



NORTHERN ARIZONA UNIVERSITY

The mission of The College of Education at Northern Arizona University is to prepare education professionals to create the schools of tomorrow.

EDF 703: SOCIOLOGICAL FOUNDATIONS OF EDUCATION 3 credits

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Course Prerequisites

EDF 677 or instructor permission

Course Description

The purpose of this course is to provide a context in which students can examine social theory and its relationship to the analysis of educational institutions in the United States and around the world. The course deals with both the macrosociological and microsociological. Within a seminar framework, the class will read the writings of a range of social theorists and investigate ways in which theoretical perspectives have been and can be applied to the study of educational processes. Education and social structure, functional, conflict, interpretive, and critical theories of education, as well as post-modernism, feminist theory, and cultural politics will all be addressed

Social theory is what we do when we find ourselves able to put into words what nobody seems to want to talk about. When we find those words, and say them, we begin to survive. For some, learning to survive leads to uncommon and exhilarating pleasures. For others, perhaps the greater number of us, it leads at least to the common pleasure - a pleasure rubbed raw with what is: the simple but necessary power of knowing that one knows what is there because one can say it.

This, whatever else, is what makes social theory worth reading.

Charles Lemert (1999: 20)

Catalog Description Institutional order; belief systems, and ideologies; normative system, roles, and status; problems of institutional order; relation to curriculum and administration.

Student Learning Expectations/Outcomes for this Course

- Students will read primary source theoretical texts and discuss relationships between theory and educational practice;
- Students will reflect on and analyze each of eight major theoretical schools of social thought
- Students will review literature on various theoretical schools or approaches that have shaped views on their selected research topics

Course structure/approach

This doctoral level course is facilitated in the form of a seminar, in which students and professor together will explore a range of theoretical paradigms and their influences on research on teaching and learning. (A description of the Seminar format is attached).

Textbook and required materials

Lemert, C. (1999). *Social theory: The multicultural & classic readings*. (2nd ed) Boulder, CO: Westview Press.

Halsey, A.H., Lauder, H., Brown, P., & Wells, A.S. (1997). *Education: Culture, economy, society*. Oxford: Oxford University Press.

Berger, P. (1963). *Invitation to sociology: A humanistic perspective*. New York: Anchor Books.

A few additional articles have been placed on electronic reserve at Cline Library or can be found on-line

Books are available from the NAU Bookstore and on-line booksellers.

Course Outline

WEEK 1: Introductions and conversations about functionalism and the function of school

Introduction

Course overview and organization

Social Theory and its Relationship to Education

Social theories arose in their classic form when Europe was most disrupted by the uncertain progress of the modern world.

Charles Lemert, "Social Theory: Its Uses and Pleasures"

Reading:

Peter Berger, *Invitation to Sociology: A Humanistic Perspective*

Lemert: Introduction "Social Theory: Its Uses and Pleasures"

Part One: "Modernity's Classical Age: 1848-1919"
Lemert: "The Golden Moment: 1945-1963"

Halsey: "The Transformation of Education and Society: An Introduction"

Functionalism

In summing up then, we must say that society is not at all the illogical or a-logical, incoherent and fantastic being which it has too often been considered. Quite on the contrary, the collective consciousness is the highest form of the psychic life, since it is the consciousness of the consciousnesses.

Emile Durkheim, "The Cultural Logic of Collective Representations"

- In **functionalism**, society is compared to an organism, and each part has a function. Functionalism asks how any particular institution or belief is interrelated with other institutions and to what extent it contributes to the persistence either of the socio-cultural system as a whole or its parts. Capitalism is seen as disrupting relationships/functions and according to Durkheim, the result is anomie.

SEMINAR PAPER REQUIRED FOR CLASS

Reading:

Lemert: Emile Durkheim selections

Talcott Parsons, "The Unit Act of Action Systems"

Talcott Parsons, "Action Systems and Social Systems"

Robert Merton, "Manifest and Latent Functions"

Robert Merton, "Social Structure and Anomie"

Halsey: Allan Bloom, "Our Virtue (Introduction to *The Closing of the American Mind*)"

John E. Chubb and Terry M. Moe "Politics, Markets, and the Organization of Schools"

Arthur M. Schlesinger, Jr. "E Pluribus Unum?"

