NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS

SCHOOL OF EDUCATION

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

UNIVERSITY COLLEGE LONDON, INSTITUTE OF EDUCATION

JOINT MA EDUCATION AND HUMAN RIGHTS

STUDENT HANDBOOK 2017-18

Navarinou 13A, 10680, Athens
Tel. 210 368 8040
Secretariat of the Department ECE

Stadiou 5, 7th floor (Off. No. 719)
Tel. 210 368 9312
Support Office

e-mail: pmsteapi@gmail.com
site: http://www.ehr.ecd.uoa.gr

1. Aims of the Joint MA Programme

The main objective of the Joint MA Programme "Education and Human Rights" of the Department of Early Childhood Education of the National and Kapodistrian University of Athens (UoA) and the University College London Institute of Education (UCL IOE) is the development of theory, research and practice in Education and Human Rights. It consists of:

1.   the Joint MA Program "Education and Human Rights" which awards a Joint degree by both Universities (UOA and UCL)

2.   the Joint MA Program "Education and Human Rights" which awards a Separate degree by the University of Athens with reference to the UCL IOE.

The Programme aims at developing specialists and professionals involved in research, teaching and the formulation of educational policies with emphasis on combating social inequalities and the consolidation of human rights in education.

2. Programme Structure

The programme of studies comprises of:

a.   Modules (Core Course Units and elective modules)

b.   Interdisciplinary Seminars, and

c.   Dissertation

The course units, the modules, the Interdisciplinary Seminars as well as the Dissertation are evaluated on the ECTS basis. The Minimum Credit value of the Programme is 120 ECTS.

2.1.1 Course Units (86 ECTS)

A. Core Modules (11 ECTS)

Core modules are offered at the University of Athens:

The Construction of social inequalities: contemporary theoretical issues: UoA (4 ECTS)

Research Methods contextualized in the social and educational setting: UoA (7 ECTS)

B. Elective modules (75 ECTS)

The elective modules are offered at both the University of Athens and the UCL Institute of Education. Students take 5 modules elected among the following:

Elective modules at the UCL Institute of Education
Educational traditions and systems in Europe: 15 ECTS
Justice: Contemporary social issues and perspectives: 15 ECTS
Sociology of 'race' and education: 15 ECTS
Understanding Education Policy: 15 ECTS
Rights and education: 15 ECTS
Sociology of education: 15 ECTS
Minorities, migrants and refugees in national education systems: 15 ECTS

Elective Modules at the University of Athens
Educational Institutions, Rights and Citizenship UoA: 15 ECTS
Masculinities and Femininities in the 21st century UoA: 15 ECTS
Theory of Human Rights UoA: 15 ECTS
Sociological Analysis of Social Classifications and Hierarchies UoA: 15 ECTS
Education and Sustainability UoA: 15 ECTS
The Sociology of school knowledge UoA: 15 ECTS
Teaching practices and otherness UoA: 15 ECTS
Language and Education UoA: 15 ECTS
Nation, Race and Education UoA: 15 ECTS
Texts and identities UoA: 15 ECTS

C. Modules from other MA Programmes of the University of Athens or the UCL's IOE

Students who study at the University of Athens (UoA) (separate degree) can select a module, relevant to the Programme, from the following MAs:

- "Special Education" of the Department of Early Childhood Education (UoA)

- "Political Science and Sociology" of the Department of Political Science (UoA)

Students who wish to elect a module form these MAs should submit an application to the Programme Governing Board, including the description of the module and give reasons for it according to their academic interests. The Programme Governing Board will meet and approve or reject the suggested module selections. Students should submit their applications at least two weeks before the deadline for enrolment in modules of the respective semester.

Students who study at the UCL IOE (separate degree) can select a module, relevant to the Programme, from the following MAs:

- Social Justice and Education (UCL IOE)

- Sociology of Education (UCL IOE)

2.1.2 Interdisciplinary Seminars (9 ECTS)

Students attend the following compulsory Interdisciplinary Seminars:

- Interdisciplinary Seminar of first semester '*Education, Rights and Inequalities':* UoA (4 ECTS)

- Interdisciplinary Seminar of September 'Education, Human Rights and Social Inequalities', co-teaching: IoE and UoA (5 ECTS).

2.1.3 MA Dissertation (25 ECTS)

The MA Dissertation is completed in two phases during the 3rd and 4th semester respectively:

a. Formulation of the research topic and construction of the research plan

and

β. Implementation of the research, and elaboration of the Dissertation (about 20.000 words)*.*

2.1.4 Methodology Workshop: Data Analysis

In addition to the modules students have the opportunity to attend an elective Methodology Workshop at the UoA, which supports their research assignments focusing on the process of quantitative data. It is credited as part of the MA Dissertation.

2.2 Programme Plan

Student requirements per semester of study are:

1st semester
2 Core Modules Research Methods contextualized in the social and educational setting: UoA The Construction of social inequalities: contemporary theoretical issues: UoA
Interdisciplinary Seminar of first semester '*Education, Rights and Inequalities':* UoA (compulsory)
1 elective module at the UCL Institute of Education or at the UoA

2nd semester
2 elective modules at the UCL Institute of Education or at the UoA

3rd semester
1 elective module at the UoA
Interdisciplinary Seminar of September 'Education, Human Rights and Social Inequalities', co-teaching: IoE and UoA (compulsory)
MA Dissertation - first phase (compulsory)

4th semester
1 elective module at the UoA
MA Dissertation - second phase (compulsory)

3. Study Regulations

3.1 Enrolment – Tuition fees

Students must be enrolled in modules and the Interdisciplinary Seminars each semester/term according to the requirements and the provisions of the respective University. In order to enroll in a semester students have to submit the relevant documents including the receipt of payment of the foreseen enrollment and tuition fees.

No refund of tuition fees is foreseen under any circumstances, e.g. Voluntary retirement, suspension of studies or dismissal from the program. The exact amount of enrollment fees and tuition fees is determined annually by the Programme Governing Board.

The maximum number of students that can be enrolled in each module is 15.

3.2 Organization of academic time

The UoA operates on a semester basis and the UCL IoE on a trimester basis. Each semester at the UoA includes 13 teaching weeks. The fall semester begins in the 3rd week of September and runs through the 2nd week of February. The spring semester begins in the 3rd week of February and runs through June.

Students of the Joint MA Programme attend two trimesters at the UCL IoE, the Spring and Summer trimesters of the first year of studies (1st week of January to the end of June). During the winter semester of the 1st year they attend the required modules /Interdisciplinary Seminars. They continue their study at the UCL Institute of Education, (1st week of January to the end of June), where they attend 3 elective modules.

The exact dates of the beginning and end of each semester, as well as the examination periods are regulated in the academic calendar which is announced in the beginning of each academic year.

3.3. Attendance

Attendance is compulsory. Incomplete attendance may lead to failing the specific module. More than two (2) absences in a module lead to failing the specific module.

That option does not apply to the Interdisciplinary Seminar of September and the MA Dissertation Seminar.

3.4 Examination periods

There are two examination periods for each module: the first one is at the ending of each semester and the second from 1 to 10 of September.

Students may re-submit papers during the examination period of September for at most 3 modules per year of study. The examination of September is final for all modules.

3.5 Requirements for students to continue studying

Failure (including the examination period of September) in a Core Module constitutes reason for dismissal from the Programme.

Students who do not successfully complete any of the foreseen modules and seminars at the first semester are dismissed from the Programme.

In order for students to continue to the second year of studies they are required to have completed successfully all core modules, the IS of the first semester and at least two of the elective modules. In case of failure in one elective module ONLY, the student can replace it with another elective module during the second year of studies.

If a student fails a module during his/her second year of study (the examination period of September included) he/she is dismissed from the Programme and he/she cannot complete the MA dissertation.

3.6 Conditions in order for students to graduate

In order to graduate students are required to have completed all foreseen modules, Seminars and the MA dissertation within the time frame provided by this Regulation.

Failure in the examination of the MA dissertation constitutes reason for dismissal from the Programme.

3.7 Suspension of studies

Suspension of studies is provided only <u>after successful completion of the first semester of studies</u>, after the recommendation of the academic advisor and in cases of well reasonably documented applications by the students. The applications are examined by the Programme Governing Board. During the period of suspension all rights derived from the student identity (medical care, reduced transport fares etc) are suspended.

3.8 Plagiarism

Regulations regarding plagiarism that are in effect at the collaborating institution, UCL, apply at the Joint MA as well (http://www.ucl.ac.uk/current-students/guidelines/plagiarism).

3.9 Student Assessment

Achievement in each module is evaluated in total. Participation, achievement, as well as essays, exercises or anything included in each module are included in the assessment.

The assessment criteria at the UoA are as follows:

Grade 10: Students show evidence of extensive, insightful and critical review of the literature and excellent grasp of current major issues in the field. They present high levels of creativity, independence of thought and outstanding understanding of how established techniques of research and enquiry are used to create and interpret knowledge and how these techniques apply to students' own research and practice. Students are able to contextualize theory and present arguments and original data that are exceptionally clear, well focused and cogent.

Grade 9: Students show evidence of extensive insightful and critical review of the literature and clear understanding of current major issues in the field. They present high levels of creativity, independence of thought and thorough understanding of how established techniques of research and inquiry are used to create and interpret knowledge and how these techniques apply to students' own research and practice. Students are able to use appropriate theory and present arguments and original data that are very clear, well focused and cogent.

Grade 8: Students show evidence of wide-ranging, coherent and critical review of the literature and clear understanding of current major issues in the field. They present a certain level of creativity, independence of thought and very good understanding of how established techniques of research and inquiry are used to create and interpret knowledge and how these techniques apply to students' own research and practice. Students are able to use appropriate theory and present arguments and data that are clear, focused and cogent.

Grade 7: Students show evidence of sufficient literature review and good understanding of current major issues in the field. They present basic elements of creativity, independence of thought and good understanding of how techniques of research and enquiry are used to interpret knowledge, and how these techniques apply to students own research. Students demonstrate an ability to relate their reading to their particular educational field and present arguments with basic clarity and focus.

Grade 6: Students show evidence of basic literature review and basic understanding of current major issues in the field. They demonstrate basic critical competence in reviewing the literature and some development of ideas in the application of knowledge. Within these limitations, there will be indications that students have adequately grasped fundamental concepts and procedures in the field and present arguments with basic clarity.

Grade 5 (Fail): Students show evidence of unfocused or inaccurate review of the literature and inadequate understanding of current major issues in the field. Students show lack of understanding how established techniques of research and enquiry are used to create and interpret knowledge and how these techniques apply to students' own research. Students present arguments that are poorly organized and unfocused.

The overall grading scheme in the degree is:

-"good": equal or higher than 6 and lower than 7.

-"very good": equal or higher than 7 and lower than 8, 5.

-"excellent": equal or higher than 8, 5.

The Institute of Education follows a different grading scale than that of the University of Athens. The grading scheme is A, B, C, and D and has the following equivalence:

A=10, B=8, C=6, D=4.

4 MA Dissertation

The MA Dissertation is an in depth exploration of a topic relevant to MA's field of study. It can be either research oriented or a synthesis of theoretical issues, relevant to the subject of the Programme or it can also include practice. It is elaborated by students under the supervision of a tutor of the MA. After the completion of the second semester students select a topic and supervising tutor. The selection of the topic is based on the interests of the students and is finalized after consultation with the supervising tutor. In addition to the tutors of the MA (UoA and UCL IoE) supervision is also undertaken by faculty members of the Department of Early Childhood Education.

It is elaborated during the second year of studies in two stages: 1. Research question, design and research method during the third semester of study 2. Completion – during the fourth semester.

Frequent communication with the supervisor is important.

4.1 MA Dissertation Seminar

The aim of the MA Dissertation Seminar is to support students during the elaboration of their MA dissertation.

It takes place in three stages: an open discussion with the supervisors, in October and two (2) meetings in February and in May. Student participation is compulsory and it constitutes part of the elaboration of the MA dissertation.

In February, the research question, bibliography and research methodology are presented by all the students, and in May the course of the dissertation completion (data, development and conclusions) is presented.

4.2 Length and technical characteristics of the MA Dissertation

It is written in Greek or English. It can be from 17.000 to 20.000 words without the appendices. It includes (mandatory) a summary in Greek and in English.

It should be typed in Arial or Calibri 12, line spacing 1,5 in A4 paging. On the cover there should be the two institutions logos, the student's name, the supervisor's name, the title and the academic year (there is an example on this link).

The MA dissertation is completed and submitted for examination at the end of the fourth semester (see academic calendar) in three hard copies and a CD.

4.3 Schedule for the elaboration of the MA Dissertation

1st week of October of the 2nd year	Submission of MA dissertation topic and supervising tutor
4th week of October	Beginning of the MA dissertation Seminar: presentation of the dissertation topic by all students
1st week of February	MA dissertation Seminar: presentation of the 1st stage of the dissertation (research question, literature review, design and research method).
1st week of May	MA dissertation Seminar: presentation of the course of completion of the dissertation (data, development, conclusions).
15 June OR (after extension) 30 September*	Submission of the dissertation for examination.

* There is a possibility of a three-month extension (until September 30th) approved by the PGB after the student's application and the recommendation of the supervisor.

After that, a second extension can be approved by the PGB for very serious reasons, for one semester (meaning by the end of February). In order for an extension to be approved the documented recommendation of the supervising tutor, as well as the approval of the PGB is required.

Applications for extension are submitted, according to the academic calendar, as follows:

- 1st application for three-month extension (until September 30th): last week of May.

- 2nd application for extension (until the end of February): last week of September.

In case of a second extension, a special registration fee is required.

4.4 Examination of the MA Dissertation

The dissertation is examined by a two-member examination committee appointed by the PGB. It can be constituted by tutors of the DECE, UoA or the UCL IOE. Tutors from other Departments can be appointed provided that they teach at the MA level a subject relevant to the Joint MA's subjects.

