SCHOOL OF Art Education

SOCIOLOGY OF EDUCATION

SAED 2406

Lectures and tutorials
Monday 9-12

Convener/Lecturer:

Julian Wood

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Week 1  **4\(\text{th}\) March.** Introduction to sociology, the Sociology of Education

Week 2  **11\(\text{th}\) March** Symbolic Interactionism/Phenomenology/classroom studies.

Week 3  **18\(\text{th}\) March** Social class analysis and counter school cultures.

Week 4.  **25\(\text{th}\) March** Post-Modernism /Post Structuralism

1st ASSIGNMENT DUE: Monday 25\(\text{th}\) March

**Mid-Semester Break (1\(\text{st}\) – 5\(\text{th}\) April)**

NB: No lecture on Monday 1\(\text{st}\) April. This isn’t an April Fool Joke

Week 5  **8\(\text{th}\) April** Gender and Education

Week 6  **15\(\text{th}\) April** ‘Race’ and Ethnicity

22\(\text{nd}\) – 26\(\text{th}\) April. Research Week (no lectures or tutorials)

NB: Research Week No lecture on Monday 22\(\text{nd}\) April

Week 7  **29\(\text{th}\) April** Pierre Bourdieu and Reproduction Theory

Week 8  **6\(\text{th}\) May** Curriculum Studies and the Soc of Education

* 2nd ASSIGNMENT DUE Monday 13\(\text{th}\) May.

Week 9  **13\(\text{th}\) May** Poverty, Schools and Social Justice

Week 10  **20\(\text{th}\) May** Markets, Educational Reform and Parental Choice

3rd ASSIGNMENT DUE. Monday 27\(\text{th}\) May.

Week 11  **27\(\text{th}\) May** Education, Work and Precarity

Week 12  **3\(\text{rd}\) June** Teachers and Teaching
Students should read this Outline in conjunction with the COFA 2011 Student Information Guide which provides essential information and is available from the COFA Document Library http://docs.cofa.unsw.edu.au/

COURSE STAFF

Course Coordinator: Julian Wood

Course held in COFA Room: D102

Email: Please contact me first at julian.wood@sydney.edu.au

I have a split week so usually the most efficient way to email me is to use the email above. I also have a UNSW email which is: julian.wood@unsw.edu.au

Consultation times

Because I am not on campus everyday you are welcome to contact me (ideally during office hours) on my mobile. The number again is: 0401 516 925.

If you are having difficulties please tell me early. I would rather from you when there is still leeway to negotiate.

COURSE INFORMATION/COURSE OVERVIEW

INTRODUCTION

COURSE AIMS/ COURSE SUMMARY

Welcome to COFA Sociology of Education course.

The course touches on a lot of different content not just classroom educational issues. This is because it also attempts to bring you up to speed with some of the larger debates within social science and the humanities. In that sense it is taught within a history of ideas perspective. More specifically, the course is designed to introduce students to a sociological analysis of educational processes and to give some idea of the recent history of the sub-discipline known as (the) ‘Soc of Ed’. This should help future teachers to understand Australian schooling within a global context and educational processes sociologically.

The course will examine the social forces out of which the present system has emerged, and the sociological processes which continue to occur across and within it. It is also concerned with how the school system is organised, and how it relates to the rest of Australian society and to teachers, students and parents.

Examining the way that society educates its citizens provides important opportunities for understanding that society and its prevailing ideologies. The balance between public and private education is one such issue. It helps us to understand what is valued in that society, and how ‘winners’ and ‘losers’ are created and how hierarchies/social divisions are manufactured and maintained. Some of these debates come round again in new variations of
familiar structural themes. For example, we only have to look at the phenomenon of increased ‘credentialism’ and the work on the life consequences of HSC results to glimpse the centrality of education in social reproduction.

STUDENT LEARNING OUTCOMES/OBJECTIVES

The course will encourage students to gain a critical understanding of theories and perspectives of the now well established sub-discipline of Sociology of Education. Students will research specific issues in sociology of education and relate these to various theories of self and society. The course is also quite wide-ranging in terms of touching upon insights from history, economics, anthropology, psychology and post-structuralism. It will also seek, in passing, to give students some understanding of how sociology of education fits with the larger sociological tradition, and where sociology sits within the traditions of Western thought.