James Coleman "Social Capital in the Creation of Human Capital"

WEEK 2: Conversations about critical theory, interpretive theory and school as process and context

April 8

Conflict Theory and Reproduction Theory

The history of all hitherto existing society is the history of class struggles.

Karl Marx and Friedrich Engels, "Class Struggle"

- ❖ **Conflict theory** posits that capitalism is not abnormal, but is instead a re-organization of power around owner and worker that results in estrangement.

SEMINAR PAPER REQUIRED FOR CLASS

Reading:

- Lemert: Karl Marx selections
Friedrich Engels, "The Patriarchal Family"
Max Weber selections
- Halsey: Stanley Aronowitz and William De Fazio "The New Knowledge Work"
Basil Bernstein, "Class and Pedagogies: Visible and Invisible"
Geoff Whitty, "Marketization, the State, and the Re-Formation of the Teaching Profession"
Anthony Heath and Dorren McMahon, "Education and Occupational Attainments: the Impact of Ethnic Origins"

Symbolic Interactionism, Phenomenology, to Ethnomethodology

Properly speaking, a man has as many social selves as there are individuals who recognize him and carry an image of him in their mind.

William James, "The Self and its Selves"

- **Interpretative theory** focuses on the social construction of meaning in interactions. Interpretivists believe that human beings respond to each other and their surroundings not so much on the basis of any objective or inherent meaning but on the basis of meanings assigned to people and settings by the people in them.

SEMINAR PAPER REQUIRED FOR CLASS

Reading:

- Lemert: Ferdinand de Saussure, "Arbitrary Social Values and the Linguistic Sign"
William James, "The Self and Its Selves"
W.E.B. DuBois, "Double-Consciousness and the Veil"
George Herbert Mead, "The Self, the I, and the Me"
Charles Horton Cooley, "The Looking Glass Self"
Erving Goffman, "On Face-Work"
Harold Garfinkel, "Reflexive Properties of Practical Sociology"

Electronic Reserve: Hugh Mehan, "What Time Is It Denise?: Asking Known Information Questions in Classrooms"

Frederick Erickson, "Transformation and School Success: The Politics and Culture of Educational Achievement"
Hervé Varenne, "Jocks and Freaks: The Symbolic Structure of the Expression of Social Interaction Among American Senior High Students"

WEEK 3: Conversations about feminism, critical theory, and critiques of school as an institution

April 22 Feminist Social Thought

The problem lay buried, unspoken, for many years in the minds of American women. It was a strange stirring, a sense of dissatisfaction, a yearning that women suffered in the middle of the twentieth century in the United States. Each suburban wife suffered with it alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night - she was afraid to ask even of herself the silent question - "Is this all?"

Betty Friedan, "The Problem That Has No Name"

- **Feminist theory** addresses the ways in which socially constructed categories of gender shape relations between men and women and organize family life.

SEMINAR PAPER REQUIRED FOR CLASS

Reading:

- Lemert: Simone de Beauvoir, "Woman as Other"
Betty Friedan, "The Problem That Has No Name"
Dorothy Smith, "Knowing a Society from Within: A Woman's Standpoint"
Nancy Chodorow, "Gender Personality and the Reproduction of Mothering"
Nancy Hartsock, "Foucault on Power: A Theory for Women"
Patricia Hill Collins, "Black Feminist Thought in the Matrix of Domination"
Paula Gunn Allen, "Who is Your Mother? Red Roots of White Feminism"
- Halsey: Patricia Gumpert, "Feminist Scholarship as a Vocation"
Gaby Weiner, "Feminisms and Education"
Gaby Weiner, Madeleine Arnot, and Miriam David, "Is the Future Female? Female Success, Male Disadvantage, and Changing Gender Patterns in Education"
R.W. Connell, "The Big Picture: Masculinities in Recent World History"

Frankfort School and Critical Theory

Things fall apart; the centre cannot hold; mere anarchy is loosed upon the world, the blood-dimmed tide is loosed, and everywhere the ceremony of innocence is drowned; the best lack all convictions, while the worst are full of passionate intensity.

