

EDU300 Sociology of Education

3rd and 4th quarters, Junior

Instructor	HATANO KEIKO
Style of Class	Seminar
Number of Credits	2
Day and Period	To be advised

Course Description

Sociology of education is an academic discipline that analyzes all kinds of educational phenomena sociologically. "Education" is the entire sphere of activity directed to the transmission of culture, promotion of human development, and formation of fully-fledged members of society across all fields, not only in school education but also such activities as social education, home education, community education, vocational education, and education through media.

In this class we look at the relationship between education and society, the social function of school education, the reproduction and transformation of society through education, and a range of educational problems. Through readings of academic literature and discussion, we explore how to tackle those topics using approaches in the sociology of education, and, based on a factual awareness gained through the use of such approaches, consider how to develop education and society into the future.

Specific topics covered include socialization, social class and status, gender, student culture, sports, media, deviant behavior, minorities and education, and higher education. We read introductory texts and papers on each topic, and provide commentary on students' reports. Students prepare reports offering critical reconsiderations of the topics from the perspective of sociology of education while making reference to their own educational experiences, make presentations based on the reports, and also provide comments on each other's work. The aim is to become familiar with fundamental sociological theories regarding education and society, and cultivate critical thinking skills that apply those theories.

Course Objectives

- (1) Gain deeper, broad-based knowledge of sociological theories of education, and develop a "sociology of education" perspective founded on objective truths and attuned to how things are, not how they ought to be.
- (2) Think about one's own educational experiences from a sociological standpoint, and think critically about the relationship between individual experience and society broadly.
- (3) Use methodologies in the sociology of education to produce reports and make presentations on educational phenomena in line with specific topics.

Prerequisites

Introduction to Lifelong Learning

Class Materials

Textbooks:

- (1) Sakai Akira et al. (2012) *Yoku wakaruru kyoiku shakaigaku* (Accessible Guide to Sociology of Education), Minerva Shobo.
- (2) Kariya Takehiko et al. (2010) *Kyoiku no shakaigaku shinpan* (Sociology of Education, New Ed.), Yuhikaku Publishing.
- (3) Amano Ikuo et al. (1998) *Kyoiku shakaigaku kaiteiban* (Educational Sociology, Revised Ed.), Foundation for the Promotion of The Open University of Japan.
- (4) Shibano Shozan et al. (1992) *Kyoiku shakaigaku* (Educational Sociology), Yuhikaku Publishing.

Reference works:

- (1) Giddens, Anthony (2009) *Shakaigaku daigohan* (Sociology, 5th Edition), trans. Matsuo Kiyofumi et al., Jiritsu Shobo.
- (2) Bourdieu, Pierre (1990) *Disutankushon* (La Distinction) I/II, trans. Ishii Yojiro, Fujiwara Shoten.

- (3) Karabel & Halsey (1980) *Kyoiku to shakai hendo* (Education and Social Change) Vols. 1 and 2, trans. Ushioji Morikazu et al., University of Tokyo Press.
- (4) Trow, Martin (1976) *Kogakureki shakai no daigaku* (The University in the Highly Educated Society), trans. Amano Ikuo et al., University of Tokyo Press,.
- (5) Kimura Ryoko (2009) *Jenda to kyoiku* (Gender and Education) (Readings in Japanese Education and Society 16), Nihon Tosho Center.
- (6) Nishijima Hiroshi (author/ed.) (2006) *Bukatsudo: sono genjo to korekara no arikata* (School Club Activities: Current status and future paradigms), Gakuji Shuppan.

Course Method

Classes are operated in a seminar format (the language used is Japanese). Students read texts set in line with the topics for each class, and produce a summary including an outline of the text and their comments. In each class, certain students are assigned to give presentations based on their summaries, followed by supplementary explanation by the instructor. A discussion theme related to the class content is set, and students conduct discussions in small groups.

Evaluation/Assessment

Comprehensive evaluation of production and presentation of summary of literature in assigned week, discussion in small groups, and production and presentation of final report.

Grading

- 40% Literature summary and presentation
- 20% Participation in discussions
- 40% Final report

Course Schedule

Week 1: Introduction: What kind of academic field is Sociology of Education?

Receive an explanation of the development of the field, including the changes from the era of “Educational Sociology” to “Sociology of Education,” and how it entails flexible and multi-disciplinary fact-based studies utilizing such disciplines as sociology, history, and cultural anthropology in a cross-sectoral manner.

Week 2: Understanding socialization

“Socialization” is one of the main concepts in the sociology of education. Gain an overview of Parsons’ structural functionalist theory of the socialization of children and an understanding of the theory’s temporal limitations and subsequent criticism of it.

Week 3: Social function of schools

Understand the three functions of school education in society: socialization, selection/allocation, and legitimization. Explore the roles that should be played by schools, grounded in the reality of schools’ responsibility for social reproduction.

Week 4: Class/status and education

Receive an explanation of the mechanisms of Class/status reproduction and social mobility by reference to correspondence theory (Bowles and Gintis), conflict theory (Collins), and cultural reproduction (Bourdieu).

Week 5: Teachers: Student relations and Classroom studies

Examine teacher-student relations and interaction among students in the Classroom as a micro-level social grouping and forum for interpersonal relations within school education, through an introduction to the findings of qualitative research on teacher strategies and formation of Classroom order.

Week 6: Gender and education

Focus on the presence of “girls,” said to have been invisible in educational research, through an introduction to the findings of gender research that shows how disparities and differences in treatment based on gender have been reproduced through the ostensibly equal processes of education.

Week 7: School culture / student culture

Looking at both student culture in schools and youth culture in wider society, examine the relationship between culture and social Class/status, changes in youth culture in different eras, and commonalities across different eras in how society views young people.

Week 8: Sports in schools

Examine how sports function and are situated within schools, using examples including club activities in Japanese schools, sports elite in U.S. high schools, and team sports in public schools in the U.K.

Week 9: Children and media

Verify the changes in patterns of communication and socialization of children and young people resulting from advancements in information media, and discuss the benefits and detriments that further advancements may bring to society.

Week 10: Educational problems and the sociology of deviance

From the standpoint of educational problems as social problems, verify the mechanisms and effects of certain phenomena emerging as “educational problems,” and examine the validity of strain theory, control theory, labeling theory, and other social theories used to explain deviance.

Week 11: Minorities and education

Understand the concepts of social exclusion/inclusion, study the kinds of treatment experienced by a variety of minorities (foreigners, sexual minorities, people with disabilities, etc.) in schools and various other fields of educational practice, and explore approaches to education for co-existence.

Week 12: From education to the labor market

In regard to problems in the transition from school/education to the labor market, gain a grasp of current conditions such as the variability of Japanese employment customs and the growth of non-regular modes of employment. Explore approaches to vocational education and careers education demanded of school education institutions including universities, and the merits and demerits thereof.

Week 13: Massification of higher education

As society has advanced, universities have shifted from being institutions of elite education to ones of mass education, and are achieving great changes not only of their social functions, but also in the quality of knowledge/expertise they impart and the value of the human resources they cultivate. Exchange opinions on the significance of studying at an institution of higher education.

Week 14: Production/presentation of final report (1)

Select one topic from among those addressed in Class, and produce a report reflecting on and critically examining your own educational experience.

Week 15: Production/presentation of final report (2)

In small groups, students present the final reports they have prepared, comment on each other’s presentations, and exchange opinions.

Preparation and Follow-up

- Preparation: Read the applicable chapters in the reference books, identify points requiring clarification, and prepare points for discussion (approx. 2 hours).
- Follow-up: Revise the class content and organize content with a view to producing your report (approx. 1 hour).