Graduate Attributes Developed in this Course

1. Develop sociological knowledge and be able to apply that knowledge in their teaching.
2. To come to a sociological understanding of the structural elements of inequalities in the Australian education system
3. Learn about how social divisions in society are negotiated in educational contexts.

Graduate Attributes are the broader goals of the educational process at UNSW. The Committee on Education endorsed revised Graduate Attributes 7 June 2010, stating:

UNSW aspires to develop graduates who are rigorous scholars, capable of leadership and professional practice in a global community (B2B, p.7).

The following Graduate Attributes are desired learning outcomes for ALL UNSW students to
become,

**Scholars** who are:
- ethical practitioners
- understanding of their discipline in its context
- capable of independent and collaborative enquiry
- rigorous in their analysis, critique, and reflection
- able to apply their knowledge and skills to solving problems
- capable of effective communication
- information literate
- digitally literate

**Professionals** who are:
- capable of independent, self-directed practice
- capable of lifelong learning
- capable of operating within an agreed Code of Practice

**Global Citizens** who are:
- capable of applying their discipline in local, national and international contexts
- culturally aware and capable of respecting diversity and acting in socially just/responsible ways

It is envisaged that by the conclusion of this course the student will be able to:

- ‘see’ the educational world sociologically as required and
- Apply theory to one’s thinking in order to add an extra element of understanding to real life educational and teaching dilemmas

**TEACHING STRATEGIES & APPROACH TO LEARNING**

**COURSE ORGANISATION**

This is an introductory course which aims to introduce students to the discipline of Sociology of Education. It will begin with an introduction to the main theoretical perspectives, and then moves on to examine some of the main issues such as gender, social justice, and ethnicity. The assignment topics are designed to give students the opportunity to learn to apply different sociological perspectives, and also to follow through in more detail on issues which are of particular interest to them.

**RESOURCES FOR THE STUDENTS**
There is only one set text for the course. It is available via the UNSW bookshop. (or get second hand)

**SET TEXT.**

Allen, Jennifer (Ed). (1998) Sociology of Education: possibilities and practices. Katoomba: Social Science Press. (*This is the only set text for the course*)

A very useful secondary text for you to consider – which contains contributions from some of the leading contemporary Australian educational sociologists - is:


There are hundreds of texts in this area. Below (not always in alphabetical order) is a small selection of some useful books:


There are many other general introductions to the sociology of education. Most of these tend to be British or American however. It is fine to use British or American texts that cover similar and relevant themes however it is also good where you can to acknowledge that there may be some variations between countries.

**Encyclopedia and Reference Books.**
A number of Encyclopedia and reference books often provide excellent summaries of issues important in this course (e.g. Economic Rationalism, gender, ethnicity and socio-economic status and educational performance, etc.)

A new an important contribution is:


Using Libraries.

Most sources are now online and you will be accessing them mostly via computers. Google Scholar is an amazing example of the growth of on line scholarly texts.

The COFA library is also a specialist resource with real librarians (!) who are expert at helping COFA students.

In case you need it, the main library is at: http://www.library.unsw.edu.au.

The following URL of the Sydney University library may also be useful: http://www.library.usyd.edu.au/Guides/Education.

Three other sites which are worth exploring belong to the New South Wales and Australian Governments. These departments are responsible for education, training and statistics, and they publish a broad range of material on these sites which may be useful when preparing assignments. http://www.deet.gov.au
http://www.dse.nsw.edu.au

LIBRARY RESOURCES FOR STUDENTS

Students should also be aware of the following sources:

- The UNSW Library website: http://info.library.unsw.edu.au/web/services/services.html

WEEK 1.

1. INTRODUCTION
Introduction to Sociology and the Sociology of Education
The Nature of Sociological Perspectives.

Reading
Allen (et al) Ch 1.

Additional Reading

2. SYMBOLIC INTERACTIONISM
Phenomenology, Classroom studies
the legacy for Sociology of Education

Reading
Allen Ch 1 & 2.