William Butler Yeats, "The Second Coming"

- **Critical theory** focuses on the construction of oppression and how individuals can emancipate themselves from it. In so doing, it forges a link between individual acts at the micro-level and social processes at the macro-level.

SEMINAR PAPER REQUIRED FOR CLASS

Reading:

Lemert: "Social Theories and World Conflict: 1919-1945"

Georg Lukács, "The Irrational Chasm between Subject and Object"

Max Horkheimer, "Notes on Science and the Crisis"

Karl Mannheim, "The Sociology of Knowledge and Ideology"

Walter Benjamin, "Art, War, and Fascism"

Antonio Gramsci, "Intellectuals and Hegemony"

Jürgen Habermas "Social Analysis and Communicative Competence"

Jürgen Habermas, "Emancipatory Knowledge"

Halsey: Amy Stuart Wells, "African-American Students' View of School Choice"

Lisa Delpit, "Power and Pedagogy in Educating Other People's Children"

Phillip Brown, "Cultural Capital and Social Exclusion: Some Observations on Recent Trends in Education, Employment and the Labor Market"

WEEK 4: Conversations about postmodernism, cultural studies, and reconceptualizations of schooling and identity

May 6

Post-Modernism

The grand narrative has lost its credibility, regardless of what mode of unification it uses, regardless of whether it is a speculative narrative or a narrative of emancipation.

Jean-Francois Lyotard, "The Postmodern Condition"

- **Post modernism** questions not only the authority of traditional science, but the

legitimacy of any authoritative standard or canon—whether it be in art, music, literature, science or philosophy. Post modernism holds that dominant groups have controlled not only access to knowledge, but the standards of which knowledge is made valuable and legitimate.

SEMINAR PAPER REQUIRED FOR CLASS

Reading:

Lemert: “Will the Center Hold? 1963-1979”

“After Modernity, Since 1979”

Jacques Derrida, “The Decentering Event in Social Thought”

Andreas Huyssen, “Whither Postmodernism?”

Jean-Francois Lyotard, “The Postmodern Condition”

Jean Baudrillard, “Simulacra and Simulations: Disneyland”

Michel Foucault, “Discourse on the West”

Michel Foucault, “Power as Knowledge”

Judith Stacey, “The Post-Modern Family”

Alternatives to Post-modernity:

Anthony Giddons, “Post-Modernity or Radicalized Modernity?”

Pierre Bourdieu, “Structures, *Habitus*, Practices”

Halsey: Krishan Kumar, “The Post-Modern Condition”

Pierre Bourdieu, “The Forms of Capital” (If you haven’t read this before, or as review if you have)

Henry Giroux, “Crossing the Boundaries of Educational Discourse: Modernism, Postmodernism, and Feminism”

Jane Kenway, “Having a Postmodernist Turn or Postmodernist Angst: A Disorder Experienced by an Author Who is Not Yet Dead or Even Close to It”

Michael Apple, “What Postmodernists Forget: Cultural Capital and Official Knowledge”

Electronic reserve: Henry Giroux, “Slacking Off: Border Youth and Postmodern Education

Cultural Studies/New Cultural Politics

“I” is, therefore, not a unified subject, a fixed identity, or that solid mass covered with layers of superficialities one has gradually to peel off before one can see its true face.

“I” is, itself, infinite layers. Its complexity can hardly be conveyed through such typographic conventions as I, i, or I/i.

Trinh T. Minh-ha, “Infinite layers/Third World?”

- **Cultural studies** shares the historical judgment that the world is no longer one—or

even unifiable. To these writers, the world is many, and culture, like politics, is the differences individuals encounter whenever they step into the world as it is. Cultural studies theorists assert multiple identities, construct social identity within a context of subordination and domination, and write about “the politics of representation.”

