Theoretical Criticism in Sociology of Education

Dr. Halleli Fine-Man

Day: 1, 14:00 – 16:00

Requirements:
- Dr. Halleli Fine-Man
- Office: 171
- Acceptance Time: Third, 12:00, by arrangement
- Email: halleli@bgu.ac.il

General and Teaching Goals:
The course aims to give students a broad foundation in critical theorizing in the sociology of education. The developments in critical sociology are both theoretical and practical. We will deal with issues such as the social structure of power, social inequality in education and socialization, ideological and hidden and revealed curricula, gender, race, ethnic status and status in education, and influences of globalization and neo-liberal trends on education.

Course Requirements and Grading:
The course is a year-long course whose goal is theoretical understanding. A large part of this understanding is based on knowledge and understanding of theoretical texts. The tasks in this course are structured so that as we progress, the student will develop their ability to critically analyze theoretical texts and consider them. It is expected that the students will read and discuss the reading materials according to the course schedule (all reading materials are available on the course website). Discussions in class will be based on the readings, so it is important to be prepared. Part of the learning will be through joint reading and discussions in class, therefore participation in these discussions is part of the course requirements. The students will present to the class a repertoire that demonstrates their ability to work with theoretical texts and present a written analysis of the main issues of the course through written tasks.

Detailed Grading Criteria:

- Dr. Halleli Fine-Man

The course will be conducted in Hebrew, and the teaching language is Hebrew. The course will have seminars and discussions, and the aim is to develop the student's ability to critically understand theoretical texts.

In preparation for the course, the students are required to read the following reading materials available on the course website:

1. "Theoretical Criticism in Sociology of Education" - Dr. Halleli Fine-Man
2. "Theoretical Values in Sociology of Education" - Dr. Halleli Fine-Man
3. "Theoretical Foundations of Sociology of Education" - Dr. Halleli Fine-Man
4. "Theoretical Foundations of Sociology of Education II" - Dr. Halleli Fine-Man
5. "Theoretical Foundations of Sociology of Education III" - Dr. Halleli Fine-Man
6. "Theoretical Foundations of Sociology of Education IV" - Dr. Halleli Fine-Man
7. "Theoretical Foundations of Sociology of Education V" - Dr. Halleli Fine-Man
8. "Theoretical Foundations of Sociology of Education VI" - Dr. Halleli Fine-Man
10. "Theoretical Foundations of Sociology of Education VIII" - Dr. Halleli Fine-Man

For more information:

10% Participation in the seminars actively, demonstrating competence in the required reading.

10% Represent Semester A—From the list of readings—Presentation of an article.

20% Represent Semester B—Selection of an article on the subject being taught that is not included in the syllabus and presentation of it.

50% Semester Project—Analysis of a research article that employs one of the critical perspectives.

Requirements: There will be no requests for extension of the coursework, except in extreme cases such as illness, or with special permission. Every request for extension will be submitted at least one academic course before the submission of the work. The passing grade in this course is 70 and above. Final grades will be submitted according to the university’s grade list in the first half of Semester A 5769.

Academic Integrity: It is expected that the works submitted in this course shall be the result of the students enrolled in this course.

Works submitted for another course, or works submitted by people not enrolled in the course and not included in the list of submitters or copies of passages from works that have been purchased are considered a violation of academic integrity.

In writing, when there is a discussion of ideas presented in articles, it is customary to express the idea in new words, the author's words, and to indicate the place of the original idea (author's name and year in parentheses).

In the case of using the author's ideas, the original author, should be cited in quotation marks and indicated in place. Quotes exceeding 40 words (words on a line quoted) should be indicated in place. Using ideas of another source without indicating the place and/or using the original wording without indicating the place is considered plagiarism, (plagiarism), and violates the rules of academic integrity, and in many cases is considered a crime.

In writing, it is necessary to include only works that you read. If you are relying on a book, for example, D. Ball (in 1998) wrote in his article (which you have read) about religious belief in Wiggerski, you should indicate the place of his article, D. Ball, and not Wiggerski, or indicate thus: (Wiggerski 1962, as discussed in D. Ball, 1998, p. 196).


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


Education as Enforcement: the Militarization and Corporatization of schools, New York: RoutledgFalmer


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