

COURSE OUTLINE

Course Code / Title : HS2015 Education and Society

Pre-requisites : HS1001 Person and Society

No. of AUs. : 3

Contact Hours : 39

Course Aims

This course introduces students to key perspectives and themes in the sociology of education. Sociology of education studies education as an integral part of larger social systems and institutions, often with a critical view on the ways in which education is implicated in the relations of power and inequality that traverse these systems and institutions.

Theoretical perspectives covered in this course include the functionalist, the Marxist/Marxian, and various other critical perspectives hinging on social differences such as culture, power, gender, race/ethnicity. Furthermore, important themes such as neoliberal-ism/ization, globalization and inter-/trans-national mobility, curriculum, critical pedagogy and alternative education, are also examined.

The course provides opportunities for students to understand theories and concepts through focused case studies set in specific sociocultural contexts.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Identify the main roles education plays in society;
2. Explain the different theoretical perspectives and/or conceptual debates in the sociology of education;
3. Use one or more theories learned in the course to analyze educational issues/phenomena

Course Content

Please refer to the below weekly schedule

Planned Weekly Schedule			
Week	Topic	Course LO	Readings/ Activities
1	Introduction	1	Jeffrey, Craig, & Mcdowell, Linda. (2004). Youth in a Comparative Perspective: Global

			<p>Change, Local Lives. <i>Youth & Society</i>, 36(2), 131-142.</p> <p>Philip Brown, Hugh Lauder & Johnny Sung. "Higher education, corporate talent and the stratification of knowledge work in the global labour market"</p>
2	Functionalist	1, 2	<p>Ballantine, Janne H. (2001). <i>The Sociology of Education: A Systematic Analysis</i> (5th ed.). Upper Saddle River: Prentice Hall. (Chapter 2, pp. 27-59)</p> <p>Durkheim, Emile. (2006). Education: Its Nature and Its Role. In H. Lauder, P. Brown, J.-A. Dillabough & A. H. Halsey (Eds.), <i>Education, Globalization & Social Change</i> (pp. 76-87). Oxford: Oxford University Press.</p> <p>Durkheim, Emile. (2007). On Education and Society. In A. R. Sadovnik (Ed.), <i>Sociology of Education</i> (pp. 23-35). New York and London: Routledge.</p> <p>Parsons, Talcott. 1959. "The School Class as a Social System." <i>Harvard Educational Review</i></p> <p>Schultz, Theodore W. (1961). Investment in Human Capital. <i>The American Economic Review</i>, 51(1), 1-17.</p> <p>Weber, Max. (2006). The 'Rationalization' of Education and Training. In H. Lauder, P. Brown, J.-A. Dillabough & A. H. Halsey (Eds.), <i>Education, Globalization & Social Change</i> (pp. 88-90). Oxford: Oxford University Press.</p>
3	Marxist/Marxian	1, 2	<p>Althusser, Louis: "Ideology and Ideological State Apparatuses"</p> <p>Bourdieu, Pierre. (2006). The Forms of Capital. In H. Lauder, P. Brown, J.-A. Dillabough & A. H. Halsey (Eds.), <i>Education,</i></p>

			<i>Globalization & Social Change</i> (pp. 105-118). Oxford: Oxford University Press.
4	Various critical perspectives (1)	1, 2	<p>Foster, Kevin Michael. (2004). Coming to terms: a discussion of John Ogbu's cultural-ecological theory of minority academic achievement. <i>Intercultural Education</i>, 15(4), 369-384.</p> <p>Foucault, Michel. (2006). The Means of Correct Training. In H. Lauder, P. Brown, J.-A. Dillabough & A. H. Halsey (Eds.), <i>Education, Globalization & Social Change</i> (pp. 124-137). Oxford: Oxford University Press.</p> <p>Jeffrey, Craig, Jeffery, Roger, & Jeffery, Patricia. (2008). School and madrasah education: gender and the strategies of Muslim young men in rural north India. <i>Compare</i>, 38(5), 581-593.</p> <p>Kipnis, Andrew. (2001). Articulating School Countercultures. <i>Anthropology & Education Quarterly</i>, 32(4), 472-492.</p> <p>Levinson, Bradley A., & Holland, Dorothy C. (1996). The Cultural Production of the Educated Person: An Introduction. In B. A. Levinson, D. E. Foley & D. C. Holland (Eds.), <i>The Cultural Production of the Educated Person</i> (pp. 1-56). Albany, NY: SUNY Press.</p> <p>Willis, Paul. (2006). Foot Soldiers of Modernity: The Dialectics of Cultural Consumption and the Twenty-First-Century School. In H. Lauder, P. Brown, J.-A. Dillabough & A. H. Halsey (Eds.), <i>Education, Globalization & Social Change</i> (pp. 507-523). Oxford: Oxford University Press.</p>
5	Internationalization/globalization; student mobility	1, 2, 3	Baas, Michiel. (2006). Students of migration: Indian overseas students and the question of permanent residency. <i>People and Place</i> , 14(1), 1-19.