Additional Reading
Western, J., Carpenter, P. “Consensus and Liberal Interpretations of Australian Schooling” In Saha & Keeves. Ch 2.

3. CLASS ANALYSIS AND CONFLICT THEORY AND SCHOOLING IN A CLASSED SOCIETY
Marx
Weber
Critical Theory

Reading
Allen Ch 11.
Willis, P. (1977) Learning to Labour Farnborough, Saxon House

Additional Reading
Corrigan, P. (1979) Schooling the Smash Street Kids Basingstoke, MacMillan


Sargent, M (et al) Class Ideology and Status.


4. POSTMODERNISM AND POST STRUCTURALISM
The paradigm to end all paradigms?
The end of Grand Narratives?
‘A word posing as an idea?’

Reading
Allen Ch 3.

Additional Reading


5 GENDER AND EDUCATION
Feminism and sociology of education
Gender Equity
Schools and gendered learning
Schooling and sexuality

Reading
Allen Ch. 8.

Additional Reading
Connell and Messerschmidt (2005) Hegemonic masculinity: Rethinking the concept. Gender and Society 19 (6)
Martino. M and Meyenne, B. (eds) What about the Boys?

6. ETHNICITY AND EDUCATION

Australia’s multicultural school population
Racism and Education – The Australian experience

Reading
Allen Ch 10

Chapter 5 of:

Additional Reading

Fletcher, J (1989) Clean Clad and Courteous: a History of Aboriginal Education in NSW. Marrickville, NSW.
Pe-Pua, R ‘Youth and Ethnicity’ in White R (1999) Australian Youth Subcultures
7. PIERRE BOURDIEU AND REPRODUCTION THEORY

Reproduction Theory
Symbolic and Cultural Capital

Reading
Schooling and Capitalism. Milton Keynes Open University Press

Additional Reading
Cambridge; New York: Cambridge University Press.
Sociology of Education
1st semester 2005 - 14 -
Pierre Bourdieu and Loïc J.D. Wacquant (1992) An invitation to reflexive sociology
Chicago : University of Chicago Press,
14(1).
Anthropology 38.
Chicago Press.
of Sociology 39 (1).
Willis, P (1981) ‘Cultural Production is different from Cultural Reproduction’ in
Interchange 12 2/3. pp 48-68, Ontario Institute for Studies in Education

8. CURRICULUM STUDIES AND THE SOCIOLOGY OF ED

The sociology of the curriculum
The ‘hidden’ curriculum
The politics of school knowledge

Reading
Ideology and Curriculum [see Library for reserve copy]

Additional Reading
9. SCHOOLS, POVERTY AND SOCIAL JUSTICE
The inequitable distribution of educational chances
Education and Poverty.
Education and the elites.

Reading
Allen Ch 11.

Additional Reading
Haton, Munns and Dent. (1996) Teaching Children in Poverty British Journal of Sociology
of Education. 17 (1)

10. MARKETS, EDUCATIONAL REFORM and PARENTAL CHOICE

Economic rationalism and Education
Education as an adjunct to the market
Education and the new world order
Globalisation
Parental choice
League tables

Reading

Allen Ch 5, 17.

Additional Reading
11. EDUCATION AND WORK

Reproduction theory revisited
Schooling and its outputs
Human capital theory and de-industrialization
Origins and Destinations
Youth unemployment

Reading
Allen, 14, 15

Additional Reading
12. TEACHERS AND TEACHING
Various sociologies and their views of teaching
The culture and experience of teaching
Teachers’ work
Teachers’ relationship to the wider social order
Creating the new ‘professional’ teacher in neoliberal relations

Reading
Allen Ch 4, 19.

Additional Reading
Easthope, G ‘The Teacher in the Classroom’ In Ch. 9 Saha and Keeves.
And anything else you can get your hands on! If in doubt, read something. Follow your nose. Don’t be afraid to explore, argue, and ponder. ENJOY!

**ASSESSMENT**

**EXPECTATIONS OF STUDENTS IN THIS COURSE**

It is expected that students will approach this course in a mature way. You are adults and so there are no marks gained just for attending. Attendance is not compulsory but is expected. A register is kept to keep an eye on how many lecturers you are missing. The course is very knowledge-intense and you will fall behind quite quickly if you miss too many lectures and seminars. People have failed the course because of this.

