

SOCIOLOGY OF EDUCATION

Paper Code: 3

Course Overview

This paper provides students with an introduction to key themes in the sociology of education through a focus on two topics: *Education, democracy and global social justice*, and *Education and social justice in Britain*. The first section examines the changing role of education in relation to democracy and nation-building, changing forms of global governance, and the global politics of knowledge and social change. The second section brings issues within these global debates to bear on a more in-depth study of the relationships between education and social justice in Britain. This section puts particular emphasis on the interplay between social and educational research, the application of social policy, and the role of the school in the implementation of policy. The lectures will examine the intersectional politics of difference, and the spatial and family dimensions of educational inequalities. Students taking this paper will gain an informed sociological understanding of national and international developments in key areas of educational politics, policy and public debate.

Examination: The course is examined by a 3 hour paper. Students have to answer 3 questions, 1 from section A of the course, 1 from section B and a third from either section.

Teaching Team:

Paper Coordinator:

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Teaching & Supervising Team:

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Lectures will take place on Mondays 2-4pm in room Mab G08/9 **TBC**

Lecture No.	Date	Session Topic	Lecturer
Michaelmas			
SECTION A: Education, democracy and global social justice			
Block 1: Education and nation-building			
1	9 Oct	Education and democracy	Susan Robertson
2	16 Oct	Changing narratives of nation and citizenship in modern Britain	John Beck
3	23 Oct	Meritocracy, politics and education in modern Britain	John Beck
Block 2: From Government to Governance			

4	30 Oct	Globalisation and Education	Susan Robertson
5	6 Nov	New Actors in Education	Susan Robertson
6	13 Nov	Technologies of governing education	Susan Robertson
Block 3: Knowledge, democracy and social change			
7	20 Nov	Knowledge, curriculum and global social justice	Arathi Sriprakash
8	27 Nov	Global elites and the contested 'good' of elite education	Arathi Sriprakash
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SECTION B: Education and Social Justice in Britain			
Block 4: The Politics of Difference			
9	22 Jan	Race and Ethnicity	Natalie Heath
10	29 Jan	Gender	Natalie Heath
11	5 Feb	Social Mobility in Practice	Natalie Heath
12	12 Feb	Social Capital	Natalie Heath
Block 5: Families, Geographies, Inequalities			
13	19 Feb	Family poverty and family relations	Natalie Heath
14	26 Feb	Young People and Schooling	Natalie Heath
15	5 Mar	Area-based policy	Natalie Heath
16	12 Mar	School choice	Natalie Heath

Supervisions:

We recommend that you write a minimum of 4 essays and have 4-6 supervisions during the course. As students like to write on the topics that particularly interest them, students need to contact the supervisor for each lecture directly, to arrange a supervision. The supervisor for each lecture is indicated on the course guide/ reading list.

Supervision questions:

Lecture 1: Supervisor - Susan Robertson

How has neoliberalism as a political project changed the place of education in the social contract, and what are the implications of this for democracy?

Lecture 2: Supervisor – John Beck

Critically discuss some of the key ways in which governments have sought to project and promote particular narratives of nationhood and citizenship in Britain since the 1940s.

Lecture 3: Supervisor – John Beck

'The goal of creating a meritocratic society has been repeatedly promoted by politicians and sociologists, while meritocratic access to educational and occupational advancement has been steadily eroded.' Discuss

Lecture 4: Supervisor - Susan Robertson

How, why, by whom and with what outcomes, is the governing of education systems, on the one hand, and the life chances of learners, on the other, being changed as a result of global processes?

Lecture 5: Supervisor - Susan Robertson

What are the arguments for and against opening up education systems to for-profit actors to deliver core educational activity?

Lecture 6: Supervisor - Susan Robertson

How and in what ways has the governance of modern education systems changed and how do these technologies produce new social class situations, the distribution of education experiences, and learning outcomes?

Lecture 7: Supervisor - Peter Sutoris

At the centre of a socially just education system is an equal entitlement to 'powerful knowledge'. Discuss in relation to recent movements to 'decolonise' the curriculum in universities.

Lecture 8: Supervisor - Peter Sutoris

'Elites have changed. They are now more open and meritocratic. They are also the engines of inequality' [KHAN, 2012].

Discuss this statement with respect to the social role of elite schooling.

Lecture 9: Supervisor - Natalie Heath

Why are there inequalities in educational attainment between ethnic groups in Britain?

Lecture 10: Supervisor - Natalie Heath

Boys continually perform less well than girls at GCSE level. Critically consider the challenges facing boys in education today.

Lecture 11: Supervisor - Natalie Heath

Policies focused on educational reforms as a means of encouraging social mobility and addressing class inequalities have considerable limitations in the face of the growing economic and social inequalities witnessed in recent decades' [SAVAGE, 2015]. Discuss

Lecture 12: Supervisor - Natalie Heath

Does raising the level of individual and community social capital constitute an effective antidote to social exclusion?

Lecture 13: Supervisor - Natalie Heath

'Too often a child's life chances are shaped by where in the country they went to school and where they're growing up, and we shouldn't accept that' [Justine GREENING 2017]

Critically consider the strengths and weaknesses of area based approaches in tackling aspects of social exclusion and educational inequalities.

Lecture 14: Supervisor - Natalie Heath

What effects does family poverty have on children's educational attainment?

Lecture 15: Supervisor - Natalie Heath

'Those young people who will not or cannot accommodate the prevailing practice are removed or disempowered, most commonly not through deliberate explicit exclusion but by subtle signals of their perceived outlier nature' [LUMBY, 2012].

Critically consider the above quotation in relation to the challenges that young people, at risk of exclusion, may face in education.