The students present their dissertation orally to the committee and respond to questions and/or comments.

If the content of the MA dissertation is not satisfactory the committee may:

(**a**) require additions or corrections and re-submission at a date determined by the committee, only in case the MA dissertation is submitted on time (15 June), or during a first extension (30 September). This is not an option for dissertations submitted during the second extension (end of February).

(**b**) fail the dissertation. In that case the student is dismissed from the Programme.

(c) In the case of disagreement between the members of the committee, the PGB appoints a third examiner. The final grade of the MA dissertation is decided by the extended examination committee, without repetition of the oral examination.

4.5. Digital Repository PERGAMOS

The University of Athens Senate during the meetings: 22nd-9-2016/ Reg. No: 1617006790 and 29th-11-2016 / Reg. No: 1617011856 have unanimously decided that it is compulsory for graduates to submit «grey literature», namely MA dissertations, doctoral theses at the Platform "Pergamos", which is the Institutional Digital Repository of the University of Athens.

On the basis of the implementation of the mandatory electronic deposit policy at the Digital Repository Pergamos, the graduation of students is directly related to this process.

Although limiting access to the full text of MA dissertations and doctoral theses is provided, the University supports and encourages unlimited access to content, also taking into account the resolution of the 71st Hellenic Universities Rectors' Synod**,** (http://www.synodos-aei.gr/announcements.html) as well as the **Berlin Declaration on**

Open Access to Knowledge in the Sciences and Humanities (https://openaccess.mpg.de/67671/BerlinDeclaration_gr.pdf) and the **Budapest Declaration on Open Access (**http://www.budapestopenaccessinitiative.org/boai-10-translations/greek-translation-1**).**

The University of Athens considers that the implementation of this new procedure for submitting «grey literature» in the Digital Repository will help project the research work carried out at the University of Athens via the Internet and will better safeguard the intellectual rights of the authors.

Students will be informed in detail by the Support Office on the necessary steps in order to submit their work to the Digital Repository.

5 STUDENT SUPPORT

5.1 Counselor of Studies

In the beginning of the first semester of studies the Programme Governing Board assigns one tutor for each student to act as his/her counselor of studies. Counselors cooperate with the students throughout their studies, they are in frequent communication with them, and their responsibility is to advise students with regards to module selection according to the students' academic interests.

Moreover, the Programme Governing Board assigns to each new student a second year student to act as his/her counselor in order to facilitate the integration of new students to the MA.

5.2 MA Support Office

In addition to the Department Secretariat (Navarinou 13A), which carries out the administrative work of the MA (registrations, documents, degrees, etc), there is also the MA Support Office, which provides support to students regarding their study.

Person in charge: Maria Ntelikou

Address: 5 Stadiou str, 7th floor

Tel.: 210 368 9312

e-mail: pmsteapi@gmail.com

5.3 Laboratory

During their studies at the University of Athens, Postgraduate Students can look for bibliographic material in electronic journals and databases, to which access has been provided by the University. They also use the Study Room, where there is relevant to the MA's field of study literature.

People in Charge: Maria Ntelikou and Giouli Papadakou

Address: 5 Stadiou str, 7th floor

The Study Room operates daily from 10:00 to 21:00.

6. MODULE DESCRIPTION

Core Modules

Research Methodology contextualized in the social and educational setting
Tutor: Konstantinos Giannakopoulos

[To be announced]

The Construction of Social Inequalities: Contemporary Theoretical Issues
Tutors: Nelly Askouni, Alexandra Vasilopoulou, Evie Zambeta, Mary Leontsini

This course-unit/module is compulsory and aims at the critical presentation and assessment of social inequalities at the educational level.

The course-unit/ module topics include a wide variety of issues in the programme as a whole. They emphasize the connection between the construction of theory and the empirical dimension of research practice. The main aim is the critical reading of issues dealt in the literature.

1. Introduction, Mary Leontsini

2. Forms of capital, Mary Leontsini

3. Social classes and educational inequalities, Nelly Askouni

4. Ethno-cultural differences, Education, Inequalities, Nelly Askouni

5. Ethnographic approaches and educational inequalities, Alexandra Vasilopoulou

6. Theories of gender, Mary Leontsini

7. Gender and social hierarchies, Mary Leontsini

8. Historical and Social origins of educational systems, Evie Zambeta

9. Globalization and Education, Evie Zambeta

10. The teacher, Evie Zambeta

11. Class assumptions in school practices and pedagogical discourse, Alexandra Vasilopoulou

12. School knowledge and social control, Nelly Askouni

13. Conclusion, evaluation

Aims of the course unit/module

Knowledge and understanding

The course helps post-graduate students:

• Understand the main theories and concepts related to education, from different scientific approaches, with special reference to the construction of social discrimination and social exclusion

• Understand and critically study the social and cultural diversity of those who participate in educational programmes

• Understand and critically study the complicated and multi-level character of learning and its relation to educational issues and changes in education

• Understand the social character of educational processes

• Critically explore sociological approaches about social inequalities and social exclusion.

• Familiarize themselves with key-concepts and theoretical approaches related to social inequalities

• To go beyond explaining school achievement as the result of individual intellectual capacities

• Understand that low achievement, referring to children from lower-class families, is due to the social discrimination incorporated in school culture

• Understand the consequences of the difference between the official culture and language of the school, and the culture and language of the various social classes.

• Consolidate basic concepts introduced by Bernstein and Bourdieu emphasizing in the reproduction of social inequalities by educational systems.

Structure

• Meetings take place weekly, according to the outlines provided at the beginning of each semester, and last three hours. Each tutor presents the guidelines of the units to be examined and a conversation follows.

Evaluation:

• Students have to study **every week** the bibliography foreseen in the outlines provided at the beginning of each semester. Assessment is based on the critical understanding and processing of the suggested bibliography according to each tutor's guidelines.

Interdisciplinary Seminars (IS)

Interdisciplinary Seminar: Education, Rights and Inequalities

Seminar co-ordinator: Dimitra Makrinioti

Summary

The seminar aims a) to introduce participants to a wide range of social factors held responsible for social discrimination, patterns of inequality and exclusion; b) to acquaint participants with various theoretical approaches on issues related to social discrimination stemming from the field of sociology, social anthropology, social linguistics, social geography, politics, disability studies, and sociology of health and the body and c) to pinpoint and critically analyze the diverse latent and/ or overt forms social discrimination takes in modern societies. To this end, social class, ethnicity, gender, physical and mental disability, race, language and sexuality are critically explored as agents creating and maintaining social inequality and as factors leading, through a number of elaborated and institutionalized mechanisms, to the social definition of particular social groups as ' different' and thus 'preparing' their social exclusion.

Aims:

• To extend and develop knowledge and understanding of social discrimination

• To grasp and develop critical analytical tools in order to understand under a interdisciplinary perspective the complex mechanisms through which social inequality is built and maintained

• To become aware that social discrimination refers to the combined operation of social factors which interact / intersect to create not only the conditions of inequality as such but also to accentuate inequality

• To be able to recognize patterns of social discrimination in modern societies and to stand critically to social policies and other measures adopted towards disadvantaged groups.

Anticipated learning outcomes:

• developed and extended their knowledge and understanding on social discrimination

• understood and critically considered the various forms inequality and exclusion take, the dominant ideology surrounding the social existence and presence of ' different' social groups, and the ambiguous role social policies play on compensating social inequality

• managed relevant knowledge and basic bibliography so that they possess the analytical and theoretical tools in order to understand in depth the complex relation between social class, race, gender, ethnicity, language, disability and 'equality of opportunities' in various spheres of social life.

Structure:

The seminar consists of ten weekly sessions. Each session is held by a different lecturer, coming from a different social discipline (sociology, social anthropology, linguistics, politics, law, disability studies). The thread that unites all lectures are specific issued falling under the umbrella of social discrimination, inequality and social exclusion. Each session is divided in two parts. During the first part the main lecture is given and explanatory remarks are made. The second part is devoted to discussion based on related readings, personal experiences and further information provided by the lecturer.

Assessment:

Assessment is based on participation and coursework. Participants are asked to work in small groups and submit a small paper based on a specific predetermined lecture and an individual paper based on any lecture they wish.

Interdisciplinary Seminar Education, Human Rights and Social Inequalities

(It is held at the second week of September for 40 hours)

For the Interdisciplinary Seminar of September 2017 the participants are: Evie Zampeta, John Vorhaus, Mary Leontsini, Judith Suissa, Dimitra Makrinioti).

Summary

This IS is a one week intensive seminar-cum-workshop (summer school) which prepares students to participate in the original research and knowledge production process. The IS brings together teaching staff from the Institute of Education and the Faculty of Early Childhood Education in collaborative teaching. It promotes cooperation among the two institutions, specifically among respective faculties and students. It promotes the theoretical, conceptual, and practical integration of research questions, theoretical foundations, social frame and conceptual constructions in dealing with an original question-issue. The approach of analyzing an original research question or topic is developed in a cooperative endeavour.

The IS has the structure of a collaborative workshop for teaching staff and students, and for the latter a research apprenticeship. Each daily meeting consists of (a) a presentation of new research work by the IOE and University of Athens teaching staff, (b) small group workshops during which students and teaching staff work together dealing with a selection of original questions posed during the presentation. Following that, (c) students report in plenary and (d) a concluding discussion takes place. Student work is elaborated on the basis of specified relevant questions on the presentations and the results of the workshops/plenary.

Aims:

The aims of the IS are:

• To provide a forum for tutors to present new research in a student led collaborative context

• To establish a process for students to work collaboratively with tutors as co-researchers in developing a frame of analyzing a given research topic

• To create a setting for students to work collectively in order to approach original research topics

• To have students take the lead in applying acquired knowledge of research design and methods towards answering a research topic

• To have students take the lead in preparing and presenting an argument collectively

• To have students take the lead in reviewing the argument presented by others with respect to the topics researched.

Objectives

The objectives for students are the following:

• To work together with teaching staff in collaborative and apprentice research activity

• To work collectively to critically approach original research questions-topics

• To critically examine alternative methods for developing a frame of analyzing a research topic

• To apply acquired knowledge of research design and methods towards answering a research topic

• To prepare and present an argument collectively

• To review the argument presented by others with respect to the topics researched.

Anticipated learning outcomes

Learning outcomes as intellectual competences:

The IS is expected to contribute in enabling students to:

• contextualise issues and questions in theory, research, policy and practice

• use theory and methods of enquiry appropriate to particular contexts, education problems and specific research topics

• critically evaluate the use of arguments in relation to theories and context, and develop explanations in the light of the specificities of the context involved

• use systematic analyses to understand relationships in education

• critically evaluate how international theory is used and misused in different contexts.

• develop own arguments based on evidence and critical reasoning

• convey arguments clearly and precisely in oral and written form, including in the writing of academically rigorous report

• work in an interdisciplinary team and exchange ideas for new knowledge construction.

Learning outcomes as professional practical competences:

The IS is expected to contribute in enabling students to:

• apply educational theories and concepts to topics of research, policy and practise

• identify and utilise evidence on relevant topics of education policy and everyday in specific contexts

• act autonomously at a professional level

• work effectively in teams and develop team working capacity of others

Learning approaches:

To achieve the above competences and learning outcomes, the teaching staff creates communities of learners capable of collaborative learning, critical thinking and collaborative study.

Students are offered a wide range of teaching and learning activities as appropriate to the aims of the IS. These include (a) short presentations followed by plenary discussion, sessions supported, where appropriate, by written texts and PowerPoint presentations; (b) seminars organised as participative lectures or with student presentations; and (c) workshops and small seminar-groups exploring the themes of the preceding presentations or addressing pre-given tasks, texts and questions; The writing of individual assignments will be an integrated part of, and be related to, the work of the student-led groups and discussion-sessions. The objective of these sessions will be to develop interaction and sustained debate so the group may learn from the wide range of professional experience represented by staff and students on the MA. Students are encouraged to use study groups as a resource for learning and debate. They also work in small groups to plan a research or teaching programme for a self-selected programme.

Students are encouraged to develop a common course identity through the creation of reading/interest groups to consolidate shared interests and to pursue a more in-depth study of an issue. They are also encouraged to use workshops and students collaborative work to address specific concerns about their learning.

Assessment

The evaluation of students is based on their everyday participation in the collaborative workshops. Additionally they produce three to five short papers (a total of about 2000 words), which are directly related to the research topics introduced in the daily presentations.

Elective Modules -University of Athens

Educational Institutions and Citizenship

Tutor: Evie Zambeta

Summary

The course addresses the issue of the social construction of the educational institutions as a field of the public domain and state policy. Moreover it explores the relationship between education and the processes of political socialization, the formation of the identity of the citizen and the construction of civil and social rights. The context of the analysis is the European education systems. The course places a particular emphasis on the critical understanding of the above issues with regard to the Greek educational system in the context of globalisation and European integration.

Aims

To critically examine the historical construction and social origins of the educational systems in the context of state theory.

To theorize the role of education institutions in the process of political socialization and social control, with particular emphasis in the citizen's identity formation.

To examine the impacts of the processes of globalisation and Europeanisation on state educational systems.

To critically analyze the educational institutions in Greece and explore the social and political implications of contemporary educational policies and reforms.

Anticipated learning outcomes

To develop and consolidate students' theoretical background towards understanding the state-education relationship.

To develop and consolidate students' knowledge and understanding of the processes of political socialization.

To develop students' capacity to analyze educational institutions in different social and political contexts.

To enhance students' potential to analyze the social impacts of global, regional, national or local processes and policies on educational settings.

To empower students' potential in critical inquiry and develop their research capacities.

Structure

The course-unit consists of twelve weekly sessions. Each session involves an input of the tutor which provides the ground for discussion with the students. The discussion draws also on the preparatory reading of the students. In the last two sessions the students are encouraged to present in group-work the basic concept of their essay and receive feedback from their colleagues.

