

## ***SOCIOLOGY OF EDUCATION***

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.

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

**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.**

**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.**

### **SECTION A: Education, democracy and global social justice**

#### **Block 1: Education and nation-building**

|    |        |   |    |
|----|--------|---|----|
| 1. | 9 Oct  | Education and democracy   | SR |
| 2. | 16 Oct | Changing narratives of nation and citizenship in modern Britain | JB |
| 3. | 23 Oct | Meritocracy, politics and education in modern Britain           | JB |

#### **Block 2: From Government to Governance**

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

# ***LECTURES***

## **Block 1: Education and nation-building**

### **1. Education and democracy**

**9<sup>th</sup> October 2-4pm**

**Lecture and supervisions: Susan Robertson, slr69@cam.ac.uk**

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.

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.

Mundy, K., (2007) *EFA and the new development compact*, *International Review of Education*, 52 (1), pp. 23-48.

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.

### **Additional readings and resources:**

Dahrendorf, R., (1988) *The Modern Social Conflict: An Essay in the Politics of Liberty, Chapter 1*, London: Weideneld and Nicolson.

Rousseau, J-J., (1762) *The Social Contract, Book 1*, online version by Jonathon Bennett (2010).

### **Podcast**

Steve Smith, Yale, *Democracy and Participation: Rousseau's Social Contract* accessed at <https://www.youtube.com/watch?v=vPwx8-mFvUs>

### **Supervision question**

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?

## **2. Changing narratives of nation and citizenship in modern Britain**

**16th October 2-4pm**

**Lecture and Supervisions : John Beck (jb267@cam.ac.uk)**

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.

Beck, J. (2003) '*Citizenship and Citizenship Education in England*', in J. Beck and M. Earl (eds) *Key Issues in Education – 2nd Edition*, (London: Continuum), 158-171.

Beck J. (2008) *Meritocracy, Citizenship and Education*, Ch. 3 'New Labour's Citizenship Agenda', (London: Continuum) 29-50.

### **Additional readings and resources**

Ball, S. J. (2013) *Foucault, Power and Education*, (London: Routledge), 128-136.

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*'.

Crouch, C. (2004) *Post-Democracy*, Chs. 4, 5 & 6 (Cambridge: Polity Press).

Giddens, A. (1998) *The Third Way: The Renewal of Social Democracy*, Ch. 4 *The Social Investment State*, (Cambridge: Polity Press) 99-128).

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).

### **Supervision question**

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.

### **3. Meritocracy, politics and education in modern Britain**

**23rd October 2-4 pm**

**Lecture and Supervisions : John Beck (jb267@cam.ac.uk)**

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).

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).

Brown, P. (2013) '*Education, Opportunity and the Prospects for Social Mobility*', *British Journal of Sociology of Education*, 34, 5-6, 678-699.

#### **Additional readings and resources:**

Giddens, A. (1998) *The Third Way: The Renewal of Social Democracy*, Ch. 4 (Cambridge: Polity Press).

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.

National Equality Panel (2010) *An Anatomy of Economic Inequality in the UK*, (Internet: [equalities.gov.uk/national\\_equality\\_panel.aspx](http://equalities.gov.uk/national_equality_panel.aspx)).

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.

Willets, D. (2007) *Speech on social mobility and grammar schools* (to CBI Conference on Public Service Reform, May, 2007). (Internet: [telegraph.co.uk/news/uknews/1551714/David\\_Willets-speech-on-grammar-schools.html](http://telegraph.co.uk/news/uknews/1551714/David_Willets-speech-on-grammar-schools.html))

Young, M. (1958) *The Rise of the Meritocracy 1870-2033*, (London: Thames and Hudson, and (1963) Harmondsworth: Penguin).

## Supervision question

'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

## Block 2: From Government to Governance

### 4. Globalisation and Education

30th October 2-4pm

Lecture and supervisions: Susan Robertson, slr69@cam.ac.uk

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) *Global Social Policy*, Bristol: Policy Press.

