**Is College Worth It? Student Debt and Student Gain (2176)**

**Fall Semester 2024**

**Professor Josh Klugman**

**Class Meeting Time:**

**TR 12:30 – 1:50 pm**

**Class Location: Gladfelter Hall 764**

**Office Location: Gladfelter 763**

**Cell Phone: Office Phone: 215-219-9107**

**Office Hours: T 2-3:30 R 11:00-12:00**

**E-mail:** **klugman@temple.edu**

**Course Description**

This course offers a sociological take on higher education in the United States. It is focused around using research methods to study the sociology of higher education. Readings are grouped around studying similar research questions using different methods. Students will be expected to prepare a research proposal studying a topic in the sociology of higher education.

**Course Materials**

One book is required for this course.

Streib, Jessi. 2023. *The Accidental Equalizer: How Luck Determines Pay After College.* Chicago, IL: University of Chicago Press. A new copy should cost around $28 to purchase.

Other readings will be posted to Canvas. You should plan to bring them (either printed out copies or on a tablet/laptop) to class every day.

**Requirements**

*Writing Assignments:* There are 6 writing assignments due throughout the semester which will culminate in a final proposal. You have a ~~three~~ four day late bank, so you can turn in three assignments one day late or one assignment ~~three~~ four days late without penalty. You will start withdrawing from this bank with your first late assignment. After your bank runs out, assignments will be penalized 10 percentage points for every day they are turned in late.

*Presentation:* You will present on your final proposal in the last week of class.

*Exams*—An essay-and-short-answer exam will be held at the end of the semester covering the readings and lectures for the whole of the semester. If an unplanned emergency prevents you from taking an exam, please contact the professor (klugman@temple.edu or 215-219-9107) so you can make arrangements to make up the exam. I tend to be more lenient for make-up exams if they happen no later than the day after the exam. I insist on documentation for make-up exams two or more days after the scheduled date. I reserve the right to change this (that is, demand documentation for excuses to make-up **any** exam) depending on the frequency of make-up requests.

*Quizzes.* Throughout the semester, I will give quizzes covering the readings as well as what was covered in prior lectures. These quizzes are online and untimed, and I assume you are taking the quiz as you do the reading. Your quiz grade will be based on the best 80% of your quizzes.

*Attendance*—Students should come to class and they should bring the reading with them. We expect you to attend lectures and labs, most of which will be in-person. When class is held in person, zoom participation will not count as attendance. Starting the second week of the semester, student attendance will be noted for each class. You have ~~three~~ four “free” absences that can be used for emergencies, religious holidays, or whatever.

You are responsible for obtaining materials covered in class as well as any special announcements made in class about changes in the course schedule or course policies.

*In-Class Technology:* It is hard to imagine life without laptops and cell phones. While these devices can be excellent for finding, sharing, or storing information, they can also be distractions. For this reason, all cell phones should be turned off or silenced (including vibration) before the beginning of class. Further, if you are texting or doing any other activity that looks like texting, such as playing games, you will be asked to put your phone away and you will be counted as absent for that day.

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| *Final Grade Breakdown* |  |  | *Grade Cutoffs* |
| Writing Assignment #1/2: Abstract | 5% |  | A | 95 - 100 | C | 73 – 76.99 |
| Writing Assignment #3: Lit Review | 10% |  | A- | 90 – 94.99 | C- | 70 – 72.99 |
| Writing Assignment #4: Front End | 10% |  | B+ | 87 – 89.99 | D+ | 67 – 69.99 |
| Writing Assignment #5: Methods | 15% |  | B | 83 – 86.99 | D | 63 – 66.99 |
| Writing Assignment #6: Final  | 15% |  | B- | 80 – 82.99 | D- | 60 – 62.99 |
| Presentation  | 5% |  | C+ | 77 – 79.99 | F | <60.00 |
| Exams (2) | 25% |  |  |  |  |  |
| Quizzes (based on best 80%) | 10% |  |  |  |  |  |
| Attendance | 5% |  |  |  |  |  |

*Computing*—I may have to make special announcements outside of normal class hours via e-mail or Canvas, so I strongly suggest you check Canvas and your e-mail account daily.

*Communications Policy*—I will not answer general questions about course policies or content over e-mail. Instead, such questions should be directed at the discussion forum on Canvas. This will ensure students’ equal access to information. Only questions specific to you (e.g. asking to arrange a meeting, or about your grades) should be sent through e-mail. My assumption is that you are checking the discussion forums daily and that you are responsible for reading clarifications/answers that we post there.