You must actively participate in classes and complete all set work to a satisfactory standard as discussed in class.

As the leader of the opposition has recently observed, sometimes excrement occurs.

If you get into trouble the following may be useful:

Where, because of illness or misadventure, you cannot hand in an assignment on time, or your work has suffered to a substantial degree, you can apply for Special Consideration. Please note that you must apply no later than 3 days from when the assessment is due. For information on Special Consideration see: [https://my.unsw.edu.au/student/atoz/SpecialConsideration.html](https://my.unsw.edu.au/student/atoz/SpecialConsideration.html)

Just to remind you, students are expected to attend regularly and to participate in discussions!

Every semester we have the problem that people only want to attend or to study when it is their presentation. Listening to others is important but so is doing your own reading prior to attending the tutes!

**All late work, submitted without prior approval or explanation may be penalised up to 10% a day:**

This includes Saturdays, Sundays, and Public Holidays, up to 7 days after the final submission date, at which point the assessment component is considered a fail. This is to ensure that the majority of students who submit within the deadline are not disadvantaged relative to peers who take the time to complete the subject requirements. Every course we have a depressing number of people asking for extensions
each time because of failure to plan properly. Try not to be one of those!

Assignments are to be handed in at the COFA drop box. (If this is not operable this semester owing to the building being new we will arrange to have you hand your work in at the lecture). Ideally they should be stamped with the date of submission. The essays will then be given to the lecturer.

This ensures that there is a record of the date that your work was submitted and that it is processed through the appropriate channels. Ideally assignments are NOT to be faxed or emailed. This can lead to difficulties when assignments are faxed to the wrong number, or lost through the email system.

NO responsibility will be taken for mislaid faxed or emailed assignments.

Any exceptions must be negotiated, in advance, personally with the lecturer

PLEASE
Submit it by the due date. Or let me know well in advance if you think you may have problems submitting.

Assessment Criteria

The following comments apply to all the tasks set for the students during this course

The learning outcomes for the written tasks are part of the course as a whole. By partaking and writing and researching for the essays the student teacher will gain appreciation of how to build and use scholarly descriptions of the social context of teaching and learning in schools and classrooms.

Feedback on the student’s essays will be given by the lecturer as written comments (usually on the bottom of the essay). Students are welcome to come and discuss their mark and these comments in order to improve their understanding of the course and their progress. Feedback for the tutorial presentations will usually be of a brief verbal nature.

In general you should by now understand the basic elements of academic tasks. This course is academic rather than practical but (as noted) it is intended to clarify in the student’s mind some of the hidden social issues that construct everyday teaching encounters, policy settings and the school as an institution.

In terms of the satisfactory completion of the academic tasks in the course you should aim to demonstrate some of the following; conceptual coherence, and insightful synthesis of ideas and satisfactory planning and preparation. Academic writing takes preparation time (to identify and access suitable readings for example, thinking about how you will approach the question and structure you arguments.

CLASS CONTRIBUTION
As implied above, you are expected to attend all the tutorials. [I would prefer to rely on your commitment to learning rather than a number of ticks on an attendance register]. You are also expected to have attempted the reading before coming to class. This is so even if you are not presenting. This is an aspect of the course that a lot of students have difficulty with. It does require you to be organised and make an effort to read before coming to class. That way you can use the seminars to their best advantage. They are a chance for you to learn from your peers and to practice sociological debate!

Class contribution no longer carries a formal weighting but it is considered part of the course. Those who contribute not only help others think through problems but learn better themselves. They learn to drive, ‘passengers’ only get the ride.

The three assessment tasks are progressively weighted.

Essay 1 is worth 20%,

Essays 2 and 3 are up to 40% each.