			<p>Mok, Ka Ho. (2012). The Rise of Transnational Higher Education in Asia: Student Mobility and Studying Experiences in Singapore and Malaysia. <i>Higher Education Policy</i>, 25, 225-241.</p> <p>Olds, Kris. (2007). Global Assemblage: Singapore, Foreign Universities, and the Construction of a “Global Education Hub”. <i>World Development</i>, 35(6), 959–975.</p> <p>Rizvi, Fazal. (2011). Theorizing student mobility in an era of globalization. <i>Teachers and Teaching: theory and practice</i>, 17(6), 693–701.</p> <p>Waters, Johanna L. (2012). Geographies of International Education: Mobilities and the Reproduction of Social (Dis)advantage. <i>Geography Compass</i>, 6(3), 123–136.</p> <p>Xiang, Biao, & Shen, Wei. (2009). International Student Migration and Social Stratification in China. <i>International Journal of Educational Development</i>, 29(5), 513-522.</p>
6	Various critical perspectives (2)	1, 2, 3	<p>Abelmann, Nancy, Park, So Jin, & Kim, Hyunhee. (2009). College rank and neo-liberal subjectivity in South Korea: the burden of self-development. <i>Inter-Asia Cultural Studies</i>, 10(2), 229-247.</p> <p>Olsen, Mark, & Peters, Michael A. (2005). Neoliberalism, higher education and the knowledge economy: from the free market to knowledge capitalism. <i>Journal of Education Policy</i>, 20(3), 313-345.</p>
7	Sociology of curriculum; critical pedagogy;	1, 2, 3	<p><u>Curriculum</u></p> <p>Gewirtz, Sharon, & Cribb, Alan. (2009). <i>Understanding Education: A Sociological</i></p>

	alternative schooling		<p><i>Perspective</i>. Cambridge: Polity. (Chapter 5, pp. 111-132).</p> <p>Giroux, Henry A. (1979) <i>Toward a New Sociology of Curriculum</i>.</p> <p><u><i>Critical Pedagogy</i></u> Freire, Paulo (2006/1993) <i>Pedagogy of the Oppressed</i> (full text available: http://www.historyisaweapon.com/defcon2/pedagogy/index.html)</p> <p>Abraham, Getahun Y. (n.d.) <i>Critical Pedagogy: Origin, Vision, Action & Consequences</i>.</p> <p><u><i>Alternative schooling</i></u> Kraftl, Peter. (2013). Towards geographies of 'alternative' education: a case study of UK home schooling families. <i>Transactions of the Institute of British Geographers</i>, 38, 436-450.</p>
8	The development of the education system in Singapore	1, 2, 3	<p>Cheng, Y. e. (2015). Cultural Politics of Education and Human Capital Formation: Learning to Labor in Singapore. In T. Abebe, J. Waters, & T. Skelton (Eds.), <i>Labouring and Learning, Geographies of Children and Young People 10</i> (pp. 1-20): Springer.</p> <p>Cheng, Y. e. (2015). Biopolitical Geographies of Student Life: Private Higher Education and Citizenship Life-Making in Singapore. <i>Annals of the Association of American Geographers</i>, 105(5), 1078-1093.</p> <p>Cheng, Y. e. (2016). Critical Geographies of Education Beyond "Value": Moral Sentiments, Caring, and a Politics for Acting Differently. <i>Antipode</i>, 48(4), 919-936.</p> <p>Cheng, Y. e. (2016): Educated non-elites' pathways to cosmopolitanism: the case of private degree students in Singapore, <i>Social & Cultural Geography</i>,</p> <p>Cheng, Y. e. (2016). Learning in neoliberal times: Private degree students and the</p>

