

SOCIOLOGY OF EDUCATION

ACADEMIC YEAR 2017-18

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1. LESSONS

1. Education in the knowledge society. The need for a change. New demands upon citizenship and labor.
2. Alternative Schools. Democratic education. What does it mean to be a democratic school? Some examples.
3. School performance. International evaluations (PISA, TIMMS, TALIS...). Cultural capital.
4. What do the best educational systems do? Comparative education analysis.
5. Standardized testing (High stakes). Explaining the tests. Their influence over knowledge, pedagogy, teachers attitudes. School performance.
6. Tracking. What do we know? Comprehensive and segregated education systems. Academic and vocational education.
7. School knowledge. Textbooks and other school books.
8. Parents taking part in school tasks: homework, after school academies, foreign language lessons. Homeschooling.
9. State, private and state financed schools. Demographic groups served. Debates about public (state) and private education. The Spanish case.
10. The teaching profession. Initial and continuous training. Towards a new conception of teaching profession.
11. Schooling minorities and immigrants in the OECD area. Intercultural schools.
12. The gender of school. School sexism. The debate about single-sex schooling.

Working of the course.

We'll be having around 26 sessions. Half of them last two hours and the other half one hour (as the group is split into two halves). So, on the whole, every student will expect to spend 39 hours in the classroom. Every student is supposed to have read the text corresponding to the lesson (every text will be

posted in the virtual campus). The lecturer will be in charge of presenting the lesson for no more than thirty minutes. After that, we will be spending the rest of our time debating very different subjects related with every lesson (you are strongly invited to speak out your ideas and to make proposals). PowerPoint slides will be posted before every lesson.

Evaluation will be based on your taking part in the classroom, the presentation and public debate (either individually or in groups of no more than three students) and a final exam (that will imply a general knowledge of the topics covered across the course). In the classroom, as well as in the virtual campus, you will know further details about the evaluation.

As for any consultation you may need, you may resort to my email or my office hours (Skype is also a possibility as it is also immediately after every lesson).

BIBLIOGRAPHY

Specific readings will be posted for every lesson on virtual campus. The book cited below could be used as a helping guide for the subjects to be covered during the course: Brooks, R., McCormack, M., Bhopal, K. (Eds.) (2013): **Contemporary Debates in the Sociology of Education**, Palgrave, McMillan.