Lecture 16: Supervisor - Natalie Heath

School Choice is an illusion. Discuss

LECTURES & READING LISTS

Block 1: Education and nation-building

1. Education and democracy

This lecture explores the shifting place of education in the modern social contract and as a basis for democratic participation in societies. The idea of the social contract and how it has shaped the relation to the state and citizen in modern societies is broadly elaborated. We focus particularly on the reconfiguration of the modern social contract as a result of changes in the nation state, the changing relationship between the citizen and the economy, and cultural claims to identity. A new emergent form of economic citizenship is becoming more visible with major implications for education as an entitlement to political and social participation.

Core Readings

- Dale, R., and Robertson, S., (2009) Capitalism, modernity and the future of education in the new social contract, in T. Popkewitz and F. Rizvi (eds.) *Globalization and the Study of Education: Yearbook of the Society for the Study of Education*, Volume 108, Issue 2, pp. 111-129.
[Available online](#)
- Hay, C., and Lister, M., (2006) Introduction: Theories of the State, in C. Hay, M. Lister and D. Marsh (eds.) *The State: Theories and Issues*, New York: Palgrave.
Chapter available [here](#)
- Mundy, K., (2007) EFA and the new development compact, *International Review of Education*, 52 (1), pp. 23-48.
[Available online](#)
- Stoer, S., and Magalhães, A., (2002) The reconfiguration of the modern social contract: new forms of citizenship and education, *European Educational Research Journal*, 1 (4), pp. 692-704.
[Available online](#)

Additional readings and resources

- Dahrendorf, R., (1988) *The Modern Social Conflict: An Essay in the Politics of Liberty*, Chapter 1, London: Weideneld and Nicolson.
Check University Library availability [here](#) (2nd edition)
Check University Library availability [here](#) (1st edition)
- Rousseau, J-J., (1762) *The Social Contract*, Book 1, online version by Jonathon Bennett (2010).
[Available online](#)

Podcast

- Steve Smith, Yale, *Democracy and Participation: Rousseau's Social Contract*
[Available online](#)

2. Changing narratives of nation and citizenship in modern Britain

This session will examine some aspects of efforts to project and promote particular narratives of nationhood and citizenship in Britain in four key periods since the 1940s. These comprise a) accounts of social democratic citizenship and welfarism up to the mid-1970s; b) the rise of neo-liberalism and narratives of entrepreneurial and consumer citizenship between 1979 and 1997; c) The New Labour years, the 'Third Way', and a conception of citizenship that included statutory citizenship education; and d) The post-2010 years of Coalition Government and Conservative Government. Certain key continuities across periods (b) to (d) will be examined – notably the intensification of neoliberal modes of restructuring the State and of governing public-sector institutions, co-existing with rhetorics of promoting 'active' citizenship. The session will conclude by examining the increasing salience in discussions concerning the nation and citizenship, of growing pluralism in values, culture, ethnicity and faith - and the promotion of 'British' values as one response to such diversity.

Core readings

- Ball, S. J. (2008) *The Education Debate*, (Bristol: The Policy Press), 56- 99.
Chapter 2 available [here](#)
Check Faculty Library availability [here](#)
- Beck, J. (2003) '*Citizenship and Citizenship Education in England*', in J. Beck and M. Earl (eds) *Key Issues in Secondary Education – 2nd Edition*, (London: Continuum), 158-171.
[Read ebook online](#)
- Beck J. (2008) *Meritocracy, Citizenship and Education*, Ch. 3 'New Labour's Citizenship Agenda', (London: Continuum) 29-50.
Chapter 3 available [here](#)
Check Faculty Library availability [here](#)

Additional readings and resources

- Ball, S. J. (2013) *Foucault, Power and Education*, (London: Routledge), 128-136.
[Read ebook online](#)
- Clarke, J., Newman, J., Smith, N., Vidler, E. and Westmarland, L. (2007) *Creating Citizen-Consumers*, (London: Sage), Ch. 1 '*Changing Times: Perspectives on the Citizen Consumer*' and Ch. 8: '*Beyond the Citizen-Consumer*'.
[Read ebook online](#)
- Crouch, C. (2004) *Post-Democracy*, Chs. 4, 5 & 6 (Cambridge: Polity Press).
Check University Library availability [here](#)

- Giddens, A. (1998) *The Third Way: The Renewal of Social Democracy*, Ch. 4 The Social Investment State, (Cambridge: Polity Press) 99-128.
Check Faculty Library availability [here](#)
Check University Library availability [here](#)
- Marshall, T. H. (1950) *Citizenship and Social Class*, (Cambridge University Press, 1950, and in T. H. Marshall and T. Bottomore (1996) *Citizenship and Social Class*, (London: Pluto Classics).
Check Faculty Library availability [here](#)

3. Meritocracy, politics and education in modern Britain

The session will examine the origins of the *concept* of meritocracy, explicitly in the seminal work of Michael Young in 'The Rise of the Meritocracy' but also briefly tracing similar ideas back at least as far as Emile Durkheim. The view that meritocratic principles *should* underpin the distribution of wealth and income in contemporary economically advanced societies will be examined and critiqued. The enduring *salience* of a meritocratic vision of society in the policy rhetoric both centre-left and centre-right politicians will be examined, with particular reference to New Labour in office and certain more recent Conservative politicians. Key tensions between claims to be promoting a more meritocratic Britain, alongside growing evidence of widening social inequality, 'stalled' social mobility, and the increasing role of ascriptive factors in accessing elite positions will be examined.

