

COURSE OUTLINE

1. GENERAL INFORMATION

LECTURER	ANDONIS GEORGOULAS		
SEMESTER (fall/spring)	FALL		
SCHOOL	PHILOSOPHY		
DEPARTMENT	PHILOSOPHY AND SOCIAL STUDIES		
LEVEL	GRADUATE		
COURSE CODE	KPA020	SEMESTER OF STUDIES (1-8)	3 - 5
COURSE TITLE	SOCIOLOGY OF EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY LECTURE HOURS	ECTS CREDITS
LECTURES		3	5
COURSE CLASSIFICATION		LECTURES	
COURSE TYPE	BASIC		
TEACHING COMPETENCE COURSE	YES		
PREREQUISITES	-		
TEACHING AND EXAMINATION LANGUAGE	GREEK		
AVAILABLE FOR ERASMUS STUDENTS	NON		
COURSE URL			

2. LEARNING OUTCOMES

The possibility of reinforcement of the invisible pedagogy through sociology

The possibility of understanding the relations between external factors and the school culture

To cultivate the critical and synthetic thought

COURSE OBJECTIVES

Work in an interdisciplinary context

Familiarization with deductive and inductive thought

Development of the critical and reflexive thought

Understanding the historicity of educational systems and pedagogical ideals

3. COURSE CONTENT

The lesson aims to the understanding of the historicity of the modern educational systems, which are examined in parallel with the evolution of sociological theory. It is separated in four parts:

Part I

1. What is sociology of education
 - Social stratification, division of labor, culture, politics
 - Modern ideology: Equality and hierarchy
2. The evolution of sociological thought
 - Type of society and pedagogical ideals

Part II

3. Realistic and new pedagogies
 - Social wrights and education
4. Equality of opportunities
 - Democratic ideals and social reality
 - Economy and education: The Human capital

Part III

5. Socials inequalities
 - Descriptive sociology of education
 - The hidden curricula
6. Social mobility and social reproduction

<ul style="list-style-type: none">- Speaking with numbers- Ideology and dominant ideology- Dominant ideology and curricula <p>7. Symbolic control and social reproduction</p> <ul style="list-style-type: none">- Socio-linguistic codes- Forms of socialization and procedures of symbolic control <p>8. Cultural capital and symbolic violence</p> <ul style="list-style-type: none">- Dependency through independency- The symbolic domination <p>9. The cultural turn</p> <ul style="list-style-type: none">- From theories of social reproduction to theories of resistance- From equality to difference <p>Part IV</p> <p>10. The new pedagogies</p> <ul style="list-style-type: none">- Pedagogies of resistance, of critique, of revolution- Postmodern pedagogies <p>11. The neoliberal project in education</p> <ul style="list-style-type: none">- The rationality of the marketization- The neoliberal ideology <p>12. Procedures of symbolic domination</p> <ul style="list-style-type: none">- Accountability- Governance – governability- Evaluation and the international control <p>13. Conclusions</p>

4. RECOMMENDED READING

<p>E. Durkheim, <i>Η εξέλιξη της παιδαγωγικής σκέψης</i>, Αθήνα, Αλεξάνδρεια, 2014</p> <p>John Dewey, <i>Δημοκρατία και εκπαίδευση</i>, στο Σ. Τριαντάρη Μαρά, <i>Η φιλοσοφία του πραγματισμού στην εκπαίδευση</i>, Θεσσαλονίκη, Σταμούλης, 2012</p>
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- Parsons, «Η σχολική τάξη ως κοινωνικό σύστημα», στο Α. Φραγκουδάκη, *Κοινωνιολογία της εκπαίδευσης*, Αθήνα, Παπαζήσης, 1985, σ. 249-280
- Coleman J., «Ισότητα εκπαιδευτικών ευκαιριών», στο Α. Φραγκουδάκη, *Κοινωνιολογία της εκπαίδευσης*, Αθήνα, Παπαζήσης, 1985, σ. 301-356
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- Mehan H. 1978, Structuring School Structure, *Harvard Educational Review*, 48: 32-61 ή
- Mehan H. 1992, Understanding Inequality in Schools: The Contribution of Interpretative Studies, *Sociology of Education*, 65(1): 1-20
- Rist R. 1970, Student Social Class and Teacher's Expectations: The 'Self-fulfilling Prophecy' in Ghetto Education, *Harvard Educational Review*, 40: 411-450.
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- Bernstein B. 1989, Κώδικες, τροπές και διαδικασία πολιτισμικής αναπαραγωγής: Ένα μοντέλο *Παιδαγωγικοί κώδικες και κοινωνικός έλεγχος*,
- Class and pedagogies: Visible and invisible [III. 4: 107-129]

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Bernstein Basil 1971 [2003], *Class, Codes and Control: I. Theoretical Studies towards a Sociology of Language*,.

Bernstein Basil 1973 [2003], *Class, Codes and Control: II. Applied Studies towards a Sociology of Language*,.

