SEO2601

* Ekstra Notas

Chapter one

~ Sociology of Education ~

Sociology:

- Study of society from both an Empirical & Theoretical perspective

Education:

- Act/process of acquiring general knowledge
- Fundamental method of social progress & reform
- Schools play NB-role of shaping learners characters - transforming the whole society
- Schools provide environment which shapes the course of the child's development

Sociology of Education

- Study of Educational structures processes & practices from a sociological perspective
- SOE is core-field within discipline of sociology

Functions of SOE:

- Assimilation & transmission of culture & traditions.
- Development of new social patters
- Activation of constructive & creative forces

Micro-Level

- Aim to identify how variations in school practices affect student performances.
- Dominated by symbolic interactionisms.

Macro-Level

- Seek to understand the effect of social forces on education.

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3 Main Theories embedded in SoE

Functionalism	Conflict Theory	Symbolic Interactionism
♡ Stresses the importance amongst different parts/ institutions of society which contributes to the society's stability & functioning as a whole to ensure long-term survival. ♡ Durrheim ♡ Parstens	⇨ Approach calls for a critical evaluation of the existing social arrangements & a political programme of revolution/reform. ❀ Karl Marx ❀ Max Weber ❀ Charles Wright Mills	△ Focuses on society as the product of interaction/communication between people, which takes place through the use of symbols which have meaning for the individuals involved △ Ernest Burgess ↳ (Founder) △ Willard Waller ↳ (Pioneer) △ Reuben Hill ↳ (Thearist)

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Assumptions of 3 Main Theories in SoE

Functionalism	Conflict Theory	Symbolic Interactionism
♥ Value consensus ensures that people have shared goals, roles & norms. Durkheim saw social life as impossible to achieve without shared values & norms through collective consensus - Value consensus & Collective Consensus	▲ Human interaction result in conflict - interactions ▲ Conflict & change are inevitable in society - Change ▲ Competitions over scarce resources are part of all social groups - Competition ▲ Macro changes occur as result of competing interest - Revolution	■ Meanings are derived between interactions between people - Interactions ■ Social objects which give meaning to individuals are maintained through social interactions - Symbols ■ People believe that situations are real if people defined them as real - Situational definitions ■ Human-beings respond to things based on their subjective meanings - Meanings ■ People believe that definitions lead to people's actions - Definitions
♥ 4 Basic needs (food, shelter, clothing, money) - Social order ♥ Education builds social solidarity, societies norms & values are transmitted through education - Education ♥ Family is a primary agent of socialisation, provides norms, values & emotional security - Family ♥ Religion teaches values & norms which society benefits from - strengthens integration of society - Religion		

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Critique of:

Functionalism

- Encourages the maintenance of status complacency on the parts of society's members
- How's it possible for the education system to inculcate in all children a single set of values which all members of society agree to?
- How can children from families in non-affluent parts of the stratification system ever compete with children from more affluent backgrounds on an equal footing?

Conflict Theory

- → Critisized for the presumption that everything benefits the ruling class only
- → Theory doesn't explain how the individual is affected.

Devisions in symbolic interactionism:

- △ Some emphasise process
- △ Some emphasise structure

2 Types of human functions

- ■ Manifest Functions = Intentional & obvious
- ■ Latent Functions = Unintentional & not obvious

Latent roles in education:

- Transmission of core values & social control

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Theories applied to families:

Functionalism	Conflict theory	Symbolic interactionism
♥ Family = vital agent of socialisation ♥ Provides family members with norms values & emotional security - stabalises adult personalities ♥ 4 Functions for society: Sexual, reproductive, economic & educational. ♥ Family is agent of secondary socialisation.	• What happens in parametres of the family influence position in society. • Dominant role as vehicle to maintain patriarchy & social inequalities in society • Strives to maintain the status Quo through inheritance, education, & social capital • Challenges the myth that family are harminious.	▲ Views family life through harminious view. ▲ Socialisation encompasses culture which is passed on from generation to generation. ▲ Socialisation is responsible for formation of personalities, self-concept & transmission of values & attitudes. ▲ Parents & children affect each others self-concepts

♥ **Social order:** ♥ System of linked social structures, values & practices which maintain certain patterns of relating & behaving.