			<p>politics of value coding in Singapore. <i>Environment & Planning A</i>, 48(2), 292-308.</p> <p>Cheng, Y. e. (2014) Time protagonists: student migrants, practices of time and cultural construction of the Singapore-educated person, <i>Social & Cultural Geography</i>, 15:4, 385-405</p>
9	In-Focus: Singapore	1, 2, 3	<p><i>Resources for team presentation</i></p> <p>1. <u>Education and social difference (1): class</u></p> <p>Aaron Koh (2014) Doing class analysis in Singapore's elite education: unravelling the smokescreen of 'meritocratic talk', <i>Globalisation, Societies and Education</i>, 12:2, 196-210</p> <p>Chang, H.-Y. (1995). Singapore: Education and Change of Class Stratification. <i>Southeast Asian Studies</i>, 32(4), 455-476.</p> <p>Rebecca Ye & Erik Nylander (2015) The transnational track: state sponsorship and Singapore's Oxbridge elite, <i>British Journal of Sociology of Education</i>, 36:1, 11-33</p> <p>Rebecca Ye (2016). Transnational Higher Education Strategies into and out of Singapore: Commodification and Consecration. <i>TRaNS: Trans -Regional and -National Studies of Southeast Asia</i>, 4, pp 85-108</p> <p>2. <u>Education and social difference (2): race; gender; culture; etc.</u></p> <p>Ren, L., & Hu, G. (2013). A comparative study of family social capital and literacy practices in Singapore. <i>Journal of Early Childhood Literacy</i>, 13(1), 98-130.</p>