ASSIGNMENT ONE -
To be completed by Friday 8th April.
(up to 1,000 words approx) (worth a maximum of 20%)

Choose an article from a magazine or newspaper (you will have already started a cuttings file!) which you think illustrates a particular issue in Education. Using one or other sociological theories or perspectives e.g. Consensus Theory, Class analysis, Symbolic Interactionism, or Post-Structural Theory, discuss the article in relation to this.
You will find many topics about education are regularly discussed in the media. For example, articles about private/public school debates, school funding, discussions about HSC results, parent choice, selective high schools, Aboriginal education, rural education, discipline, the boy’s debate etc…the Online University,

For every one of these topics there will be academic writing that you can look up on one of the databases. That should be your starting point. You are expected to have at least TWO solid journal or book references in your bibliography. Please do NOT write the WHOLE ESSAY out of things like Wikipedia entries or UNTRACEABLE ONLINE SOURCES!

Education is often given a great deal of prominence in the press and so it should be easy to find a recent article. The kerfuffle over school league tables is a recent classic example. The source should be an article from the press and not a scholarly article from a journal (you will use the academic journal articles to discuss the journalistic presentation of arguments). Read and choose the article carefully, as some can be ideologically and theoretically muddled and this can make your task so much more difficult. Think about how you are going to use it when you select it. You can demonstrate your knowledge of debates by illustrating how ideologies are used in the article or how background arguments about the current divisions within society relate to educational sites and practices.
ASSIGNMENT TWO –

To be completed by Monday 13th May.
(1500-2000 words approx) (worth a maximum of 40%)

Choose one of the following questions or topics:

1. How might the notion of ‘meritocracy’ in education relate to class divisions in society? Discuss what it means and how it relates to factors like social reproduction.

2. In what ways might the parental background of the child make a difference to their educational outcomes? How do we know this? Can we relate this to what Bourdieu describes as ‘cultural capital’?

3. Outline some of the ways in which schools might be said to reproduce social inequality?

4. What are some of the main issues involved in the so-called ‘boys debate’? Discuss them sociologically.

5. Antonio Gramsci used the term hegemony to describe the struggle to win consent for dominant forms and ideas. In gender studies, R.W. Connell writes of hegemonic masculinity. Discuss what you think this means, and what is its relevance to the analysis of gender dynamics in school?

6. What do you think are some of the issues involved in the changing nature of teacher’s work? Try to discuss them sociologically.

7. Globalisation and the benchmarking of international standards have had a profound effect on the creation of a ‘new teacher’. What are some of the ways in which these processes have played out in the Australian context?

8. Describe some of the ways in which the work of a teacher might construct, and be constructed by, what Foucault calls ‘regimes of truth’.

ASSIGNMENT THREE (Last assignment)
Due Mon 27th May.

Please do either Q1. Or Q2. or Q.3. or Q4

[If by now you can think of an essay you want to write you may be able to do so BUT you MUST agree a wording/title with me before attempting it.]

Q1. (2 – 2,500 words ) (worth a maximum of 40%)

- Select a group (try for 5 or so) of school advertisements from the press (e.g: The Sydney Morning Herald or The Telegraph or The Age or The Australian or any other newspaper (online or otherwise). You may also use professional teacher association journals. They can be job advertisements for teachers, scholarship advertisements, or general advertisements about the school. Choose those from different kinds of schools,
e.g. elite private schools, Catholic, Muslim, Anglican, Montessori, or Steiner schools, State or Territory Departments of Education, rural or Aboriginal schools, Community or alternative schools, and Bi-Lingual schools.

Analyse and discuss these in terms of what you think they tell us about the changing nature and structure of Australian education, and the changing nature of teacher’s work and questions of professionalism. (Appending a photocopy of the ads is a good practice for this assignment.).

Before you start this essay make sure you have read the Synnot and Symes article (This is available on line):


OR

Q 2. Economic Rationalism and the market approach to education have prompted significant changes to the Australian school system. Discuss and analyse some of these changes sociologically.

Q.3 Recent policies by government/s have been aimed at promoting parental choice in relation to choosing a school. How much is this the case? What are some of the sociological issues that are linked to this move to promote the current forms of school choice?

Q.4 ‘School choice’ in a meaningful sense is essentially a middle class practice. Discuss

Q.5 The predominance of the competitive academic curriculum is now complete in the Australian Education system. Discuss.