Core Readings

- Beck, J. (2008) *Meritocracy, Citizenship and Education*, Chs. 1 & 2 (London: Continuum).
Check Faculty Library availability [here](#)
- Goldthorpe, J. H. (1997) *Problems of 'Meritocracy'*, in A.H. Halsey, H. Lauder, P. Brown and A. Stuart Wells (eds) *Education, Culture, Economy and Society*, (Oxford: Oxford University Press).
Check Faculty Library availability [here](#)
- Brown, P. (2013) 'Education, Opportunity and the Prospects for Social Mobility', *British Journal of Sociology of Education*, 34, 5-6, 678-699.
[Available online](#)

Additional readings and resources

- Giddens, A. (1998) *The Third Way: The Renewal of Social Democracy*, Ch. 4 (Cambridge: Polity Press).
Check University Library availability [here](#)
- Brown, P., Power, S., Tholen, G. and Allouch, A. (2016) 'Credentials, talent and cultural capital: a comparative study of elites in England and France', *British Journal of Sociology of Education*, 37, 2, 191-211.
[Available online](#)

- National Equality Panel (2010) *An Anatomy of Economic Inequality in the UK*.
[Available online](#)
- Reay, D. (2013) 'Social mobility, a panacea for austere times: tales of emperors, frogs, and tadpoles', *British Journal of Sociology of Education*, 34, 5-6, 660-667.
[Available online](#)
- Willetts, D. (2007) *Speech on social mobility and grammar schools* (to CBI Conference on Public Service Reform, May, 2007).
[Available online](#)
- Young, M. (1958) *The Rise of the Meritocracy 1870-2033*, (London: Thames and Hudson, and (1963) Harmondsworth: Penguin).
Check Faculty Library availability [here](#)

Block 2: From Government to Governance

4. Globalisation and Education

This lecture examines the ways in which education as a sector has been radically transformed in many countries as a result of processes broadly conceived of as globalisation. We focus particularly on the globalisation of neoliberalism, and the ways in which education is no longer primarily activity that is contained within the boundaries of the national state, but where governing is increasingly located at the global and regional scale, and that the nature of that project is tied to making the new competitive student, teacher, school and nation. These raises important questions for the education-citizen relation, for learning as a form of freedom, and for democratic accountability.

Core Readings

- Dale and Robertson (2014) Global education policy, Chapter 9, in N. Yeates (ed) *Understanding Global Social Policy*, Bristol: Policy Press.
[Read ebook online](#)
- Lingard, B., and Rawolle, S., (2009) Rescaling and reconstituting education policy, in M. Simons, M. Olssen and M. Peters (eds.) *Re-Reading Education Policies: A Handbook Studying the Policy Agenda for the 21st Century*, Rotterdam: Sense Publications.
Check Faculty Library availability [here](#)
- Sahlberg, P. (2011) The fourth way of Finland, *Journal of Educational Change*, 12, pp. 173-85
[Available online](#)
- Robertson, S., and Dale, R., (2006) Changing geographies of power in education: the politics of rescaling and its contradictions, in D. Kassem, E. Mufti and J. Robinson (eds.) *Education Studies: Issues and Critical Perspectives*, Milton Keynes: Open University Press.
Chapter 18 available [here](#)

Check Faculty Library availability [here](#)

Additional Reading and Resources

- Apple, M. and Pedroni, T., (2005) Conservative Alliance Building and African American Support of Vouchers, *Teachers College Record*, V. 107 (9), pp. 2068-2105
Article available [here](#)
- Ferguson, J. (2010) The Uses of Neoliberalism, *Antipode* Vol 41 (s1), pp. 166-84.
[Available online](#)
- Jessop, B. (1999). The changing governance of welfare: recent trends in its primary functions, scale and modes of coordination. *Social Policy and Administration*, Vol 33 (4), pp. 348-59.
[Available online](#)
- Robertson, S. & Dale, R. (2013) The social justice implications of privatisation in education governance frameworks: a relational account, *Oxford Review of Education*, 39 (4), 426-445.
[Available online](#)
- Waters, J., (2006) Geographies of cultural capital education, international migration and family strategies between Hong Kong and Canada, *Transactions Inst Br. Geography*, 31, pp. 179-192.
[Available online](#)

Podcast

- Tedtalk: Dr. Pasi Sahlberg Germ that Kills Schools
[Available online](#)

5. New Actors in Education

For much of the twentieth century, education systems have dominated by the state, as largely funder and provider. Since the 1990s, however, shifts in the governance of education has resulted in governing now being vertically and horizontally organised with many more new actors in the sector engaged in the delivery of education. In this lecture we examine how this shift came about, and what this means for who gets taught what, with what outcome, and the social justice implications of these developments.

Core Readings

- Ball, S., (2007) *Education plc.*, London and New York: Routledge
Check Faculty Library availability [here](#)
Available via designated computer on Lily Pad 2 (please ask Library Team for help)
- DiMartino, C. and Scott, J. (2012) Private sector contracting and democratic accountability, *Educational Policy* 27 (2), pp. 307-333.
[Available online](#)
- Tooley, J., (1999) *The Global Education Industry*, London: Institute Economic Affairs

[Available online](#)
- Verger, A., Lubienski, C., and Steiner-Khamsi, G., (2016) The emergence and structuring of the global education industry, in A. Verger, C. Lubienski, and G. Steiner-Khamsi (eds). *The Global Education Industry, World Yearbook of Education, 2016*, London and new York: Routledge.
Check Faculty Library availability [here](#)

Additional Reading and Resources

- Ball, S. (2008) New philanthropy, new networks and new governance in education, *Political Studies*, 56, pp. 747-65.
[Available online](#)
- Junemann, C., and Ball, S., (2015) *The Mutating Giant, Pearson and PALF*, Brussels: Education International
[Available online](#)

Podcast

- Tedtalk: OECD Director of Indicators and Analysis Division, Andreas Schleicher
[Available online](#)

6. Technologies of Governing Education

In this lecture we explore the social and cultural work that is the object and outcome of new governing technologies which are driving the shape and form of many education systems around the world. We explore specifically what it means to learn in the context of education policies that promote and are governed by market ideology. The concepts 'ordinalization' and 'ubercapital' are introduced to help explore the consequences of using hierarchical spatial tools and big data to make new pedagogical subjects. We examine how this leads to new moral and value judgements about value and worth, new forms of social

stratification, and new systems of class/ification that more beyond old forms of class identity.