Assessment

Assessment is by coursework. Each student prepares an essay of about 5000 words related to the main areas discussed in the course-unit. The subject of the essay is constructed in discussion between the student and the tutor. The essay is built up in three stages (500 words, 2000 words, 5000 words). In each of these stages the student receives tutorial support and feedback.

Suggested basic reading

Archer, M. S. (1984) *Social Origins of Educational Systems*, London, Sage.

Coulby, D. (2000) *Beyond the National Curriculum. Curricular Centralism and Cultural Diversity in Europe and the USA*, London, Routledge / Falmer.

Coulby, D. & Zambeta, E. (eds.) (2005) *Globalisation and Nationalism in Education*, World Yearbook of Education 2005, London, Routledge.

Delanty, G. (1995) *Inventing Europe. Idea, Identity, Reality*, London, Macmillan Press.

Featherstone, M. (ed.) (1990) *Global Culture. Nationalism, globalisation and modernity*, London, Sage.

Giddens, A. (1990) *The Consequences of Modernity*, London, Polity Press.

Green, A. (1990) *Education and State Formation*, New York, St. Martin's Press.

Habermas, J. (1994) "Citizenship and National Identity: Some reflections on the Future of Europe" in Turner, B. & Hamilton, P. *Citizenship. Critical Concepts*, London, RKP, pp. 341-358.

Hall, S. et al. (eds.) (1992) *Modernity and its Futures*, London, Polity Press.

Harvey, D. (1989) *The Condition of Postmodernity*, Oxford, Blackwell.

Ioakimidis, P.K. (1998) *The European Union and the Greek state*, Athens, Themelio.

Kondogiannopoulou Polydorides, G. (1995 & 1996) *Sociological analysis of greek education: the General admission examinations*, vol. I & II, Athens, Gutenberg.

Mueller, D. K. et al. (1989) *The Rise of the Modern Educational System,* Cambridge, Cambridge University Press.

Lyrintzis, C. et al. (eds.) (1996) *Society and Politics. Aspects of the Third Greek Republic 1974-1994*, Athens, Themelio.

Marshall, T. H. & Bottomore, T. (1995) *Citizenship and social class*, Athens, Gutenberg.

Pandelidou Malouta, M. (1987) *Political attitudes and perceptions in the early adolescence. Political socialization in the context of the Greek political culture*, Athens, Gutenberg.

Sakis Karagiorgas Foundation (ed.) (2004) *Social Change in Contemporary Greece*, Athens, Sakis Karagiorgas Foundation.

Turner, B. & Hamilton, P. (eds.) (1994) *Citizenship. Critical Concepts*, London, RKP.

Zambeta, E. (1994) *Education politics in Greek primary education 1974-1989*, Athens, Themelio.

Zambeta, E. (2003) *School and Religion*, Athens, Themelio.

Masculinities and Femininities in the 21st century

Tutor: Mary Leontsini

[To be announced]

Theory of Human Rights

Tutor: Elena Tzelepi

Course description

The course traces the genealogy of different conceptualizations and theorizations of human rights: from the classical "natural law" and "natural rights" to human rights of modernity, and to contemporary uses and abuses of them; and from human rights as a promise of emancipation from oppression and springboard of resistance against the privileges of absolute power to their instrumental rhetorical abuses and misuses (i.e. "humanitarian wars").

In particular, the course examines the philosophy of "human rights," starting from its classical origins, moving to Hobbes, Locke, Rousseau, the French Declaration of the Rights of Man and Citizen and the claim of Olympes de Gouges, the American Declaration of Independence, the Bill of Rights, the Declaration of Independence of Haiti and the abolition of slavery. It continues with the critical treatments of Hegel and Marx, and turns to Hannah Arendt, Emmanuel Levinas, the reconsideration of human rights after World War II, and finally to the critical approaches proposed by contemporary thinkers, such as Jacques Derrida, Kostas Douzinas, Judith Butler, Jacques Rancière, and Giorgio Agamben.

Deploying an interdisciplinary perspective, which includes political philosophy, cultural critique, social anthropology, history, psychoanalytic theory and gender studies, the course

explores the position that the philosophy of human rights occupies in the history of political liberalism, as well as the development of critical approaches in the context of contemporary political philosophy.

Central concern of the research questions posed by this course is how the "human" of human rights is constituted, defined and recognized: how, in other words, being recognized as human is established and limited; how the (legal) subject of human rights is formed and defined. Who has the "right to have rights" (Arendt) and what power relations permeate and regulate this decision? And finally, how universal are these definitions and upon what kind of exclusions are they predicated?

The question to whom human rights belong is inextricably linked with the social asymmetries and inequalities that govern the social experiences of belonging, such as race and ethnicity, gender, sexuality, social class and economic status, able-bodiedness and disability, age, etc. In this train of thought, we examine the relationship of rights with the concepts of freedom, equality, justice and dignity. We will thus be led to a reflection of human rights as rights of others, that is, to an ethical and political exploration of the universal "human" of liberalism and its others.

Goals

The exploration of the most significant conceptualizations of human rights through historicization and genealogical approaches.

The theoretical examination of human rights through key texts of philosophy. Emphasis on an interdisciplinary approach through the cultivation of a conversation of philosophy with political theory, cultural critique, social anthropology, history, psychoanalytic theory and gender studies.

The critical analysis and problematization of the concept of rights, through the investigation of their antinomies and complex dimensions.

The familiarization of postgraduate students with the ethicopolitical connotations of human rights and the contribution to reflections of human rights as rights of "others", in relation to axes of social discrimination such as race and ethnicity, gender, sexuality, social class and economic situation, able-bodiedness, etc.

Expected results

The philosophical training and the expansion of the theoretical background of postgraduate students on the study of human rights, which will provide them with the necessary conceptual tools for further specialized analysis in the context of the postgraduate program "Human Rights and Education."

The strengthening of students' capacity for historical and theoretical understanding of different conceptualizations of human rights as well as the development of their capacity for critical and interdisciplinary study of their antinomies and intensities.

The cultivationof moralandpoliticalreflectiononthe processes of definition,limitationanddelimitationof "humanness" entitled tohuman rights.

The examination of the processes through which the subject of human rights is formed in different socio-cultural, historical and legal contexts.

The understanding of the relationship between human rights and alterity through the use of research processes related to Greek and international reality.

Structure

The course consists of weekly three-hour seminars. Each meeting includes an introductory lecture-presentation by the instructor and then discussion of the texts included in the bibliographical list. Students are expected to have previously studied the readings. In the last three meetings, graduate students are invited to present papers that they have developed in the context of the course. These meetings have the form of research workshops: the students present their work in progress, and their presentations are followed by comments and questions from other students and the instructor.

Evaluation

Students' evaluation is based on their final paper: the length of the paper is approximately 6000 words, and its topic is of their interest as long as it relates to the theme of the course and is formulated after consultation with the instructor. The instructor monitors the progress of their writing through drafts delivered to her in three scheduled meetings.

Selective suggested bibliography in Greek

Αγκάμπεν, Τζόρτζιο. 2005. *Homo sacer: Κυρίαρχη εξουσία και γυμνή ζωή*, μτφρ. Παναγιώτης Τσιαμουράς. Αθήνα: Scripta.

Αθανασίου, Αθηνά. 2007. *Ζωή στο όριο: Δοκίμια για το σώμα, το φύλο και τη βιοπολιτική*. Αθήνα: Εκκρεμές.

Άρεντ, Χάνα. 1986. *Το ολοκληρωτικό σύστημα*. Αθήνα: Ευρίαλος.

Βαρίκα, Ελένη. 2000. *Με διαφορετικό πρόσωπο: Φύλο, διαφορά και οικουμενικότητα*. Αθήνα: Κατάρτι.

Δοξιάδης, Κύρκος. 1992. Υποκειμενικότητα και εξουσία: Για τη θεωρία της ιδεολογίας. Αθήνα: Πλέθρον.

Δουζίνας, Κώστας. 2006. *Το τέλος των ανθρωπίνων δικαιωμάτων: Κριτική νομική σκέψη στη νέα χιλιετία*, μτφρ. Ηλίας Νικολούδης. Αθήνα: Παπαζήση.

Καντ, Ιμμάνουελ. 2004. *Κριτική του πρακτικού λόγου*, μτφρ. Κώστας Ανδρουλιδάκης. Αθήνα: Εστία.

Κουζέλης, Γεράσιμος και Δημήτρης Χριστόπουλος (επιμ.). 2012. *Ιδιότητα του Πολίτη: Πολιτικός Λόγος, Ιστορία και Κανόνες σε Συγκριτικές Προοπτικές*. Αθήνα: Πατάκη.

Λεβινάς, Εμμανουέλ. 1989. Ολότητα και άπειρο: Δοκίμιο για την εξωτερικότητα, μτφρ. Κωστής Παπαγιώργης. Αθήνα: Εξάντας.

–. 2007. Ελευθερία και εντολή, μτφρ. Μιχάλης Πάγκαλος. Αθήνα: Εστία.

Λοκ, Τζων. 2010. Δεύτερη πραγματεία περί κυβερνήσεως: Δοκίμιο με θέμα την αληθινή αρχή, έκταση και σκοπό της πολιτικής εξουσίας, μτφρ. Πασχάλης Μ. Κιτρομηλίδης. Αθήνα: Πόλις.

Μπουρζουά, Μπερνάρ. 2000. *Φιλοσοφία και δικαιώματα του ανθρώπου: Από τον Καντ έως τον Μαρξ*, μτφρ. Γιώργος Φαράκλας. Αθήνα: Εστία.

Μπάτλερ, Τζούντιθ. 2009. *Λογοδοτώντας για τον εαυτό*, μτφρ. Μιχάλης Λαλιώτης. Αθήνα: Εκκρεμές.

—. 2009. *Ευάλωτη ζωή: Οι δυνάμεις του πένθους και της βίας*, μτφρ. Μιχάλη Λαλιώτη. Αθήνα: Εκκρεμές.

Ντεριντά, Ζακ. 1995. *Φαντάσματα του Μαρξ: Φαντάσματα του Μαρξ*, μτφρ. Κωστής Παπαγιώργης. Αθήνα: Εκκρεμές

–. 2003. *Πέραν του κοσμοπολιτισμού*, μτφρ. Βαγγέλης Μπιτσιώρης. Αθήνα: Κριτική

Ρανσιέρ, Ζακ. 2010. *Το μίσος για τη δημοκρατία: Πολιτική, δημοκρατία, χειραφέτηση*, μτφρ. Βίκυ Ιακώβου. Αθήνα: Πεδίο

Ρουσσώ, Ζαν Ζακ. 1992. *Πραγματεία περί της καταγωγής και των θεμελίων της ανισότητας ανάμεσα στους ανθρώπους*, μτφρ. Μέλπω Αλεξίου-Καναγκίνη – Κώστας Σκορδύλης. Αθήνα: Σύγχρονη Εποχή.

–. 2005. *Το κοινωνικό συμβόλαιο ή αρχές πολιτικού δικαίου*, μτφρ. Βασιλική Γρηγοροπούλου – Αλβέρτος Σταϊνχάουερ. Αθήνα: Πόλις.

Τζελέπη, Έλενα (επιμ). *Αντινομίες της Αντιγόνης: Κριτικές Θεωρήσεις του Πολιτικού*, μτφρ. Μιχάλης Λαλιώτης. Αθήνα: Εκκρεμές, 2013, επί του πιεστηρίου.

Χέγκελ, Γ.Β.Φ. 2004. *Βασικές κατευθύνσεις της φιλοσοφίας του δικαίου ή φυσικό δίκαιο και πολιτειακή επιστήμη*, μτφρ. Σταμάτης Γιακουμής. Αθήνα: Δωδώνη.

–. 2007. *Φαινομενολογία του νου*, μτφρ Γιώργος Φαράκλας. Αθήνα: Εστία.

Χομπς, Τόμας. 1989. *Λεβιάθαν*, μτφρ. Γ. Πασχαλίδης – Α. Μεταξόπουλος. Αθήνα: Γνώση.

Selective suggestive bibliography in English

Balfour, Ian and Eduardo Cadava (eds.). 2004. And Justice for All? The Claims of Human Rights. Special Issue: The South Atlantic Quarterly, Volume 103, Number 2/3.

The Belgrade circle (ed.). 2002. The Politics of Human Rights. London: Verso.

Benhabib, Seyla. 2004. The Rights of Others: Aliens, Residents, and Citizens. Cambridge: Cambridge University Press.

Brown, Wendy. 1995. *States of Injury: Power and Freedom in Late Modernity*. Princeton: Princeton University Press.

–. 2008. Regulating Aversion: Tolerance in the Age of Identity and Empire. Princeton: Princeton University Press.

Butler, Judith and Gayatri Chakravorty Spivak. 2007. Who Sings the Nation-State?:Language, Politics, Belonging. Chicago: Seagull Books.

Butler Judith, and Athena Athanasiou. 2013. Dispossession: The Performative in the Political. Cambridge: Polity Press.

Connolly, William. 2002. Identity\Difference: Democratic Negotiations of Political Paradox. Minneapolis: University of Minnesota Press.

Cornell, Drucilla. 1992. *The Philosophy of the Limit*. New York: Routledge.

—. 1999. *Beyond Accommodation: Ethical Feminism, Deconstruction and the Law*. Boulder: Rowman & Littlefield Publishers.

—. 1998. *At the heart of Freedom: Feminism, Sex, and Equality*. Princeton: Princeton University Press.

Critchley, Simon. 1999. *Ethics, Politics, Subjectivity: Essays on Derrida, Levinas and Contemporary French Thought*. London: Verso.

Douzinas, Costas. 2007. Human Rights and Empire: The Political Philosophy of Cosmopolitanism. New York: Routledge.

