

Табела 5.2. Спецификација предмета
Спецификацију треба дати за сваки предмет из студијског програма.

Program: Master academic studies of history: State, society and transition			
Course title: Cultural Capital and Educational Practices			
Lecturer: Isidora Jarić, PhD, Associate Professor Mladen Radulović, PhD, Research Associate			
Course status: Elective course			
Credits: 6			
Preconditions: Basic knowledge of SPSS/PASW is recommended.			
Course aims: The aim of this course is to turn attention to the importance of the cultural capital for educational practices of pupils, as one of the factors leading to educational inequality.			
Course outcomes: The aim of this course is to provide students with new “tools” for rethinking the role of education in society. More precisely, students will (1) get insights in existing research regarding the importance of cultural capital for educational practices, (2) become familiar with different approaches to this kind of research (different operationalisations of cultural capital) and (3) become capable for conducting their own research on this subject.			
Course content: Students will learn about Bourdieu’s understanding of cultural capital and some other, more contemporary understandings of this concept. Different approaches to the operationalization of this concept will be analyzed. Finally, students will have opportunity to conduct their own research on the effect of cultural capital on educational practices (using existing datasets: PISA, TIMSS, PIRLS, or creating their own research materials).			
Literature: Bourdieu, P. & Passeron J.C. (1990). <i>Reproduction in Education, Society and Culture</i> . London: Sage. Bourdieu, P., & Passeron, J. (1979). <i>The Inheritors</i> . Chicago and London: The University of Chicago Press. Bourdieu, P. (1986). The forms of capital. In: J. Richardson (ed.), <i>Handbook of Theory and Research for the Sociology of Education</i> (241–258). New York: Greenwood Press. Swartz, D. (2012). <i>Culture and power: The sociology of Pierre Bourdieu</i> . University of Chicago Press. DiMaggio, P. (1982). Cultural Capital and School Success: The Impact of Status Culture Participation on the Grade of U.S. High School Students. <i>American Sociological Review</i> , 47(2) 189-201 Lareau, A. & Weininger, E. B. (2003). Cultural Capital in Educational Research: A Critical Assessment. <i>Theory and Society</i> , 32(5/6), 567-606. Merolla, D. M. & Jackson, O. (2014). Understanding Differences in College Enrollment: Race, Class and Cultural Capital. <i>Race and Social Problems</i> , 6(3), 280-292. Andersen, P. L. & Hansen, M. N. (2012). Class and Cultural Capital — The Case of Class Inequality in Educational Performance. <i>European Sociological Review</i> , 28(5), 607–621 Huang, H., & Liang, G. (2016). Parental cultural capital and student school performance in mathematics and science across nations. <i>The Journal of Educational Research</i> , 109(3), 286-295.			
Number of classes 4	Theory classes: 2		Workshops: 2
Methods of teaching (1) Lecture; (2) Discussion; (3) Critical reading of literature, (4) project based learning (6) consultations			
Grade (maximum 100)			
Ore-exam obligations	Поена	Exam	поена
Workshop participation	15	written	
Practical teaching		oral	50
Tetss		
Seminar	35		