The course overview and teaching objectives:

The course's goal is to provide students with a broad foundation in critical theories of educational sociology. We will examine both theoretical and practical aspects. We will focus on issues such as the theoretical developments in critical sociology, social power structure; inequality in education and discrimination; ideology and hidden educational programs; gender, race, ethnic and national status in education; and the effects of globalization and neo-liberal economic trends on education.

Course and examination components:

- Course readings:
  - The course is a yearly course aimed at theoretical learning. A large part of this learning is based on a deep understanding of theoretical texts. The tasks in this course are built in such a way that gradually develops the skills of critical reading. Pay attention to reading the reading materials and prepare for the seminars. The learning will be done through joint reading and discussions. The students will be required to present in class, and participation in these discussions, is important to demonstrate their ability to work with theoretical texts and present written summaries of the central issues of the course.

Component details of the assessment:

- Active participation in discussions during seminars (demonstrating familiarity with the required readings) 10%
- Seminar report (selected from the reading list - presentation of an article) 10%
- Seminar report (selection of an article on the subject not appearing in the syllabus and its presentation) 10%
- Analyzing an article research paper using one of the critical approaches. 20%
- Comprehensive paper 50%


Bowles and Gintis (2011) Broken promises: school reform in retrospect


Foucault


Feminism

Arnot, M. and M. Mac An Ghaill (2006) *The RoutledgeFalmer Reader on Gender and Education*, Oxen and New York: RoutledgeFalmer, Ch. 1 (Introduction) and Ch. 4


Butler – post fem


Bauman:


Lather, P. (1991) *Getting smart: feminist research and pedagogy With/in the postmodern*, New York: Routledge, Ch. 1


Arnot, M. (2009) Educating the Gendered Citizen, Oxon and New York: Routledge, Ch. 8

Ben Gurion University  
Dept. of Education  
M.A. Studies  

Critical Theories in Sociology of Education  
2013-2014  

Course code: **fall semester** 129.2.0502  
**spring semester** 129.2.0512  

**Place/Time:** Monday 10:00-12:00 ; Building no. 34 Room 103  

**Instructor:** Dr. Halleli Pinson  

**Office hours:** Monday 12:00-13:00, room 171  

**Email:** halleli@bgumail.bgu.ac.il  

**General Course Description**  
The prime aim of this course is to provide the students with a wide and thorough understanding of critical theories in sociology of education. It is expected that the students will not only become familiar with different theoretical framework but will acquire tools to implement them. We will examine theoretical developments, in sociology of education, from both chronological and thematic perspectives. We will focus on issues such as: social inequalities and reproduction; power/knowledge in the curriculum; gender, race, class and ethnicity in education; globalization and neo-liberalism in education and more. Through our class discussion we will also address the relevance of the various theoretical and conceptual frameworks in sociology of education to the Israeli case.  

**Requirements and Grading**  
This is a yearly course which aims to provide the students with a deep theoretical understanding. A major part of the learning process in this course depends on a meticulous reading of the theoretical texts. The assignments designed to build the students ability to critical read and analyze texts. Therefore, it is expected that the students will read the compulsory as well as some of the additional reading materials. The classroom discussion will require the students to come prepared. Another major part of the learning process is the classroom discussion and the collaborative analysis of the texts, hence it is expected that the students will take an active role in those discussions. In addition each student will be asked to make a short presentation in each semester. The
students will be assessed their ability to 'speak theory' both through classroom discussions and presentations and the two written assignments.

The final grade is combined of the following:

a. **Active Participation** 10%
b. **Oral Presentations** 20%. In the fall semester each students will present one text of the reading least. In the spring semester each student will chose an article on one of the studied themes which does not appear on the course' reading list.
c. **Mid year paper** 20%. The student will submit a 5 pages analysis of a research paper they chose which implemented one of the theoretical frameworks discussed in class.
d. **Final paper** 50%. A ten pages essay that review a question related to one of the themes studied in the spring semester.

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**Academic Integrity**

It is expected that all the assignments that are submitted in this course will be the original work of the students registered in the course. Submitting an assignment that you produced for another course, or assignments that were produced by students that are not registered in the course and are not listed in the author list on the assignment is considered a violation of academic integrity.

In writing papers, when you use ideas that have been raised in an article you read it is customary to rewrite the idea in your own words and to provide a full citation to the original source of the idea (e.g., author name and year in parenthesis following the text of the idea). If the original author’s original words are used, the text should be placed in quotation marks and include a full citation. Quotes longer than 40 words should be presented in a double indented paragraph with a full citation. Extended quotes from other authors should be used sparingly. Using an idea raised in another source without providing a citation is considered plagiarism and violates the ethics of academic integrity, in many cases, it is a legal offense.

In addition, when citing bibliographic references you should only include works you have actually read. If you rely on secondary literature, for example, a summary of Vygotsky's research that Dr. X wrote in her article, which you read, but you did not read the original Vygotsky work, then you should note: (Vygotsky, 1962, as discussed in X, 1998).

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**Class Schedule and Reading Assignments:**

### Fall Semester

**Lectures 1-2: What do we mean by Sociology of Education**


Additional reading


Lectures 3-5 The classics


Bowles and Gintis (2011) Broken promises: school reform in retrospect

Additional reading:


**Lectures 6-7 – Reproductive Theories**


**Additional reading:**


**Lectures 8-13 Critical perspectives in Soc. Ed.**


Foucault


Feminism


Arnot, M. and M. Mac An Ghaill (2006) The RoutledgeFalmer Reader on Gender and Education, Oxen and New York: RoutledgeFalmer, Ch. 1 (Introduction) and Ch. 4


Butler


Bauman:


Additional reading:


Lather, P. (1991) *Getting smart: feminist research and pedagogy With/in the postmodern*, New York: Routledge, Ch. 1


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**Spring Semester**

**Lecture 14 – Education and the modern state**


**Additional reading:**


**Lectures 15-21 Inequalities in Education**

*Tracking*


*Social Class*


Additional reading:


Gender and Education


Additional reading


*Race, Ethnicity and Nationality*


*Additional reading:*


Lectures 22-23 The Sociology of the Curriculum


Additional reading:


Additional Reading:


Arnot, M. (2009) Educating the Gendered Citizen, Oxon and New York: Routledge, Ch. 8

החינוך למערכת רעים או טובים בשיווק האמות.

