

# SO244-15 Educational Inequalities

**22/23**

**Department**

Sociology

**Level**

Undergraduate Level 2

**Module leader**

Cath Lambert

**Credit value**

15

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module seeks to provide students with an understanding of the role of education in re/producing and/or challenging social inequalities. It takes an intersectional approach, enabling students to engage with the complex ways in which social differences intersect to make a difference in terms of people's educational opportunities, experiences and outcomes.

[Module web page](#)

### Module aims

To provide students with an understanding of the role of education in re/producing and /or challenging social inequalities.

### Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

To provide students with an understanding of the role of education in re/producing and /or challenging social inequalities.

Week 11: Understanding Educational Inequalities: theories and methods

Week 12: Education and difference: 'race' and ethnicity

Week 13: Education and difference: the gender agenda

Week 14: Education and difference: sex and sexuality  
 Week 15: Education and difference: special educational needs (SEN) and inclusion  
 Week 16: Research and reading week  
 Week 17: Discipline and punish: educational exclusion  
 Week 18: Spaced out: the uneven architecture of learning  
 Week 19: The bigger picture: the global educational landscape  
 Week 20: Module summary and overview

## Learning outcomes

By the end of the module, students should be able to:

- Understand that different individuals and groups have different educational access, experiences and outcomes.
- Have a critical understanding of some of the complex reasons for persistent educational inequalities
- Be able to apply intersectional analysis and draw on relevant theoretical resources to explore the intersections between identities and education.
- Analyse, assess and communicate empirical evidence presented in module texts and policy materials .

## Indicative reading list

Archer, L. & Francis, B. (2007) *Understanding Minority Ethnic Achievement: the role of race, class, gender and 'success'* London: Routledge

Apple, M. (2001), 'Creating profits by creating failures: standards, markets and inequality in education', *International Journal of Inclusive Education*, 5, (2): 103-118.

Epstein, D. (1998), *Schooling Sexualities*. Buckingham, Open University Press,

Gillborn, D. (2005) 'Education as an act of white supremacy: whiteness, critical race theory and education reform', *Journal of Education Policy*, 20 (4) 485-505.

Lauder, H. Brown, P., Dillabough, J-A., Halsey, A,H. (2006) (eds.) *Education, Globalisation and Social Change*, Oxford, Oxford University Press.

Leathwood, C & Read, B. (2008) *Gender and the Changing Face of Higher Education: A Feminised Future?*, Maidenhead: McGraw-Hill/ Open University Press

Mac an Ghaill, M. (1995) *The Making of Men*, Buckingham, Open University Press.

Mac an Ghaill, M. (1988) *Young, Gifted and Black*, Milton Keynes, Open University Press.

Mirza, H. (1992) *Young, Female and Black*, London, Routledge

Peters, S. J. (2010) 'The heterodoxy of student voice: challenges to identity in the sociology of disability and education', *British Journal of Sociology of Education*. 31(5): 591-602.

Pomeroy, E. (2000). *Experiencing Exclusion*. Great Britain: Cromwell Press

Ranciere, J (1991) *The Ignorant Schoolmaster: Five Lessons in Intellectual Emancipation*. Stanford: Stanford University Press

Reiss, M., DePalma, R. and Atkinson, E. (2007) (eds) *Marginality and difference in education and beyond*, Stoke on Trent, Trentham Books.

Searle, C. (2001) *An Exclusive Education: Race, Class and Exclusion in British Schools*, Lawrence and Wishart, London.

Shilling, C. (1991) 'Social Space, Gender Inequalities and Educational Differentiation', *British*

Journal of Sociology of Education, 12 (1): 23 — 44.

Taylor, Y. (ed.) (2012) Educational Diversity: The Subject of Difference and Different Subjects, London, Palgrave Macmillan

Troyna, B. and Williams, J. (1986) Racism, Education and the State, London, Croom Helm

Vincent, C. (ed.) Social Justice, Education and Identity, London, RoutledgeFalme

## **Subject specific skills**

Applying appropriate sociological theories to education

Using sociological analysis in understanding education.

## **Transferable skills**

Critical thinking

Oral communication skills

Research using both academic and 'grey literature'

Self-direction / motivation

Achieving deadlines

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## **Study**

### **Study time**

<b>Type</b>	<b>Required</b>
Lectures	9 sessions of 1 hour (50%)
Seminars	9 sessions of 1 hour (50%)
Total	18 hours

### **Private study description**

Weekly 'essential' reading extend lectures and underpin the design of seminars.

Students contribute towards peer study activities.

Recommended and further reading inform summative assignments.

### **Costs**

No further costs have been identified for this module.

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## **Assessment**

You must pass all assessment components to pass the module.

Students can register for this module without taking any assessment.

## Assessment group A1

	Weighting	Study time
3000 word essay	100%	
Students will select one from a number of titles, each reflecting a different aspects of the module. They also have the option to negotiate and original title with course tutor.		
All essays will enable students to demonstrate module's principle learning outcomes.		

## Feedback on assessment

Written online feedback

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## Availability

### Courses

This module is Optional for:

- Year 2 of USOA-L301 BA in Sociology

This module is Option list A for:

- Year 2 of USOA-L301 BA in Sociology
- Year 2 of ULAA-ML33 Undergraduate Law and Sociology

This module is Option list B for:

- USOA-L301 BA in Sociology
  - Year 2 of L305 Sociology with Specialism in Cultural Studies
  - Year 2 of L303 Sociology with Specialism in Gender Studies

This module is Option list G for:

- UPHA-V7ML Undergraduate Philosophy, Politics and Economics
  - Year 2 of V7ML Philosophy, Politics and Economics (Tripartite)
  - Year 2 of V7ML Philosophy, Politics and Economics (Tripartite)
  - Year 2 of V7ML Philosophy, Politics and Economics (Tripartite)