SEMINAR PAPER REQUIRED FOR CLASS

Reading:

- Lemert: Aimé Césaire, “Between Colonizer and Colonized”
Frantz Fanon, “Decolonizing, National Culture, and the Negro Intellectual”
Donna Haraway, “The Cyborg Manifesto and Fractured Identities”
Trinh T. Minh-ha, “Infinite Layers/Third World?”
Gayatri Chakravorty Spivak, “Can the Subaltern Speak?”
Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House”
Gloria Anzaldúa, “The New Mestiza”
Cornell West, “The New Cultural Politics of Difference”
Henry Louis Gates, Jr. “‘Race’ as the Trope of the World”
Molefi Kete Asante, “The Afrocentric Idea”
Judith Butler, “Imitation and Gender Insubordination”
Jeffrey Weeks, “Sexual Identification is a Strange Thing”
Steven Seidman, “The Productivity of the Closet”
Stuart Hall, “The Global, the Local, and the Return of Ethnicity”
- Halsey: Peter McLaren, “Multiculturalism and the Postmodern Critique: Toward a Pedagogy of Resistance and Transformation”
Chandra Talpade Mohanty, “On Race and Voice: Challenges for Liberal Education in the 1990s”
John Ogbu, “Racial Stratification and Education in the United States: Why Inequality Persists”

Final paper due

Assessment of Student Learning Outcomes

CRITICAL REACTION PAPERS due each session

Critical reaction papers are **one-page, double-spaced, typewritten papers** in which you provide a brief critical response to an issue encountered in the assigned readings of the past week. Your reaction might take the form of asking and discussing a question that has puzzled you, or of discussing your response to an argument or important point that has troubled or inspired you. On the other hand, you might choose to analyze an

argument we have discussed in class. The important point is that these papers are **your** ideas and thoughts on the topics we are discussing in class.

You are **not** being asked to summarize the argument of individual readings, although your discussion should reveal that you have understood the argument. Instead, react to the reading(s) as a critical observer with a specific frame of reference (derived from this course, from your reading elsewhere, and/or from your own experience). You don't need to respond to a whole book or the whole array of readings for a particular week. Pick one major issue from the reading that grabs your attention and briefly develop it. Feel free to make connections with other things you know, but be sure that you draw on the reading from that week for your evidence or ideas or examples.

I have two aims in asking you to write these papers. First, they will encourage you to keep up with the reading and have some formulated thoughts about the reading. Since this course is run as a seminar, you are expected to come to class with a set of questions, comments, and issues developed while doing the week's readings. You should be prepared to draw on these insights selectively in a constructive effort to help shape seminar discussion. The critical reaction papers help facilitate your preparation and promote an informed and broad-based discussion on the issues under discussion. Secondly, the short papers will provide notes on the course readings that can serve as a useful resource for your final project, in future work, or in revisiting the issues in the future.

Seminar papers are due at the **beginning** of each seminar. (You will probably want to have yours in front of you during the seminar so you can be reminded of your thoughts). Unless you have told us in advance of your absence or had some emergency which kept you from class, you may not turn in a seminar paper if you are not present at the seminar.

Suggested format

First paragraph

Provide an in-depth explanation of the issue on which you will focus your paper, including the source (or sources) of the issue.

Second paragraph

Thoroughly discuss what inspires, troubles, or perplexes you about the issue **or** provide a critical analysis of the issue or the author's view of the issue. Provide examples and illustrations to help explain your ideas.

Final paragraph

Conclude your paper with summary remarks.

ANNOTATED BIBLIOGRAPHY due after each Saturday morning meeting

In order to keep track of a wide range of theoretical texts, social theories, and theorists, you are to keep an annotated bibliography of the assigned readings (excluding the Lemert and Halsey introductions and historical overviews). As you know, a bibliography is a list

of sources (books, journals, websites, periodicals, etc.) one has used in researching a topic. A bibliography usually just includes the bibliographic information (i.e., the author, title, publisher, etc.). An annotation is a summary and/or evaluation.