–. 2013. Philosophy and Resistance in the Crisis: Greece and the Future of Europe. Cambridge: Polity.

Marx, Carl. 1977. Critique of Hegel's 'Philosophy Of Right.' Cambridge: Cambridge University Press.

–. 2012. On The Jewish Question. Create Space Independent Publishing Platform.

Rancière, Jacques. 2004. The Politics of Aesthetics. Continuum: New York.

Said, Edward. 2004. Humanism and Democratic Criticism. New York: Columbia University Press.

Scot, Joan W. 1996. *Only Paradoxes to Offer: French Feminists and the Rights of Man*. Cambridge: Harvard University Press.

Spivak, Gayatri Chakravorty. 2006. In Other Worlds: Essays In Cultural Politics. New York: Routledge.

Williams, Patricia. 1991. *The Alchemy of Race and Rights*. Cambridge: Cambridge University Presss.

Ziarek, Ewa Płonowska. 2001. *An Ethics of Dissensus: Postmodernity, Feminism, and the Politics of Radical Democracy*. Stanford: Stanford University Press.

Sociological Analysis of Social Classifications and Hierarchies

***Tutor: Ioanna Kaftanzoglou** (will not be taught in academic year 2017-2018)*

Summary

This module -structured as a seminar- aims at presenting and critically discussing the basic dimensions and significance of inequalities and social differentiation in modern societies. The forms, sources, structures, consequences and evolution of social stratification

will be examined and classical theories as well as contemporary research and literature reviewed.

Requirements

Students who select this module must actively participate in all classes, undertake a presentation (discussion and critical analysis of texts), take part in any written assignments and submit an essay (the topic of which is to be selected in cooperation with the tutor and the length of which should be at least 5.000 words).

Structure

1.   Inequalities and social differentiation

2.   Social stratification. Forms and functions

III. Social stratification. Theoretical approaches

1.   Social classes

2.   Other social stratifications, differentiations and classifications

3.   Inequalities, exclusions, cohesion

VII. The challenges of "post industrial society"

Suggested reading

The module focuses on "Western" societies and the relevant bibliography is very large. The suggested list is indicative and aims at providing the participants with material for their future research projects.

Alesina, A. & Glaeser,E.L*. Η καταπολέμηση της φτώχειας στις ΗΠΑ και στην Ευρώπη*, Αθήνα, Πόλις,2009

Baumann, Z. *Η εργασία, ο καταναλωτισμός και οι νεόπτωχοι*, (1998), Αθήνα, Μεταίχμιο, 2004

Σπαταλημένες ζωές. Οι απόβλητοι της νεοτερικότητας (2004), Αθήνα, Κατάρτι, 2005

Bottero, W. *Stratification: Social Division and Inequality*, London & New York, Routledge, 2005

Bottomore, T.B. *Classes in Modern Society*, 2nd edition, Harper Collins, 1991

Bottomore, T.B. *Elites and Society*, Penguin, 1977

Calvert, P. *The Concept of Class. A Historical Introduction*, London, Hutchinson,1982

Castel, R., *Les métamorphoses de la question sociale*, Paris, Fayard, 1995,

Crompton, R*. Class and Stratification. An Introduction to Current Debates*, Cambridge, Polity Press, 1998

Crompton, R., Devine,F., Savage M. & Scott,J. *Renewing Class Analysis*, Blackwell, 2000

Eder, K. *The New Politics of Class. Social Movements and Cultural Dynamics in Advanced Societies*, London, Sage, 1993

Edgell, S. *Class*, London, Routledge, 1993

Esping-Andersen, G. ed., *Changing Classes. Stratification and Mobility in Post-Industrial Societies*, London, Sage, 1993

Devine, F., Savage, M., Scott, J. & Crompton, R. eds, *Rethinking Class. Culture, identities & Lifestyles*, London, Palgrave Macmillan, 2005

Dorling, D. *Injustice. Why social inequality persists*, Bristol, Policy Press, 2011

Giddens, A. & Held, D., eds , *Classes, power and Conflict. Classical and Contemporary Debates*, London, Macmillan, 1982

Golthorpe, J.H., «Κοινωνικές τάξεις και πολιτική στις ανεπτυγμένες βιομηχανικές κοινωνίες», *Ελληνική Επιθεώρηση Πολιτικής Επιστήμης*, [5-24], 4, Οκτ.1994

Gorz, A . *Αντίο Προλεταριάτο*, Αθήνα, Νέα Σκέψη, 1986

Gouldner, A.W. *The Future of Intellectuals and the Rise of the New Class*, New York, Continuum, 1979

Grusky, D.B., ed. *Social Stratification in Sociological Perspective*, Boulder, Westview Press, 1994

Grusky,D.B. & Szelenyi, S. eds, *Inequality. Classic Readings in Race, Class and Gender*, Boulder, Westview Press, 2006

Καυτανζόγλου, Ι. *Κοινωνικός αποκλεισμός: εντός, εκτός και υπό. Θεωρητικές, ιστορικές και πολιτικές καταβολές μιας διφορούμενης έννοιας.* Αθήνα, Σαββάλας, 2006

Lee, D.J. & Turner, B.S. *Conflicts about Class. Debating Inequality in Late Industrialism. A Selection of Readings*. New York & London, Longman, 1996

Marshall, G. *Repositioning Class. Social inequality in Industrial Societies*, London, Sage, 1997

Marshall, G. , Swift, A. & Roberts, St. *Against the Odds. Social Class and Social Justice in Industrial Societies*, Oxford, Clarendon Press, 2002

Marshall,T.H. & Bottomore, T.B. *Ιδιότητα του πολίτη και κοινωνική τάξη*, Αθήνα, Gutenberg, 1995

Μοσχονάς, Α. *Τάξεις και στρώματα στις σύγχρονες κοινωνίες, Τόμος Α΄, Ερμηνευτικές προσεγγίσεις*, Αθήνα, Οδυσσέας, 1998

Οικονόμου, Χ. & Φερώνας, Α. επιμ,. *Οι εκτός των τειχών. Φτώχεια και κοινωνικός αποκλεισμός στις σύγχρονες κοινωνίες*, Αθήνα, Διόνικος, 2006

Parkin, F. *Class Inequality and Political Order*, [13-102], London, Granada, 1981

Πετμεζίδου, Μ. & Παπαθεοδώρου, Χ., επιμ., *Φτώχεια και κοινωνικός αποκλεισμός*, Αθήνα, Εξάντας, 2004

Saul,J. "Identifying Class. Classifying Difference.", στο Panitch, L. & Leys, C., eds, *Socialist Register 2003: Fighting Identities. Race, Religion and Ethno-Nationalism*, London, Merlin, 2003

Savage, M. *Class Analysis and social Transformation*, Buckingham & Philadelphia, Open University Press, 2000

Sennett, R. & Cobb, J. *The Hidden Injuries of Class*, New York & London, Norton, 1972

SEN, A. "Social exclusion: Concept, Application, and Scrutiny", *Asian Development Bank,* Social Development Papers no 1, June 2000

SILVER, H. "Social exclusion and solidarity: three paradigms", *International Labor Review* , [531-578], vol 133, 5-6, 1994

Therborn, G. *What Does the Ruling Class Do When it Rules? State Apparatuses and State Power under Feudalism, Capitalism and Socialism*, [129-143], New Left Review Editions, London, 1978

Thompson, E.P., *The Making of the English Working Class*, [1-14], London, Penguin, 1968

Tilly, Ch. *Durable Inequality*, Berkeley, Los Angeles & London, University of California Press, 1999

Weber, M. I.10, Ανοικτές και κλειστές σχέσεις [45-47]*,* III.1 Οι τύποι της εξουσίας, Η ισχύς της νομιμότητας, [241-245] και IV.1 Τάξεις και νομοκατεστημένες τάξεις [346-354] στο *Οικονομία και κοινωνία*, τόμος Α΄, *Κοινωνιολογικές έννοιες*, Αθήνα, Σαββάλας, 2005

Wagner, A.-C. , *Οι κοινωνικές τάξεις στην παγκοσμιοποίηση*, Αθήνα, Πολύτροπο, 2008

Wilkinson, R. & Pickett, K. *The Spirit Level. Why Equality Is Better for Everyone*, Penguin, 2010

Wright., E.O., *Interrogating Inequality*, [17-107], London, Verso, 1994

Wright., E.O., ed, *Approaches to Class Analysis*, Cambridge & New York; Cambridge University Press, 2005

Education and sustainability

Tutor: Evgenia Flogaiti

Course outline

This course introduces participants to a range of education for sustainability (EfS)issues. The concept of sustainability as well as the fundamental terms of environment, nature, ecology and economic development, which determine this educational field, are elaborated. The students explores the origins, the evolution, the goals and the main characteristics of EfS, in the light of contemporary environmental issues and socio-political movements. In addition, theories, epistemological approaches, ideological currents and relevant trends, that shape and influence the current international scene regarding sustainability and education, are critically analysed. Furthermore, social inequalities and human rights in relation to sustainable environments and the quality of life as well as the extension of the rights' concept into other forms of life are investigated in depth.

Aims

- Becoming familiar with the concept of sustainability and related concepts that form the theoretical framework of EfS.

- Critical analysis of different approaches and ideological currents being developed in the field of EfS.

- The theoretical approach of EfS as a systemic, interdisciplinary, critical, value-laden and political education.

- Critical analysis of social inequalities and human rights in relation to the environment and sustainability.

- Understanding the differentiation of the concept of rights depending on environmental ideologies.

Anticipated learning outcomes

- Development and enhancement of students' knowledge and understanding in relation to basic concepts and characteristics of EfS.

- Development of students' competence to perceive various epistemological and ideological approaches in the wider field of the environment, sustainability and EfS.

- Enhancement of students' competence to analyse different aspects of sustainability in relation to human and nature rights.

- Enhancement of students' ability for critical research and development of their research competences.

Structure

This course consists of weekly three-hour long class sessions. Each session will begin with an input from the tutor. The second part will be organised around group work or open discussion based on the preparatory readings, tutor input and any personal experiences that you wish to introduce In the last two meetings the postgraduate students in groups present basic concepts of their essays. Within this context they are benefited from the feedback of their classmates.

Assessment:

Assessment is by coursework, normally in the form of a single essay of around 5,000 words. You will usually choose from among a range of possible essay titles that will cover all the main areas discussed in the module. Individual titles can be negotiated with the tutor.

Suggested literature

- Blaze-Corcoran, P., Wals, A. E. J. (eds) (2004) Higher Education and the Challenges of Sustainability: Problematics, Practice and Promise, Dordrecht: Kluwer.

- Chi-Lee, J., Williams, M.(eds) (2006) Environmental and Geographical Education for Sustainability: cultural contexts, New York: Nova Science Publishers Inc

- Dobson, A., Bell, D. (eds)(2005) Environmental Citizenship: getting from here to there, Cambridge, MA: MIT Press

- Flogaitis, E. & Liarakou, G. (Eds). (2009). Education for Sustainable Development. From Theory to Practice, Archanes : KPE (Center of Environmental Education) Archanon

- Flogaitis, E. & Liarakou, G (2008) *Research in Education for Sustainable Development*. Athens: Greek Letters

- Flogaitis, E. (2006). *Education for the Environment and Sustainability*. Athens: Greek Letters (309 p.).

- Flogaitis, E. (1998). *Environmental Education*. Athens: Greek Letters (318 p.).

- Gough, S., Scott, W. A. H. (2007) Higher Education and Sustainable Development: Paradox and possibility, London/New York: Routledge.

- Haigh, M., Chalkley, B., Higgitt, D. (eds)(2008) Education for Sustainable Development: Papers in Honour of the United Nations Decade of Education for Sustainable Development (2005-2014), London: Routledge.

- Holmberg, J., Samuelsson, B. E., eds. 2007.Drivers and Barriers for Implementing Sustainable Development in Higher Education; (Education for Sustainable Development in Action; Technical Paper No. 3), Paris: Unesco Education Sector.

- Jensen, B., Schnack, K., Simovska, V. (eds) (2001) Action Competence Revisited, Copenhagen: Royal Danish School of Educational Studies.

- Jensen, B., Reid, A. (eds) (2007) Critical International Perspectives on Participation in Environmental and Health Education, Copenhagen: Danish University Press.

- Liarakou, G. & Flogaitis, E. (2007) From Environmental Education to Education for Sustainable Development. Athens: Nissos (190 p.)

- McKeown, R. (ed) (2007) Good Practices in Education for Sustainable Development: Teacher Education Institutions, Paris: UNESCO

- Orr, D. (1992) Ecological Literacy: Education and the transition to a postmodern world, Albany: SUNY Press

- Palmer, J. (1998) Environmental Education in the 21th century, London: Routledge.

- Pipere, A. (ed) (2007) Education and sustainable development: First steps toward changes, Daugavpils: Daugavpils University Publishing House.

- Reid, A. D., Scott, W.A.H. (2007) Researching Education and the Environment: retrospect and prospect, London: Routledge.

- Reid, A., Nikel, J., Scott, W. A. H. (2006) Indicators for Education for Sustainable Development: a report on perspectives, challenges and progress. London: Anglo-German Foundation.

- Reid, A.D., Jensen, B.B., Nikel, J., Simovska, V. (eds) (2007) Participation and Learning: perspectives on education and the environment, health and sustainability, London: Springer Press.

• Sauvé, L. (1994) Pour une éducation relative à l'environnement, Montréal: Guérin, Paris: Eska

• Scott, W. (2007) Raising standards: making sense of the sustainable schools agenda, London: Specialist Schools and Academies Trust.

• Scott W. and Gough S. (2003) Sustainable Development and Learning. Framing the Issues, London: RoutledgeFalmer

• Scott W. and Gough S. (Eds) (2004) Key Issues in Sustainable Development and Learning, A critical review, London and New York: RoutledgeFalmer

• Sterling, S. (2001) Sustainable Education: Re-visioning Learning and Change, Bristol: Green Books.

