

## **Course Description**

### **MEDD8802 Sociology of Education: Classic and Contemporary Theories**

<b>Course description</b>	
<p>This course examines sociological theories, both classic and contemporary, and places them in an East-West context for the study of educational institutions and systems. The main objective of this course is to provide a disciplinary grounding to students in the sociology of education. The course includes an examination and application of the main sociological concepts in various cultural and social contexts. The ultimate aim is to employ the sociology of education to strengthen conceptual skills for research development of students. Case studies from the lecturer's research in Hong Kong, Mainland China, and other countries in Asia will be used to discuss how to adapt both concepts and methods to policy research in education. In sum, this course offers an overview of the fundamental sociological concepts that can guide the analysis of specific educational issues in China.</p>	
<b>Course objectives</b>	
<p>The course aims to help students:</p> <ol style="list-style-type: none"> <li>1. Understand the major theories in sociology of education and critically evaluate them in Chinese educational settings.</li> <li>2. Summarize ongoing debates in the sociology of education.</li> <li>3. Apply key concepts in the sociology of education literature to an actual school system.</li> <li>4. Develop an educational vision for the enhancement of equity and social justice</li> </ol>	
<b>Course learning outcomes (CLOs)</b>	<b>Aligned programme learning outcomes (PLOs)</b>
1. Identify the main theories and methodological approaches in the sociology of education	PLO2
2. Apply key concepts in the sociology of education literature to an actual school system	PLO3
3. Reflect on how schooling reproduces educational inequality	PLO5
<b>Course assessment methods</b>	
<ul style="list-style-type: none"> <li>• Study group work</li> <li>• Student poster exhibition</li> <li>• Individual reading reflection</li> </ul>	
<b>Course content and topics</b>	
<ul style="list-style-type: none"> <li>• Sociological perspectives on Education: An Overview</li> <li>• Symbolic Interactionism</li> <li>• Functionalism: Education as socialization</li> <li>• Functionalism: Education and Political Development</li> <li>• Conflict Theories: Marxism and Education</li> <li>• Conflict Theories: Cultural Capital</li> <li>• Course Summary Education for Equity and Public Goods</li> </ul>	
<b>Required / recommended readings and online materials</b>	
<ul style="list-style-type: none"> <li>• Sadovnik, A. R. (2011). Theory and research in the sociology of education. (Pp.1-9). In A. R. Sadovnik ed. <i>Sociology of Education: A Critical Reader</i>. New York and London: Routledge.</li> <li>• Feinberg, W., &amp; Soltis, J. F. (2004). <i>School and Society</i> (4<sup>th</sup> ed.). New York: Teachers College Press. (Chap. 1, three thoughts about school).</li> <li>• Feinberg, W., &amp; Soltis, J. F. (2004). The functionalist perspective on schooling. <i>School and Society</i> (4<sup>th</sup> ed.). New York: Teachers College Press. (Chap. 2&amp;3).</li> <li>• Ramirez, F. O., &amp; Boli, J. (1987). The political construction of mass schooling: European Origins and Worldwide Institutionalization. <i>Sociology of Education</i>, 60 (1), 2-17.</li> </ul>	

- Anyon, J. (2011). *Marx and Education*. New York and London: Routledge. (Introduction, pp.6-16; Chapter 1, pp.19-37).
- Bourdieu, P. (2011[1986]). Forms of Capital. In A. R. Sadovnik ed., *Sociology of Education: A Critical Reader*. New York and London: Routledge. Pp.83-96.
- Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34(1). [Read pp. 43-74]

**Other additional course information**

Nil