," Chapter 15. pp 303-327 of *Improving Academic Achievement*, ed. by Joshua Aronson, Boston: Academic Press, 2002.

Ricardo Stanton-Salazar, "A Social Capital Framework for Understanding the Socialization of Racial Minority Children and Youth," *Harvard Educational Review* Vol. 67, No. 1 (1997):1-40

WEEK 6

3/3/09

Building Social Capital

Mark R. Warren, *Dry Bones Rattling: Community Building and Democratic Renewal in America*, Princeton: Princeton University Press, 2001, introduction and chapters 1-5, 7, and 9 (skim chapters 6 and 8). **(RT)**

Recommended:

- Dennis Jacobsen, *Doing Justice: Congregations and Community Organizing*. Minneapolis: Fortress Press, 2001
- Benjamin Barber, *Strong Democracy: Participatory Politics for a New Age*. Berkeley: University of California Press, 1984
- Ernesto Cortes, Jr. "Reweaving the Fabric: The Iron Rule and the IAF Strategy for Power and Politics." Pp. 294-319 in *Interwoven Destinies*, edited by Henry G. Cisneros. New York: W.W. Norton, 1993.
- Kristina Smock, *Democracy in Action: Community Organizing and Urban Change*, New York: Columbia University Press, 2004.
- Richard L. Wood, *Faith in Action: Religion, Race and Democratic Organizing in America*, Chicago: University of Chicago Press, 2002.

WEEK 7

3/10/06

Immigration, Social Capital and Education

Angela Valenzuela, *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. Albany: SUNY Press, 1999 chapters 1, 3, 4, 7, and the epilogue; skim the rest (those interested in questions of resistance should read chapter 6) **(RT)**

Alejandro Portes and Ruben G. Rumbaut, "Not Everyone Is Chosen: Segmented Assimilation and its Determinants," pp.44-69 in *Legacies: The Story of the Immigrant Second Generation*. Berkeley: University of California Press, 2001. **(CP)**

Min Zhou and Carl L. Bankston III. "Social Capital and the Adaptation of the Second Generation: the Case of Vietnamese Youth in New Orleans" in Alejandro Portes, ed., *The New Second Generation*. New York: Russell Sage Foundation Press, 1996. pp197-220. **(CP)**

Vivian Louie, "Parents' Aspirations and Investment: The Role of Social Class in the Educational Experiences of 1.5- and Second-Generation Chinese Americans," *Harvard Educational Review* 2001 (Fall), pp. 438-474

Recommended:

- Guadalupe Valdes, *Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools* (New York: Teachers College Press, 1996)

WEEK 8

3/17/09

Trust, Social Capital and School Reform

Anthony Bryk, *Trust in Schools*. New York: Russell Sage Foundation Press, 2002. **(RT)**

Charles M. Payne and Mariame Kaba, "So much Reform, so little Change: Building-level Obstacles to Urban School Reform" *Journal of Negro Education* (forthcoming), available at: http://www.temple.edu/CPP/rfd/So_Much_Reform.pdf

Kavitha Mediratta et al, "Organized communities, stronger schools: A preview of research findings," Annenberg Institute for School Reform, 2008. Available at:
<http://www.annenberginstitute.org/pdf/OrganizedCommunities.pdf>

Recommended:

- James Comer, *Rallying the Whole Village: The Comer Process for Reforming Education*. New York: Teachers College Press, 1996.
- Anthony Bryk et al. *Catholic Schools and the Common Good*. Cambridge, MA: Harvard University Press, 1993.
- Stephen L. Morgan and Aage B. Sorensen. "Parental Networks, Social Closure, and Mathematics Learning: A Test of Coleman's Social Capital Explanation of School Effects," *American Sociological Review* (Oct 1999): 661-681.

WEEK 9

3/31/09

Race, Diversity and Social Capital

- Robert D. Putnam, "*E pluribus unum*: Diversity and community in the twenty-first century," *Scandinavian Political Studies*, 30(2007): 137-174.
- Rodney E. Hero, "Social Capital and Racial Inequality in America," *Perspectives on Politics* 1 (March, 2003): 113-122 (CP)
- Xavier de Souza Briggs, "'Some of my best friends are...': Interracial friendships, class, and segregation in America," *City & Community*, 6 (2007): 263-290.
- Theda Skocpol, Ariane Liazos and Marshall Ganz, *What a Mighty Power We Can Be: African American Fraternal Groups and the Struggle for Racial Equality*. Princeton: Princeton University Press, 2006, chapter one, pp. 1-20. (CP)
- Barack Obama, "A more perfect union," Speech on race delivered March 18, 2008. Available at:
http://www.barackobama.com/2008/03/18/remarks_of_senator_barack_obam_53.php

Recommended:

- Rodney E. Hero. *Racial diversity and social capital: Equality and community in America*. Cambridge: Cambridge University Press, 2007.
- Pauline Hope Cheong, Rosalind Edwards, Harry Goulbourne and John Solomos, "Immigration, social cohesion and social capital: A critical review," *Critical Social Policy* (27, 2007): 24-49
- Daniel Perlstein, "Minds stayed on freedom: Politics, pedagogy and the African American freedom struggle," *American Educational Research Journal* (39, 2002):249-277.