Q.6 Education in Australia is increasingly part of a globalised world. Examine some of the implications of this sociologically.

ESSAY WRITING. – some things to note

♦ Read the question carefully. What does it ask you to do?
♦ Distinguish the different elements of the question.
♦ Establish an order for these elements, as a guide to the structure of your essay. Make sure this order is logical and flows smoothly. Try to construct linked ARGUMENTS.

FINDING AND READING THE RELEVANT SOURCES

Databases of leading academic journals on line

It is almost impossible to point you in the direction of every sub branch of the discipline as it is by its very nature always growing at the edges. A good way to get across recent developments (and emerging authors) is to look at the last few years of the major sociology of education journals. The British Journal of the Sociology of Education is probably still the leader in the field. It is online of course.
Look at the recommended readings in the course outline; literature that those authors refer to. Also use the bibliography and the readings in the textbook.
General Sociology of Education textbooks; Encyclopedia of Education; keyword search on library catalogue; keyword search on Australian Educational Index.
Check with the Education Librarian in the Semmler Library.

As you are reading take notes. Put the full bibliographic information at the top of your notes for each source. Make sure that you note the relevant information to the question, and leave everything else out. For each note, add the page number of the source as you go. For each note add for yourself whether you have paraphrased or quoted. If quoted, also add quotation notes to your notes. Remember, photocopying is not reading!

ANALYSIS
Know what you are looking for (e.g. define the central elements of the question)
Establish how these elements relate to each other.
Use information from sources, don’t just summarize it- i.e. ask questions about the sources (i.e. validity), the meaning of the facts, the value and importance of evidence and ideas in sources, whether alternative perspectives are possible. This is particularly important if you are taking information from the Web. There are no quality guidelines for information that is on the Web- if you use it, use it in a discriminatory and scholarly way. Check sources and content just as you would a book, and NEVER, use just an abstract. Find the source of the full article, and read the full article

APA REFERENCING, WRITING STYLES

APA RULES
All margins 2.54 cms.
No right side justification
No broken words at the end of a line.
Indentation for paragraphs quotes, and references- 5-7 spaces.
Paragraphing- put related ideas together in a paragraph, move on to the next paragraph when you start a new idea or perspective, or when you move from description to judgement etc..
If you include a quote of 40 or more words, keep it separate from the main text ( 5 or 7 spaces of indentation, blank line above and below). Shorter quotes are included within the main text, using quotation marks.
In Text Referencing.
Smith (1998 p.23) argues that…
Smith argues that…..(1998, p 23)
Another argument is that Smith…….(Smith, 1998 p23)
Add page numbers every time you quote. Do not plagiarize (learning to paraphrase well shows you have read and understood)

References at end. Always in alphabetical order. (unlike this outline!)
Journal of Sociology 43 (4) pp23-54.

CHECKS
♦ Check spelling. Ask someone to proof read it for you. No one can prooff (!) their own work as effectively because you read what you thought you wrote not what is there. It is also useful to ask an outsider to read your essay and comment on whether it flows and whether it makes sense!
♦ Go back to the question. Have you answered it, or did you go off on tangents?
♦ Does your essay have the following?:
  • Structural clarity
  • (say what you’re going to say, say it, and say what you think it means)
  • Clear development of discussion and clear focus on the topic?
  • Inclusion of relevant research material that has been critically evaluated?
  • Grammatically correct and functional use of language?
  • No unnecessary repetition?
  • Correct referencing and bibliography?
  • No unacknowledged or plagiarized ideas, or long quotations patch worked together?
  Is there a clear development of discussion and clear focus on the topic?
  • - Attach the relevant cover sheet.

CONTINUAL COURSE IMPROVEMENT

SAED 2406 has been running successfully for many years and is still an oversubscribed course. It has gone through a number of changes and improvements (for example in small teaching strategies and in encouraging students to gain confidence in presenting sociological ideas to the group in seminars) over the years. Improvements or ideas about the course are always welcome and can be given directly to the convener, or to the head of school in art history and art education. There is also an opportunity each semester to given anonymous feedback about the course online. Please ask the lecturer about this if you are interested. Or just tell me what you think!