Functionalism = • Grounded on theory of homeostasis...

⑥

Theory applied to Society

Functionalism	Conflict Theory	Symbolic Interactionism
• School & economy are 'interdependant' in order for society to function. • Schools teach 🧍 to become part of the workforce • Public schools have relation with state through curriculum development, funding providing resources, etc. • All 🧍 are equal when they start school. • Become less equal as they progress through the school system.	• Society is deeply inequal & devided so it's always in conflict. • Schools = NB part of society • Schools are unequal in terms of access to funding resources, etc. • Working class schools are less equiped than priviledged, fee-paying middle-class schools. • Access is based on social class of 🧍	• Occurs when people interact with each other • Occurs in society by/through means of symbols • Members of society learn certain behaviours because they identify themselves with each other through symbols. • Ability to take on the role of others help 🧍 to learn the appropriate behaviour that's required in different settings/situations. • 🧍 learn to differentiate between different kinds of behaviour needed in different situations.

♡ 2 Levels of focus

↳ Micro-Level = Addresses ways in which universal education serves the needs of society.

↳ Macro-Level = Focuses on stability ⅋ shared public values.

♡ Solidarity = Unity/agreement of feelings/actions!

♡ 2 Forms of solidarity

❀ Organic = Form of social cohesion where people in a society are interdependant but have a range of values ⅋ believes ⅋ different types of work.

❀ Mechanical = Form of social cohesion where people in a society maintain similar values ⅋ believes ⅋ engage in similar types of work.

Importance of Functionalism = Instills solidarity ⅋ value consensus that modern societies require for maintenance ⅋ stability

♡ Solidarity

☺ Parson's represents 4 basic functions that all social systems must perform if they are to survive, called AGIL: Adaption
Goal attainment
Integration
Latency

☺ 3 Major levels of organisational structure:

1. Technical system
2. Managerial system
3. Institutional system.

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Equalibrium = State in which opposing forces are balanced.

♡ Conflict Theory	↳ Marx: State uses property ⅋ material to gain political power ↳ Weber: Amount of power, prestige ⅋ property held by different people ⅋ groups causes conflict ↳ Mills: If people have different interests ⅋ resources, they create their own social structure
♡ Social structure	♡ Social institutions ⅋ norms of society shape the behaviour of people within those social systems but the wealthy/elite control the social structure
♡ Basic premises of symbolic interactionism	⍓ Humans act towards things on the basis of meaning things have for them ⍓ Meanings derive from social interaction ⍓ Meanings are modified by interpretation
♡ Principles of symbolic interactionism	→ Human beings have capasity for thought → Capasity of thought are shaped by social interaction → People are able to modify meanings ⅋ symbols by interpretation

⑨ SoE - Chapter 2 → Practices in SoE...

♥ Aspects that school include:
- Transmit culture
- Transfer skills & values
- Agents of socialisation
- Reflect qualities of society

♥ Social Institution
- → Established sub-systems that satisfy the basic needs of society
- → Define dominant social values
- → Establish patterns of social behaviour
- → Support society's survival &
- → Modify roles for individuals.

Social institutions have an impact on one another!

Family as a Social institution:

♥ Micro-unit of social system, but centre of social life
♥ 𓀀 decisions to maintain their etnic culture is influenced by family
♥ Legal culture rights & responsibilities that family members have to conform to
♥ Reproduction → esential function of family
♥ Attitudes, behaviours & experiences are formed by social forces operating in society in which they live.
♥ Has the responsibility of transmitting the society's way of life, beliefs, norms & values to younger members
♥ Without culture there would be too much divergence.

School / Educational system as Social institution:

♥ Child goes out to 2nd institution which is school
♥ Socialisation is formal
♥ Knowledge, skills & values transmitted formally & systematically.
♥ Education given to individuals should contribute to their total development & thus to have successful social relations.

Religion as a social institution:

- Strong force that has significant impact on certain groups of people
- Fundamental Functions:
- Gives meaning & purpose to people's lifes, instills pride, binding people together in times of crisis/confusion.