• Tilbury D., Stevenson R., Fien J., and Schreuder D. (eds) (2002) Education and Sustainability. Responding to the global challenge, Gland: IUCN

• Tilbury D. and Wortman D. (2004) Engaging People in Sustainability, Gland and Cambridge: IUCN

• Wheeler K. and Perraca Bijur A. (eds) Education for a Sustainable Future. A Paradigm of Hope for the 21st Century, New York: Kluwer Academic/Plenum Publishers

• Winnett, A. (ed) (2003) Towards a Collaborative Environmental Research Agenda: a second selection of papers, Basingstoke: Palgrave MacMillan Ltd.

International Journals

• Environmental Education Research

• Journal of Environmental Education

• Canadian Journal of Environmental Education

• Australian Journal of Environmental Education

• Applied Environmental Education and Communication

• Southern African Journal of Environmental Education, Ethics and Action

The Sociology of school knowledge

Tutor: Nelly Askouni

Summary

The course provides a critical introduction to the principal sociological approaches and research findings concerning the school curriculum. It attempts to trace the ways in which different sociological traditions (theories of cultural reproduction, neo-Marxism, "new" sociology of education) have conceptualize the relationship between curricula and their

institutional and societal contexts. The issues we address are the school knowledge as a social product, its contribution to the construction and empowerment of social hierarchies and the forms of social control involved in the curriculum.

Aims

• To extend and develop knowledge and understanding of the social nature of the curriculum.

• To introduce students to a range of theories and empirical research on the school knowledge.

• To consider the analysis of the curriculum in relation to the concepts of social inequality and discrimination.

• To explore the forms of social control involved in the processes of definition, classification and transmission of educational knowledge.

• To enable students critically to analyze recent curriculum transformations in the Greek educational context from a perspective that builds on their understanding of the theoritical and empirical work in this field.

Anticipated learning outcomes

By the end of the course-unit students should have

• developed their knowledge and understanding of the sociological analysis of the school curriculum

• considered the analysis of the school knowledge in relation to the concepts of social inequality and discrimination.

• explored the forms of social control involved in the processes of definition, classification and transmission of educational knowledge.

• enhanced their potential to analyze recent curriculum transformations in the Greek educational context from a sociological perspective.

Structure

The course consists of thirteen weekly seminars. The first part of each session comprises an introduction from the tutor. The second part is organised around discussion based on the preparatory readings and tutor input. The last three sessions the students are encouraged to present in group-work the basic concept of their essay and receive feedback from their colleagues and the tutor.

Assessment

Each student will prepare a term paper (approximately 5000 words) on topics of their interest (from all the main areas discussed in the course) after advice from the tutor. While the students work on his term paper, they receive tutorial support.

Suggested reading

Anyon J., (1981), "Social Class and School Knowledge", *Curriculum Inquiry*, 11 (1), 3-42.

Apple M., Ball S. & Gandin L. A. (2010), «Mapping the sociology of education: social context, power and knowledge» in Apple, M. W. Ball, S. J. Gandin, L.A. (eds) *The Routledge International Handbook of the Sociology of Education*, London- New York: Routledge, 1-11.

Apple M.W. (1982), *Cultural and economic reproduction in education. Essays on class, ideology and the State*, London, Boston & Henley, Routledge and Kegan Paul.

Apple M.W. (1986), *Ιδεολογία και αναλυτικά προγράμματα* (μτφρ. Τ. Δαρβέρης), Θεσ/νίκη, Παρατηρητής.

Apple M.W. (2000), *Official knowledge*, (2nd ed), London, Routledge [ελλ. μτφρ. *Επίσημη γνώση* (μτφρ. Μ. Μπατίλας), Θεσ/νίκη, Επίκεντρο, 2008].

Becker H. S. (1952), «Social-Class Variations in the Teacher-Pupil Relationship», *Journal of Educational Sociology*, vol. 25, no 8, 451-465 [Ελλ. μετάφραση: (1997) «Κοινωνικο-ταξικές παραλλαγές στη σχέση δασκάλου-μαθητή» στο Γ. Μιχαλακόπουλος, Το σχολείο και η σχολική τάξη. Κοινωνιολογικές προοπτικές, Θεσσαλονίκη, Αφοί Κυριακίδη, 424-441].

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Bernstein B. (1977), *Class, Codes and Control*, vol. 3 *Towards a Theory of Educational Transmissions*, London, Routledge and Kegan Paul.

Bourdieu P., Passeron J.-C. (1970), *La reproduction. Eléments pour une théorie du système d'enseignement*, Paris, Minuit. [Ελλ. μετάφραση: (2014) *Η αναπαραγωγή. Στοιχεία για μια θεωρία του εκπαιδευτικού συστήματος* (μτφρ. Γ. Καράμπελας), Αθήνα, εκδ. Αλεξάνδρεια]

Bourdieu P. (1977) "Cultural Reproduction and Social Reproduction" in J. Karabel & A.H. Halsey (eds), *Power and Ideology in Education*, New York, Oxford University Press (487-510).

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Coulby D. (2000), *Beyond the National Curriculum. Curricular Centralism and Cultural Diversity in Europe and the USA*, London, RoutledgeFalmer.

Durkheim E. (1969), *L'évolution pédagogique en France*, Paris, Presses Universitaires de France.

Forquin J.-C. (1989), *Ecole et culture. Le point de vue des sociologues britanniques*, Bruxelles, De Boeck Université.

Φραγκουδάκη Α. (1985), *Κοινωνιολογία της εκπαίδευσης. Θεωρίες για την κοινωνική ανισότητα στο σχολείο*, Αθήνα, Παπαζήση.

Giroux A. H. (2001)**, *Theory and Resistance in Education – Towards a Pedagogy of Opposition***, London, Bergin & Garvey.

Goodson I. (1987) *School Subjects and Curriculum Change*, Lewes: Falmer Press.

Hammersley M. & Hargreaves A. (1983), *Curriculum Practice: Some Sociological Case Studies*, London New York, Falmer Press.

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Karabel J. & Halsey A.H. (1977), "Educational Research: A Review and an Interpretation" in J. Karabel & A.H. Halsey (eds) *Power and Ideology in Education*, New York, Oxford University Press (1-85).

Ladson-Billings G., Gillborn D. (eds) (2004), *Multicultural Education*, London-N.Y., RoutledgeFalmer.

Lareau, A. (2002) 'Invisible Inequality: Social Class and Childrearing in Black and White Families', *American Sociological Review*, 67: 747–76.

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Moore R. & Young M., "Knowledge and the Curriculum in the Sociology of Education: Towards a reconceptualisation" *British Journal of Sociology of Education*, 22, 4, 2001, 445-461

Νούτσος Χ.(1979), *Προγράμματα μέσης εκπαίδευσης και κοινωνικός έλεγχος (1931-1973),* Αθήνα, Θεμέλιο.

Σολομών Ι., Κουζέλης Γ. (1994) (επιμ.) *Πειθαρχία και γνώση*, Αθήνα, ΕΜΕΑ

Vincent, C. and S. J. Ball (2007) "'Making Up' the Middle-Class Child: Families, Activities and Class Dispositions", Sociology 41(6): 1061–1077.

Whitty G. (1985), *Sociology and School Knowledge. Curriculum theory research and politics*, London, Methuen. [Ελλ. μτφρ. Κοινωνιολογία και Σχολική γνώση. Θεωρία, Έρευνα και Πολιτική του Αναλυτικού Προγράμματος, (μτφρ.Ε. Πολιτοπούλου), Θεσ/νίκη, Επίκεντρο, 2007].

Willis P. (1977), *Learning to Labour. How Working Class Kids Get Working Class Jobs*, Farnborough, Saxon House [ελλ. μτφρ: *Μαθαίνοντας να δουλεύεις. Πώς τα παιδιά εργατικής προέλευσης επιλέγουν δουλειές της εργατικής τάξης* (μτφρ Υ. Κοσμά, επιμ. Γ. Πεχτελίδης), Αθήνα, Gutenberg, 2012]

Young M.F.D. (1971), *Knowledge and Control: New Directions for the Sociology of Education*, London, Collier-Macmillan.

Young M.F.D. (1998), *The Curriculum of the Future. From the 'New Sociology of Education' to a Critical Theory of Learning*, London, Falmer Press.

Young, M. (2007) *Bringing Knowledge Back In: From social constructivism to social realism in the sociology of education*, London, Routledge

Teaching practices and otherness

Tutor : Alexandra Androussou

(the module is offered to 2nd year students only)

Summary:

The course-unit/module provides a critical analysis of the concept of non homogeneity in the school classroom, its various aspects and links with the concept of otherness. The issues we address are the relationship between the institutional framework of education (curricula, educational policy) and daily educational practice, through case- studies using various analytical tools taken from educational and social psychology, social anthropology or from pedagogical theories. Each session involves an input of the tutor which provides the ground for discussion with the students. The first part of the course-unit/module identifies the different ways in which everyday educational practice not only in the European Union, but also in the USA and Canada, has responded to the challenge of managing diversity within the classroom. The second part focuses on the systematic, analytical and critical reading of applied educational practices, using a variety of material (videos, educational material, pupils' papers etc).

Aims

• To help students to understand the multiplicity of factors which define teaching practice

• To associate the analysis of teaching practices with the approach to the implementation of current teaching theories such as those of institutional pedagogy, differentiated pedagogy or active learning

• To acquire the necessary tools to devise for the students an educational framework for managing otherness within the classroom.

Anticipated learning outcomes

By the end of the course-unit you should have

• Considered and developed critical analytical perspectives on theories and concepts of the otherness in the context of the classroom.

• Associated the analysis of teaching practices with the approach to the implementation of current teaching theories such as those of institutional pedagogy, differenciated pedagogy or active learning.

• Considered and evaluated different intercultural imlementations in Greece, in Europe and in the USA.

Structure

The course-unit consists of ten weekly seminars. The course-unit consists of ten weekly sessions. Each session will begin with an input from the tutor. The second part will be

organised around group work or open discussion based on the preparatory readings, tutor input and any personal experiences that you wish to introduce.

Assessment

Each student will prepare an essay (of approximately 5000 words) on topics of his/her interest (from all the main areas discussed in the course) after negotiation with the tutor. The essay is built up in three stages. In each of these stages the student receives tutorial support and feedback.

Suggested readings

AINSCOW, M., 1999, *Understanding the development of Inclusive Schools,* London, Falmer Press

ALLEMAN-GHIONDA, C. (éd),1996, *Multiculture et éducation,* Peter Lang, Berne

ALTRICHTER H., POSCH, & SOMEKH, B. 1993, *Teachers Investigate Their Work,* Routledge,London

AVDELA, E., 1998 , *History and school, ,* Ed. Nissos, Athens. (in Greek)

BAR-ON D., 1999, *The Idescitable and the Undiscussable. Reconstucting Human Discourse after Trauma,* Budapest, Central European University Press

CUMMINS, J., 1999, *Negotiated identities,* Gutenberg, Athens, (in Greek)

DASEN P., PERREGAUX (EDS), 2002, *Pourquoi des approches interculturelles en sciences de l'éducation?* De Boeck Université, Bruxelles.

MODGIL S., VERMA G., MALLICK K., MODGIL C., 1997, *Intercultural education,* Ed. Ellinika Grammata, Athens, (in Greek).

DEWITTE PH., (sous la dir), 1999, *Immigration et Intégration. L'état des savoirs,* Paris, Ed de la Découverte

DRAGONAS Th, FRANGOUDAKI A., INGLESSI Ch. (ed) 1996, *Beyond One's Own Backyard: Intercultural Teacher,* Nissos, Athens

DUARTE E.-M, SMITH S., (ed.), 2000, *Foundational Perspectives in Multicultural Education,* Addison Wesley Longman

ESSED Ph, 1991, *Understanding Everyday Racisim,* Sage, London

FRAGOUDAKI, A., DRAGONAS TH., (ed.) 1997, *What's our country? Ethnocentricm in Education,* Ed.Alexandreia*,* Athens (in Greek).

GAUTHIER C., (ED). 1997, *Pour une théorie de la pédagogie. Recherches contemporaines sur le savoir des enseignants, De Boeck Université*, Les Presses de l'Université de Laval

GILL D., B. MAYOR and M. BLAIR (ed.), 1992, *Racism and Education Structures and Strategies.* London, Sage

HAMMERSLEY M., ED., 1986, *Controversies in Classroom Research,* Open University Press, Bristol,

HOPKINS D., 1994, *A teacher' s guide to classroom research,* Open University Press, Bristol,

KINCHELOE J. and STEINBERG Sh., 1997, *Changing Multiculturalism,* Open University Press, Philadelpheia

MCNIFF J., 1995, *Teaching as Learning. An action research approach,* Routledge, London

O.C.D.E, 1987, *L' éducation multiculturelle,* Centre pour la Recherche et l'Innovation dans l'enseignement, (CERI), Paris

REED-DANAHAY D., 1996, *Education and Identity in Rural France. The Politics of Schooling,* Cambridge University Press

SCHÖN D., (1987) Educating the reflective Practitioner. Toward a new design for Teaching and learning in the Profession,:Jossey-Bass Publishers, San Fransico.