Bernstein Basil 1975 [2003], *Class, Codes and Control: III. Towards a Theory of Educational Transmission*,

Bernstein Basil 1990 [2003], *Class, Codes and Control: IV. The Structure of Pedagogic Discourse*,

1. Social class, language and socialization [I.9: 123-145]
2. Social class differences in the relevance of language to socialization [II. 2: 22-43]
3. Social class and pedagogic practices [IV. 2:]. Κοινωνική τάξη και παιδαγωγικές πρακτικές
4. On the classification and framing of educational knowledge [I. 11: 156-157 & III. 5].
Περί ταξινόμησης και περιχαράκωσης...
5. On the curriculum [III. 4: 77-76]
6. Codes, modalities... [IV. 1:]
7. Elaborated and restricted codes [IV. 3]
8. Education, symbolic control and social practices [IV. 4: 122-142]
9. Toward a sociological theory of pedagogy, in *Pedagogy, Symbolic control and Identity: Theory, research, critique* [Part I. 1-2-3-4-5: 3-87]

- Bourdieu P.& J.-C. Passeron [1970] 2014, *Η αναπαραγωγή*, Αθήνα. Αλεξάνδρεια
- Bourdieu P.& J.-C. Passeron [1964] 1996, *Οι κληρονόμοι: Οι φοιτητές και η κουλτούρα*, Αθήνα, Καρδαμίτσα
- J.-C. Passeron 2004, «Σαράντα χρόνια μετά: Τι μένει από τους Κληρονόμους και την Αναπαραγωγή;», στο Ν. Παναγιωτόπουλος (επιμ.), *Για την εκπαίδευση του μέλλοντος: Οι προτάσεις του Πιερ Μπουρντιέ*, Νήσος.
- P. Bourdieu, *Γλώσσα και συμβολική εξουσία*, Αθήνα, Α. Καρδαμίτσα, 1999
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Young M., 2008, *Bringing knowledge back in: From social constructivism to social realism in the sociology of education*, Λονδίνο, Routledge

Young M. 1998, *The Curriculum of the Future*, Palmer Press, Section I: "Constructing and

Reconstructing a Sociology for the Curriculum”: 7-48. Κεφάλαια 1, 2 και 3.

- “The Curriculum as Social Organized Knowledge”
- “Curriculum Change: Limits and Possibilities”
- “The Curriculum and the new Sociology of Education”
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- Αλτουσέρ Λ. 1978, «Ιδεολογία και ιδεολογικοί μηχανισμοί του κράτους», *Θέσεις*, Αθήνα, Θεμέλιο
- Apple M. [1976] 1986, *Ιδεολογία και αναλυτικά προγράμματα*, Θεσσαλονίκη, Παρατηρητής, (βλ. κυρίως σσ. 160-213)
- M. Apple 1993, *Εκπαίδευση και εξουσία*, Θεσσαλονίκη, Παρατηρητής.
- Willis P. [1977] 2012, *Learning to labour. Μαθαίνοντας να δουλεύεις*, Αθήνα, Gutenberg.
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- Giroux H. 2010, «Συνοριακή παιδαγωγική», Π. Γούναρη & Γ. Γρόλλιος (επιμ.), *Κριτική Παιδαγωγική: μια συλλογή κειμένων*, Αθήνα, Gutenberg, , σ. 252-278.
- Stanley Aronowitz, Henry A. *Giroux Postmodern Education Politics, Culture, and Social Criticism*, University of Minnesota Press, 1991
- Π. Γούναρη & Γ. Γρόλλιος 2012, (επιμ.), *Κριτική Παιδαγωγική: μια συλλογή κειμένων*, Αθήνα, Gutenberg, 2010
- Rust Val D. 1991, «Postmodernism and its Comparative Education Implications», *Comparative Education Review*, 34 (4): 610-626.
- Gewirtz Sharon, Alan Cribb 2006, What to do about Values in Social Research: The Case of Ethical Reflexivity in the Sociology of Education, *British Journal of Sociology of Education*, 27(2): 141-155
- Hammersley M. 1996, «Post mortem or Post modern? Some reflections on British Sociology of Education», *British Journal of Educational Studies*, 44-4: 397-407
- Schilling C. 1993, «The Demise of the Sociology of Education in Britain?», *British Journal of Sociology of Education*, 14-1: 105-121
- Moore B. & J. Muller 1999, «The Discourse of ‘Voice’ and the Problem of Knowledge and Identity in Sociology of Education», *British Journal of Sociology of Education*, 20(2)
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- Ch. Laval, *La nouvelle raison du monde: Essai sur la société néolibérale*, Παρίσι, La Découverte – Poche, 2010
- C. Laval, *L'école n'est pas une entreprise: Néo-libéralisme et l'assaut de l'enseignement public*, Παρίσι, Editions de la Découverte, 2003
- C. Laval, L. Weber (επιμ.), *Le Nouvel Ordre éducatif mondial, OMC, Banque mondiale, OCDE, Commission européenne: Nouveaux regards*, Παρίσι, Syllepse, 2002
- M. Molesworth, R. Scullion, E. Nixon (ed.), *The marketization of higher education and the student as consumer*, Νέα Υόρκη, Routledge, 2012
- F. Maringe. P. Gibbs, *Marketing higher education: Theory and practice*, Open University Press, 2009.
- Α. Γεωργούλας, *Μετασχηματισμοί της εκπαίδευσης: Σύγχρονη ιδεολογία και συμβολική κυριαρχία*, Αθήνα, Τόπος, 2017