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 21<sup>st</sup> Century*, Rotterdam: Sense Publications.

Sahlberg, P. (2011) The fourth way of Finland, *J. of Educational Change*, 12, pp. 173-85

Podcast

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.

### Additional Reading and Resources

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.

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.

Podcast

Tedtalk: Dr. Pasi Sahlberg Germ that Kills Schools - [https://www.youtube.com/watch?v=TdgS--9Zg\\_0](https://www.youtube.com/watch?v=TdgS--9Zg_0)

### **Supervision question**

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?

## **5. New Actors in Education**

**6<sup>th</sup> November 2-4pm**

**Lecture and supervisions: Susan Robertson, slr69**

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

DiMartino, C. and Scott, J. (2012) Private sector contracting and democratic accountability, *Educational Policy* 27 (2), pp. 307-333.

Tooley, J, (1999) *The global Education Industry*, London: Institute Economic Affairs

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.

### **Additional Reading and Resources**

Ball, S. (2008) New philanthropy, new networks and new governance in education, *Political Studies*, 56, pp. 747-65.

Junemann, C., and Ball, S., (2015) *The Mutating Giant, Pearson and PALF*, Brussels: Education International

### **Podcast**

Tedtalk: OECD Director of Indicators and Analysis Division, Andreas Schleicher  
[https://www.ted.com/talks/andreas\\_schleicher\\_use\\_data\\_to\\_build\\_better\\_schools?language=en](https://www.ted.com/talks/andreas_schleicher_use_data_to_build_better_schools?language=en)

### **Supervision question**

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

## **6. Technologies of Governing Education**

**13<sup>th</sup> November 2-4 pm**

**Lecture and supervisions: Susan Robertson, slr69@cam.ac.uk**

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**

Grek, S. 2012 Governing by numbers: the PISA effect in Europe, *Journal of Education Policy*, 24 (1), pp. 23-37

Fourcade, M. (2016) Ordinalization: Lewis A Coser Memorial Award for Theoretical Agenda Setting 2014, *Sociological Theory* 34 (3), pp. 175-195.

Fourcade, M., and Healy, K. (2017) Seeing like a market, *Socio-Economic Review*, 15 (1), pp. 9-29.

Robertson, S. (2012) Placing teachers in global governance agendas, *Comparative Education Review*, 56 (4), pp. 584-607.

### **Extra Reading**

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.

Williamson, B., (2015): Digital education governance: data visualization, predictive analytics, and 'real-time' policy instruments, *Journal of Education Policy*, 31 (2), pp. 123-41.

### **Podcast**

Professor Stephen Ball Neoliberal Education Policy and Neoliberalism - at

<https://www.youtube.com/watch?v=2Wx9sKr20ek>

### **Supervision Question:**



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?

## **Block 3: Knowledge, democracy and social change**

### **7. Knowledge, curriculum and global social justice**

**20th November 2-4pm**

**Lecturer: Arathi Sriprakash Supervisor: Peter Sutoris ps623@cam.ac.uk**

This lecture examines theories of powerful knowledge and critiques of the colonality 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.

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

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

#### **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

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

Reading: <http://www.theguardian.com/uk-news/2016/mar/16/the-real-meaning-of-rhodes-must-fall>

Video: Why is my curriculum white <https://www.youtube.com/watch?v=Dscx4h2l-Pk>

Raewyn Connell (2012) Just education, *Journal of Education Policy*, 27:5,681-683, DOI: 10.1080/02680939.2012.710022

Kehinde Andrews on Black Studies in UK Universities:

<http://www.theguardian.com/commentisfree/2016/may/20/black-studies-university-course-long-overdue>

Runnymede Report (2015) *Aiming Higher: race, inequality and diversity in the Academy*

<http://www.runnymedetrust.org/uploads/Aiming%20Higher.pdf>

On Identity politics:

Bhambra, Gurinder K., Margree, Victoria. 2010. Identity politics and the need for a 'tomorrow'. *Economic and Political Weekly*, Vol.45 (No.15), pp. 59-66

### **Supervision question**

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.