Economy as a social institution:

- Society depends on the economy to survive
- 2 Dominant Economic systems:
  - Capitalism: Private owners control country's trade & industry
  - Socialism: Goverment/community own/control it as a whole (collective ownership)

Goverments & Political Structures as social institutions:

- Gouerment responsible for governance of a country
- 4 Main types:
  1. Democratic
  2. Authoritarian
  3. Monarchical
  4. Totalitarian

Gouerment implements rules & decide how to manage relations with societies.

4 Fundamental Functions of school

1. Socialisation: Process where children & adults learn from each other. Can be self-imposed or externally imposed.
2. Social Integration: Diversity & togetherness are maintained. School encourages social integrations, create open-minded citizens, build social cohesion.
3. Social Parlement: Using education to improve one's social standing. Schools determine what career paths i can take.
4. Social & Cultural Innovation: New concepts that strengthens civil society

2 Types of Socialisation

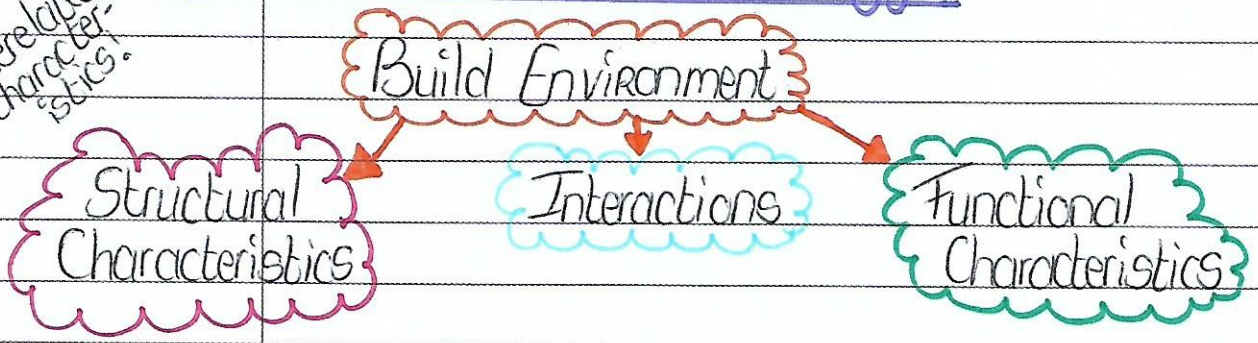
- Primary: Takes place within the family
- Secondary: Takes place outside the immediate family. Schools contribute to this → They learn decision-making skills & important cultural content

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♡ Ecology of the school (school climate/ environment)	* Healthy school ecology reflects on school's character & personality. * School's ecology is interconnected with society's values.
♡ Distinctive features of a school's ecology	☼ Resources are available & facilities are well maintained ☼ Learners are hard working, respectable with an acceptable amount in each class. ☼ Staff-moral is high ☼ High involvement by all parties concerned
♡ Ecology of the school	↳ School climate/environment, which reflects the school's personality & character ↳ Society establishes a school to transfer knowledge, skills & insight to 🧍 in school. ↳ Socialisation plays primary role in school - another role is transmission of culture.

Components of a school's Ecology:

Interrelated characteristics.



(12) # Organisational Characteristics of a school's ecology are represented by the following:

Structural Characteristics:	Functional Characteristics:	Build Environment Characteristics:
♥ Size of school ♥ Number of years/ Levels offered ♥ Resources available ♥ School environment	♥ Clear/constant expectations of behaviour ♥ Working conditions of teachers ♥ Student involvement in decision-making ♥ High expectations for learning ♥ Future planning	♥ Quality & size of school-buildings ♥ Maintenance of school buildings ♥ Seating availability ♥ Sufficient open spaces.