Therefore, an annotated bibliography is an alphabetized list of citations, with each citation followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader, in this case, yourself, of the relevance, accuracy, and quality of the sources cited. Annotations may consist of all or part of the following items, depending on your need and proclivity:

- describe the content (focus) of the item
- describe the usefulness of the item
- discuss any limitations that the item may have, e.g. grade level, timeliness etc.
- describe what audience the item is intended for
- evaluate the methods (research) used in the item
- evaluate reliability of the item
- discuss the author's background
- discuss any conclusions the author(s) may have made
- describe your reaction to the item

Your purpose in writing the annotated bibliography is to develop a comprehensive overview of the sociological foundations of education. Collecting sources for a bibliography is useful; writing an annotation for each source will force you to read more carefully. You begin to read more critically instead of simply collecting information.

The format: record the bibliographic information about the source (the title, author, publisher, date, etc.) in [APA](#) format. The following links provide help with APA formatting.

APA on-line <http://www.apastyle.org/aboutstyle.html>

APA crib sheet <http://www.crk.umn.edu/library/links/apa5th.htm>

Purdue University On-Line Writing Lab (OWL)

<http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>

Research and Documenting Sources (OWL)

<http://owl.english.purdue.edu/handouts/research/index.html>

Write the annotations for each source in paragraph form, keeping the length no longer than a few sentences. An example of an entry follows:

Weber, M. (1999). The spirit of capitalism and the iron cage. In C. Lemert (Ed.), *Social theory: The multicultural and classic readings* (pp. 100-104). Boulder, CO: Westview Press.

This is probably Weber's best-known work. His thesis is that it was the normative structure of Calvinism which made possible the rational capitalism that developed in the West. He develops his ideas about the "Iron Cage," and touches on the idea of Benjamin Franklin, who preached that time is money and that money is of the prolific generating nature. Weber also describes the idea of rationality and asceticism.

He states that man is dominated by the making of money and that it ultimately becomes his purpose of life.

SESSION FACILITATION

Each student will have the opportunity to co-facilitate a session devoted to one theoretical paradigm. The facilitator's job is to organize the discussion around those questions, to keep the conversation on track, to regularly summarize what has been said, to monitor discussion and to wrap up the seminar in the end.

A sign-up sheet for date/topic will be circulated during the first class session. (See attached description of Seminar Facilitator/Participant roles).

FINAL PAPER – LITERATURE REVIEW

The final paper will be in the form of a literature review in which you trace the ways in which various theoretical schools or approaches have shaped our dominant views on and beliefs about a (real or potential) research topic. This review will involve locating, reading, and analyzing research conducted by other sociologists that relates to your topic and research question. This review will help you refine the range and scope of your topic, and may even cause you to re-think your questions about it.

Begin your analysis from a point in time that is some way relevant to you and/or your field. Starting from that point, review the topic from the perspective of an actor moving through the field over time. Topics are defined and re-defined by historical changes, economic circumstances, the authors writing, ideological trends; your job is to point out overall trends in how the topic has been framed sociologically.

In planning and pursuing your review, ask yourself:

- Who are the key theorists/social scientists who have focused on the topic?
- What are the key themes that have emerged from their analysis?
- How have particular theoretical paradigms (functionalism, conflict theory, etc) have guided their work?
- How have the prevailing theoretical frames shaped definitions, presuppositions that ground these definitions, and proposed interventions and other policy-related actions?

Cite specific texts and studies as appropriate. Do not feel compelled to give an exhaustive account of any particular school of thought, but instead, to quote Sherry Ortner (1984), reflect on “the relations between various intellectual trends in the field, within and across time.”

If appropriate, reflect on a way in which the field is moving, and identify an emerging theoretical orientation and/or a key symbol associated with that orientation. How does this more recent development differ from those previously delineated? What outcomes would it suggest? And lastly, how is this theoretical trend a reflection and product of the

times?

Think of your review as a sociological guide to your topic, either in the form of a proposed journal article or a book chapter targeted for a particular professional audience or in the form of a dissertation's Chapter 2. Include appropriately formatted references and citations.

The following articles will help you envision a model for your work. Copies of both are available on electronic reserve.

Pelissier, C. (1991). The anthropology of teaching and learning, *Annual review of anthropology*. 20. pp. 75-95.