Course Schedule (subject to change as we progress through the semester):

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| Week | Days | 2176 Topics / Readings |
| 1 | 8/27-8/29 | **Introduction*** Levine, Philip B. “The Institution of Financial Aid.” Pp. 17-48 in Levine, Philip B., *A Problem of Fit: How the Complexity of College Pricing Hurts Students—and Universities.* Chicago, IL: University of Chicago Press.
 |
| 2 | 9/3-9/5 | **Getting in College*** Gast, Melanie Jones. 2022. “Reconceptualizing College Knowledge: Class, Race, and Black Students in a College Counseling Field.” *Sociology of Education* 95(1): 43-60.
* Klugman Joshua, Genesis D. Arteta, and Jennifer C. Lee. 2022. “Income Inequality in College Enrollment and Degree Attainment During and After the Great Recession Years.” *Socius* 8: 1-13.
 |
| 3 | 9/10-9/12 | **Writing Assignment 1 (Abstract) Due End of Friday 9/13****Getting in College (continued) and Proposals*** Wilbur, Tabitha G., and Vincent Roscigno. 2016. “First-Generation Disadvange and College Enrollment/Completion.” *Socius* 2: 1-11.
* Levine, Judith A. 2018. “Landing a Job: Moving From College to Employment in the New Economy.” Proposal funded by Russell Safe Foundaton. Pp. 1-30.
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| 4 | 9/17-9/19 | **Writing Assignment 2 (Abstract Revised) Due End of Friday, 9/20****Staying in College** * Goldrick-Rab, Sara, Robert Kelchen, Douglas N. Harris, and James Benson. 2016. “Reducing Income Inequality in Educational Attainment: Experimental Evidence on the Impact of Financial Aid on College Completion.” *American Journal of Sociology* 121(6): 1762-1817.
* 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.
 |
| 5 | 9/24-9/26 | **Admissions****Relationship Between Education and Work*** Bastedo, Michael N., Nicholas A. Bowman, Kristen M. Glasener, and Jandi L. Kelly. 2018. “What Are We Talking About When We Talk About Holistic Review? Selective College Admissions and Its Effects on Low-SES Students.” *Journal of Higher Education* 89(5): 782-805.
* ~~Castilla, Emilio J. and Ethan J. Poskanzer. 2022. “Through the Front Door: Why Do Organizations (Still) Prefer Legacy Applicants?~~ *~~American Sociological Review~~* ~~87(5): 782-826.~~
* Tholen, Gerbrand. 2020. “Degree Power: Educational Credentialism Within Tree Skilled Occupations”, *British Journal of Sociology of Education* 41(3): 283-298 (26 pp)
 |
| 6 | 10/1-10/3 | **Writing Assignment 3 (Lit Review) Due End of Friday, 10/4****Relationship Between Education and Work****Effects of Selective Colleges*** ~~Tholen, Gerbrand. 2020. “Degree Power: Educational Credentialism Within Tree Skilled Occupations”,~~ *~~British Journal of Sociology of Education~~* ~~41(3): 283-298 (26 pp)~~
* Araki, Satoshi. 2020. “Educational Expansion, Skills Diffusion, and the Economic Value of Credentials and Skills.” *American Sociological Review* 85(1): 128-175 (48 pp)

Rivera, Lauren A. 2012. “Hiring as Cultural Matching: The Case of Elite Professional Service Firms.” *American Sociological Review* 77(6): 999-1022. |
| 7 | 10/08-10/10 | **Catch Up****Exam 1 Thursday, October 10th**~~Rivera, Lauren A. 2012. “Hiring as Cultural Matching: The Case of Elite Professional Service Firms.”~~ *~~American Sociological Review~~* ~~77(6): 999-1022.~~ |
| 8 | 10/15-10/17 | **Writing Assignment 4 (Front End) Due End of Friday, ~~10/25~~ 10/17****Effects of Selective Colleges and Majors**Gaddis, S. Michael. 2014. “Discrimination in the Credential Society An Audit Study of Race and College Selectivity in the Labor Market.” *Social Forces* 93(4): 1451-1479.**Majors*** Moss-Pech, Corey. 2021. “The Great Conveyor Belt: How Internships Lead to Unequal Labor Market Outcomes Among College Graduates.” *Qualitative Sociology* 44: 77-102.
 |
| 9 | 10/22-10/24 | **College & Dignity*** Silva, Jennifer M., and Sarah M. Corse. 2017. “Envisioning and Enacting Class Mobility: The Routine Constructions of the Agentic Self.” *American Journal of Cultural Sociology* 6(2): 231-265.
* Andersson, Matthew A., and Steven Hitlin. 2023. “Measuring and Explaining a College Dignity Divide in America.” *Socius* 9: 1-14.
 |
| 10 | 10/29-10/31 | **Writing Assignment 5 (Methods) Due End of Friday, 11/1****Financial Aid and Debt*** Stivers, Abby, and Elizabeth Popp Berman. 2020. “Parents, Partners, Plans, and Promises: The Relational Work of Student Loan Borrowing.” *Socius* 6: 1-13.
* Kuperberg, Arielle, and Joan Maya Mazelis. 2021. “Social Norms and Expectations About Student Loans and Family Formation.” *Sociological Inquiry* 92(1): 90-126.
 |
| 11 | 11/5-11/7 | **Social Mobility*** Witteveen, Dirk, and Paul Attewell. 2020. “Reconsidering the ‘Meritocratic Power of a College Degree.’” *Research in Social Stratification and Mobility* 66: 1-14.
* Hamilton, Laura T., and Elizabeth A. Armstrong. 2021. “Parents, Partners, and Professions: Reproduction and Mobility in a Cohort of College Women.” *American Journal of Sociology* 127(1): 102-151.
 |
| 12 | 11/12-11/14 | **Writing Assignment 6 (Final Proposal) Due End of Friday, 11/15****Getting a Job** * Streib, Jessi. 2023. *The Accidental Equalizer: How Luck Determines Pay After College.* Chicago, IL: University of Chicago Press.
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| 13 | 11/19-11/21 | **International Comparisons*** Warikoo, Natasha. 2018. *“*What Meritocracy Means to Its Winners: Admissions, Race, and Inequality at Elite Universities in the United States and Britain.” *Social Sciences* 7:1-17.
* Schofer, Evan, Francisco O. Ramirez, and John W. Meyer. 2021. “The Societal Consequces of Higher Education.” *Sociology of Education* 94(1): 1-19.
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| 14 | 12/3-12/5 | **Presentations** |
| 15 | 12/12 | **EXAM 2 THURSDAY 10:30-12:30 GH764** |