		<p>Nursila Senin & Irene Y.H. Ng (2012) Educational aspirations of Malay youths from low-income families in Singapore, <i>Asia Pacific Journal of Social Work and Development</i>, 22:4, 253-265</p> <p>Daniel P.S. Goh (2015) Elite schools, postcolonial Chineseness and hegemonic masculinities in Singapore, <i>British Journal of Sociology of Education</i>, 36:1, 137-155</p> <p>Francis L. Collins, Ravinder Sidhu, Nick Lewis & Brenda S.A. Yeoh (2014) Mobility and desire: international students and Asian regionalism in aspirational Singapore, <i>Discourse: Studies in the Cultural Politics of Education</i>, 35:5, 661-676</p> <p>Barr, M. D. (2006). Racialised Education in Singapore. <i>Educational Research for Policy and Practice</i>, 5, 15–31.</p> <p>Loh, C. E. (2013). Singaporean Boys Constructing Global Literate Selves through Their Reading Practices In and Out of School. <i>Anthropology & Education Quarterly</i>, 44(1), 38-57.</p> <p>3. Educational system(s); policies; nation-building; globalization</p> <p>Jason Tan (2010) Compulsory education in Singapore – who benefits? <i>Asia Pacific Journal of Education</i>, 30:4, 401-418</p> <p>Ka-ho Mok, (2003), "Decentralization and marketization of education in Singapore", <i>Journal of Educational Administration</i>, Vol. 41 Iss 4 pp. 348 – 366</p> <p>K. C. Ho & Yun Ge (2011) Education and human capital management in a world city: the case of Singapore, <i>Asia Pacific Journal of Education</i>, 31:3, 263-276</p>
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			<p>Leonel Lim & Michael W. Apple (2015) Elite rationalities and curricular form: "Meritorious" class reproduction in the elite thinking curriculum in Singapore, <i>Curriculum Inquiry</i>, 45:5, 472-490</p> <p>Sidhu, R., Ho, K.-C., & Yeoh, B. (2011). Emerging education hubs: the case of Singapore. <i>Higher Education</i>, 61, 23-40.</p> <p>S. Gopinathan (2007) Globalisation, the Singapore developmental state and education policy: a thesis revisited, <i>Globalisation, Societies and Education</i>, 5:1, 53-70</p> <p>Leonel Lim (2016): Globalization, the strong state and education policy: the politics of policy in Asia, <i>Journal of Education Policy</i></p> <p>Christensen, S. (2012). Higher education and entrepreneurial citizenship in Singapore. <i>Learning and Teaching</i>, 5(3), 39-55.</p> <p>Tan, J. (1993). Independent Schools in Singapore: Implications for Social and Educational Inequalities. <i>International Journal of Educational Development</i>, 13(3), 239-251.</p> <p>Daquila, T. C. (2013). Internationalizing Higher Education in Singapore: Government Policies and the NUS Experience. <i>Journal of Studies in International Education</i>, 17(5), 629-647.</p> <p>Aaron Koh (2004) Singapore Education in "New Times": Global/local imperatives, <i>Discourse: Studies in the Cultural Politics of Education</i>, 25:3, 335-349</p> <p>Ng, P. T. (2011). Singapore's Response to the Global War for Talent: Politics and Education. <i>International Journal of Educational Development</i>, 31(2), 262-268.</p>
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		<p>Pak Tee Ng (2013) The global war for talent: responses and challenges in the Singapore higher education system, <i>Journal of Higher Education Policy and Management</i>, 35:3, 280-292</p> <p>Pak Tee Ng Charlene Tan, (2010),"The Singapore Global Schoolhouse", <i>International Journal of Educational Management</i>, Vol. 24 Iss 3 pp. 178 – 188</p> <p>Terence Chong (2014) Vocational education in Singapore: meritocracy and hidden narratives, <i>Discourse: Studies in the Cultural Politics of Education</i>, 35:5, 637-648</p> <p>Leonel Lim (2013) Meritocracy, elitism, and egalitarianism: a preliminary and provisional assessment of Singapore's primary education review, <i>Asia Pacific Journal of Education</i>, 33:1, 1-14</p> <p><u>4. Civics/citizenship, history, and moral education</u></p> <p>Christine Han (2007) History education and 'Asian' values for an 'Asian' democracy: the case of Singapore, <i>Compare: A Journal of Comparative and International Education</i>, 37:3, 383-398</p> <p>Tan Tai Wei (1994): Moral Education in Singapore: a critical appraisal, <i>Journal of Moral Education</i>, 23:1, 61-73</p> <p>Christine Han (2000) National Education and 'Active Citizenship': Implications for Citizenship and Citizenship Education in Singapore, <i>Asia Pacific Journal of Education</i>, 20:1, 63-72</p> <p>Csilla Weninger & Ee Moi Kho (2014): The (bio)politics of engagement: shifts in Singapore's policy and public discourse on</p>
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			civics education, <i>Discourse: Studies in the Cultural Politics of Education</i>
10	In-Focus: China	1, 2, 3	<p><i>Resources for team presentation</i></p> <p>1. <u>Politics, power and ideology</u></p> <p>Pepper, S. (1980). Chinese Education After Mao: Two Steps Forward, Two Steps Back and Begin Again? <i>The China Quarterly</i>, 81(March), 1-65.</p> <p>Wu, J. (2012). Disenchantment and participatory limits of compulsory education: lessons from Southwest China. <i>Compare: A Journal of Comparative and International Education</i>, 42(4), 621-645.</p> <p>Wu, J. (2012). Governing Suzhi and Curriculum Reform in Rural Ethnic China: Viewpoints From the Miao and Dong Communities in Qiandongnan. <i>Curriculum Inquiry</i>, 42(5), 652-681.</p> <p>Kipnis, A. (2007). Neoliberalism Reified: Suzhi Discourse and Tropes of Neoliberalism in the People's Republic of China. <i>The Journal of the Royal Anthropological Institute</i>, 13(2), 383-400.</p> <p>Woronov, T. (2004). In the eye of the chicken: Hierarchy and marginality among Beijing's migrant schoolchildren. <i>Ethnography</i>, 5(3), 289-313.</p> <p>Woronov, T. (2007). Performing the nation: China's children as little red pioneers. <i>Anthropological Quarterly</i>, 80(3), 647-671.</p> <p>Woronov, T. (2008). Raising Quality, Fostering "Creativity": Ideologies and Practices of Education Reform in Beijing. <i>Anthropology & Education Quarterly</i>, 39(4), 401-422.</p>