Ortner, S.B. (1984). Theory in anthropology since the sixties. *Comparative studies in society and history* 26 no. 1 pp. 126-66, Cambridge University Press.

Submission dates for final paper:

Submit topic statement and general plan	5 points
Submit bibliography of sources consulted	5 points
Submit tentative outline and initial summary of literature	15 points
Submit final paper	75 points

Grading System

Attendance and discussion	80
7 seminar papers	70
Session facilitation	50
Annotated bibliography	100 (25 points each weekend)
Final paper	100
Total	400

400 - 360	A
359 - 320	B
319 - 280	C
279 - 240	D
below 239	F

Websites for your perusal:

- American Sociological Association <http://www.asanet.org/>
- International Sociological Association <http://www.ucm.es/info/isa/>
- American Journal of Sociology <http://www.journals.uchicago.edu/AJS/>
- <http://www.theory.org.uk/>
- Centre for Social Theory and Technology
<http://www.keele.ac.uk/depts/stt/home.htm>
- Association for Feminist Ethics and Social Theory <http://www.afeast.org/>
- The International Social Theory Consortium <http://www.cas.usf.edu/socialtheory/>
- Dead Sociologists' Society
<http://www2.pfeiffer.edu/~lridener/DSS/DEADSOC.HTML>

- Famous Sociologists <http://www2.fmg.uva.nl/sociosite/topics/sociologists.html>
- The Sociological Perspective <http://www.umsl.edu/~rkeel/010/theory.html>
- Classical Sociological Theory <http://ssrl.uchicago.edu//PRELIMS/theory.html>
- The Sociology Professor <http://www.sociologyprofessor.com/>
- The SocioLog <http://www.sociolog.com/>
- Timeline of Sociology <http://www.ac.wvu.edu/~stephan/timeline.html>
- The Durkheim Pages <http://www.relst.uiuc.edu/durkheim//>
- The Mead Project <http://spartan.ac.brocku.ca/~lward/>
- On line course: Theories of Inequality
<http://socserv2.mcmaster.ca/soc/inequality/conmap1.htm>
- Marxists.org Internet Archive <http://www.marxists.org/>
- Resources on Antonio Gramsci <http://www.soc.qc.edu/gramsci/>
- Erving Goffman <http://www.blackwood.org/Erving.htm>
- The Goffman Reader <http://people.brandeis.edu/~teuber/goffmanbio.html>
- Michel Foucault <http://www.csun.edu/~hfspc002/foucault.home.html>
- Baudrillard Speak <http://www.uta.edu/english/apt/collab/baudweb.html>
- Anthony Giddens <http://www.theory.org.uk/giddens.htm>

Journals

- *Historical Materialism* <http://eserver.org/clogic/historical.html>
- *Post Modern Culture* <http://www3.oup.co.uk/jnls/list/poscul/>
- *PMC Postmodern Culture*
<http://jefferson.village.virginia.edu/pmc/contents.all.html>
- *Journal for the Theory of Social Behaviour*
<http://www.ingentaconnect.com/content/bpl/jtsb;jsessionid=efdi7fmb0tiks.henrietta?>
- *Electronic Journal of Sociology* <http://www.sociology.org/>

NAU Classroom Management Statement, Safe Environment Policy, and information concerning Students with Disabilities, the Institutional Review Board, Academic Integrity, and Academic Contact Hour Policy can be found at
<http://jan.ucc.nau.edu/academicadmin/plcystmt.html>

SEMINARS

from Sandra Johanson's "The Student Seminar: A Powerful Tool for In-depth, Critical Discussion" (ED 401 952)

A GENERAL DESCRIPTION

We will meet for four weekends in a seminar setting. What does this mean? The word "seminar" comes from the same root as "semen" or seed. So a seminar is a place where seeds - ideas - are sown, allowed to germinate, are cultivated and sometimes brought to harvest. The word can be used as a verb, also, denoting the process carried out in a seminar.

Here is what should and can happen in a seminar. A group of interested learners comes together after having read, studied, and thought about readings or films. This solitary preparation is essential. This preparation should include marking the readings for interesting passages, reviewing those important sections and organizing one's thoughts on paper in the form of a seminar paper of about a page.