Core Readings

- Grek, S. 2012 Governing by numbers: the PISA effect in Europe, *Journal of Education Policy*, 24 (1), pp. 23-37
[Available online](#)
- Fourcade, M. (2016) Ordinalization: Lewis A Coser Memorial Award for Theoretical Agenda Setting 2014, *Sociological Theory* 34 (3), pp. 175-195.
[Available online](#)
- Fourcade, M., and Healy, K. (2017) Seeing like a market, *Socio-Economic Review*, 15 (1), pp. 9-29.
[Available online](#)
- Robertson, S. (2012) Placing teachers in global governance agendas, *Comparative Education Review*, 56 (4), pp. 584-607.
[Available online](#)

Additional Reading and Resources

- Steiner-Khamsi, G., (2016) Standards are good (for) business: standardized comparison and the private sector in education, *Globalisation, Education and Societies*, 14 (2), pp. 161-82.
[Available online](#)
- Williamson, B., (2015): Digital education governance: data visualization, predictive analytics, and 'real-time' policy instruments, *Journal of Education Policy*, 31 (2), pp. 123-41.
[Available online](#)

Podcast

- Professor Stephen Ball Neoliberal Education Policy and Neoliberalism
[Available online](#)

Block 3: Knowledge, democracy and social change

7. Knowledge, curriculum and global social justice

This lecture examines theories of powerful knowledge and critiques of the coloniality knowledge in schooling and higher education. We consider the significance of these epistemological debates with respect to broader political questions about the democratic potential of education and its role for

promoting global social justice. We bring these concerns to recent debates about curriculum reform and identity politics in higher education vis a vis transnational movements for 'decolonising' universities.

Core readings

- Raewyn Connell (2014) Using Southern theory: decolonising social thought in theory, research and application. *Planning Theory* Vol 13(2) 210-223.
[Available online](#)
- Michael Young (2013) Overcoming the crisis in curriculum theory: a knowledge-based approach, *Journal of Curriculum Studies*, 45:2, 101-118, DOI:10.1080/00220272.2013.764505
[Available online](#)
- Lew Zipin, Aslam Fataar & Marie Brennan (2015) Can Social Realism do Social Justice? Debating the Warrants for Curriculum Knowledge Selection, *Education as Change*, 19:2, 9-36, DOI: 10.1080/16823206.2015.1085610
[Available online](#)

Additional readings and resources:

- Michael A. Peters (2015) Why is My Curriculum White?, *Educational Philosophy and Theory*, 47:7, 641-646, DOI: 10.1080/00131857.2015.1037227
[Available online](#)
- Peter Minowitz (2016) Rescuing "Diversity" from Affirmative Action and Campus Activists, *Perspectives on Political Science*, 45:3, 147-162, DOI:10.1080/10457097.2016.1181894
[Available online](#)
- Amit Chaudhuri (2016) The Real Meaning of Rhodes Must Fall
[Available online](#)
- UCLTV (2014) Why is my curriculum white?
[Available online](#)
- Raewyn Connell (2012) Just education, *Journal of Education Policy*, 27:5,681-683, DOI: 10.1080/02680939.2012.710022
[Available online](#)
- Kehinde Andrews on Black Studies in UK Universities
[Available online](#)
- Runnymede Report (2015) *Aiming Higher: race, inequality and diversity in the Academy*
[Available online](#)

On Identity politics:

- Bhabra, Gurminder K., Margree, Victoria. 2010. Identity politics and the need for a 'tomorrow'. *Economic and Political Weekly*, Vol.45 (No.15), pp. 59-66
[Available online](#)

8. Global elites and the contested 'good' of elite education

In this lecture we discuss the nature of contemporary 'elite schooling' as a case study of transnational processes and effects of class-making. We critically discuss the 'new' constitutions of the elite vis a vis globalisation, as well as 'old' configurations of elite privilege and boundary-maintenance. We explore how notions of meritocracy and benefaction circulate through elite school spaces and use this analysis to trace possible imaginations for social change. Our driving question is, what is the 'good' of elite education?

Core Readings

- Shamus Rahman Khan (2012) Elite identities, *Identities*, 19:4, 477-484, DOI: 10.1080/1070289X.2012.718713
[Available online](#)
- Jane Kenway & Johannah Fahey (2015) The gift economy of elite schooling: the changing contours and contradictions of privileged benefaction, *British Journal of Sociology of Education*, 36:1, 95-115, DOI: 10.1080/01425692.2014.970268
[Available online](#)
- Maxwell, C; Aggleton, P; (2016) Schools, schooling and elite status in English education - changing configurations? *L'Année sociologique*, 66 (1) pp. 147-170.
Article available [here](#)

Additional readings and resources

- Sutton Trust Report: Leading People, on elite schooling and the professions
[Available online](#)
- TWO SPECIAL ISSUES ON ELITE SCHOOLING (see ToC for case-studies relevant to your research):
 - Cameron McCarthy & Jane Kenway (2014) Elite Schools in Globalising Circumstances: new conceptual directions and connections, *Globalisation, Societies and Education*, 12:2 165-176 [Available online](#)
 - Kenway, J, & Koh, A. (2015) New Sociologies of Elite Schooling: theoretical, methodological, and empirical explorations. *British Journal of Sociology of Education*, 36:1
[Available online](#)

Block 4: The Politics of Difference

9. Race and ethnicity

This session will consider the British education system in relation to ethnic/racial inequalities. It will consider relationships between ethnicity, social class and gender and will explore inequalities in relation to ethnicity both within and outside of the school.

