Lec 1: Introduction

By:

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• scientific study of human social behaviour.
• concerned with all group activities such as economic, social, political, and religious.
• study such areas as bureaucracy, community, deviant behaviour, family, public opinion, social change, social mobility, social stratification, and such specific problems as crime, divorce, child abuse, and substance addiction.
why learn sociology?

- To study social changes & social phenomena
- To study the relationship among social institution.
- To differentiate the way of life between primitive and modern.
- To relate sociological and historical thinking
- To study society using scientific and empirical study.

-refer to hand out 1
Evolution

• Al-‘îlm al-Ijtima’i by Abdul-ar-Rahman bin Muhamad Khaldun al-Hadrami (Ibnu Khaldun). The nature of society is actually independent scientific field; the object are human civilization & its social organization.

• The term sociology (1838) by Auguste Comte. Analyze all aspects of cultural, political, & economic life and to identify the unifying principles of society at each stage of human social development

• Karl Marx, who emphasized the economic basis of the organization of society and its division into classes and saw in the class struggle the main agent of social progress.
• Herbert **Spencer** applied the principles of Darwinian evolution to the development of human society in his popular and controversial *Principles of Sociology* (1876–96).

• Émile **Durkheim** and Max **Weber** (founders of the modern study of sociology). Durkheim pioneered in the use of empirical evidence and statistical material in the study of society. Weber's major contribution was as a theorist, and his generalizations about social organization and the relation of belief systems, including religion, to social action are still influential.
These "Four pioneers" - Comte, Spencer, Durkheim and Weber - it seems, agreed upon the proper subject-matter of Sociology.

• Firstly, all of them urged the sociologists to study a wide range of institutes from the family to the state.
• Secondly, they agreed that a unique subject-matter for sociology is found in the interrelations among different institutions.
• Thirdly, they came to the common consensus on the opinion that society as a whole can be taken as a distinctive unit of sociological analysis. They assigned sociology the task of explaining wherein and why societies are alike or different.
• Finally, they insisted that sociology should focus on 'social acts' or 'social relationships' regardless of their institutional setting. This view was most clearly expressed by Weber.
Sociology of Education

Lec 1: Introduction
- specialised fields of social inquiry.
- analyses the institutions and organisations of education.
- studies the functional relationship between education and
  the other great institutional orders of society such as the
  economy, the polity, religion and kinship.
- concentrates on educational system or subsystem or
  individual school or college.
- studies 'education' as an agent of transmission of culture and
  the functional importance of education.
- makes studies of school organisation and the relation between schools and
  social structure, especially social class, family and neighbourhood.
- the interaction of these social forces with the internal organisation of school is
  explored in order to find out the social determines of educability.

Studies have shown that social class and its correlates
have a systematic effect on educability and educational
selection. For example, in Britain, the chances of achieving
a university degree are six times better for a middle class
than for a working-class child. The social determinates of
academic success remain powerful even in modern
educational systems in spite of provision of equal
opportunities for all. The theoretical notion of "meritocracy",
i.e., rule by the educated and talented persons, has to be
understood within this context. Sociological studies of
higher education have increased since 1950.
• Sociology of education stresses upon the social importance of education.
• The social importance of education is widely recognised today, especially in modern industrialised societies.
• In such societies education has become one of the means of acquiring social and technical skills.
• Education has become to be not only a way of training people to work in different fields but also a qualification for jobs in certain fields.
• It fits people for increasingly specialised roles.
• More than that, education has become an essential need today to register progress in scientific and technological fields. As such, it is a means of promoting economic prosperity.

• Education, as a means of bringing about social change, is no less significant.

• It promotes social mobility, that is, movement of people from one social status to another.

• It influences social stratification.
Theories applied to the curricula of schooling

National curriculum

• Functionalist
  – Response to changing circumstances in which the needs of the economy are paramount.

• Conflict
  – Government acting in the interests of capitalists has imposed a body of knowledge on everyone and denied children access to subjects that challenge the status quo, e.g. social sciences.

• Interactionist
  – Outcome of negotiation process between teachers, educationalists, and politicians in which the group with most power (politicians) had the greatest influence.
Welcome to the busybody world!!!!