		<p>Woronov, T. (2009). Governing China's Children: Governmentality and 'Education for Quality'. <i>Positions: East Asia Cultures Critique</i>, 17(3), 567-589.</p> <p>2. <u>Culture and gender</u></p> <p>Veeck, A., Flurry, L., & Jiang, N. (2003). Equal Dreams: The One Child Policy and the Consumption of Education in Urban China. <i>Consumption Markets & Culture</i>, 6(1), 81-94.</p> <p>Jaschok, M., & Chan, H. M. V. (2009). Education, gender and Islam in China: The place of religious education in challenging and sustaining 'undisputed traditions' among Chinese Muslim women. <i>International Journal of Educational Development</i>, 29(5), 487-494.</p> <p>Hannum, E., Kong, P., & Zhang, Y. (2009). Family sources of educational gender inequality in rural China: A critical assessment. <i>International Journal of Educational Development</i>, 29(5), 474-486.</p> <p>3. <u>Class and social reproduction</u></p> <p>Xiang, B., & Shen, W. (2009). International student migration and social stratification in China. <i>International Journal of Educational Development</i>, 29(5), 513-522.</p> <p>Kim, S. W., Brown, K.-e., & Fong, V. L. (2015). Credentialism and Career Aspirations: How Urban Chinese Youth Chose High School and College Majors. <i>Comparative Education Review</i>, 60(2), 271-292.</p> <p>Woronov, T. (2011). Learning to Serve: Urban Youth, Vocational Schools and New Class Formation in China. <i>The China Journal</i>, 66(July), 77-99.</p>
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		<p>Woronov, T. (2012). Doing Time: Mimetic Labor and Human Capital Accumulation in Chinese Vocational Schools. <i>The South Atlantic Quarterly</i>, 111(3), 701-719.</p> <p>Kipnis, A. (2001). The Disturbing Educational Discipline of "Peasants". <i>The China Journal</i>, 46, 1-24.</p> <p>Kim, S. w., Kim, E. J., Wagaman, A., & Fong, V. L. (2017). A longitudinal mixed methods study of parents' socioeconomic status and children's educational attainment in Dalian City, China. <i>International Journal of Educational Development</i>, 52.</p> <p>Anita Koo (2016) Expansion of vocational education in neoliberal China: hope and despair among rural youth, <i>Journal of Education Policy</i>, 31:1, 46-59</p> <p>4. <u>System, structure, inequality</u></p> <p>Yang, P. (2016). 'Eliteness' in Chinese schooling: towards an ethnographic approach. In C. Maxwell & P. Aggleton (Eds.), <i>Elite Education. International Perspectives</i> (pp. 135-147). Abingdon: Routledge.</p> <p>Yang, P. (2014) Empire at the Margins: Compulsory Mobility, Hierarchical Imaginary, and Education in China's Ethnic Borderland. <i>London Review of Education</i>, 12(1), 5-19.</p> <p>Yu, L., & Suen, H. K. (2005). Historical and Contemporary Exam-driven Education Fever in China. <i>KEDI Journal of Educational Policy</i>, 2(1), 17-33.</p> <p>Wu, X. (2012). The dynamic role of cultural capital in the competitive school admission</p>
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			<p>process: a Chinese experience. <i>The Australian Educational Researcher</i>, 39(3), 275-293.</p> <p>Wang, L. (2008). The marginality of migrant children in the urban Chinese educational system. <i>British Journal of Sociology of Education</i>, 29(6), 691-703.</p> <p>Mok, K. H., Wong, Y. C., & Zhang, X. (2009). When marketisation and privatisation clash with socialist ideals: Educational inequality in Urban China. <i>International Journal of Educational Development</i>, 29(5), 505–512.</p> <p>Brock, A. (2009). Moving mountains stone by stone: Reforming rural education in China. <i>International Journal of Educational Development</i>, 29(5), 454–462.</p>
11	In-Focus: UK	1, 2, 3	<p><i>Resources for team presentation</i></p> <p>1. <u>Class, privilege, habitus (1) – private/elite education</u></p> <p>Maxwell, C., & Aggleton, P. (2014). Agentic practice and privileging orientations among privately educated young women. <i>The Sociological Review</i>, 62(800-820).</p> <p>Claire Maxwell & Peter Aggleton (2013) Becoming accomplished: concerted cultivation among privately educated young women, <i>Pedagogy, Culture & Society</i>, 21:1, 75-93</p> <p>Maxwell, C. (2016). Creating Cosmopolitan Subjects: The Role of Families and Private Schools in England. <i>Sociology</i>, 50(4), 780–795.</p> <p>Claire Maxwell & Peter Aggleton (2010) The bubble of privilege. Young, privately educated women talk about social class, <i>British Journal of Sociology of Education</i>, 31:1, 3-15</p>