TROYNA B., CARRINGTON B., 1990, *Education, Racism, and Reform,* Routledge, London

WETHERELL M. & POTTER J., *Mapping the language of racisme,. Discourxe and the legitimation of exploitation* New York, Harvester Wheatsheaf, 1992

"We and the others". Dealing with the ethnocultural diversity", 1997*, Sychrona Themata,* No 63*,* Ed. Themelio, Athens, (in Greek)

Language and Education

Tutor: Dimitra Kati

Summary

The course focuses on how language practices and ideologies in school and society more generally effect the (re)production of knowledge, ideologies and power relations. It begins by presenting the dominant conceptions of language – whether scientific or folk – as socio-historical products, which determine among other factors our understanding of the role of language in education. The dominant structuralist tradition in linguistics, which views language as an autonomous object, is contrasted with functionalist and social traditions, which view language as a social system for creating and sharing meaning. Drawing from the latter traditions, the course moves on to certain issues of pertinence to education: above all, language variation and historical change as well as the relation of language to thought, ideology, social identity and power. A third and more critical part of the course explores language practices and ideologies in education, pointing on the one hand to the social forces shaping them and on the other hand to their cognitive, ideological and socio-political consequences. Emphasis is placed upon how language curricula are traditionally constructed so as to promote a national standardized language, reproduce social inequalities and enforce ideologies. Even more specifically, issues of literacy and bilingualism/multilingualism in education are explored in the context of globalization and multiculturalism within the modern nation-state.

Aims

• To contrast different scientific conceptions of language and discuss their consequences for the study of education. More particularly, to help students develop a critical stance towards the dominant structuralist tradition of linguistics.

• To highlight everyday myths about language, especially those espoused by teachers in Greece, and deconstruct them on the basis of scientific data, as well as show how they effect language practices and ideologies in school.

• To familiarize students with theoretical and empirical work mainly in functional and social linguistics regarding language variation and change as well as the relation of language to thought, ideology, social identity and power.

• To show that language curricula are socio-political products with multiple social and cognitive consequences.

• To lead students towards an in-depth approach to research and pedagogic practices concerning literacy and bilingualism/multilingualism.

Anticipated learning outcomes

By the end of the course-unit the students should have

• developed a critical stance towards discourses on language, particularly towards the dominant structuralist tradition in linguistics, and an awareness of their effect upon our understanding of the role of language in education and society more generally.

• become acquainted with theoretical and empirical approaches to issues which seem critical to education, such as language variation and change as well as the relation of language to thought, ideology and power, so as to be able to pursue more systematic reading.

• become acquainted with theorizing and research regarding language practices and attitudes in school, including their socio-historical variation, their shaping by ideological and socio-political factors and their critical cognitive, ideological and political consequences.

• become familiarized with different scientific, pedagogic and political approaches to the complex issues of multilingualism and literacy in contemporary language curricula.

Structure

The course-unit consists of three-hour weekly sessions. Most are centered around a presentation by the tutor and discussion. During the final sessions, students present papers.

Assessment

Assessment will depend upon participation in the weekly seminars especially through discussion. It will however mainly depend upon a paper which will review research or theories on a relevant topic, which has been chosen in collaboration with the tutor. The presentation will consist of an oral seminar as well as a more systematic written essay of around 5,000 words.

Selected basic references

Bauer L. & Trudgill P. 1998. *Language Myths.*

Fairclough N. (ed.) 1992. *Critical Language Awareness.*

McMahon A. 1994. *Understanding Language Change*. Cambridge University Press.

Romaine S. (1982) *Sociolinguistic variation in speech communities.* Arnold

Christie F. 1999. *Pedagogy and the Shaping of Consciousness: Linguistic and Social Processes.* Cassell Academic.

Block D. & Cameron 2001. *Globalization and Language Teaching.* Routledge

May S. 2001. *Language and Minority Rights: Ethnicity, Minority Rights and the Politics of Language.* Longman.

Cummins, J. 2000. *Language, Power and Pedagogy: Bilingual Children in the Crossfire*. Multilingual.

Baker C. 2001. *Foundations of Bilingual Education and Bilingualism*. Multilingual.

Christides A.F. (ed.) 1999 *Strong and Weak Languages in the European Union*. Thessaloniki: Center for the Greek Language.

Hasan R. & G. Williams (eds.) 1996. *Literacy in Society*. Longman

Gee J.P. 1996. *Social Linguistics and Literacies: Ideology in Discourses.* Taylor & Francis.

Baker C.D. & Luke A. (eds.) 1991. *Towards a Critical Sociology of Reading Pedagogy.*

Rassool N. 1999. *Literacy for Sustainable Development in the Age of Information.* M

Cope B. & M. Kalantzis (eds.) 1999. Multiliteracies: Literacy Learning and the Design of Social Futures. Routledge.

Nation, Race and Education

Tutor: Fotini Asimakopoulou

Summary

This course-unit deals with the historical emergence and development of the concept of "race" as it transforms from a tool of anthropological classification to a criterion of racial categorization and following that a principle for social hierarchy and exclusion.

The specific topics include: the genesis of European racism, the correlation of racial diversity with the discovery of the New World, with the European colonialism, with the idea of returning to mother Asia, as well as the role of racism in the formation of the European nations (especially in relation with the rivalry of the German and Latin elements).

The arguments of racial theories are examined from the middle of the 19th century until the end of Nazism, with special emphasis on: the racial (anthropological-biological) theories of the 19th century, the racism in the 20th century (practices of racial discrimination, persecution and extermination) and the variations of modern racism in the so called "post nazi age."

Finally, the consequences of racism are explored, within their specific historical context (Holocaust, genocides, ethnic cleansing, persecution of minorities, xenophobia, violent nationalist or ethnic mobilizations) and also how they affect collective the collective consciousness, especially through educational institutions

Aims

• To extend and develop knowledge and understanding of the discourse on 'nation', 'race' and collective identities.

• To consider and develop critical analytical perspectives on theories and concepts of 'nation', ethnocentrism, 'race', and non-discrimination.

• To consider and explore how inequalities are constructed as educational inequalities and understand the necessity for a process of active intervention.

• To develop knowledge and understanding of equality policies in education concerned with 'race', differentiated cultures, and ethnicity.

• To explore and assess the role rights discourse in promoting educational and social equalities and a rights culture

Anticipated learning outcomes

By the end of the course-unit students are expected to:

• Develop knowledge and understanding of 'nation' and nation-state discourse.

• Develop knowledge and understanding of equality policies in education concerned with 'race' and ethnicity from a rights' perspectives.

• Develop analytical perspectives on theories and concepts of the right to education and non-discrimination.

• Explore critically how ethnicity and race are constructed as educational inequalities in the different policy contexts.

• Assessed the role of human rights discourse in promoting educational equality with respect to ethnicity and race.

• Evaluated the role of education from a rights perspective in combating exclusion with respect to ethnicity, race and cultural difference.

Structure

The course-unit consists of thirteen weekly sessions. Each session will begin with an input from the tutor. The second part will be organised around group work or open

discussion based on the preparatory readings, tutor input and any personal experiences that students wish to introduce.

Assessment

Assessment is by coursework, normally in the form of a single essay of around 5,000 words. Students choose from among a range of possible essay titles that are included in the bibliography aiming to cover the main areas discussed. Assessment includes criteria of presentation, argument construction and integration of the literature in the argument presented.

Suggested reading

Aggelou, Alkis (1997). The"clandestine" School. Review of a myth, Athens, Estia. (in Greek)

Balibar, E., Wallerstein, I. (1991). *Race, Nation, Class. The ambiguous identities,* Athens, O Politis. (in Greek)

Chiotakis, Stelios (1999). "Multiculturalism" against multiculturalism; Factors inhibitive to the "open society", *Science and Society,* vol. 2-3. (in Greek)

Couroucli, Maria (gen. rap.), (1997). *The Balkans – ethnic and cultural crossroads: educational and cultural aspects,* Strasbourg. Council of Europe.

Daniel, Jean (1996). *Voyage at the limits of the Nation,* Athens, Polis. (in Greek)

Eliou, Marie (1976), La formation de la conscience nationale chez les enseignants congolais, *Review of Social Research, n. 26-27.*

Eliou, Marie (1977), *La formation de la conscience nationale en R.P. du Congo*, Paris, Anthropos.

Eliou, Phillipos (1993). School Textbooks and nationalism. The approach of Dimitris Glinos, *Greece of the Balkan Wars 1910-1914,* Athens, Company of Greek Literature and Historical Archive. (in Greek)

Fraggoudaki, Anna – Dragona, Thaleia (eds.), (1997). *"What is our country?" Nationalism in education*, Athens, Alexandria. (in Greek)

Gellner, Ernest (1992). *Nations and Nationalism,* Athens, Alexandria.(in Greek)

Gounaris, B.K. Michailidis, I.D. Aggelopoulos, D.B. (eds.), (1997) *Identities in Macedonia*, Athens, Papazisi. (in Greek).

Haupt, G., Loivy M., Weill Cl., (1974). *Les Marxistes et la question nationale 1848-1914. Etudes et textes,* Paris, Fr. Maspero.

Hobsbaum, E.J. (1994). *Nations and Nationalism from 1780 to present. Programmes, myth, reality,* Athens, Institute of Book – M. Kardamitsa.(in Greek)

L' identité (Seminaire interdisciplinaire dirigé par C. Levi-Strauss) (1974-1975), (1977). Paris, B. Grasset.

Lekkas, Pantelis E. (1992). *The Nationalist Ideology. Five work hypothesis at historical sociology,* Athens, E.M.N.E. – Mnimon. (in Greek)

Levi, Michel (1993). *The national problem from Marx to present,* Athens, Stachy. (in Greek)

Maaluf, Amin (1999). *Murderous Identities.* Athens, Okeanida. (in Greek)

Nation– State – Nationalism (Scientific Symposium, 21 and 22 January 1994, (1995). Athens, Modern Greek Culture and General Education Company of Studies (in Greek)

National conscience and historic education. Seminar17. (1994). Athens, Greek Literature Teachers Association. (in Greek)

Pesmazoglou, Stefanos (1998). *La genèse eurocentrique de l'intolerance aux Balkans: le cas grec*, reprinted from the volume Association Internationale d' Etudes du Sud-Est Europeen, Editura Tinerama/Bucarest vol. 26-27.

Politis, Alexis (2000). *The mythological void. Essays and Comments for history, philology, anthropology and other,* Athens, Polis.. (in Greek)

Sociologie de la " construction nationale " dans les Nouveaux Etats (VIe colloque de l'AISLF, Rogaumont 28-30 Oct. 1965), (1968), Brusselles, ed. de l'Institut de Sociologie ULB.

Ventoura, Lina (1994), Immigration and nation. Transformations of the collectivities and the social positions, E.M.N.E. – Mnimon.(in Greek)

Vouri, Sofia (1992). Education and nationalism in the Balkans. The case of northwest Macedonia *(1870-1904),* Athens, Paraskinio. (in Greek).

Identities and Groups: A psycho-social encounter

Tutor: Thalia Dragona

(will not be taught in academic year 2017-2018)

The course focuses on two of the most central domains of analysis in social psychology: identities and group relations. Without questioning the autonomy of the social psychological approach, sociology and political science share an interest in identities and the related phenomena. What renders social psychology different from other social sciences is not the subject matter itself but rather the methodology it employs in studying psychosocial phenomena

The course focuses on theory, it adopts a multiple perspective approach, maintains an interdisciplinary focus, defines social psychology broadly rather than narrowly, and tries to describe the origin of ideas and the historical contexts in which they were developed.

Three traditions of social psychological research on identities and groups are explored:

• experimental research on groups,

• a psychodynamic perspective on group processes,

- a social constructionist approach

Special emphasis is given on group conflict and the social psychology of racism.

Texts and identities

Tutor: Villy Tsakona

Module summary

The module draws on diverse approaches within Discourse Analysis and places emphasis on issues related to identity construction through discourse. Identities are not perceived as individuals' innate, static, and unchangeable properties, but as their dynamic, socially determined, and multiple constructions depending on specific goals and contexts (Benwell & Stokoe 2006, Archakis & Tsakona 2012). In this context, we exploit Labov's (1972) narrative model and Bamberg's (1997, 2004) model on narrative identities, humor theory (Attardo 2001, Tsakona 2013), linguistic creativity theory (Carter 2004), as well as critical approaches to discourse (Wodak & Meyer 2001, van Dijk 2008) to analyze various genres. These include oral and journalistic narratives, political discourse, humorous texts, media texts, students' essays, etc. The theoretical and analytical tools discussed during the course can reveal how speakers construct multiple identities and project specific ideological standpoints, so as, among other things, to set the boundaries between the ingroup and the ougroup, encode their opposition, as well as project legitimizing or resistance identities towards widely circulated and dominant views and practices (Castells 2010).

<u>Aims</u>

Students are expected:

- To become familiar with some main concepts and analytical tools from the field of Discourse Analysis.
- To explore the relationship between discourse and identity and to realize how through discourse speakers ideologically position themselves towards dominant standpoints and practices and determine the groups where they belong or do not belong.
- To comprehend that everyday texts or texts coming from non-institutionalized contexts are equally important for the construction of identities as texts from institutionalized contexts which are often perceived as more prestigious.

<u>Anticipated learning outcomes</u>

When completing this module, students are expected:

- To be familiar with some basic terminology and analytical methods within the field of Discourse Analysis.
- To be able to use theoretical models to analyze authentic texts.

- To analyze texts so as to bring to the surface speakers'/writers' identities and ideological standpoints.
- To study and search for bibliography concerning various topics within Discourse Analysis.

Structure

The module consists of weekly sessions, which begin with the instructor's presentation of the topics under discussion and involve analyzing texts with the students in class. During the final sessions students will present their own essays.

Assessment

Students' assessment will be based on their active participation in class as well as on the oral presentation of their own essay. The essays are expected to be relevant to the content of the module and to take into consideration available research on the topic. Students will also be assigned to prepare summaries of some of the papers included in the bibliography of the module, as well as questions emerging from them to be discussed in class.

Selected bibliography

Archakis, A. & Tsakona, V. 2011. *The Narrative Construction of Identities in Critical Education*. Basingstoke: Palgrave Macmilan.

Attardo, S. 2001. *Humorous Texts: A Semantic and Pragmatic Analysis*. Berlin: Mouton de Gruyter.

Bamberg, M. 1997. Positioning between structure and performance. *Journal of Narrative and Life History* 7, 335-342.