Core Readings

- Archer, L and Francis, B (2005) 'They never go off the rails like other ethnic groups': teachers' constructions of British Chinese pupils' gender identities and approaches to learning *British Journal of Sociology of Education* 26:2
[Available online](#)
- Bhopal, K (2011) 'This is a school, it's not a site': teachers' attitudes towards Gypsy and Traveller pupils in schools in England, UK' in *British Educational Research Journal*, 37:3 pp465-483
[Available online](#)
- Bradley, H. (1996) *Fractured Identities* Cambridge: Polity. Chs 3&5
Check Faculty Library availability [here](#)
Check University Library availability [here](#)
- Gillborn, D (2008) *Racism and Education: Coincidence or conspiracy?* London: Routledge
[Available online](#)
- Keddie, A (2015) 'We haven't done enough for White working-class children': issues of distributive justice and ethnic identity politics, *Race, Ethnicity and Education* 18.4
[Available online](#)

Additional readings and resources

- Byfield, C (2008) *Black Boys can make it*, Stoke-on Trent: Trentham Books
Check Faculty Library availability [here](#)
Check University Library availability [here](#)
- Gillborn, D (2010) The colour of numbers: surveys, statistics and deficit thinking about race and class *Journal of Education Policy* 25:2
[Available online](#)
- Law, I, Finney, S and Swann, S (2014) 'Searching for autonomy: young black men, schooling and aspirations, *Race Ethnicity and Education* 17:4
[Available online](#)
- Strand, S (2011) The limits of social class in explaining ethnic gaps in educational attainment *British Educational Research Journal* 37:2
[Available online](#)
- Strand, S (2012). 'The White British–Black Caribbean achievement gap: tests, tiers and teacher expectations' in *British Educational Research Journal*, 38:1
[Available online](#)

- Youdell, D. (2003) 'Identity Traps or How Black Students Fail: the interactions between biographical, subcultural, and learner identities', *British Journal of Sociology* 24:1
[Available online](#)

10. Gender

This session provides a brief history of gender inequalities in the UK and then explores the ways in which popular debate focusses on differences in academic attainment between boys and girls. We look at differences in GCSE results by gender, how the media portrays this and how gender is mediated by social class and ethnicity as well as questioning the use of this problematic binary.

Core Readings

- Arnot, M and Mac an Ghaill (Ed) (2006) *The RoutledgeFalmer Reader in Gender and Education* London: RoutledgeFalmer. Especially chapters 1, 9, 12
[Read ebook online](#)
- Bradley, H. (1996) *Fractured Identities* Cambridge: Polity Ch 3
Check Faculty Library availability [here](#)
Check University Library availability [here](#)
- Davies, B (2004) 'The discursive production of the male/female dualism in school settings', in Ball, S *The RoutledgeFalmer Reader in Sociology of Education*, London: RoutledgeFalmer.
[Read ebook online](#)
Check Faculty Library availability [here](#)
- Mensah, F and Kiernan, K (2010) Gender differences in educational attainment: influences of the family environment, *British Educational Research Journal* 36:2
[Available online](#)
- Moreau, M (2011) The societal construction of 'boys' underachievement' in educational policies: a cross-national comparison *Journal of Education Policy* 26:2
[Available online](#)
- Weiner, G. Arnot, M. & David, M (1997) 'Is the Future Female? Female success, male disadvantage and changing gender patterns in education', in A. H. Halsey, H. Lauder, et al., (eds), *Education, Culture, Economy, Society* Oxford: Oxford University Press.
Check Faculty Library availability [here](#)

Additional readings and resources

- Francis, B (2006) Heroes or zeroes? The discursive positioning of 'underachieving boys in English neo-liberal education policy *Journal of Education Policy* 21:2
[Available online](#)

- Roberts, S (2012) I just go on with it: the educational experiences of ordinary, yet overlooked, boys' in *British Journal of Sociology of Education*, 33:2 pp203-221
[Available online](#)
- Arnot, M., (2002) *Reproducing Gender? Essays on educational theory and feminist politics*, London: RoutledgeFalmer.
Check Faculty Library availability [here](#)
- Arnot, M., David, M. & Weiner, G. (1999) *Closing the Gender Gap: post-war education and social change* Cambridge: Polity Press.
Check Faculty Library availability [here](#)
- Connolly, P (2008) A critical review of some recent developments in quantitative research on gender and achievement in the United Kingdom *British Journal of Sociology of Education* 29:3
[Available online](#)
- Epstein, D., Elwood, J., et al. (eds) (1998) *Failing Boys? Issues in gender and achievement* Buckingham: Open University Press.
[Read ebook online](#)
- Mac An Ghail, M. (1993) *The Making of Men* Buckingham. Open University Press.
Check Faculty Library availability [here](#)
- Skelton, C and Francis, B (2009) *Feminism and 'The Schooling Scandal'* London: Routledge
Check Faculty Library availability [here](#)
- Yates, L. (1997) 'Gender Equity and the Boys Debate: what sort of challenge is it?' *British Journal of Sociology of Education*, 18:3
[Available online](#)

11. Social Mobility in Practice

This session explores the concepts of social class and social mobility, considering particularly current policy emphases on social mobility. Recent measures and patterns of social mobility, and their implications for education will be explored.