			<p>Brooks, R., & Waters, J. (2015). The Hidden Internationalism of Elite English Schools. <i>Sociology</i>, 49(2), 212–228.</p> <p>Claire Maxwell & Peter Aggleton (2014) The reproduction of privilege: young women, the family and private education, <i>International Studies in Sociology of Education</i>, 24:2,189-209</p> <p>2. Class, privilege, habitus (2) – working class / under-privileged</p> <p>Valerie Walkerdine (2011) Neoliberalism, working-class subjects and higher education, <i>Contemporary Social Science</i>, 6:2, 255-271</p> <p>Valerie Walkerdine (2003) Reclassifying Upward Mobility: Femininity and the neo-liberal subject, <i>Gender and Education</i>, 15:3, 237-248</p> <p>Thomas Grant (2016): The complexity of aspiration: the role of hope and habitus in shaping working-class young people’s aspirations to higher education, <i>Children's Geographies</i></p> <p>Reay, D., Crozier, G., & Clayton, J. (2009). ‘Strangers in Paradise’? Working-class Students in Elite Universities. <i>Sociology</i>, 43(6), 1103-1121.</p> <p>Reay, D., Davies, J., David, M., & Ball, S. J. (2001). Choices of Degree or Degrees of Choice? Class, 'Race' and the Higher Education Choice Process. <i>Sociology</i>, 35(4), 855-874.</p> <p>3. Emotion and subjectivities</p>
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		<p>Reay, D. (2004) Gendering Bourdieu's concepts of capitals? Emotional capital, women and social class.</p> <p>Diane Reay (2002) Shaun's Story: Troubling discourses of white working-class masculinities, <i>Gender and Education</i>, 14:3, 221-234</p> <p>Brooks, R. (2015). Social and spatial disparities in emotional responses to education: feelings of 'guilt' among student-parents. <i>British Educational Research Journal</i>, 41(3), 505–519.</p> <p>Hazel Christie (2009) Emotional journeys: young people and transitions to university, <i>British Journal of Sociology of Education</i>, 30:2, 123-136</p> <p>Penny Jane Burke (2011) Masculinity, subjectivity and neoliberalism in men's accounts of migration and higher educational participation, <i>Gender and Education</i>, 23:2, 169-184</p> <p>4. Employability, credential, labour market</p> <p>Phillip Brown (2013) Education, opportunity and the prospects for social mobility, <i>British Journal of Sociology of Education</i>, 34:5-6, 678-700</p> <p>Phillip Brown, Sally Power, Gerbrand Tholen & Annabelle Allouch (2016) Credentials, talent and cultural capital: a comparative study of educational elites in England and France, <i>British Journal of Sociology of Education</i>, 37:2, 191-211</p> <p>K. Allen , J. Quinn , S. Hollingworth & A. Rose (2013) Becoming employable students and 'ideal' creative workers: exclusion and inequality in higher education work</p>
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		<p>placements, <i>British Journal of Sociology of Education</i>, 34:3, 431-452</p> <p>Power, S., Brown, P., Allouch, A., & Tholen, G. (2013). Self, Career and Nationhood: The contrasting aspirations of British and French elite graduates. <i>The British Journal of Sociology</i>, 64(4), 578-596.</p> <p>Tholen, G. (2016). Symbolic Closure: Towards a Renewed Sociological Perspective on the Relationship between Higher Education, Credentials and the Graduate Labour Market. <i>Sociology</i>, 1-17.</p> <p>Tholen, G. (2012). The Social Construction of Competition for Graduate Jobs: A Comparison between Great Britain and the Netherlands. <i>Sociology</i>, 47(2), 267–283.</p> <p>Tholen, G., Relly, S. J., Warhurst, C., & Commander, J. (2016). Higher education, graduate skills and the skills of graduates: the case of graduates as residential sales estate agents. <i>British Educational Research Journal</i>, 42(3), 508–523.</p> <p>Tholen, G. (2014). Graduate employability and educational context: a comparison between Great Britain and the Netherlands. <i>British Educational Research Journal</i>, 40(1), 1-17.</p> <p>Tholen Gerbrand (2015) What can research into graduate employability tell us about agency and structure?, <i>British Journal of Sociology of Education</i>, 36:5, 766-784</p> <p>Michael Tomlinson (2008) 'The degree is not enough': students' perceptions of the role of higher education credentials for graduate work and employability, <i>British Journal of Sociology of Education</i>, 29:1, 49-61</p>
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12	Education governance.	1, 2, 3	<p>“Governing without governing: The formation of a European educational space” Antonio Novoa.</p> <p>“The European University” A. H. Halsey</p>
13	Review	1, 2, 3	Nil

Course Assessment

CA1	Class Participation	: 10%
CA2	Team Presentation	: 20%
CA3	Project/Essay	: 30%
	Final Examination	: 40%
Total		----- 100%