A. STATEMENT OF PURPOSE

Educational discourse has traditionally been dominated by psychological theory. In many ways, we might say that educational theory has been almost exclusively an applied psychological theory. This psychological bias exists not only in the formal theorizing by educational scholars but also in the informal theorizing found among practitioners' "common sense." There are many explanations for the psychological bias but clearly one of the most important reasons for this bias is the ideological conservatism inherent in explaining social theory by appealing to individual subjectivity. In recent years, educational scholars have been turning away from the individual mind as the fundamental explanatory and are replacing it with the idea of culture as the basic unit of explanation. Today culture is one of the most common terms used in educational theory, but while everyone refers to culture, few clarify what they mean when they use that term. Many fail to clarify their usage because they themselves do not understand the many possible meanings that the term can imply. They do not realize that the meaning of the term "culture" depends on the social theory within which it is situated. In other words, before you can understand what one might mean by culture, you must understand what social theory is assumed by the speaker. This seminar is designed to explore various social theories in order to be able to understand better some various meanings of culture. In this way, you will be able to both understand the work of knowledgeable scholars, see the contradictions and confusions of unknowledgeable scholars, and begin to construct some variation of social theory within which to situate your own scholarship.

Goals of Course:
- To introduce students to thinking and talking in sociocultural terms.
- To introduce students to different social theories.
- To have students explore how different aspects of particular educational practices reveal differing understandings of the sociocultural.

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 or the instructor must lay themselves open to critical dialogue.

"He that reads and grows no wiser seldom suspects his own deficiency, but complains of hard words and obscure sentences, and asks why books are written which cannot be understood"

(Samuel Johnson, The Idler)
B. REQUIREMENTS

Readings:
Dodd, Nigel. *Social Theory and Modernity*
Jackson, Stevi & Jackie Jones. *Contemporary Feminist Theories.*
Some readings will be available from the library electronic reserves--password: culture
A few readings must be downloaded from a hidden page at
http://www.units.muohio.edu/eduleadership/FACULTY/quantz/courses/hid780C.html

Assignments:
1. **Group Field Project.** Class will divide into groups of 3. Each group will select one site and observe. At that site select a particular bounded, concrete place, group, or event. Each group shall write 3 papers that provide a sociocultural analysis of the place, group, or event.
   • Paper 1 shall draw on European social theory.
   • Papers 2 & 3 shall draw on 2 of the 3 other areas which includes theories of race, theories of gender, or cultural studies
   Each paper should discuss how the concrete experience helped clarify the idea of sociocultural theory for you. The object of this exercise is NOT to show how theory can clarify what happens in schools, but rather, it is to provide concrete experiences to help clarify theory. (each paper 15%)

2. **Term Paper.** Each student will write a term paper exploring a specific social theory in depth. In some cases a combination of theories might be explored. Each student must get her/his topic and a basic list of readings approved by the instructor in writing. Submit your topic ideas and a suggested reading list to me at my RoadRunner email account (rquantz@woh.rr.com). (55%)

C. COURSE OUTLINE

9/1  Topic: Introduction to the course and to social theory
     Reading: "Introduction: Modern and Postmodern Social Theory" in Dodd, N. *Social Theory and Modernity*

I. EUROPEAN SOCIAL THEORY: MODERNITY & POSTMODERNITY

9/8  Topic: Classical Social Theory: Marx, Durkheim
     Reading: Dodd, Chapter 1
     ISSN: 0142-5692 (print) ISSN: 1465-3346 (on-line)

     Power, Sally. “Educational Pathways into the Middle Class(es).”
     ISSN: 01425692

9/15 Topic: Classical Social Theory: Weber
     Reading: Dodd, Chapter 2

9/22 Topic: Modern Social Theory: Critical Theory
     Reading: Dodd, Chapter 3 & 5
9/29  Topic: From Structuralism to Poststructuralism: Foucault  
Reading: Dodd, Chapter 4  
Exemplar: Youdell, D. "Identity Traps or How Black Students Fail"

10/6  Topic: Postmodern Social Theory: Lyotard & Baudrillard  
Reading: Dodd, Chapter 6  
LD41 .P248 2002

10/13 Topic: Other Contemporary Social Theories: Bauman, Rorty, Giddens, & Beck  
Reading: Dodd, Chapter 7 & 8  
British Journal of Sociology, v. 54 issue 2,(2003): 221-238.  
ISSN: 00071315

II. CULTURAL STUDIES & THEORY

10/20 Topic: Cultural Studies  
Reading: Johnson, Richard. "What is Cultural Studies Anyway?"  
This is the first classic attempt to define the field. It is long and may be a bit confusing to newcomers to the area. What is most important is that you understand his idea of "the culture circle."  
This is an attempt to put into one piece all of the points on Johnson's culture circle. Here you will see how one can analyze one cultural object from each of the 4 points on the circle. In this case, it is an analysis of the Italian motor scooter.  
This introduction is to the first volume of a 5 volume set designed for students at The Open University in the Culture, Media, Identities program in cultural studies. In this brief introduction, Du Guy introduces an updated version of Johnson's culture circle which they call the "circuit of culture." This is very brief. Download from hidden page.  
Slack, Jennifer. "Theory and Method of Articulation in Cultural Studies"  
An article that explores what many suggest is THE method or THE theory of cultural studies.

10/27 Topic: Cultural Studies  
Reading: Suki Ali. 
"To be a girl": Culture and class in schools"  
Gender and Education 15, 3 (September, 2003): 269-283.  
Jane Juffer. "Dirty diapers and the new organic intellectual"  
Cultural Studies 17, 2 (2003): 168-192  
### III. SOCIAL THEORY & RACE

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<td>Traditional Social Theories of Race</td>
<td>Omi &amp; Winant, Chapters 1, 2, &amp; 3</td>
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<td>11/10</td>
<td>Racial Formation Theory</td>
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<td>Applications of Social Theories of Race</td>
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<td>Marable, Manning &quot;Socialist Vision and Political Struggle for the 1990s&quot;</td>
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<td>Wilson, William Julius; Quane, James M.; &amp; Rankin, Bruce H.</td>
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<td>36, 1, July-Sept, 61-72.</td>
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### IV. SOCIAL THEORY & GENDER

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