Schooling is a social activity and cannot 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 workload 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.

Paper submission: All papers should be submitted electronically in Microsoft Word as an attachment to an email message sent to: rquantz@woh.rr.com
The document name should be as follows:
  yourlastname_1.doc and yourlastname_2.doc
If there is another student in the class with your last name, please also use initials. If you do not use Microsoft Word, you may purchase a student version at the Shriver Center Bookstore for only $20. There are also various conversion software available for purchase online though none translate perfectly.
Course Outline

6/14  Introduction to course and the social analysis of education

I. CULTURAL POLITICS & SCHOOLING
6/15  topic:  Signification & the Construction of Identity  
reading:  introduction to reader

6/16  reading:  Fordham/Ogbu, “Black Students’ School Success”  
             Mehan et. al., "Forming Academic Identities"  
             topic:  Constructing Solidarity (ritual)

6/17  reading:  Quantz, R. & P. Magolda, "Nonrational Classroom Performance"  
             McCadden, B. "Let's Get Our Houses in Order"  
             topic:  Constructing the Other

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6/21  reading:  Kondo, Dorinne. "On Being a Conceptual Anomaly"  
             Nilan, P. "Kazzies, DBT's and Tryhards"  
             topic:  Labeling/Deviance Theory: Exceptionality

6/22  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

6/24  reading:  Power & Whitty. "Power and the Middle Class"  
             Cooper, B. & M. Dunne, "Anyone for tennis?"  
             topic:  Rationalism & the Organization of Schools: A Weberian View

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Meier, D. “Small Schools”
topic: Social Stratification & Schooling: A Weberian View

6/29 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

Lareau, Annette & Erin McNamara Horvat. "Moments of Social Inclusion and Exclusion"
topic: Social Reproduction & Resistance Theories

7/1 reading: Bourdieu, P. “The School as a Conservative Force”
Willis, P. “The Class Significance of School Counter-Culture Fuller, M. “Resistance in a London Comprehensive”
topic: Modernism & Postmodernism

7/5 NO CLASS: FOURTH OF JULY HOLIDAY

7/6 reading: Hardey, M., "Life Beyond the Screen"
McRobbie, A. "Shut Up and Dance"
topic: Poststructuralism: Foucault

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

7/8 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)
7/12  **PAPER #2 DUE**
reading:  Voman & Ten Dam. “Equal but Different”
          Renold. “Learning the ‘Hard’ Way”
topic:  Social Theories of Race & Racism

7/13  reading:  Knowles, Caroline. "Race, Identities, & Lives"
          Bernstein, "Goin Gangsta, Choosin' Cholita"
topic:  Social Theories of Race & Racism (cont.)

7/14  reading:  McIntosh, P. "White Privilege & Male Privilege"
          Wacquant, Loïc & William Julius Wilson, “The Cost of Racial and
          Class Exclusion in the Inner City” (*on electronic reserve at the library*)
          Berlak, H. "Race & the Achievement Gap" (*download from my website*)
topic:  The Social Foundations of Education

7/15  **FINAL EXAMINATION DUE**