



## DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

### **FOU1804 Sociology of Education, 7.5 credits**

Utbildningssociologi, 7,5 högskolepoäng

*Third-cycle level / Forskarnivå*

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#### **Confirmation**

This syllabus was confirmed by the Department of Education and Special Education on 2018-06-20, and was last revised on 2023-09-08. The revised course syllabus is valid from Autumn semester 2023.

#### ***Responsible Department***

Department of Education and Special Education, Faculty of Education

#### **Entry requirements**

For admission to the course, the doctoral student has to be registered as student in the third cycle. If the number of qualified applicants is greater than the number of available seats at the course, admission to postgraduate students at the Faculty of Education is given priority.

#### **Learning outcomes**

After completed course the doctoral student should be able to:

##### ***Knowledge and understanding***

- describe and discuss the emergence of sociology of education and its later development internationally and nationally
- account for various central theories and concepts in sociology of education, and their interrelationships

##### ***Competence and skills***

- analyse contemporary studies in sociology of education and their contribution to the research field
- present and analyse a classic text in sociology of education
- apply a central theory from the field of sociology of education to analyse a part of the

dissertation's problem area

### ***Judgement and approach***

- being able to critically reflect on the research presented in the course literature

## **Course content**

The aim of the course is to provide basic knowledge of the field of sociology of education, its emergence and central theories. To achieve this, both classical and contemporary texts of sociology of education are studied to discuss theories and orientations in different times and contexts. A relatively large space is dedicated to social class as central categorization over time, but also to categorizations such as gender and ethnicity / 'race'. The course consists of four parts. The first part deals with the emergence of sociology of education. The second part deals with classical texts and theories from the field. The third part deals with central concepts (class, gender, ethnicity) in sociology of education and modern theorizations and empirical studies relating to these, with specific focus on careership. The fourth and final part consists of an examination in which the doctoral students analyse a part of their dissertation problem area by applying a central theory from the field of sociology of education.

## **Types of instruction**

The teaching mainly consists of lectures and seminars.

### ***Language of instruction***

The course is given in Swedish but can be given in English if necessary.

## **Grades**

The grade Pass (G) or Fail (U) is given in this course.

Upon completion of the course, the doctoral student will be given the grades Passed (G) or Fail (U).

## **Types of assessment**

The course's objectives are examined by:

- individually, or in small groups, present a classical text within the field of sociology of education
- active participation in seminar discussions
- an individual paper in which the doctoral students discuss a problem area from their dissertation based on a perspective from sociology of education not already present in the dissertation.

## **Course evaluation**

A course evaluation is conducted after the course is finished. The course evaluation is compiled and made available to the relevant PhD students. This will guide the development and planning of future courses.