WEEK 10

4/07/09

Communities, Families and Schools

- Mark R. Warren, "Communities and Schools: A New View of Urban Education Reform," *Harvard Educational Review* 75 (Summer, 2005), pp. 133-173.
- Bernard Loomer, "Two Conceptions of Power," *Criterion* Vol. 15, No. 1 (winter 1976): 11-29. (CP)

Erin Horvat, Elliot Weinger and Annette Lareau, "From social ties to social capital: Class differences in the relations between schools and parent networks," *American Educational Research Journal* 40 (2): 319-351

John Dewey, "Search for the Great Community," pp. 143-159 in *The Public and its Problems* (Athens: Swallow Press, Ohio University Press, 1991 [1927]). (CP)

T. L. McCarty, "School as Community: The Rough Rock Demonstration," *Harvard Educational Review* 59(November, 1989): 484-503 (CP)

Nancy A. Naples. 1992. "Activist Mothering: Cross-generational Continuity in the Community Work of Women from Low Income Urban Neighborhoods," *Gender & Society* 6(3):441-463. (JS)

Recommended:

Mark R. Warren, Soo Hong, Carolyn Heang Rubin and Phitsamay Sychitkokhong, "Beyond the bake sale: A community-based, relational approach to parent engagement in schools," *Teachers College Record*, 2009. Available at: <http://www.tcrecord.org/Content.asp?ContentId=15390>

Dennis Shirley, *Community Organizing and Urban School Reform*. Austin: University of Texas Press, 1997

Gail Furman, "Postmodernism and Community in Schools: Unraveling the Paradox," pp. 51-75 in *School as Community: From Promise to Practice*. Albany: SUNY Press, 2002

Marilyn Gittell, Isolda Ortega-Bustamente and Tracy Steffy. "Social Capital and Social Change: Women's Community Activism," *Urban Affairs Review* (November 2000, 36, 2): 123-147.

Susan Crawford and Peggy Levitt, "Social Change and Civic Engagement: The Case of the PTA," pp. 249-296 in *Civic Engagement in American Democracy*. Washington, D.C.: Brookings Institution Press and New York: Russell Sage Foundation Press, 1999.

Annette Lareau, *Unequal Childhoods: Class, Race, and Family Life*. Berkeley: University of California, 2003.

Chandra Muller. "Parent Ties to the School and Community and Mathematics Achievement." Pp. 57-79 in *Transforming Schools: Trends, Dilemmas and Prospects*, edited by Peter Cookson and Barbara Schneider. New York: Garland, 1995.

WEEK 11

4/21/09

Neighborhood Poverty and Community Participation

Mario Luis Small, *Villa Victoria: The Transformation of Social Capital in a Boston Barrio*. Chicago: University of Chicago Press, 2004. (RT)

WEEK 12

4/28/09

Civic Capacity and the Politics of Cross-class Alliances

Clarence Stone, *Changing Urban Education* (Lawrence: University Press of Kansas, 1998), chapters 1 and 12. pp. 1-20, 250-273. (CP)

Robert Reich. "The Secession of the Successful." *New York Times Magazine*, January 20, 1991: 16-17. (CP)

Mark R. Warren, J. Phillip Thompson, and Susan Saegert, "The Role of Social Capital in Combating Poverty," pp. 1-28 in Susan Saegert, J. Phillip Thompson, and Mark R. Warrens, eds., *Social Capital and Poor Communities*. New York: Russell Sage Foundation Press, 2001. (CP)

Pedro Noguera, "Segregation, Poverty and Limits of Local Control: Oakland as a Case Study," chapter 5 pp 82-102 of *City Schools and the American Dream* (New York: Teachers College Press, 2003) **(CP)**

Theda Skocpol. "How Americans Became Civic," pp. 27-80 in *Civic Engagement in American Democracy*, ed. by Theda Skocpol and Morris P. Fiorina. Washington, D.C.: Brookings Institution Press and New York: Russell Sage Foundation Press, 1999. **(CP)**

Recommended:

Peter Dreier, John Mollenkopf and Todd Swanstrom, *Place Matters: Metropolitcs for the Twenty-first Century*, Lawrence: University Press of Kansas, 2001.

Jean Anyon, *Ghetto Schooling: A Political Economy of Urban Educational Reform*, New York: Teachers College Press, 1997.

Charles H. Heying. "Civic Elites and Corporate Delocalization" *American Behavioral Scientist* 40 (5) (March/April, 1997): 657-668.

WEEK 13

5/05/09

The Role of Educators and Scholars

Harry Boyte, "A Different Kind of Politics," John Dewey Lecture, University of Michigan, October 13, 2002. pp.1-25. **(CP)**

John Dewey, *Democracy and Education: An Introduction to the Philosophy of Education*. New York: MacMillan, 1938 [1916]. Pp 94-114. **(CP)**

The Jane Addams School for Democracy, FINE Forum e-Newsletter, Issue 5, Fall 2002, available at: <http://www.gse.harvard.edu/hfrp/projects/fine/fineforum/forum5/director.html>

Concha Delgado-Gaitan, "Researching change and changing the researcher," *Harvard Educational Review* 63(4) Winter 1993. **(CP)**

Philip Nyden et al, *Building Community: Social Science in Action*. Thousand Oaks: Pine Forge Press, 1997. Read the following selections **(CP)**:

Philip Nyden et al, Chapter One: University-Community Collaborative Research: Adding Chairs at the Research Table, pp. 3-13

Barbara George Gallagher and Neva Nahan, Case Study 17: Cross-Cultural Parenting on Detroit's Eastside: Establishing Community-Based Parenting in Multicultural Neighborhoods, pp. 141-149

WEEK 14

5/12/09

Student Presentations of Research Projects