Core Readings

- Sutton Trust (2017) *The State of Social Mobility in the UK*
[Available online](#)
- Sutton Trust (2017) *Social Mobility and Economic Success*
[Available online](#)
- Ball, S. (2010) New class inequalities in education: why education policy may be looking in the wrong place! *International Journal of Sociology and Social Policy*. 30, 4, p. 155-166
[Available online](#)

- Bernstein, B. (1988) 'Education Cannot Compensate for Society', in R. Dale et al (eds) *Frameworks for Teaching*, London: Hodder and Stoughton.
Chapter 27 available [here](#)
- Friedman, S, Laurison, D and A Miles (2015) 'Breaking the 'Class' Ceiling? Social Mobility into Britain's Elite Occupations', *Sociological Review*, 63 (2) 259-290
[Available online](#)
- Friedman, S (2014) 'The Price of the Ticket: Rethinking the Experience of Social Mobility' *Sociology* 48 (2) 352-368
[Available online](#)

Additional readings and resources

- Brown, P. et al (1997) 'The Transformation of Education and Society: an introduction', in A.H.Halsey, H.Lauder, P.Brown & A.S.Wells (eds), *Education, Culture, Economy, Society* Oxford: Oxford University Press.
Check Faculty Library availability [here](#)
- Friedman, S (2015) 'Habitus Clivé and the Emotional Imprint of Social Mobility', *Sociological Review* doi: 10.1111/1467-954X.12280
[Available online](#)
- Luttrell-Rowland, M (2014): The recession as the site of the exceptional: young people, self-determination and social mobility, *British Journal of Sociology of Education* (first online) DOI:10.1080/01425692.2014.934784
[Available online](#)
- Reay, D (2013) Social Mobility, a Panacea for Austere Times : Tales of Emperors, Frogs, and Tadpoles *British Journal of Sociology of Education*, Special Issue on Social Mobility 34 (5-6) :660-677
[Available online](#)
- Social Mobility and Child Poverty Commission (2014) State of the Nation 2014: Social Mobility and Child Poverty in Great Britain
[Available online](#)
- Dorling, D (2010) *Injustice: Why social inequality persists* Bristol: The Policy Press.
[Read ebook online](#)
- Reay, D (2012) What would a socially just Education System look like? : Saving the minnows from the pike. *Journal of Education Policy* Special issue on Socially Just Education 27:5, 587-599
[Available online](#)

12. Social Capital and Social Exclusion

This session examines the notions of social capital and social exclusion. We will consider the work of Bourdieu, Coleman and Putnam to explore the ways in which the concept of social capital has been used to understand social and educational inequalities.

Core Readings

- Bagley, C and Ackerley, C (2006) 'I am much more than just a mum'. Social capital, empowerment and Sure Start in *Journal of Education Policy* 21 pp. 717-734
[Available online](#)
- Bagley, C (2011) From Sure Start to Children's Centres: capturing the erosion of social capital, *Journal of Education Policy* 26:1
[Available online](#)
- Bagley, C and Hillyard, S. (2014) 'Rural schools, social capital and the Big Society: a theoretical and empirical exposition' in *British Educational Research Journal*, 40:1, pp63-78.
[Available online](#)
- Portes, A, (1998) Social Capital: Its Origins and Applications in Modern Sociology in *Annual Review of Sociology* Vol. 24: 1-24
[Available online](#)

Additional readings and resources

- Bourdieu, P. (1997) 'The Forms of Capital' in Halsey, A.H., Lauder, H., Brown, P. & Stuart Wells, A. *Education, Culture Economy and Society* Oxford: Oxford University Press.
Check Faculty Library availability [here](#)
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- Coleman, J.S. (1988). 'Social Capital in the Creation of Human Capital' in Halsey, A.H., Lauder, H., Brown, P. & Stuart Wells, A. *Education, Culture Economy and Society* Oxford: Oxford University Press.
Check Faculty Library availability [here](#)
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- Gamarnikow, E and Green, A (1999) Developing social capital: dilemmas, possibilities and limitations in education, in: Hayton, A (Ed) *Tackling disaffection and social exclusion: education perspectives and policies* London: Kogan
Check Faculty Library availability [here](#)
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- Gerwitz, S., Dickson, M., Power, S., Halpin, D and Whitty, G. (2005) The deployment of social capital theory in educational policy and provision, the case of Education Action Zones in England, *British Educational Research Journal*, 31:6 pp651-673
[Available online](#)

- Li, Y, et al (2003) 'Social Capital and Social Exclusion in England and Wales (1972-1999)' in *British Journal of Sociology* 54:4, pp497- 526.
[Available online](#)
- Putnam, R.D. (2000) *Bowling Alone: The Collapse and Revival of American Community* NewYork: Simon & Schuster.
Check University Library availability [here](#)
- Sen, A (2006) Poverty as Capability Deprivation in In H.Lauder, P.Brown, J.Dillabough and A.H. Halsey *Education, Globalization and Social Change*, Oxford: Oxford University Press, pp949-965
Check Faculty Library availability [here](#)
Check University Library availability [here](#)
- Walker, M (2006) Towards a capability-based theory of social justice for education policymaking in *Journal of Education Policy* 21:2 pp163-185
[Available online](#)

Block 5: Families, Geographies, Inequalities

13. Why Place Matters: Area based versus national policy initiatives to address inequalities

This session explores the lived realities of schooling in relation to different geographical contexts. It will explore the different challenges and inequalities experienced in different parts of Britain and will consider approaches to addressing social exclusion and educational inequality. Area based policy initiatives will be compared with national initiatives.