Bamberg, M. 2004. Form and functions of "slut-bushing" in male identity construction in 15-year-olds. *Human Development* 47, 331-353.

Benwell, B. & Stokoe, E. 2006. *Discourse and Identity*. Edinburgh: Edinburgh University Press.

Carter, R. 2004. *Language and Creativity. The Art of Common Talk.* London: Routledge.

Castells, M. 2010. *The Power of Identity*. Malden: Wiley-Blackwell (2nd edition).

Labov, W. 1972. *Language in the Inner City*. Philadelphia: University of Pennsylvania Press.

Tsakona, V. 2013. *The Sociolinguistics of Humor: Theory, Functions and Teaching*. Athens: Grigoris Publications. [in Greek]

van Dijk, T. A. 2008. *Discourse and Power*. New York: Palgrave Macmillan.

Wodak, R. & Meyer, M. (eds.) 2001. *Methods of Critical Discourse Analysis*. London: Sage.

Workshop-Seminar on Methodologies of Human Sciences entitled "Data Analysis with the Use of Computers".

Tutor: Vassilis Gialamas

Summary

The seminar aims:

1.   To introduce to the participants, basic statistical methods and technics, which are suitable for the analysis of data, been collected for research purposes within Human Sciences;

2.   To introduce to the participants the use of statistical software for data analysis.

3.   To encourage participants ability to formulate scientific work.

Aims

• To present the reasoning behind the basic statistical methods and techniques.

• To develop the knowledge that leads to the choice of suitable statistical techniques for the investigation of the subject, depending on the nature of the data and the restrictions that are placed by ranges and distributions of the available samples.

• To develop skills in comprehending and interpreting results from the implementation of analysis of statistical software.

• To obtain the ability of stating and writing of statistical analysis results by the use of the suitable documentation.

Anticipated learning outcomes

By the end of the seminar participants shall be able:

• To develop skills into comprehending the nature of data that are analysed, to check the conditions for validation of statistical technics and, finally, to be able to select the suitable statistical technique applicable on controlling the inquiring case.

• To develop the ability to use various computational methods suitable for statistical treatment (as SPSS, Excel) and to comprehend the results.

• To develop the ability of stating and writing of statistical analysis results by the use of the suitable documentation.

Structure

The seminar consists of ten weekly sessions. Each session is divided in two parts. During the first part the presentation of a problem is presented and the suitable statistical methodology for its solution is chosen and developed. The statistical contents of this part: frequency distributions and their graphical representations, measures of central tendency, measures of dispersion, normal distribution, sampling, sampling distribution, estimation by confidence intervals, introduction to testing hypothesis, t-test, Analysis of variance, testing

hypothesis by X2 distribution, simple regression and introduction to multiple regression analysis, non-parametric tests and introduction to Factor Analysis. The use of statistical software for the implementation of suitable analyses is demonstrated.

The second part is used for inquiries with data that originate from real studies. The implementation is based on the use of computer. Participants decide and apply the suitable statistical treatment. Finally, they prepare a short report with their conclusions.

Assessment:

Assessment is based on participation and coursework. Participants are asked to work in small groups and submit a paper based on any data set they wish.

Suggested pre-seminar reading

The lecturer gives a selected list of bibliography related to the topic he is to going to present.

Ferguson G. and Takane Z. (1989). *Statistical Analysis in Psychology and Education*, Sixth Edition. New York: McGraw-Hill.

Gravetter, J. F. and Wallnau, B. L. (1996). *Statistics for the Behavioral Sciences. A First Course for Students of Psychology and Education.* Fourth Edition. West Publishing Company.

Grimm L. (1993). *Statistical Applications for the Behavioral Sciences*. John Wiley & sons Inc.

Howell C. D. (1997). *Statistical Methods in Psychology. Fourth Edition*. Duxbury Press, by Wadsworth Publishing Co. International Thomson Publishing Inc.

Minium, W. E., King, M. B., Bear, G. (1993). *Statistical Reasoning in Psychology and Education. Third Edition*. John Wiley & sons Inc.

Norusis J. Marija (2002). *Guide to Data Analysis (SPSS 11.0)*. Prentice Hall: New Jersey.

Ott. L., Longnecker M. (2001). *An Introduction to Statistical Methods and data Analysis,* Fifth Edition*.* Duxbury, Pacific Grove.

SPSS Inc. (2004). *SPSS Base 12. User's Guide.* SPSS Inc, Chicago.

Tabachnick, B. G. & Fidell, L. S. (1996*). Using multivariate statistics* (3rd Ed.). New York, NY: Harper Collins

Elective modules – Institute of education

Educational Traditions and Systems in Europe

Module Summary

This module will examine some of the major traditions of education in Europe with an emphasis on secondary schooling and post-compulsory education and training in the EU states. Through holistic historical and contemporary case studies of education systems in England, Germany, Sweden, Greece, France and other Mediterranean countries, the course will analyse the significant differences in the dominant regional systems in terms of their institutional structures, curricula and modes of regulation and governance and relate these to the varying political, cultural and economic contexts which shape them. The course will employ comparative methods to identify convergent and divergent trends within European education, to analyse their causes and to assess the role of EU institutions in addressing the important policy dilemmas that face education in Europe.

Aims

To understand and apply the existing concepts and theories of the comparative study of education in Europe;

To understand the characteristic and distinguishing features of educational traditions in different regions in Europe (principally: Scandinavia; German-speaking northern Europe; the Mediterranean states and the UK)

To develop an holistic understanding of the articulation of educational systems in a range of contrasting countries in the EU;

To develop the skills for making systematic comparative analysis of the features of systems in different states and the contextual factors that determine such differences;

To use comparative skills and concepts to identify and analyse the major trends in educational policy and practise in different sectors in Europe;

To explore the role and effects of EU institutions and wider global forces in relation to education in Europe;

To develop critical awareness of how international comparisons are used and misused in policy-making in Europe.

Learning Outcomes

Students completing the course should be able to:

To critically analyse and articulate the major comparative theories and models in relation to the different major educational traditions in Europe;

To use systematic comparative analysis to understand and articulate the causes and effects of different salient educational contexts and characteristics in particular countries;

To understand and articulate major patterns of variation in educational systems in Europe and their causes;

To analyse critically and evaluate some new policy developments across Europe;

To identify and utilise relevant policy and practise from different countries in analysing and articulating their own professional practise.

Structure

The module will include interactive lectures supported, where appropriate, by written texts and PowerPoint presentations; student discussions of pre-issued questions and key readings; student presentations on topics related to their intended assignments; group work on approaches to comparative topics for assignments; student-led seminars on issues related to the programme and guided workshops on use of data. The object of these sessions will be to develop interaction and sustained debate so the group may learn from the wide range of professional and international experience represented by staff and students on the course.

Assessment

Assessment will be through a written assignment of 4-5,000 words on themes connected with the module and a list of recommended titles will be provided. Students are encouraged to submit a draft of their assignment to their tutor for comments before formal submission of the formative draft which must be by the 15 April 2005. Students should not expect their tutors to predict grades from these draft assignments (final grading depends on dual marking and external examining).

Reading

Key Texts for Module

*BROWN, P., GREEN, A. and LAUDER, H. (2001) *Competitiveness and Skill Formation*, Oxford University Press, Oxford.

*EUROPEAN COMMISSION (2000) A Memorandum on Lifelong Learning at: http://europa.eu.int/comm/education/life/memoen.pdf

*GREEN, A. WOLF, A. and LENEY, T. (1999) *Convergences and Divergences in Education and Training Systems*, Institute of Education, London.

*McLEAN, M (1990) *Britain and a Single Market Europe: Prospects for a Common School Curriculum*, Kogan Page, London.

BROCK, C. and TULASIEWICS, W. (eds) (2000) Education in a Single Europe, Routledge, London.

BRUBAKER, R. (1992) *Citizenship and Nationhood in France and Germany*, Harvard University Press.

CROUCH, C., FINEGOLD, D. and SATO, M. (1999) *Are skills the Answer? The Political Economy of Skill Creation in Advanced Industrial Countries*, Oxford University Press.

DAVIES, N. (1996) *Europe*, Oxford University Press.

EURYDICE (2000*) Lifelong Learning: The Contributions of Education Systems in the Member States of the European Union:* http://www.eurydice.org/documents/LLL/EN//FrameSet.htm

HOBSBAWM, E. J. (1994) *Age of Extremes: The Short Twentieth Century*, Michael Joseph, London.

RINGER, F. (1979) *Education and Society in Modern Europe*, Indiana University Press, Bloomington.

Relevant Journals

Comparative Education

Comparative Education Review

Compare

European Journal of Education

Journal of Education and Work

Journal of Higher Education Studies

Mediterranean Journal of Educational Studies

Important Websites

CEDEFOP (http://www.cedefop.eu.int/)

Comparative Education Society of Europe (CESE) (http://www.ugr.es/~cese/EN/home-en.htm)

European Commission (http://europa.eu.int/comm/index_en.htm)

OECD (http://www.oecd.org/home/)

Justice: Contemporary Social Issues and Perspectives

Module Summary

The aim of this module is to explore critically a range of sociological and political perspectives on social justice, citizenship, social inequalities, social exclusion and inclusion. The discussions are located within wider current theoretical debates concerning globalisation, modernity and late or post-modernity. Drawing on educational examples, issues covered include: theories of citizenship, the state, social policy and social justice; globalisation; social inequalities: social class, gender, race; poverty, social capital and social exclusion.

Aims:

To explore critically a range of sociological and political perspectives on social justice, citizenship and the state, social inequalities and social

inclusion/exclusion

To develop familiarity with key terms, categories and theoretical perspectives in social analysis in relation to social justice.

To analyse how social justice issues are constituted and contested.

To locate these discussions within wider current debates concerning citizenship and social justice in the context of globalisation, modernity and late/post-modernity. .

To begin to consider links between education policies and practices and concepts, theories and perspectives on social justice and citizenship

Anticipated Learning outcomes

By the end of the module you should have

Developed and consolidated your knowledge and critical awareness of a range of sociological and political perspectives on social justice, citizenship and the state

Developed familiarity with key terms, categories and theoretical perspectives in social analysis in relation to social justice.

Had the opportunity to consider and discuss how social justice issues are constituted and contested.

Considered how social justice and citizenship issues and perspectives are located within wider current debates about globalisation, modernity and late/post-modernity.

Begun to consider links between education policies and practices and concepts, theories and perspectives on social justice and citizenship.

Structure

The module consists of ten weekly sessions. Each session will begin with an input from the tutor. The second part will be organised around group work or open discussion based on the preparatory readings, student input and any personal experiences that you wish to introduce.

Assessment

Assessment is by coursework, in the form of a single essay of around 5,000 words. You will usually choose from among a range of possible essay questions that will cover all the main areas discussed in the module. If you wish, additional questions can be negotiated with the tutor.

Reading

Bradley, Harriet (1995) *Fractured identities: changing patterns of inequality*, Cambridge: Polity Press.

Commision on Social Justice (1994) *Social justice: strategies for national renewal*, London: Vintage Books.

Delanty, Gerard (2000) *Citizenship in a global age: society, culture and politics*, Buckingham: Open University Press.

Giddens, Anthony (ed) (2001) *The global Third Way debate*, Cambridge: Polity Press.

Sociology of 'Race' and Education

Module Summary

Education is a key field of policy and social interaction where distinctions based on ethnicity and supposedly 'racial' characteristics are routinely strengthened, negotiated and given meaning. Education also provides one of the most important contexts where such distinctions are challenged, resisted and reshaped. This module provides a critical introduction to major research in this field. We will consider questions such as: what is the relationship between 'race', ethnicity and educational achievement? What role does racism play in students' school experience? Where racism is concerned, can individual schools make a difference? How do students' ethnic, social class and gender identities interact to influence their educational careers? How are ideas like 'nation' and 'culture' reworked through the politics and representation of identity in contemporary society? How are 'race' inequalities positioned and influenced by contemporary education reforms?

We will examine a range of research in the field, focusing especially on work that addresses the school-based realities of teaching and learning in a multi-ethnic society. The use of observational and interview material will be central to our attempts to understand the processes that modify and reproduce the racial structuring of opportunity in education and society.

Aims

To introduce you to a range of contemporary research and writing on the sociology of 'race' and ethnic diversity in education.

To provide a forum where we can discuss current issues of 'race' and diversity in a critical but supportive atmosphere.

To help you critically to understand the origins and current forms of central concepts in the field, such as 'race', racism, under-achievement and equality of opportunity.

To enable you critically to evaluate policy, practice, research and analysis from a perspective that builds on your understanding of past work in the field

Anticipated Learning Outcomes

As a result of attending the module it is anticipated that you will:

be able to identify and critically appraise different understandings of ethnicity and 'race' in contemporary policy discourse.

understand how racism might be studied in school contexts, including some awareness of the relative strengths and weaknesses of different approaches.

have a greater awareness of how routine assumptions about pedagogy and curriculum content might unwittingly reflect racialised and racist understandings.

Have a greater understanding of Critical Race Theory and its possible contribution to the theory and practice of education in multicultural contexts.

Structure

The module consists of ten weekly seminars. Each session will begin with an input from the tutor of 45-60 minutes. This will provide a basis for our discussions, which will also draw on your preparatory reading and any personal experiences that you wish to introduce.

Assessment

Assessment is by coursework, normally in the form of a single essay of around 5,000 words. You will usually choose from among a range of possible essay questions that will cover all the main areas discussed in the module. If you wish, additional questions can be negotiated with the tutor.

Reading

The module draws on a very wide range of work. You are encouraged to consult a variety of materials, including contemporary media, practitioner publications and policy statements. The following titles provide an introduction to some of the issues and debates that we will discuss.

Banks, J.A. and Banks, C.A.M. (eds) (1995) *Handbook of Research on Multicultural*

Education. New York, Macmillan.

