Schooling is a social activity and can not be fully understood when separated from the social milieu within which it is found. Often we overemphasize the individual in our discussions of schooling and fail to recognize the intimate connection between schools and the social, cultural, and political forms of a society. This course attempts to remedy that tendency by focusing on the social analysis of education.

Goals of the Course

1. To introduce students to the major discourses in the social analysis of education.
2. To introduce students to some major themes in social and cultural discourse on education.
3. To introduce students to the critical reading of texts in the social analysis of education.
4. To encourage students to engage in critical thinking about some important social and cultural questions in education.

In order to accomplish these goals, the course will assume three important positions. (1) Education must be understood as primarily a social activity. (2) Students must actively participate in the process of their own and their peers’ education. (3) All statements of knowledge and value by students and the instructor must lay themselves open to critical dialogue.

Vygotsky wrote,

In play, action is subordinated to meaning, but in real life, of course, action dominates meaning . . . . It is the essence of play that a new relation is created between the field of meaning and the visual field—that is, between situations in thought and real situations.

In that spirit, I hope you find it possible to “play” in this course this semester and create “new relations” between situations in your thought and your real situations.

Required Book

Readings for EDL 625 can be purchased from the Oxford Copy Shop
Course Requirements

• Read all assigned readings

Grade Distribution Plan #1
• 2 short (3-4 page) papers: (2 @ 33%)
• Final examination: (34%)

Grade Distribution Plan #2
• 2 short (3-4 page) papers: (2 @ 50%)

Grade Distribution Plan #3 (For advanced graduate students only)
• 1 long term paper on topic of choice (100%)
  (must have permission of instructor)

Policy for late papers: All papers are due on due date. Papers submitted on time will be graded in a timely fashion with appropriate written comments by the instructor. Papers submitted late will not be graded down. Late papers are evaluated in the same way as those that are submitted on time; except, late papers are placed at the bottom of the instructor’s work load and will be graded when the instructor gets the time. Also, late papers may not have the same degree of written comments as those submitted on time. It is the student’s responsibility to keep a copy of all papers not turned in on time. Final examinations must be turned in on time; late examinations will not be accepted.

Attendance Policy: At the instructor’s discretion, any student missing two classes may be dropped from the course and assigned a grade of “F” or assigned work to make-up what was missed. More than one missed class may result in a lower final grade.

Course Outline

6/16 Introduction to course and the social analysis of education

I. CULTURAL POLITICS & SCHOOLING
6/17 topic: Constructing Identity (semiotics)
reading: introduction to reader

6/18 reading: Fordham/Ogbu, “Black Students’ School Success”
Mehan et. al., "Forming Academic Identities"
topic: Constructing Solidarity (ritual)

6/19 reading: Quantz, R. & P. Magolda, "Nonrational Classroom Performance"
McCadden, B. "Let's Get Our Houses in Order"
topic: Constructing the Other

6/23 reading: Kondo, Dorinne. "On Being a Conceptual Anomly"
Nilan, P. "Kazzies, DBT's and Tryhards"
topic: Labeling/Deviance Theory: Exceptionality
6/24 reading: Bowditch, "Getting Rid of Troublemakers"
    Bogdan, R. & Taylor, S. “The Judged, Not the Judges”
topic: Cultural Politics: The Struggle over Legitimacy


PAPER #1 ASSIGNED

II. SCHOOLING & SOCIAL CONSTRAINTS
    topic: Social Structures & the School: Some Durkheimian Views

6/26 Sharing ideas for paper #1

-------------------------------------------------------------------------

6/30 PAPER #1 DUE
    reading: Wacquant, Loïc & William Julius Wilson, “The Cost of Racial and
    Class Exclusion in the Inner City”
    Cooper, B. & M. Dunne, "Anyone for tennis?"
topic: Rationalism & the Organization of Schools: A Weberian View

7/1 reading: Lee, V. & J. Smith, "Effects of High School Restructuring and Size
    on Early Gains in Achievement and Engagement"
    Meier, D, “Small Schools”
topic: Social Stratification & Schooling: A Weberian View

7/2 reading: Ogbu, John. "Racial Stratification and Education in the U.S."
    Vanfossen, B. et. al. “Curriculum Tracking and Status
    Maintenance”
    Krugman, P. "For Richer" recommended reading available for
    downloading from http://www.units.muohio.edu/eduleadership/FACULTY/quantz/Courses/edl625.html
topic: Marxist Social Theory

7/3 reading: Bourdieu, P. “The School as a Conservative Force”
    Lareau, Annette & Erin McNamara Horvat. "Moments of Social
    Inclusion and Exclusion"
topic: Social Reproduction & Resistance Theories
7/7 reading: Willis, P. “The Class Significance of School Counter-Culture  
Fuller, M. “Resistance in a London Comprehensive”  
topic: Modernism & Postmodernism

7/8 reading: Quantz, R. "The Puzzlemasters" available for downloading from  
http://www.units.muohio.edu/eduleadership/FACULTY/quantz/Courses/edl625.html  
McRobby, A. "Shut Up and Dance"  
topic: Poststructuralism: Foucault

7/9 reading: Youdell, D. "Identity Traps or How Black Students Fail"  
Weiner, G; M. Arnot; & M. David. "Is the Future Female?"  
PAPER #2 ASSIGNED  
Topic: Gender & Education: Feminisms

7/10 reading: McLeod, J. "Subjectivity and Schooling in a Longitudinal Study of  
Secondary Students"  
Shugart, H. et. al. "Mediating Third-Wave Feminism"  
topic: Gender & Education: Masculinity  
Tough Guise (video)

-----------------------------------------------------------------------------------

7/14 PAPER #2 DUE  
reading: Voman & Ten Dam. “Equal but Different”  
Renold. “Learning the ‘Hard’ Way”  
Topic: Race

7/15 reading: Knowles, Caroline. "Race, Identities, & Lives"  
Bernstein, "Goin Gangsta, Choosin' Cholita"  
topic: Racism

7/16 reading: McIntosh, P. "White Privilege & Male Privilege"  
Berlak, H. "Race & the Achievement Gap" download from website  
topic: The Social Foundations of Education

7/17 FINAL EXAMINATION