♥ Socialisation	→ Continuing process whereby individuals acquire the knowledge, language, social skills, norms, behaviour & values to conform to the norms & roles required for integration into a group/economy.
♥ Agents of socialisation	☺ People, groups & institutions who influence emotions, attitudes & behaviours of individuals.
♥ Functionalists perspective on school's role in society	▲ Serving to socialise ♀♂ so they're able to adapt to the economic, political & social institutions of their society ▲ Serve to manifest function by teaching traditional subjects ▲ School is vital for survival of society

♥ Role differentiation & social solidarity	■ Members function as a unit but all societies require members to perform different tasks. ■ Primary requirements for social life
♥ Essential norms for functioning in a modern society	▲ Norms: Standards that people use to govern their conduct in appropriate situations ▲ Children learn to function according to the norms that are appropriate to economic & political life in the normal world. ▲ 4 Norms that children learn when passing to higher grades: 1. Independance 2. Achievement 3. Universalism 4. Specificity

Basic Elements required for developing & maintaining a modern, functional society:

1. Assimilation:	2. Modernisation:	3. Political socialisation:
• Process where people acquire social & psychological characteristics as a group.	♥ Economic & social concept which refers to the social structures & ways of life associated with modern societies.	▲ Concept where a person's political loyalty is widened beyond the local group.

♥ Conflict Theory's Perspective on a school's role in society	❀ View schooling as a social practice supported & utilised by those in power to maintain their dominance in social order ❀ Promotes the battle between rich & poor

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Conflict Theory:

↳ False consciousness: Any belief/idea preventing understanding of the true situation

↳ Class consciousness: Aware of being a member of a group based on economic status.

↳ Hegamony: Establishing influence & authority (Hegamony) over the sub-ordinate class

↳ Neo-Marxist interpretation of schooling in capatilist society: Sees school as legitimising the inequalities in society. Responsible for transmitting knowledge according to the elite's interests.

↳ Neo-Marxism & Education: Developed in the 20th Century to amend & extend Marxism.

(15) Bronfenbrenner devides the environment into 5 different Levels:

1. **Micro-system:**
   - ♥ 🧍 immediate surroundings (activity, roles & relations)
     - ↓ Family
     - ↓ School
     - ↓ Peers
     - ↓ Neighbourhood

2. **Mesosystem:**
   - ▲ Comprises the linkages & processes taking place in 2 or more settings containing the developing person
   - ▲ Systems of micro-systems.

   Family ↔ School ↔ Peers ↔ Neighbourhood

3. **Exosystem:**
   - ■ Indirectly influence a child's development by having direct effect on someone/something that's close to the 🧍
     - ↓ Economic System
     - ↓ Educational System
     - ↓ Religious System

4. **Macro-System:**
   - • Larger culture as a whole, includes socio-economic status, wealth, poverty & ethnicity
   - • Include micro, meso & exo characteristics
     - ↓ Over-arching believes & Values

5. **Chrono system:**
   - ☺ Made up of environmental events & transitions that occur throughout a 🧍-life
   - ☺ Dimension of time
     - ↓ Socio-historical Events

History of SA-citizenship 1910 - 1996

- Beginning of "SA-citizenship" under the union gouernment came with the natives land act which set up reserves for black people -1913-
- Natives urban areas act later introduced, seperating blacks & whites -1923-
- SA-citizen act introduced in -1949-: New concept of citizenship, which classified the population into different racial groups
- Population registration Act -1950- classified SA-citizens into 4 racial groups- Europeans (whites) Coloureds, Indians & African (black)
- BANTU homelands citizenship Act introduced in -1970-
- BANTU self-gouerning Act establish 10 black states: 4 were independant, 4 were self-gouerning & 2 were still in process -1959-
- Restoration & extension of SA-citizenship Act was introduced -1993-
- Final constitution reconstituted national citizenship in SA -1996-

Citizenship education in post-Apartheid SA

- According to SA-institution, a ♀ is under is under the age of 18
- ♀ & adults are equaly entitled to rights & priviledges and equally subject to the duties & responsibilities of citizenship
- General aims of curriculum & assessment is to equip diverse learners with knowledge, skills & values of self-fulfillment & meaningful participation in society as citizens of a free country.
- Citizenship education taught throug LO & SS.

Future of citizenship education in SA schools

- SA-schools Act 1996 stipulates that RCL's must be established in schools with Grade 8 & higher
- Representative Council of Learners
- Nation states promote patriatism because of obligation, solidarity, citizenship flourishing
- "ADAGE" = Think globally, Act Locally

Chapter 3: Citizenship Education...

