SOCM17-117 Children of disadvantaged groups in education

Aim of the course

Aim of the course is:
Identifying the multiple determinants in different cultural contexts that promote or hinder the school success of children of disadvantaged groups. The course examines how school practices reproduce social inequality and how different strategies and attitudes toward education are formed among parents and children of these groups. We analyse concepts of cultural capital, voluntary/involuntary minorities, minority identity development, and stereotype-threat in relations to school achievement as well as good examples of minority education. Different Romani cultures and languages, the role of families and communities in socialization and conflicts between school and family socialization will be discussed as well.

Learning outcome, competences
knowledge:
- is acquainted with the most important theoretical approaches on discrimination in school context
- is familiar with the concepts of minority identity development, the differentiation between voluntary and involuntary minorities in relationship to education
- is familiar with the basic criteria of programs and trainings aiming at promoting school success of disadvantaged children

attitude:
- understands the different individual and social experiences resulted by social inequalities and prejudices in school
- is able to critically analyse mechanism resulting and maintaining unequal opportunities in education

skills:
- is able to differentiate between essentialist prejudices and stereotypes and their consequences
- is able to reflect at own privileges and social disadvantages concerning own school experiences

Content of the course

Topics of the course
- Introduction
- Cultural capital and privilege: social background and school achievement
- Prejudices, stereotypes and discrimination in school I. (classism, antisemitism, islamophobia)
- Prejudices, stereotypes and discrimination in school II. (ethnic prejudice)
- Prejudices, stereotypes and discrimination in school III. (sexism, homophobia)
- Minority identity development, voluntary and involuntary minorities
- Differences between school and family socialization
- Gender roles: cultural differences and school-family conflicts
- Stereotype threat and self-fulfilling prophecies
- Good practices of minority education
- Colorblindness and multiculturalism in education
- The role multicultural and diverse curriculum
Prejudice reduction in school context (contact, extended contact, imagined contact)

Learning activities, learning methods
- small group discussions
- student presentations
- lectures

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:
requirements
- 40 % oral presentations
- 60 % test

mode of evaluation: complex (written and oral)

criteria of evaluation:
- adequate knowledge of the literature
- quality of the oral presentations

Reading list

Compulsory reading list

• DiAngelo, R. J. (2010). Why can’t we all just be individuals?: Countering the discourse of individualism in anti-racist education. InterActions: UCLA Journal of Education and Information Studies, 6(1).

Recommended reading list

• Bablak, L., Raby, R., & Pomerantz, S. (2016). ‘I don't want to stereotype… but it's true’: Maintaining whiteness at the centre through the smart Asian’ stereotype in high school. Whiteness and Education, 1(1), 54-68.