Core Readings

- Crozier, G (2007) Hard to Reach Parents or Hard to Reach Schools? A discussion of home- school relations, with particular reference to Bangladeshi and Pakistani parents.*British Educational Research Journal* Vol:33.3
[Available online](#)
- Gorard, S (2012) 'Who is eligible for free school meals? Characterising free school meals as a measure of disadvantage in England' in *British Educational Research Journal*, 38:6 pp190-207.
[Available online](#)
- Kiernan, K and Mansah, F (2011) Poverty, family resources and children's early educational attainment: the mediating role of parenting *British Educational Research Journal* 37:2
[Available online](#)

- Moskal, M, (2016) Language and cultural capital in school experience of Polish Children in Scotland *Race, Ethnicity and Education* 19:1 pp141-160
[Available online](#)
- Reay D. (1998) *Class Work: Mothers' Involvement in their Children's Primary Schooling*, London: Taylor and Francis.
Check Faculty Library availability [here](#)
Check University Library availability [here](#)
- Vincent C. (1996) *Parents and Teachers: Power and Participation* London: Falmer Press. Chapter 5: Researching Home School Relations: A Critical Approach
Chapter 5 available [here](#)

Additional readings and resources

- Crozier G. (2000) *Parents and Schools, Partners or Protagonists?* London: Trentham Books
Check Faculty Library availability [here](#)
- O'Donoghue, M (2013) 'Putting working-class mothers in their place: social stratification, the field of education, and Pierre Bourdieu's theory of practice' in *British Journal of Sociology of Education*, 34:2 pp190-207.
[Available online](#)
- Vincent, C, Ball, S and Braun, A, (2010) Between the estate and the state: struggling to be a 'good' mother *British Journal of Sociology of Education* 31.2
[Available online](#)
- Bouakaz, L (2007) *Parental Involvement in School : what hinders and what promotes parental involvement in an urban school* Holmbergs: Malmo
[Available online](#)
- Connell, RW (2003) Working-class families and New Secondary Education *Australian Journal of Education* vol 47
[Available online](#)
- Lareau, A (2011) *Unequal Childhoods* University of California Press Chapters 10,11 and 12
[Read ebook online](#)
- Lee, J and Bowen, N (2006) Parent Involvement, Cultural Capital, and the Achievement Gap Among Elementary School Children *American Educational Research Journal*, Vol. 43, No. 2, 193-218
[Available online](#)

14 Family poverty and engagement with education

In this session we use social and cultural capital to unpack the ways in which poverty is experienced by families, and how this relates to school experiences and to children's and parents' attitudes towards school. We will also consider family poverty from the perspectives of schools and teachers.

Core Readings

- Ahier, J and Moore, R (1999) 'Post-16 Education, Semi-Dependent Youth and the Privatisation of Inter-Age Transfers: re-theorising youth transitions', in *British Journal of Sociology of Education*, 20:4 (special edition on 'youth')
[Available online](#)
- Gillborn D and. Youdell D. (2000) *Rationing Education: Policy Practice, Reform and Education* Oxford: Oxford University Press
Check Faculty Library availability [here](#)
Check University Library availability [here](#)
- Lumby, J(2012) 'Disengaged and disaffected young people: surviving the system' in *British Educational Research Journal*, 38:2 pp 261-279
[Available online](#)
- Raffo, C (2006) Disadvantaged young people accessing the new urban economies of the post-industrial city *Journal of Education Policy* 21:1
[Available online](#)
- Riele, K., (2006) Youth 'at risk': further marginalizing the marginalised? *Journal of Education Policy* Vol 21.2, pp129-145.
[Available online](#)
- Stahl, G, (2016) White working-class male narratives of 'loyalty to self' in discourses of aspiration *BJSE* 37.5 663-68
[Available online](#)

Additional readings and resources

- Benjamin, S, Nind, M, Hall, K, Collkins, J, Sheehy, K (2010) Moments of Inclusion and Exclusion: pupils negotiating classroom contexts *British Journal of Sociology of Education* 24.5
[Available online](#)
- Bradley, H. (1996) *Fractured Identities* Cambridge: Polity. Introduction, Ch.6 and 7
Check Faculty Library availability [here](#)
Check University Library availability [here](#)
- Cohen, P. (1997) *Rethinking the Youth Question: education, labour and cultural studies*, Basingstoke: MacMillan.
Check Faculty Library availability [here](#)
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- Dimitriadis, G (2011) Urban youth: emergent directions in the field, *British Journal of Sociology of Education* 32:3
[Available online](#)
- Furlong, A. & Cartmel, F. (1997) *Young People and Social Change: individualization and risk in late modernity*, Buckingham: Open University Press
Check Faculty Library availability [here](#)
Check University Library availability [here](#)
- Pitts (2007) *Reluctant Gangsters: Youth Gangs in Waltham Forest*.
[Available online](#)
- Stahl, G (2013) 'Habitus Disjunctures, Reflexivity and White Working-Class Boys' Conceptions of Status in Learner and Social Identities' *Sociological Research Online* Volume 18, Issue 3.
[Available online](#)
- Wishart, D, Taylor, A and Shultz, L.,(2006) The construction and production of youth 'at risk' *Journal of Education Policy* Vol 21.3 pp291-304
[Available online](#)
- Wyn. J, and White, R. (1997) *Rethinking Youth* London: Sage.
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Check University Library availability [here](#)

15. Young people and schooling

This session considers the ways in which the category of 'youth' has been constructed through a combination of professional agencies, government policies and economic forces. It considers the significance of social and economic change in terms of how youth is thought about and experienced. Further, we consider the role of education in relation to including or excluding young people and explore the ways in which young people may experience social and educational exclusions.