♡ Citizenship	→ Person who is an active, critical & responsible member of society (citizen)
♡ Elitetism	↳ Ruled by elite's in a democracy
♡ Cosmopolitism	♡ Belief in a world state to which all humans belong.
♡ Patriotism	□ Person's sense of identification with / pride for the uniqueness of his country.
♡ Citizenship has 2 concepts / formulations	△ Legal status △ A practice
♡ Ancient & Modern concepts of citizenship	❀ Athenian democracy citizenship had 3 essential dimensions: • Status • Feeling • Practice ❀ Hierarchy of SA-citizenship Act (Apartheid): • Top = Europeans • Middle = Indians & coloureds • Bottom = Africans
♡ Soft-Learning Notion	⌂ Relies entirely on school curriculum
♡ Hard-Learning Notion	☺ Learning by involving learning opportunities outside of the formal school curriculum.

Chapter 4: Culture & Diversity in Education

♥ Social stratification:	* Process of categorising people according to their rank in society
♥ Culture	→ Ideas, customs & social behaviour of people in society
♥ Diversity	❀ Inclusion of different people in society ❀ Arises from race, class, gender & culture ❀ SA government published a white-paper called "Education & Training in a democratic SA - first steps to develop a new System" in 1995 - It describes the process of transformation in education & training
♥ Identity	☺ Way in which a person define themself ☺ Humans only become social beings by learning the values, norms & roles that culture bestows upon people. ☺ Sociologists believe our lives are socialy constructed.
♥ Elements of culture	♥ Dress ♥ Religion ♥ Food ♥ Sport ♥ Language
♥ Culture as tradision	→ What society strive to pass on to new generations
♥ Culture as information bits	■ Refers to where an individual in society only acquires a certain part of culture

♡ Culture as a symbol system

↳ Occurs when individuals/groups function using a set of symbols as defined by the group

♡ Culture as motive & emotions

Based on view that repitition of an activity improves ability & creates emotional attachments.

♡ Culture as distributed along lines of power in society

→ Seen as emphasising that decisions should be based on the allocations of power in society.

♡ Social stratification

♡ People may be categorised on:
- Hair colour
- Test result
- Age
- Occupation

♡ 2 Major criteria for social stratification

1. Ascribed characteristics = Attributes people have at birth eg. skin
2. Achieved characteristics = Learned through hard work, choice & perserverance, eg. marital status

♡ Stratification Systems

Caste/closed system: Ranking based on ascribed characteristics which they cannot control

Class/open system: Ranking based on achieved characteristics like merrit, talent & ability

♡ Thearists of social theory

- ♡ Emile Durkheim
- ♡ Karl Marx
- ♡ Max Weber

♡ Difference between gender & sex

→ Gender refers to distinctive qualities of man & women

→ Sex refers to biological & anatomical differences between males & females

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Theorists Perspective on Gender

Functionalist:	Conflict Theory:	Symbolic Interactionism:
• Gender differentiation contributes to overall stability in society.	• Regard gender differences as a reflection of the suppression of woman by men.	• Gender is constantly constructed & reproduced through social interaction • Education has become a site where sexual domination operates. • Teacher's role is to ensure that all learners break free from stereotypes.

Symbolic interactionisms guidelines on gender fair teaching:

- Teaching should be continuous & integrated daily
- Teaching must include affective & cognitive domains
- Teaching must be active & affirmative

♡ Race

- Biologically race refers to genetically isolated group with distinctive gene frequencies
- Social construction of race refers to process by which people define a group based on physical characteristics, historical, cultural & economic factors.
- According to functionalists, in order for race to be functional & contribute to harmony in society, racial minorities must assimilate into that society.
- Symbolic interactionists argue that interaction between races reduce prejudice.

♡ Access to education

- Largely dependent on: • race
  • class
  • gender
- Central to maintain stability in society

♡ Class

♡ Large scale grouping of people who share common economic resources which strongly influence the types of lifestyle they are able to lead.

♡ Important aspects of class

→ Boundaries between classes are blurred
→ Achieved & not given at birth
→ Depend on economic differences

♡ 2 Classes of people in society

1. Capitalist class: • Own means of production
• Achieve wealth through capital
2. Working class: • Work for wages
• Could be replaced by machines
• Cheap labour

Conflict Theorists argue that inequality arises out of unequal distributions of power & resources in society!!!

End