# Sociology of Education

## Prof. Guia Gilardoni

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to provide basic tools and concepts for a sociological interpretation of educational processes, reconstructing the impact that social and cultural transformations have had both on the way of conceiving the relationship between education and society, and in the socialisation processes of the new generations. It also aims to introduce students to a sociological reading of childhood in the context of European societies.

In particular, the course aims to: offer an introduction to sociology as a scientific discipline; present the main topics dealt with by the sociology of education and the sociology of childhood.

At the end of the course, students will be able to:

* Know the main movements of sociology, the foundations and social dynamics of the main educational agencies; issues related to sociological studies applied to the field of education and training with reference also to multi-ethnic society and the effects generated by the pandemic period;
* Begin to consciously read the current social dynamics and to enhance the tools and results made available by sociological research in the construction of educational interventions;
* Know and understand the sociological theory applied to social representations existing in global society in relation to the phenomena of racism, prejudice, and ethnic identity for the development of adequate intercultural and professional competence in the field of education and training.

***COURSE CONTENT***

The following aspects will be addressed during the course:

* The study of the relationship between education and society through some approaches of sociological thought (conflictualism, functionalism, interactionism, and communication turn).
* Analysis of key issues in the sociology of education such as: the relationship between socialisation, identity, and integration (norms and deviance); education and equality of opportunity; the multicultural society; methods and tools in the sociology of education and empirical research in the areas of growth of children and adolescents (school, family, peer group, cultural products, media).
* Elements of childhood sociology: the children condition in post-modern society; childhood as a structural category of society; the rediscovery of childhood in sociology; childhood, family, and social changes; the children's agency; children and daily life; cultures of adults and children.
* The rights of childhood and adolescence in Italy in the educational field with respect to the most recent social dynamics in progress such as the pandemic and its effects, policies and services for children, early school leaving, the right to education of foreigners and the disabled, conflict, sport, and global citizenship education.
* Single-subject part dedicated to the issues of ethnic identity, ethnic prejudice and racism and the consequences they have on educational practices in order to develop intercultural skills that challenge the most widespread representations also in the educational field.

***READING LIST***

Students are required to prepare the following mandatory textbooks for the exam:

1. E. Besozzi, *Educazione e società,* Carocci, Rome, 2nd edition 2017
2. W.A. Corsaro, *Sociologia dell’infanzia*, FrancoAngeli, Milan, 2020 (introduction and chapters 1-2 pp. 9-76, chapter 4 pp. 95-117 and chapter 6 pp.147-160).
3. Working Group for the Convention on the Rights of the Child, *12th Update report on the monitoring of the convention on the rights of children and adolescents in Italy*, 2022 (chapter VII, pp. 125-150, the report in pdf format can be downloaded from the lecturer's Blackboard page).
4. G. Gilardoni, *Razzismo situato. Ragioni storiche, socioculturali ed etiche per contrastarlo,* Milan, Vita&Pensiero, 2021, open access su https://www.vitaepensiero.it (introduction and chapter 1 pp. 9-58, and chapter 4 pp.121-141, open access publication – the volume in pdf format can be downloaded from the teacher's Blackboard page).

The slides are also a fundamental part of the course; the course will also be supplemented with thematic insights. Slides and any further information will be available on Blackboard.

***TEACHING METHOD***

Lectures, guided reading of documents, individual and group presentations in the classroom, personal re-elaborations, guided practical work (all the material used during the lessons is made available on Blackboard). In addition to the lectures, we recommend that students participate in sociological seminars and other further study initiatives on the most important topics, which will be held at the university.

***ASSESSMENT METHOD AND CRITERIA***

The exam consists of an interim and a final test (the possibility of dividing the exam in two parts is given only for the current year). The interim test is held in written form with open-ended questions and is focused on the general parts of the course and on the contents of the first semester (textbooks specified in points 1 and 2).

The final exam is oral and focuses on the text specified in point 3 concerning education policies. With regard to the single-subject theme, students will have to answer oral questions on the text specified in point 4. The final assessment will take into account both exams; in the oral exam particular attention is given to the appropriate use of the subject-specific terminology in the presentation of the required arguments.

The final mark will consist of the marks obtained in the two exam parts and accounts for 50% of the first part and 50% of the second part. If the score is higher than 30, honors may be awarded if the student's presentation has proven to be of high quality. The examination procedure, the type and scheduling of the interim tests will be announced on the lecturer’s Blackboard page.

The assessment criteria will consider, amongst others: the students’ ability to use a sociological language in describing educational processes; the ability to refer to appropriate theoretical concepts and interpretative categories appropriate to the different sociological schools; the ability to argue about racism and ethnic prejudice from a sociological perspective.

***NOTES AND PREREQUISITES***

There are no content-related prerequisites for attending the course, since before learning about the key themes of sociology of education, more general knowledge about sociology will be provided, which will be useful for better understanding and starting to interpret educational processes from a sociological point of view.

Further information can be found on the lecturer's webpage at <http://docenti.unicatt.it/web/searchByName.do?language=ENG> or on the Faculty notice board.