Core Readings

- David, A. (2010) The 'collateral impact' of pupil behaviour and geographically concentrated socio-economic disadvantage *British Journal of Sociology of Education* 31.3
[Available online](#)
- Lupton, R.(2006) Schools in Disadvantaged Areas: Low Attainment and a Contextualised Policy Response. In H.Lauder, P.Brown, J.Dillabough and A.H. Halsey, *Education, Globalization and Social Change*. Oxford: Oxford University Press pp.654-672
Check Faculty Library availability [here](#)
- Mills, C and Gale, T (2011) Re-asserting the place of context in explaining student (under-) achievement *British Journal of Sociology of Education*, 32.2.
[Available online](#)

- Power, S and Gerwitz, S (1999) 'Reading Education Action Zones' in *Journal of Education Policy*, vol 16, no. 1, pp. 39 - 51.
[Available online](#)
- Smith, N. (2010) 'Economic Inequality and Poverty: Where Do We Go From Here?' *International Journal of Sociology and Social Policy*. Vol. 30 Nos. 3/4/ pp/ 127-139.
[Available online](#)
- Smith G.R. (1999) *Area based initiatives: The rationale and options for area targeting* CASE.
[Available online](#)

Additional readings and resources

- Kleinman, M. (1998) *Include Me Out? The New Politics of Place and Poverty* London School of Economics (Centre for Analysis of Social Exclusion)
[Available online](#)
- Lister, R. (2004) *Poverty*, Cambridge: Polity. Ch 4
Check University Library availability [here](#)
- Glennerster H., Lupton R., Noden P., and Power A., (1999) *Poverty, Social Exclusion and Neighbourhood: Studying the area bases of social exclusion*, Casepaper Case/22
[Available online](#)
- Gordon, D. et al (2000) *Poverty and Social Exclusion in Britain* London: Joseph Rowntree.
[Available online](#)
- Lupton, R. (2004) *Do Poor Neighbourhoods Mean Poor Schools?* CASE Paper LSE
[Available online](#)
- Lupton, R., (2004) *Schools in Disadvantaged Areas: Recognising Context and Raising Quality*, Ruth Lupton, CASE Paper 76
[Available online](#)
- Lupton, R., and Power, A., (2002) Social exclusion and neighbourhoods. In: Hills, J., Le Grand, J and Piachaud, D., (eds.) *Understanding Social Exclusion*. Oxford University Press, Oxford, UK, pp. 118-140.
Check Faculty Library availability [here](#)

16. School Choice and education markets: policies and practice

This session explores the role of school choice and education markets as adopted and developed by successive British governments. It looks at the practices and processes associated with school choice and a neo-liberal agenda and the ways in which school choice may perpetuate social inequalities.

Core Readings

- Gorard, S. (1999) ‘“Well. That about wraps it up for school choice research”: a state of the art review’ in *School Leadership & Management*, 19(1):25-47.
[Available online](#)
- Junemann, C & Ball, S (2013) 'ARK and the revolution of state education in England' *Education Inquiry*, vol 4, no. 3, 22611., 10.3402/edui.v4i3.22611
[Available online](#)
- Wright A (2012) 'Fantasies of empowerment: mapping neoliberal discourse in the coalition government's schools policy' in *Journal of Education Policy*, 27:3 pp 279-294
[Available online](#)
- Youdell, D., (2004) 'Engineering school markets, constituting schools and subjectivity students: the bureaucratic, institutional and classroom dimensions of educational triage' in *Journal of Education Policy*, Vol 19.4 pp407-431.
[Available online](#)
- Morris, P. (2012) 'Pick 'n' mix, select and project; policy borrowing and the quest for 'world class' schooling: an analysis of the 2010 schools White Paper' in *Journal of Education Policy*, 27:1 pp 89-107
[Available online](#)
- Power, S and Frandji, D (2010) Education markets, the new politics of recognition and the increasing fatalism towards inequality *Journal of Education Policy* 25:3
[Available online](#)

Additional readings and resources

- Ball, S and Exley, S (2010) Making policy with 'good ideas': policy networks and the 'intellectuals' of New Labour, *Journal of Education Policy* 25:2
[Available online](#)
- DfES (2005) White Paper: Higher Standards Better Schools for all, more choice for parents and pupils
[Available online](#)
- Gewirtz, S., Ball, S. and Bowe, R. (1995). *Markets, Choice and Equity in Education*. Buckingham: Open University Press.
Check Faculty Library availability [here](#)
Check University Library availability [here](#)
- Gorard, S (2009) What are Academies the answer to? *Journal of Education Policy* 24:1
[Available online](#)
- Heath, N (2009) Veiled and overt school choice: a consideration of the ways in which different forms of school choice affect student experiences *British Educational Research Journal* 35:4 pp

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- Lupton, R, Heath, N and Salter (2009) 'Education: New Labour's Top Priority' in Hills, J, Sefton, T and Stewart, K (Eds) (2009) *Towards a More Equal Society? Poverty, inequality and policy since 1997*, Bristol: Policy Press

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- Lynch, K and Moran, M (2006) Markets, schools and the convertibility of economic capital: the complex dynamics of class choice, *British Journal of Sociology of Education* 27.2

[Available online](#)

- Jeynes, W. (2000) 'Assessing School Choice: a balanced perspective' in *Cambridge Journal of Education*, Vol 30.2 pp223-241.

[Available online](#)

- Standing, K. (1997) Scrimping, saving and schooling - lone mothers and choice, *Critical Social Policy*, Vol 17 no 2.

[Available online](#)