In the seminar, the group is responsible for exploring the texts and the ideas people have brought from reading and thinking about it. It's a time to "mine" the text, to work it over as a group, to think out loud about it and to test some ideas against the group. For example, the following might be overhead in a seminar, "I don't know if this is valid, but it seems to me that the author is saying..."; or "Here on page 15 the author says (quote); this seems to be his important point. What I think he is saying is ..."; or "Joe, I like your idea. It really connects with something I was thinking about when the author said...".

A seminar is not an arena for performance to show that you have read the text, nor is it a reporting session to read your papers. It's more than a class discussion, and it is definitely not a time for a lecture from an expert. There are places for these activities in other sessions, but not in seminar.

Seminar is a special time for a unique intellectual activity. It is focused, but free flowing, searching, questioning, going deeper to understand ideas from the text, from others, and from within yourself. Sometimes, the group will come to some conclusions, some closure; sometimes it will seem like a series of disconnected discussions, like a popcorn popper with ideas jumping around the table without clear connections. It is a place to discover new ideas and a checkpoint to test old ideas.

SEMINAR FACILITATOR AND PARTICIPANT ROLES

The teacher's role in a seminar is at best that of an experienced learner. He or she is not the focus of attention or the authority who will tell you what the author of the reading meant. It is my intention to take the role of observer and participant during seminars, unless I feel there is a great need for my further intervention. I will intervene if I observe students being rude and/or disrespectful to one another.

For each seminar, selected students in the class will agree to act as co-facilitators. Prior to each seminar, members will generate questions for discussion during seminar.

The remaining members of the class are the seminar participants. Participants must learn to listen actively to each other, and to speak openly to the whole group (not just to the facilitator). The group must learn to be sensitive to the needs of all. The more naturally dominant students must discipline themselves in order to listen, perhaps encourage the less vocal members to share their ideas, and reinforce even hesitant attempts at participation. The naturally quiet members must learn to be more assertive and to resolve to share their insights with the group. Those who are “thin-skinned” must learn to manage bluntly stated or argumentative remarks. Those who are quick to jump down anyone’s throat must learn to pause and consider their remarks before jumping.

Each person must speak in turn and allow others to finish their thoughts. Interruptions are almost always counterproductive in seminar. Silent periods are okay. Silence gives time to process thoughts and to try to assimilate and become comfortable with or consider how to respond to what’s been said.

The discussion must be focused on the reading at hand. One way to do that is by pointing out a particular section of reading which one wishes to discuss (and perhaps reading it out loud for the benefit of the group). Then one can go on to explain that section of the reading (“what I think the author is saying here is ...”). Finally, one can go on to argue with the author or to compare it to another.

If things are not going well, it’s our responsibility, individually and collectively, to put things right. If it seems clear to you that the seminar is not proceeding in a positive or helpful manner, it is perfectly appropriate to voice that opinion and ask the group to resolve whatever problem is keeping the seminar from going well.

The Centrality of Analytical Writing

Analytical writing is essential for anyone who wishes to be successful in meeting the requirements of doctoral study (courses, comprehensive exams, and dissertation) and who expects to have an impact in the intellectual and professional world of education. Effective analytical writing is essential for all of these tasks, and this course (like any doctoral course) is a good place to work on enhancing your abilities in this realm.

To help you think about the basic characteristics of good analytical writing, I strongly suggest you consult the following books, which are available on-line and at the NAU bookstore.

Booth, W.C. et al (1995). *The craft of research*. Chicago: University of Chicago Press.

Becker, H.S. (1998). *Tricks of the trade: How to think about your research while you're doing it*. Chicago: University of Chicago Press.

Williams, J.M. (1990). *Style: Toward clarity and grace*. Chicago: University of Chicago Press.

Weston, A. (1992). *A rulebook for arguments* (2nd ed.). Indianapolis: Hackett Publishing.

EDF 703 Educational Sociology

Recommended Reading List

Functionalism

- Bellah, R. N. (1985). *Habits of the heart: Individualism and commitment in American life*. Berkeley, CA: University of California Press.
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