Connolly, P. and Troyna. B. (eds) (1998) *Researching Racism in Education: Politics, Theory and Practice.* Buckingham, Open University Press.

Donald, J. and Rattansi, A. (eds) (1992) *'Race', Culture and Difference*. London, Sage.

Gillborn, D. (1995) *Racism and Antiracism in Real Schools: Theory. Policy. Practice*

Buckingham, Open University Press.

Gillborn, D. and Gipps, C. (1996) *Recent Research on the Achievements of Ethnic Minority Pupils*. London, HMSO.

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

Mac an Ghaill, M., (1999) *Contemporary Racisms and Ethnicities: Social and Cultural Transformations.* Buckingham, Open University Press.

Macpherson, W., (1999) *The Stephen Lawrence Inquiry.* CM 4262-I. London, The Stationery Office.

May, S. (ed.) (1999) *Critical Multiculturalism: rethinking multicultural and antiracist education.* London, Falmer.

Mirza, H.S., (ed.)(1997) *Black British Feminism: A Reader*. London, Routledge.

Modood, T., Berthoud, R., Lakey, J., Smith, P., Virdee, S. and Beishon, S. (1997) *Ethnic Minorities: Diversity and Disadvantage*. London, Policy Studies Institute.

Wright, C., Weekes, D. and McGlaughlin, A. (2000) *'Race', Class and Gender in Exclusions from School*. London, Falmer.

Understanding Education Policy

Module Summary

This module is designed to cover key perspectives and concepts in the analysis of education policy. It focuses on topics of current concern in the UK but will also draw on developments in a range of other countries to illustrate the points made. Topics covered include the relevance and importance of education policy to practitioners, and what influences the nature of education policy (e.g. political ideologies, social justice considerations, globalization and concerns with accountability and efficiency). This module also provides an in-depth look at some current policies (e.g. choice) and debates the directions for future developments.

Aims

• To offer students access to a range of perspectives and approaches to the study of education policy.

• To enable students to assess critically recent developments in education policy in the UK and also to compare these with developments abroad.

• To enable students to engage intellectually with the bodies of theory surrounding, for example, the globalization of education policy.

Learning outcomes

By the end of the module, we hope that students will:

• appreciate the complex linkages between teachers, other education workers and policy developments at institutional, local, national and global levels

• employ relevant literature to critically explore contemporary policy.

Structure

The module resource pack contains a background reading for each week's topic, and this is essential reading for all students. The sessions will normally include an in-put of about an hour from the lead tutor or visiting speaker for that week (including time for questions). This will be followed by seminar sessions, organised around particular activities. Time will also be available for individuals to speak to tutors.

Assessment

The module is assessed by one written assignment of 5000 words. Further details will be available in the module resource pack.

Rights and Education

Tutor: John Vorhaus

Module Summary

This module aims to introduce participants to a range of human rights issues in education. The course begins by exploring the origins, institutions and instruments of international human rights, and developing a critical analytical understanding of contemporary human rights discourse. We focus specifically on the right to education to explore whether and how this right has informed policy development in education. This is followed by a critical examination of educational policy contexts with regard to rights, non-discrimination and equal opportunities, focusing on class, gender, 'race'/ethnicity, disability and sexuality.

Aims

To extend and develop knowledge and understanding of human rights discourse.

To consider and develop critical analytical perspectives on theories and concepts of the right to education, access, equality of opportunity and non-discrimination.

To consider and explore how social inequalities are constructed as educational inequalities in the different policy contexts of social democracy, neo-liberalism and 'post-socialism'.

To develop knowledge and understanding of equality issues in education concerned with social class, gender, 'race'/ethnicity, disability and sexuality from human rights perspectives.

To explore and assess the role of human rights discourse in promoting educational and social equalities.

To consider and evaluate the role of human rights education in promoting a human rights culture

Anticipated learning outcomes

By the end of the module you should have

Developed and extended your knowledge and understanding of human rights discourse.

Considered and developed critical analytical perspectives on theories and concepts of the right to education, access, equality of opportunity and non-discrimination.

Considered and explored how social inequalities are constructed as educational inequalities in the different policy contexts of social democracy, neo-liberalism and 'post-socialism'.

Developed and consolidated your knowledge and understanding of equality issues in education concerned with social class, gender, 'race'/ethnicity, disability and sexuality from human rights perspectives.

Explored and assessed the roles of human rights discourse in promoting educational and social equalities.

Considered and evaluated the role of human rights education in promoting a human rights culture

Structure

The module consists of ten weekly sessions. Each session will begin with an input from the tutor. The second part will be organised around group work or open discussion based on the preparatory readings, tutor input and any personal experiences that you wish to introduce.

Assessment

Assessment is by coursework, normally in the form of a single essay of around 5,000 words. You will usually choose from among a range of possible essay titles that will cover all the main areas discussed in the module. Individual titles can be negotiated with the tutor.

Reading

Andreopoulos, George, J. and Claude, Richard, P. (eds.) (1997) _Human Rights Education for the Twentieth Century_, Philadelphia: University of Pennsylvania Press.

Burbules, Nicholas C. and Torres, Carlos Alberto (eds) (2000) _Globalisation and education: critical perspectives_, London: Routledge

Gillborn, David & Youdell, Deborah (2000) _Rationing Education: Policy, Practice, Reform & Equity_, Buckingham: Open University Press

Hayton, Annette (ed.) (1999_) Tackling Disaffection and Social Exclusion: Education Perspectives and Policies_, London: Kogan Page

Klug, Franceska (2000) _Values for a godless age_, London: Penguin.

Sociology of Education

Module Summary

The sociology of education offers significant insights into the relationship between education and the state, society, and the individual. This module explores and assesses these insights by bringing contemporary issues in education, in particular the relationship between education policy and practice and various forms of social inequality, together with a selection of perspectives and conceptual tools drawn on by sociology of education. The module explores the relationship between education, the global economy and changes in the modern state; culture, power and schooling; education and inequality, in particular issues of social class, race, gender and disability; reforming tendencies within education; and the impact of changes to education on teachers' work. With a focus on the interrogation of current pressing issues in education through the application of conceptual tools, the module complements the core module 'Education and Social Theory.'

Aims

The aims of this module are to:

Identify and explore some of the major perspectives in the sociology of education.

Consider the contribution of the sociology of education to an understanding of policy and practice within modern education systems and, in particular, the relationship between education and social inequalities.

Explore the strengths and weaknesses of recent studies in the sociology of education, with particular reference to work on education policy, the curriculum, schools and classrooms.

Learning outcomes

Anticipated outcomes of this module are to:

Provide a forum for a critical examination of different perspectives on the sociology of education through an exploration of educational policy and practice.

Develop students' own skills of critical analysis through the exploration of empirically based work and their own contributions.

Develop and consolidate students' knowledge and understanding of the application of the sociology of education to such policy issues as 'marketisation and governance', 'school effectiveness', 'curriculum organisation and change', and 'evaluation and assessment'.

Structure

The module consists of weekly seminars. Input from the tutor, your preparatory reading, and any personal experiences that you wish to introduce will provide a basis for seminar activities. These will include small group tasks and discussions followed by plenary sessions, as well as whole group activities and discussions. As we move through the module,

knowledge of key issues in sociology of education and a range of conceptual tools for engaging with these issues will be built simultaneously.

Assessment

Assessment is by coursework, normally in the form of a single essay of no more than 5,000 words. You will be invited to develop your own essay question in consultation with the tutor.

During the module each student will have a tutorial to discuss the topic of their assignment and an opportunity to submit a draft version for comment.

Reading

The module draws on a very wide range of work. You are encouraged to consult a variety of materials, including contemporary media, practitioner publications and policy statements. There is not a single text book for the module.

Introductory sociology texts:

Giddens, A. (1986 2nd ed) Sociology: a brief but critical introduction, Basingstoke: Macmillan.

1.   Jones (2003) Introducing Social Theory, Cambridge: Polity.

General sociology of education texts:

Ball, S.J. (ed) (2000) Sociology of Education: Major Themes, London: Routledge

(*available in the library for reference only*)

Demaine, J. (ed) (2001) Sociology of Education Today, London: Palgrave

Halsey, A.H. Lauder, H. Brown P. and A. Stuart Wells (1997) Education: Culture, Economy and Society. Oxford: Oxford UP.

Journals:

American Journal of Educational Research

British Educational Research Journal

British Journal of Sociology of Education

Discourse

Educational Researcher

Gender and Education

International Journal of Inclusive Education

Journal of Education Policy

Race Ethnicity and Education

Minorities, Migrants and Refugees in National Education Systems

Module Summary

Maintaining the identity and stability of states with multi-ethnic and multilingual populations has been a major aim of national educational systems all over the world for at least the last hundred years. How this has been done, what models there are to choose from, and how education systems can be changed to meet the needs of minorities, migrants and refugees are some of the principal concerns of this module.

The module's main focus is on how state education systems define and deal with 'the other' within the current political context across different European states. Although the emphasis will be on Europe, regular comparative excursions will be made to American and Asian countries. The main groups considered are national minorities, migrants (or ethnic minorities, and refugees. The aim of the module is to explore the range of policies adopted in different historical and geographical contexts to deal with such diversity, and to identify and analyze practices that appear to be of value. In this regard particular attention will be paid to policies of multiculturalism and to the question whether such policies are socially divisive or, by contrast, conducive to community cohesion.

Aims

to familiarise students with the terminology used to describe state –minority relations

to identify the different characteristics and educational needs of minorities, migrants and refugees

to understand different theories about the origin of ethnic boundary making

to identify the various approaches that states have adopted across time and space in managing cultural diversity and to examine their consequences for education.

to highlight various theories seeking to explain the response of the state to cultural pluralism

to clarify the role of education in issues of tolerance, racism, integration, political participation, and identity formation.

Learning Outcomes

Students will have:

become acquainted with a wide range of literature dealing with the nation-state, education and cultural diversity and been introduced to some of the different disciplines and interdisciplinary discussions that contribute to writing in this area.

developed knowledge and understanding of state–minority relations and the role of education systems in heterogeneous societies and reflected critically on a range of contemporary debates on these issues.

acquired the ability to distinguish fact from opinion and express themselves in the terminology appropriate for describing and categorising state-minority relations in the field of education.

developed skills in oral presentation, group discussion, critical reading and reflective and critical writing.

Learning approach

Sessions will start with lecturers explaining and familiarising students with a certain topic.

In the second half of the session students are invited to participate and critically engage with the themes and with the literature. They will be asked to contribute in three ways:

by preparing questions and statements relating to the key readings. These questions and statements will subsequently be discussed in class;

by doing the exercises prepared by the lecturers;

by giving an individual presentation on the topic of their assignment. The presentations will be done in small groups of six or seven students. The aim is for the presenters to get useful feedback from the other students in their group. The second half of the last two sessions will be devoted to the presentations.

Assessment

Assessment will be through a written assignment of 5,000 words on themes connected with the module and a list of suggested topics will be provided. An outline submission is due by Thursday 14 June 2012; Submission of the formative draft must be by Tuesday 31 July 2012. Students should not expect their tutors to predict grades from these draft assignments (final grading depends on dual marking and external examining). The final submission deadline is Saturday 1 September 2012.

Key Texts for Module

BANKS, J.A. (Ed.) (2010). *The Routledge International Companion to*

Multicultural Education. Oxford (etc.): Routledge, Taylor & Francis.

COULBY, D. et al. (eds) (1997) *The World Yearbook of Education 1997: Intercultural Education*, Kogan Page, London.

DAVIES, N. (1997) *Europe: A History*, Bloomsbury, London.

ERIKSEN, K. et al (1991) Governments and the Education of Non-Dominant Ethnic Groups in Comparative Perspective in Tomiak, J.J. et al. (eds), *Schooling, Educational Policy and Ethnic Identity: Comparative studies on governments and non-dominant ethnic groups in Europe, 1850-1940)*, New York: New York University Press, pp. 389-418.

FAVELL, A (1998). *Philosophies of Integration: Immigration and the Idea of Citizenship in France and Britain*. Basingstoke: Palgrave Macmillan.

GUNDARA, J. (2000) *Interculturalism, Education and Inclusion,* Ashgate, Basingstoke.

HOCHSCHILD, J. L. and P. CROPPER (2010). Immigration regimes and schooling regimes: Which countries promote successful immigrant incorporation? *Theory and Research in Education*, Vol 8, 21-61.

HOBSBAWM, E. (1990) The Transformation of Nationalism 1870-1918 in *Nations and Nationalism since 1780: Programme, Myth, Reality*, Cambridge: Cambridge University Press, chapter 4, pp 101-130.

KYMLICKA, W. and M. OPALSKI (2001). *Can Liberal Pluralism be Exported: Western Political Theory and Ethnic Relations in Eastern Europe.* Oxford: Oxford UP.

KYMLICKA, W. (2003) Two Dilemmas of Citizenship Education in Pluralist Societies. In: A. Lockyer, B. Crick and J. Annette (eds.), *Education for Democratic Citizenship: Issues of Theory and Practice*. Aldershot: Ashgate Publishing Limited, pp. 47-63.

REID, E and REICH, E. (eds) (1992) *Breaking the Boundaries: Migrant Workers' Children in the EC,* Multilingual Matters, Clevedon.

SCHOFIELD, J. W. (2001). Review of Research on School Desegregation's Impact on Elementary and Secondary School Students. In: J. A. Banks and C. A. McGee Banks (eds.), *Handbook of Research on Multicultural Education*. San Francisco: Jossey-Bass. Pp. 597-617.

Relevant Journals

Compare

Comparative Education

Comparative Education Review

Ethnic and Racial studies

European Education

Intercultural Education [formerly *European Journal of Intercultural Studies*]

Journal of Ethnic and Migration Studies

Journal of Multilingual and Multicultural Development