Syllabus

EDUCATION AND SOCIETY- SELECTED TOPICS - 34879

Last update 17-09-2018

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Education

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Julia Resnik

Coordinator Email: julia.resnik@mail.huji.ac.il

Coordinator Office Hours: Monday 12.00-13.00 via mail

Teaching Staff:
Dr. Julia Resnik
Course/Module description:
In this course we will deepen our understanding of main sociological theories – functionalism, conflict and interpretive approaches – based on the views of the founder fathers of sociology (Durkheim, Marx and Weber) and their followers (Parsons, Berenstein, Bourdieu and Foucault). Through them, we will deal with central topics of education and social inquiry: inequality, knowledge construction and education in the global era.

Course/Module aims:
The objective of this course is to develop a critical thinking regarding social inequality and the contribution of education to its reproduction.

Learning outcomes - On successful completion of this module, students should be able to:
To identify the specific terminology of each of the classic theoretical approaches
To point to different approaches that deal with social inequality
To differentiate between various methodologies in sociology of education
To point to the way that educational knowledge is constructed and diffuse
To criticize educational policy in Israel

Attendance requirements(%):
80% of the courses

Teaching arrangement and method of instruction: Frontal, powerpoints, discussion with the students

Course/Module Content:
A presentation of the founder fathers of sociology - Durkheim, Marx and Weber.
The Functionalist approach and education: social, inequality, meritocracy and equality of opportunity
Statification, human capital, social capital

The conflictual approach and education an reproduction of social structure

The interpretative approach and the question of inequality in education

The neoinstitutional approach in education and the influence of international organizations

Neoliberal approach in education - a critical perspective

Science, statistics and measurement in education

Required Reading:

Shavuot 1: The presentation of the course and the founders - Durkheim, Marx, and Weber. We will start by examining the different aspects of the course. Each of the three founders of sociology and the theories that opened the door for education and social structure. We will then focus on Durkheim's sociological theory of education ("Pedagogy and Sociology". In: Rehina Shapira and Rachelפלג (ed.), Sociology of Education, Collection of articles. Tel-Aviv: Lapidot, 28-22)

Shavuot 2: Durkheim's and Simmel's - the socialization of people in the classroom. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. We will then focus on Durkheim, Marx, and Weber. 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Mention: More than a Numbers Game  

Sheet 4: The equations of change - Table

The meaning of change has increased in recent times, and the focus of the equation of the time has moved to the equation of the time.  

Mention: Functionalism and Human Capital Theory (Chapter 2).


Sheet 5: The equations of change - Table


Sheet 5: The equations of change - Table


Mention: More than a Numbers Game

Reference:


Credentialism

Sheet 7: More than a Numbers Game  

Rosen, Harold 1974 Language and class: a critical look at the theories of Basil Bernstein. The Urban review: vol:7 iss:2 pg:97-114 (only pages 99-100)

Nicola Ingram (2009) Working-class boys, educational success and the misrecognition of working-class culture, British Journal of Sociology of Education, 30:4, 421-434. To link to this article: http://dx.doi.org/10.1080/01425690902954604

http://dx.doi.org/10.1080/0142569042000236934


שבוע 10:男孩子 איקונומית בחינוך ופרסמית בחקר
лежа חקר ביות המבוסמים את המובנים של שלום. על או שיווק בחינוך מחנה. יחוש פיקוח על
ב Helvetica
מلاقات, המסרים, יוזה פטראש, ל. 2013 ע"פ פריקום, "אינטלקט". לרלמה, שלום של אינטלקט
ומ関わות התנסויות התאילון סשלול מת生产经营 אקריות. בתוכו: פיקוחה של המבואות החינוך
ישראל: מבט מולחט. מספר: יוזה, ניסים ומרח ובו פטראש. מספר: יוזה,פודה, וד. "ה conscio,
הקבלת המיתו, עמ' 103-108.

cריאתי ר matéria:
Mehan, Hugh, 1992. "Understanding inequality in schools: The contribution of

שבוע 11:男孩子 ישניאי-אסכולת סטנפורד
лежа את הנושא הפורטיס-סיטנאר שخلقuario ואת הדינמי במעריך, בחוקتحليل, את
הנ解決 הנובר של הרגולציה הבינלאומיים שבירה מ지원ית. כמי, כיוון, מיתו
הنتشرית המיתו.

Assessments, and Educational Development (1970-2012). Comparative Education

ارية ר matéria:
and Policy in Education and Health Sectors. Literature Review. (on new
institutionalism).
McNeely, Connie 1995 "Prescribing national education policies: The role of
)FindIt@HUJI Full Text.

Drori, Gili S. 2008 Institutionalism and globalization studies. Greenwood, R., Oliver,
C., Suddaby, R. and Sahlim, K. (Editors) The SAGE Handbook of Organizational
Institutionalism, pp. 449-467.

שבוע 12:男孩子 מורדוים וтокיו עד/פיות (פוקו)
בפברק זה הדוי בחינוך של פוקו, נכתו אתしよう תפוסה בנתשל של היסולימי.
במסגרת חינוך רחום ביעולם.
יונת, עם (2013 ע"פ פריקום) מייל-ליברליס: הרגולציה של הרגולציה בקמר: פיקוחה של המבנה
התקין ים: מתים מחמת מבנה: ימי (וירול) "הרגולציה בחינוך: מישול מתודת במעריך
כאתיות. ירอลיס: מכות ולי, עמודים 28-12. לקורא ביעור ההליך, על פוקו ומשולש ע"פ, 16 (אתש.


Hursh, David (2005): The growth of high-stakes testing in the USA: accountability, markets and the decline in educational equality, British Educational Research Journal, 31:5, 605-622. To link to this article: http://dx.doi.org/10.1080/01411920500240767

Karaiter Rashot:

Afterword: Alternatives in a Global Era


Additional Reading Material:


Apple, Michael 1987 Producing inequality. Educational Studies, 18,2 :196-220. (FindIt@HUJI Full Text)


Hursh, David. 2001 Neoliberalism and the control of teachers, students, and learning: The rise of standards, standardization, and accountability. Cultural logic, vol: 4 iss:1 pg:4-8. (FindIt@HUJI Full Text)


McNeely, Connie 1995

http://dx.doi.org/10.1080/0142569042000236934


http://dx.doi.org/10.1080/1363908990120302

אלמנין-ברקתה, גורם ישvenues. דג 2010 של מי אתה ילד? פיתוח אוזריו, רישום בורותילו. בתוך: יכלו, ...
Course/Module evaluation:
End of year written/oral examination 90 %
Presentation 0 %
Participation in Tutorials 10 %
Project work 0 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
Active participation (reading an article every week, sharing reports and articles and participation in the class discussion)
10 % of the grade