

**Spring 2012  
Jean Anyon  
Policy Area Seminar 73100  
Tuesdays at 4:15**

### **Critical Social Theory in Educational Studies**

**This course familiarizes students with critical social theorists often utilized by scholars in the academy. Goals of the course are to consider the following kinds of questions about critical social theory: What is it? How can it be useful? For example, how are power and resistance theorized, and how can we study and utilize such constructs in educational research? How can we use theory to organize daily struggles against unjust power in education and other parts of society?**

**(An asterisk before a title means it is a book that you should purchase or otherwise obtain.)**

#### **January 31. What are the Uses of Critical Social Theory?**

**What is critical social theory? What can it help us do (and un-do)?  
Several ways theory affects, and is affected by, empirical research.**

**Overview of Pierre Bourdieu (handout)**

#### **February 7. Pierre Bourdieu: Symbolic Capital**

**The Forms of Capital. In *Handbook of Theory and Research for the Sociology of Education*. John G. Richardson, Editor. NY: Greenwood Press. 1986: 241-160.  
(handout)**

#### **February 14. Pierre Bourdieu: Cultural and Social Reproduction**

**Cultural Reproduction and Social Reproduction. In *The Structure of Schooling: Readings in the Sociology of Education*. Richard Arum and Irene Beattie, Editors. NY: McGraw Hill. 1973: 56-68. (handout)**

**Educational writing using Pierre Bourdieu:**

**Lareau and Horvath (critique of sociological uses of P.B; social capital and families in different social classes.)**

**Stanton-Salazar (social capital and Latino students)**

**Prudence Carter (social capital and Black communities)**

**James Albright (literacy education)**

**Madeline Perez (social and cultural capital and high school admissions in NYC. GC dissertation , 2011)**

February 21 is a Monday schedule. No class.

**February 28. Foucault: Knowledge/Power/Resistance**  
Introduction to Foucault's thought (handout).

\*Foucault, *History of Sexuality, Vol. 1*. Pages 1-102 (Read up to, but not including the chapter titled "Domain")

**March 6: Foucault: Genealogy**

"Nietzsche, Genealogy, History," Foucault. In *Language, Counter-Memory, Practice*. Ed. Bouchard. (handout.)

Foucault and Method (handout)

Education writing with Foucault at the center:

*Dangerous Encounters: Genealogy and Ethnography*. Tamboukou

*Dangerous Coagulations: The Uses of Foucault in the Study of Education*. Baker and Heyning

*Doing Foucault in Early Childhood Studies*. MacNaughton

David Carlson's articles on using Foucault in English Education

Darla Linville, LGBTQ Teens and Care of the Self. GC dissertation , 2009

**March 13. Anyon, et al. Theory and Educational Research**

\**Theory and Educational Research: Toward Critical Social Explanation*. 2009.  
Anyon and students.

**March 20. Karl Marx: Capitalism and Class Struggle**

\*Marx and Engels, *The Communist Manifesto*. Penguin Books, Great Ideas. 2006.  
ISBN-10: 014303751X, ISBN-13: 978-0143037514. (Let's all get the same edition.)

Recommended: Chapters on Marx in Ken Morrison's *Marx, Durkheim and Weber: Formations of Modern Social Thought*. Either edition.

**March 27. Antonio Gramsci: Class and Culture**

\**Gramsci, Culture and Anthropology*. Kate Crehan. 2002.  
(Chapters 2, 4, 5, 6 only)

**April 3. David Harvey: Neoliberalism as a Capitalist Class Project**

\*David Harvey. *A Brief History of Neoliberalism*. 2007.

April 6-15 is Spring vacation. No Class April 10.

**April 17. April 3. Nancy Fraser: Redistribution, Recognition, and Representation**

Nancy Fraser. *Scales of Justice: Reimagining Political Space in a Globalizing World*. 2010. (Chapters TBA)

**April 24: Saba Mahmood: Rethinking Western Feminism; Merton and Middle Range Theories**

**\*Saba Mahmood. *Politics of Piety: The Islamic Revival and the Feminist Subject*. 2004. (Chapters TBA)**

**Robert K. Merton. 1949/2011. "On Sociological Theories of the Middle Range," in Craig Calhoun, et al, eds., *Classical Sociological Theory*. Pp. 448-459. (electronic)**

**May 1: Patricia Hill Collins. Intersectionality**

**\*Patricia Hill Collins. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. 2000 or 2008 edition.**

**May 8. Race and Whiteness**

**\*Zeus Leonardo. *Race, Whiteness, and Education*. 2009.**

**May 15. James C. Scott: Public and Private Transcripts**

**\*James C. Scott. *Domination and the Arts of Resistance: Hidden Transcripts*. 1992.**

**Final Project**

**The final project is a paper, 10 - 15 *single spaced* pages, not counting the bibliography.**

**In this paper, please develop your thoughts on theory. The twin goals of the paper are 1) to critique a theory (or theories) we have read in terms of some criterion/criteria you establish, and 2) to describe a theory (or theories) that you think may have relevance to your dissertation research. The theory/ies you describe that may have relevance to your dissertation do NOT have to be ones we read in class. Be sure to spend as much ink in the paper on the second goal as the first.**

**NOTE: The intellectual work you do for this paper, and perhaps large chunks of the paper itself, may be very useful in writing your second doc exam and your dissertation proposal.**

**Other Recommended Theorists (in no particular order):**

**Fredric Jameson. *Postmodernism, or, the Cultural Logic of Late Capitalism*.  
Arjun Appadurai. *Modernity at Large: Cultural Dimensions of Globalization*.  
Lila Abu-Lughod. *Veiled Sentiments: Honor and Poetry in a Bedouin Society*.**

**Stephen Ball. *Education Policy and Social Class: The Selected Works of Stephen Ball.***

**Glen Loury. *The Anatomy of Racial Inequality.***

**Robin D. G. Kelly. *Freedom Dreams: The Black Radical Imagination.***

**Linda Tuhiwai Smith. *Decolonizing Methodologies: Research and Indigenous Peoples.***

**Sandy Grande. *Red Pedagogy: Native American Social and Political Thought.***

**Paulo Freire. *Pedagogy of Hope: Reliving Pedagogy of the Oppressed.***

**Steven Lukes, *Power: A Radical View.* Second Edition**

**David Couzens Hoy, *Critical Resistance: From Poststructuralism to Post-Critique.***

**Deleuze and Guattari. *A Thousand Plateaus.***

**Iris Marion Young. *Justice and the Politics of Difference.***

**Henri Lefebvre. *Critique of Everyday Life.***

**Michel de Certeau. *The Practice of Everyday Life.***

**Edward Soja. *Seeking Spatial Justice.***

**Patricia Williams. *Alchemy of Race and Rights.***

**Richard Delgado. *Critical Race Theory.* Second Edition.**

**Dolores Delgado Bernal, C. Alejandra Elenes, Francisca E. Godinez, and Sofia Villenas. *Chicana/Latina Education in Everyday Life: Femininista Perspectives on Pedagogy and Epistemology***

**Dorothy Holland. *Identity and Agency in Cultural Worlds.***

**Sara Salih. *Judith Butler* (Routledge Critical Thinkers Series).**

**George Lipsitz. *How Racism Takes Place.***

**Eduardo Bonilla-Silva. *Racism without Racists.***

**Hester Eisenstein. *Feminism Seduced.***

**Neil Brenner. *New State Spaces: Governance and the Rescaling of Statehood.***

**W. E. B. DuBois. *The Souls of Black Folk.***

**Frantz Fanon. *Black Skin White Masks.***