

Course Title	Sociocultural issues in education				
Course Code	EDU605				
Course Type	Compulsory Course				
Level	Master (2 <sup>nd</sup> Cycle)				
Year / Semester	1 <sup>st</sup> year/1 <sup>st</sup> semester				
Teacher's Name	TBA				
ECTS	10	Lectures / week	3 Hours / 14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p>This course aims to offer a theoretical framework through the field of social and cultural foundations of education for an interdisciplinary examination, analysis and critique on the way the institution of education and the social actors within it and around it face the challenges but also the opportunities for social change in the context of contemporary democratic societies and schools. At the same time, it intends to develop tools for cultural critique and critical reflection for teachers to enable them to understand the relationship between schools and societies and school's mission for democratizing education and eliminating social inequalities.</p>				
Learning Outcomes	<p>Upon succesful completion of this course students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the educational system as a social institution and analyze its relation with the wider society, interpreting its internal relations and functions;</li> <li>• Use basic theoretical concepts of the social and cultural foundations of education (sociology, anthropology, philosophy, history, comparative education) to interpret the role of education in relation to social issues, such as democracy, equality of educational opportunities, citizenship and social justice;</li> <li>• Use basic theoretical concepts of the social and cultural foundations of education (sociology, anthropology, philosophy, history, comparative education) to critically confront phenomena and tendencies of social exclusion, both at the level of pedagogical practice and at the level of educational policy and curriculum;</li> <li>• Critically reflect upon and renegotiate their identity as teachers taking into consideration the political dimension of their position;</li> <li>• Develop tools that will help them manage the social and cultural complexitiy of the classroom with the ultimate goal of offering equal educational opportunities to all students.</li> </ul>				
Prerequisites	None		Co-requisites	None	

Course Content	<p>Description:</p> <ul style="list-style-type: none"> <li>• Social and cultural approaches to education</li> <li>• The origins of public school and its mission—the democratic educational ideal</li> <li>• Critical pedagogy</li> <li>• Sociological approaches to educational policy</li> <li>• Culture and education</li> <li>• Social inequalities in education</li> <li>• Gender, sexuality, and education</li> <li>• Citizenship education</li> <li>• Social justice education</li> <li>• Teacher professionalism and teacher professional identity</li> </ul>						
Teaching Methodology	Face to face						
Bibliography	<p>Adams, M., &amp; Blumenfeld, W. J., &amp; Castañeda, C., &amp; Hackman, H. W., &amp; Peters, M. L., &amp; Zúñiga, X. (2013). Readings for Diversity and Social Justice. NY: Routledge (3rd ed.)</p> <p>Darder, A., &amp; Nieto S. (2012). Culture and Power in the Classroom: Educational Foundations for the Schooling of Bicultural Students. Westport: Bergin &amp; Garvey</p> <p>Dewey, J. (1944). Democracy and Education. NY: The Free Press</p> <p>Freire, P., &amp; Shor, I. (2011). A Pedagogy for Liberation: Dialogues on Transforming Education. Westport: Bergin &amp; Garvey.</p> <p>Marples, R. (1999). The Aims of Education. NY: Routledge.</p> <p>Strouse, J. H. (2000). Exploring Socio-Cultural Themes in Education: Readings in Social Foundations. London: Pearson (2nd. Edition).</p> <p>Taylor, E., &amp; Gillborn, D., &amp; Ladson-Billings, G. (2015). Foundations of Critical Race Theory in Education (Critical Educator). NY: Routledge (2nd ed.)</p>						
Assessment	<table> <tr> <td>Exams</td><td>50%</td></tr> <tr> <td>Assignments</td><td>40%</td></tr> <tr> <td>Class Participation and Attendance</td><td>10%</td></tr> </table>	Exams	50%	Assignments	40%	Class Participation and Attendance	10%
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Language	English						