**Statement on Academic Freedom:** Freedom to teach and freedom to learn are inseparable facets of academic freedom.  The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link:  <http://policies.temple.edu/getdoc.asp?policy_no=03.70.02> .

**Policy on Academic Honesty:**  The section in italics is quoted verbatim from the Temple University Bulletin for 2024-2025.

*The Temple University community believes strongly in academic honesty and integrity. Essential to intellectual growth and the university's core educational mission is the development of independent thought and respect for the thoughts of others. Academic honesty fosters this independence and respect. Academic dishonesty undermines the university's mission and purpose and devalues the work of all members of the Temple community. Every member of the university community is responsible for upholding the highest standards of academic honesty at all times. Students, as members of the community, are responsible for adhering to the principles of academic honesty and integrity.*

*Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. Normally, all work done for courses—papers, examinations, homework exercises, laboratory reports, oral presentations—is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources—journals, books, or other media—these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources—suggestions for organization of ideas, ideas themselves, or actual language—must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the internet is plagiarism.*

*Cheating includes, but is not limited to,*

1. *use of any unauthorized assistance in taking quizzes, tests, or examinations;*
2. *use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;*
3. *the acquisition, access, or viewing, without permission, of tests or other academic material belonging to a member of the university faculty or staff;*
4. *engaging in any behavior specifically prohibited in the course syllabus, course assignment, class discussion, during a placement assessment, or by a university official or faculty member; or*
5. *otherwise engaging in behavior that gives the student an unfair academic advantage including, but not limited to, fabrication of data or sources, resubmitting work already submitted for another academic requirement without prior authorization, unauthorized use of online sources, such as artificial intelligence software, or other similar behavior.*

*Refer to the*[*Student Conduct Code (policy # 03.70.12)*](https://secretary.temple.edu/sites/secretary/files/policies/03.70.12.pdf)*for more specific definitions of cheating and plagiarism.*

*The penalty for academic dishonesty can vary from receiving a reprimand and a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the university. The penalty varies with the nature of the offense, the individual instructor, the department, the school or college, and the Office of Student Conduct and Community Standards.*

*Students who believe that they have been unfairly accused may appeal through the school or college's academic grievance procedure. For more information see*[*Grievances*](https://bulletin.temple.edu/undergraduate/student-resources/student-rights-responsibilities/#grievances)*.*

**Statement on the Use of Generative AI in This Course:** The use of generative AI tools (such as ChatGPT) to produce calculations or text for lab assignments are not permitted in this class; therefore, such use of AI tools for work in this class will be considered a violation of Temple University’s Academic Honesty policy and Student Conduct Code, since the work is not your own. The use of unauthorized AI tools will be treated as plagiarism and can include penalties up to getting zero on the entire assignment and being referred to student conduct.

**Basic Needs Statement:** Any student who faces challenges securing their food or housing is urged to get in touch with the Temple University CARE Team (<https://careteam.temple.edu/>) or let me know and I will make a referral for you.

**Mandatory Reporting Statement.** Please note that as a faculty member, I am required to report any information regarding sexual misconduct to the University Title IX Coordinator; as a student, however, you are **not** required to meet with or report anything the Title IX office. Students may speak to someone **confidentially** by contacting Student Health Services (215-204-7500) or the Philadelphia Center Against Sexual Violence (24 hours confidential; 215-985-3333).

**Disability Statement:** This course is open to all students who met the academic requirements for participation.  Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible.  Contact Disability Resources and Services at 215-204-1280 to coordinate reasonable accommodations for students with documented disabilities.