

Proseminar
16:300:501:01
3 Credits
DRAFT

Instructor Name Abu El-Haj	Email address thea.abuelhaj@gse.rutgers.edu
Phone Number 732-932-7496	10 Seminar Pl Rm
Office Hours TBA	Prerequisites or other limitations: PhD students only (300)
Mode of Instruction: ¹ <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: deborah.frazier@gse.rutgers.edu

Learning goals² No one course can do justice to the breadth of issues addressed by the fields represented in this pro-seminar. The course is intended to introduce you to a range of approaches to educational research drawing on these disciplines, and to help you frame research in relation to broader theoretical concepts and frameworks.

Course catalog description:

This course draws on the fields of anthropology, sociology, philosophy and history to ask several key questions about education. The course introduces central concepts in social theory and illustrates how these concepts can shape educational research. This course is organized around several key themes: What are the purposes of education? What is the relationship between social structure and agency? What is the relationship between individuals and social contexts in the learning process? How is education always interwoven with the production of identities? How do schools reflect particular types of cultural knowledge and practices? How are educational policies produced in broader sociopolitical contexts?

Other description of course purposes, context, methods, etc:

Grading policy: **Class attendance is a requirement.** Students are expected to be on time and prepared for class. If, for extraordinary reasons, you are unable to attend class one week, please let me know. In general, inconsistent attendance will result in a significantly lower grade. Missing a significant number of classes will result in no credit for the course.

This class is a discussion-oriented seminar, and learning in this class will require your active participation. For this class to be effective, all students must come prepared to discuss the week's assigned readings. Response papers (see below) are intended to help you think about the issues raised in the readings ahead of class time. This seminar requires a high degree of

¹ Check 1:

² These can be TEAC claims or objectives from other sources.

independence, responsibility, and intellectual resourcefulness (ability to search out and make connections across theory, practice, sites, ideas, people) in all of your work. There are many ways to participate in class; actively listening, asking questions, commenting on the thoughts of others, or discussing tentative, speculative ideas are valued as much as stating original, completely formed thoughts.

All assignments are required to pass this course. An “A” assignment is an exceptional one. It is not an assignment that merely meets the requirements outlined in the syllabus. All written work is graded on thoroughness, quality of analysis, level of support from data and/or research literature, organization and clarity. A final A grade will be assigned for an overall grade point average of 3.70 or greater.

Students are expected to turn in all work on time. If you need an extension, be sure to ask for it before the due date. Extensions will only be granted for legitimate reasons. Late papers, for which you have not been granted an extension, will be subject to a grade penalty. When an extension has not been granted, grades on assignments will be lowered one grade for each day they are late (i.e. 4.0 to 3.7 to 3.3 etc.) No papers will be accepted more than one week from the due date.

Assignments³:

Reading response papers; 2 short analytic papers; final project

ACADEMIC INTEGRITY:

Breaches of academic integrity are very serious and I do take action in the case of a violation. It is crucial that you familiarize yourself with the university policy on these issues; it can be found online at <http://academicintegrity.rutgers.edu/>

Web site: (If any)

Course Schedule

DRAFT	DRAFT	DRAFT	DRAFT
1 (1/20)		Introduction	
2 (1/27)	Purposes of Education	Producing student identities	Anyon Mehan (1992) Connell
3 (2/3)		Social Reproduction	Bowles & Gintis Darling-Hammond Lomawaima & McCarty
4 (2/10)		Democracy and Education	Gutmann Labaree Rubin & Hayes
5 (2/17)		Constructing	Gould

³ Including exams, papers etc.

		Intelligence	Mehan (2000)
6 (2/24)	Socio-cultural theories of learning	Communities of Practice	Wenger Rubin
7 (3/3)		De-constructing theories of success and failure	Jencks & Phillips Varenne & McDermott Ladson-Billings Thomas & Stevenson Minow
8 (3/10)		Learning Identities	Wortham
9 (3/24)		TBD	
10 (3/31)		TBD	
11 (4/7)	Theories of Power	Cultural Capital	Bourdieu Weinenger Lareau Louie
12 (4/14)		Cultural, social and psychological capital	Carter Demerath et al Valenzuela
13 (4/21)		Globalization and migration	Suarez-Orozco Castles Orellano Abu El-Haj
14 (4/28)	Education and globalization	Processes of globalization	Lipman
15		Educational Policy for the 21 st century	Darling-Hammond Lugg

Week	Assignments & Readings