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

**28<sup>th</sup> November 2-4pm**

Lecturer: Arathi Sriprakash **Supervisor: Peter Sutoris ps623@cam.ac.uk**

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

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

Maxwell, C; Aggleton, P; (2016) Schools, schooling and elite status in English education - changing configurations? *L'Année sociologique*, 66 (1) pp. 147-170.

### **Additional readings and resources**

Sutton Trust Report: Leading People, on elite schooling and the professions:

[http://www.suttontrust.com/wp-content/uploads/2016/02/Leading-People\\_Feb16.pdf](http://www.suttontrust.com/wp-content/uploads/2016/02/Leading-People_Feb16.pdf)

*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

Kenway, J, & Koh, A. (2015) New Sociologies of Elite Schooling: theoretical, methodological, and empirical explorations. *British Journal of Sociology of Education*, 36:1

### **Supervision question**

'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.

## **Block 4: The Politics of Difference**

### **9. Race and ethnicity**

**22nd January 2-4pm**

**Lecture and supervisions: Natalie Heath ([nch21@cam.ac.uk](mailto:nch21@cam.ac.uk))**

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

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

Bradley, H. (1996) *Fractured Identities* Cambridge: Polity. Chs 3&5

Gillborn, D (2008) *Racism and Education: Coincidence or conspiracy?* London: Routledge

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

### **Additional readings and resources**

Byfield, C (2008) *Black Boys can make it*, Stoke-on Trent: Trentham Books

Gillborn, D (2010) The colour of numbers: surveys, statistics and deficit thinking about race and class *Journal of Education Policy* 25:2

Law, I, Finney, S and Swann, S (2014) 'Searching for autonomy: young black men, schooling and aspirations, *Race Ethnicity and Education* 17:4

Strand, S (2011) The limits of social class in explaining ethnic gaps in educational attainment *British Educational Research Journal* 37:2

Strand, S (2012). 'The White British-Black Caribbean achievement gap: tests, tiers and teacher expectations' in *British Educational Research Journal*, 38:1

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

## **Supervision question**

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

## **10. Gender**

**29<sup>th</sup> January 2-4pm**

**Lecture and supervisions: Natalie Heath ([nch21@cam.ac.uk](mailto:nch21@cam.ac.uk))**

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 Ghail (Ed) (2006) *The RoutledgeFalmer Reader in Gender and Education* London: RoutledgeFalmer. Especially chapters 1, 9, 12

Bradley, H. (1996) *Fractured Identities* Cambridge: Polity Ch 3

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.

Mensah, F and Kiernan, K (2010) Gender differences in educational attainment: influences of the family environment, *British Educational Research Journal* 36:2

Moreau, M (2011) The societal construction of 'boys' underachievement' in educational policies: a cross-national comparison *Journal of Education Policy* 26:2

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.

## **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
- 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
- Arnot, M., (2002) *Reproducing Gender? Essays on educational theory and feminist politics*, London: RoutledgeFalmer.
- Arnot, M., David, M. & Weiner, G. (1999) *Closing the Gender Gap: post-war education and social change* Cambridge: Polity Press.
- 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
- Epstein, D., Elwood, J., et al. (eds) (1998) *Failing Boys? Issues in gender and achievement* Buckingham: Open University Press.
- Mac An Ghail, M. (1993) *The Making of Men* Buckingham. Open University Press.
- Skelton, C and Francis, B (2009) *Feminism and 'The Schooling Scandal'* London: Routledge
- Yates, L. (1997) 'Gender Equity and the Boys Debate: what sort of challenge is it?' *British Journal of Sociology of Education*, 18:3

