

Reproduction in education and social determination of school knowledge

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Course description

This module examines the emergence of interest in the social determination of school knowledge, and how knowledge contributes to social reproduction. Through the examination of scientific paradigms that emerged from the late '70s it reflects on the possibilities and the rigors of the educational system for democratic education.

The teaching of the course starts from the discourse that emerged for the removal of social inequalities through the content of education that was central to the new sociology of education, and explores the impasse. Then it examines the consequences of visibility of the critical dimension in educational knowledge through critical pedagogy, making a periodization of the project that emerged from critical pedagogy to the emergence of postmodernism.

Postmodernism as a trend is investigated as compared to the reproduction of the construction of subjectivity. Finally there is a critical exploration of the discourse of neoliberalism in education for excellence and efficiency.

Objectives

To help the PS:

- To understand how school knowledge is determined and shaped by the social context;
- To contribute to a critical reading of the aims and objectives of the educational system based on school knowledge;
- To investigate forms of social reproduction and social control through school knowledge;
- To obtain ability for critical analysis of recent neoliberal educational reforms to be able to understand on issues of power based on various theoretical approaches;
- To enable students to formulate a critical view on education.

Learning Outcomes

Students completing the course should be able to:

- have developed their knowledge of the sociological analysis of knowledge provided by the school.
- to analyze school knowledge in relation to the concepts of social inequality and social hierarchies.
- Have developed the ability to analyze recent changes in the Greek educational context from a critical theory perspective.

Structure

The course consists of five weekly sessions. The first three courses are in the form of lecture and discussion about the three stages of the development of theoretical interest for school knowledge. After the first meeting of the module students get the appropriate literature, to participate actively in the teaching of each module.

The last two meetings are devoted to the presentation of work prepared by the PS for the course.

The object of these sessions will be to develop interaction and sustained debate so the group may learn from the wide range of professional and international experience represented by staff and students on the course.

Students' Assessment

Written Exams-optional written assignment

The written assignment will be of 4-5,000 words on themes connected with the module and a list of recommended titles will be provided.

Bibliography

Nikolakaki, M. (2011). Critical pedagogy and democracy: cultivating the democratic ethos, *Journal of Critical Education Policy Studies*, Volume 9, N.1, May 2011.

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Popkewitz, T. (2008). *Cosmopolitanism and the age of school reform: Science, education and making society by making the child*. New York: Routledge.

Young, M. & Bernstein, B. (1971): *Knowledge and Control: New Directions for the Sociology of Education*. Λονδίνο: Collier-Macmillan

Young, M. (1998): *The Curriculum of the Future. From the New Sociology of Education to a Critical Theory of Learning*. Λονδίνο: Falmer Press