

**Table 5.2. Course Specification – Education and Politics**

<b>Студијски програм :</b> Master academic studies of history: State, society and transition
<b>Course title:</b> Education and Politics
<b>Lecturers:</b> prof. Isidora Jaric, PhD and research fellow Mladen Radulović, PhD
<b>Course status:</b> Elective course
<b>Credits:</b> 6 ECTS
<b>Preconditions:</b> None
<p><b>Course Aims:</b></p> <ul style="list-style-type: none"> <li>- Understanding the political dimension of education and its consequences in everyday reality.</li> <li>- Emphasizing various historical examples (case studies) of interaction between education and politics in local (Serbian), regional (former Yugoslav/Western Balkans’) and global context.</li> <li>- Acquiring basic knowledge concerning theory and method in the study of education and politics, including their interactions and intertwining.</li> <li>- Assessing various forms of the politics of identity from the perspective of educational curricula within which particular generations or communities were educated.</li> <li>- Explaining the concept, typology and major tenets of both classical and new, studies of education and its relation to politics; illuminating their legal status and investigating social narratives that justify perpetuation of social inequalities through educational system.</li> <li>- Understanding the role of education in peacebuilding, especially in post-conflict societies of Western Balkans.</li> </ul>
<p><b>Course Outcomes:</b></p> <p>Obtaining basic knowledge concerning theory and method in the study and research of education and politics. Developing sensitivity for social inequalities and their impact on education outcomes and achievements in both local and global contexts. Understanding educational transformations and their interactions with the political, legal, cultural, economic and other social sub-systems.</p> <p><i>Learning outcome:</i> Students should be able to understand theoretical concepts and concrete processes related to an interaction between education and politics in the historical, as well as contemporary contexts.</p> <p><i>Knowledge:</i> During the course, students will gain important insights into the basic concepts, typology and major tenets of both classical and new, studies of education and its relation to politics.</p> <p><i>Skills:</i> Developing sensitivity for social inequalities and their impact on education outcomes and achievements in both local and global contexts. Understanding and recognizing various forms of educational special/particular needs and challenges that member of vulnerable groups facing with in concrete educational settings. As in other courses included in this program, the students will develop abilities to work on various sorts of projects and express their ideas in class discussions.</p> <p><i>General competence:</i> After completing this course, the students will be able to plan their further learning, studies and careers in the domain of education and politics, including their interactions with other systems (culture, ideology, economy, law, etc.). This is especially important for their prospective careers in the field of politics, human rights, diplomacy and international relations.</p>
<p><b>Course Content:</b></p> <p>The aim of this course is not to provide a comprehensive historical overview of the relationship between education and politics, as two social subsystems within the wider social system, but to turn attention to: (a) analysis of the most important theoretical and methodological paradigms through which sociologists consider the interactions of these two social subsystems within the classical sociological theory and contemporary sociological trends; (b) examining some of the most significant theoretical topics and problems that are present in contemporary sociology of education (such as issues of overt and hidden curricula, educational reforms, educational policy etc) when trying to theoretically and practically contextualize this relationship; and (c) understanding their theoretical and methodological influence on other sociological sub-disciplines and, other social sciences.</p>
<p><b>Literature:</b></p> <p>Apple M. W. (1990): <i>Ideology and Curriculum</i>, New York: Routledge.</p> <p>Bourdieu P. i Passeron J.C.(1977): <i>Reproduction in Education, Society and Culture</i>, London &amp; Beverly Hills: Sage Publications.</p> <p>Giroux H. A.(2007): <i>University in Chains: Confronting the Military-Industrial-Academic Complex</i>, Boulder and</p>

London:Paradigm Publishers.

Jarić Isidora (2019): „University and its Role in the Process of European Integrations: the Dystopian Fairy Tale of Serbian University”, *Politeja*, Vol 16 No 6 (63,) pp. 81-93.

Sadovnik A. R. and Coughlan R. W. (2016): *Sociology of Education: A Critical Reader*, New York: Routledge

***For further readings please contact the professor!***

**Number of classes per week: 4**

**Lectures: 2**

**Workshops: 2**

**Teaching methods:**

Lectures, workshops, presentations, seminars, debates.

**Grading (max 100 points)**

<b>Pre-exam obligations</b>	points	<b>Final exam</b>	points
Oral presentation	<b>10</b>	Written exam	<b>50</b>
Seminars	<b>40</b>	Oral exam	

**Evaluation**

(a) Class participation is mandatory (up to 3 absences will be tolerated)

(b) Oral assignment: 10 points (minimum 5 pts.)

(c) Two written assignments: 20 points each, 40 points total (minimum 20 pts.)

(d) Final exam: 50 points (minimum 26 pts.)

$\Sigma = 100$  points

A student cannot access the examination (d) if in the course during the semester do not obtain minimum 25 points from the pre-exam activities (a), (b) and (c).

By summing up the scores of the pre-exam activity and the final written exam, a student receives a final evaluation:  
51-60 points = 6, 61-70 points= 7, 71-80 points = 8, 81-90 points = 9, 91-100 points = 10.

\*максимална дужна 2 странице А4 формата