### **Supervision question**

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

## **11. Social Mobility in Practice**

**5<sup>th</sup> February 2-4pm**

**Lecture and supervisions: Natalie Heath ([nch21@cam.ac.uk](mailto:nch21@cam.ac.uk))**

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*

[https://www.suttontrust.com/wp-content/uploads/2017/07/BCGSocial-Mobility-report-full-version\\_WEB\\_FINAL-1.pdf](https://www.suttontrust.com/wp-content/uploads/2017/07/BCGSocial-Mobility-report-full-version_WEB_FINAL-1.pdf)

Sutton Trust (2017) *Social Mobility and Economic Success*

[https://www.suttontrust.com/wp-content/uploads/2017/07/Oxera-report\\_WEB\\_FINAL.pdf](https://www.suttontrust.com/wp-content/uploads/2017/07/Oxera-report_WEB_FINAL.pdf)

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

Bernstein, B. (1988) 'Education Cannot Compensate for Society', in R. Dale et al (eds) *Frameworks for Teaching*, London: Hodder and Stoughton.

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

Friedman, S (2014) 'The Price of the Ticket: Rethinking the Experience of Social Mobility' *Sociology* 48 (2) 352-368

**Additional readings are references for interest and if you want to follow up any work discussed in the lecture**

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.

Friedman, S (2015) 'Habitus Clivé and the Emotional Imprint of Social Mobility', *Sociological Review* doi: 10.1111/1467-954X.12280

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

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

Social Mobility and Child Poverty Commission (2014) State of the Nation 2014: Social Mobility and Child Poverty in Great Britain

Dorling, D (2010) *Social Injustice: Why social inequality persists* Bristol: The Policy Press.

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

**Supervision question**

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

## **12. Social Capital and Social Exclusion**

**12<sup>th</sup> February 2-4pm**

**Lecture and supervisions: Natalie Heath ([nch21@cam.ac.uk](mailto:nch21@cam.ac.uk))**

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

Bagley, C (2011) From Sure Start to Children's Centres: capturing the erosion of social capital, *Journal of Education Policy* 26:1

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.

Portes, A, (1998) Social Capital: Its Origins and Applications in Modern Sociology in *Annual Review of Sociology* Vol. 24: 1-24

### **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.

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.

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

Gerwartz, 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

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.

Putnam, R.D. (2000) *Bowling Alone: The Collapse and Revival of American Community* New York: Simon & Schuster.

Sen, A (2006) Poverty as Capability Deprivation in In H.Lauder, P.Brown, J.Dillabough and

Walker, M (2006) Towards a capability-based theory of social justice for education policymaking  
in *Journal of Education Policy* 21:2 pp163-185

### **Supervision question**

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

## **Block 5: Families, Geographies, Inequalities**

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

19<sup>th</sup> February 2-4pm

Lecture and supervisions: Natalie Heath ([nch21@cam.ac.uk](mailto:nch21@cam.ac.uk))

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**

David, A. (2010) The 'collateral impact' of pupil behaviour and geographically concentrated socio-economic disadvantage *British Journal of Sociology of Education* 31.

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

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.

Power, S and Gerwitz, S (1999) 'Reading Education Action Zones' in *Journal of Education Policy*, vol 16, no. 1, pp. 39 - 51.

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.

Smith G.R. (1999) *Area based initiatives: The rationale and options for area targeting* CASE. Downloadable from: <http://sticerd.lse.ac.uk/publications/casepapers.asp>



## **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)

Lister, R. (2004) *Poverty*, Cambridge: Polity. Ch 4

Glennister H., Lupton R., Noden P., and Power A., (1999) *Poverty, Social Exclusion and Neighbourhood: Studying the area bases of social exclusion*, Casepaper Case/22

Gordon, D. et al (2000) *Poverty and Social Exclusion in Britain* London: Joseph Rowntree.

Lupton, R. (2004) *Do Poor Neighbourhoods Mean Poor Schools?* CASE Paper LSE All CASE papers can be downloaded from:

<http://sticerd.lse.ac.uk/publications/casepapers.asp>

Lupton, R., (2004) *Schools in Disadvantaged Areas: Recognising Context and Raising Quality*, Ruth Lupton, CASE Paper 76

<http://sticerd.lse.ac.uk/dps/case/cp/CASEpaper76.pdf>

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.

## **Supervision question**

'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.

## **14 Family poverty and engagement with education**

**26<sup>th</sup> February 2-4pm**

**Lecture and supervisions: Natalie Heath ([nch21@cam.ac.uk](mailto:nch21@cam.ac.uk))**

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**

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

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

### **Additional readings and resources**

- Crozier G. (2000) *Parents and Schools, Partners or Protagonists?* London: Trentham Books
- 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.
- 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
- Bouakaz, L (2007) *Parental Involvement in School : what hinders and what promotes parental involvement in an urban school* Holmbergs: Malmo
- Connell, RW (2003) Working-class families and New Secondary Education *Australian Journal of Education* vol 47
- Lareau, A (2003) *Unequal Childhoods* University of California Press  
Chapters 10,11 and 12
- 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

### **Supervision question**

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

## **15. Young people and schooling**

**5<sup>th</sup> March 2-4pm**

**Lecture and supervisions: Natalie Heath ([nch21@cam.ac.uk](mailto:nch21@cam.ac.uk))**

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**

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')

Gillborn D and. Youdell D. (2000) *Rationing Education: Policy Practice, Reform and Education* Oxford: Oxford University Press

Lumby, J(2012) 'Disengaged and disaffected young people: surviving the system' in *British Educational Research Journal*, 38:2 pp 261-279

Raffo, C (2006) Disadvantaged young people accessing the new urban economies of the post-industrial city *Journal of Education Policy* 21:1

Riele, K., (2006) Youth 'at risk': further marginalizing the marginalised? *Journal of Education Policy* Vol 21.2, pp129-145.

Stahl, G, (2016) White working-class male narratives of 'loyalty to self' in discourses of aspiration BJSE 37.5 663-68

### **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

Bradley, H. (1996) *Fractured Identities Cambridge*: Polity. Introduction, Ch.6 and 7

Cohen, P. (1997) *Rethinking the Youth Question: education, labour and cultural studies*, Basingstoke: MacMillan.

Dimitriadis, G (2011) Urban youth: emergent directions in the field, *British Journal of Sociology of Education* 32:3

Furlong, A. & Cartmel, F. (1997) *Young People and Social Change: individualization and risk in late modernity*, Buckingham: Open University Press.

Pitts (2007) Reluctant Gangsters: Youth Gangs in Waltham Forest.  
(<http://www.walthamforest.gov.uk/reluctant-gangsters.pdf>)

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.

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

Wyn. J, and White, R. (1997) *Rethinking Youth* London: Sage.

## Supervision question

'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.

## 16. School Choice and education markets: policies and practice

12<sup>th</sup> March 2-4 pm

Lecture and supervisions: Natalie Heath ([nch21@cam.ac.uk](mailto:nch21@cam.ac.uk))

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.

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](https://doi.org/10.3402/edui.v4i3.22611)

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

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.

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

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

### 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

DfES (2005) White Paper: Higher Standards Better Schools for all, more choice for parents and pupils. <http://www.dfes.gov.uk/publications/schoolswhitepaper/>

Gewirtz, S., Ball, S. and Bowe, R. (1995). *Markets, Choice and Equity in Education*. Buckingham: Open University Press.

Gorard, S (2009) What are Academies the answer to? *Journal of Education Policy* 24:1

- 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 539-555
- 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
- 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
- Jeynes, W. (2000) 'Assessing School Choice: a balanced perspective' in *Cambridge Journal of Education*, Vol 30.2 pp223-241.
- Standing, K. (1997) Scrimping, saving and schooling - lone mothers and choice, *Critical Social Policy*, Vol 17 no 2.

### **Supervision question**

School Choice is an illusion. Discuss