



Lahore University of Management Sciences

EDU 262/SOC 2312 – Creating Elites and Delinquents Summer 2024

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Course URL (if any)	

Course Basics			
Credit Hours	3		
Lecture(s)	Nbr of Lec(s) Per Week	4	Duration 90

Course Distribution	
Core	No
Elective	Yes
Open for Student Category	Sophomores and above
Close for Student Category	

COURSE DESCRIPTION
<p><i>Creating Elites and Delinquents</i> is a course that will employ the lens of cultural sociology and anthropology to understand social inequality and the role played by educational institutes in countering or sustaining conditions that result in different life chances and outcomes for students hailing from different economic, ethnic, religious and/or racial backgrounds. Students will read a selection of seminal ethnographic accounts of educational settings from around the globe and a variety of different socio-economic and political contexts. These monographs will help students get an in-depth and critical understanding of the social processes behind production and reproduction of social and cultural capital in society through their nuanced portrayal of the relationships, dynamics, possibilities and constraints present in different kinds of places of education. We will also be looking at other relevant institutes that intersect with schooling and child rearing such as the family and law enforcement. Through reading these studies and conducting their own critical reflections, the students will be able to understand what a cultural analysis of schooling is and the unique insights offered by ethnography into teaching, learning, schools, and key educational problems. Ultimately, it is hoped that through this cultural analysis of schooling the students will think about and imagine how research can contribute to creating a more socially just educational system. We will adjust the pace of the readings as needed, it is very important for students to do close readings as the devil is in the details of ethnography. Surface level engagement with summative findings simply won't do, we need to understand the processes involved.</p> <p>It is important for students to know that this is designed as a course on qualitative, specifically ethnographic, methods as well. Students enrolling in this course should be aware that a significant part of this course is reliant on students trying to practice these methods and coming up with compelling research questions and following through that in a field site of their choosing. Support and close supervision will be provided throughout the semester. Significant portions of the class will be dedicated to teaching and evaluating the research methodology and your implementation in the field. In the iterative spirit of qualitative research, the instructor, in consultation and consent of the whole class, also reserves the right to change assignment metrics and readings to fit the needs of the class better. If you're taking this course with the sole expectation of passive learning of "content", don't.</p>

COURSE PREREQUISITE(S)	
•	None, but interest in qualitative research and desire for field work is recommended.



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COURSE OBJECTIVES/ Learning Outcomes

Students should be able to:

- Understand and apply the methods of educational ethnography
- Recognize the correlation between class, gender, race/ethnicity, language, migration status etc of students and their educational attainment and future possibilities
- Identify how ethnography helps inform our understanding of teaching and learning and the culture of schools

Grading Breakup and Policy

Class Participation: 20%

- Interactive class participation based on the reading of the day – quality and quantity both will be taken into account

Analytical Essay : 30% - Using any **three** books from the semester, students will write a comparative analytical essay on the continuities and discontinuities in the educational settings addressed in the ethnographic accounts. Pay attention to differing or similar characteristics based on socioeconomic factors, legal regimes, global-historical time and context. (~2000 words) **(Due end of Week 5)**

Ethnographic Project (group-based, 2-3 members): 50%

The crux of the semester's goals is the production of a compelling research-based, narrative output that deals with the themes of the course. The project will be a group ethnography, situated inside or outside LUMS and students will be expected to work on it through out the semester and collect data and do analysis in steps, that will be guided by the instructor. The 50% marks will be broken down into the following components:

- **Project Proposal** (No marks but mandatory) – Due end of first week, a rationalization of research interest and sampling methodology
- **Field Notes/Journal Entries** – (5%*4) = 20% - These will constitute anonymized field notes and will serve as your data for eventual analysis. There is no upper limit, as the more rich data you collect, the better your project is in the final analysis **(Due Dates: week 2, 3, 4,6)**
- **Final Write-Up** 30% (3000-4000 words) – This will be a proper research paper, and further details on how to accomplish it will be communicate in class. There will be frequent classes at different intervals where students will be expected to provide in-class informal presentations on their work so far so that progress is monitored and everybody in class benefits from mutual learning **(Due one week after classes end)**

Academic Integrity Policy:

Students, I trust you to maintain your integrity in the course of the semester. Any violations of academic ethics, including but not limited to, plagiarism, cheating, fabrication, or disruptive behavior will be dealt in accordance with the LUMS student handbook and blatant cases of egregious dishonesty will be sent straight to the DC without warning.

Written work must be formatted and cited properly in accordance with either the Chicago or MLA style. As LUMS has an Academic Writing Lab, I will highly encourage you all to visit the AWL to get feedback on your written work before you submit it, especially to flag if there are citation errors that could unintentionally land you in trouble.

COURSE OVERVIEW



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Reading List:

Students will read excerpts from the following books:

- **Abu El-Haj**, Thea Renda. *Unsettled belonging: educating Palestinian American youth after 9/11*. University of Chicago Press, 2015.
- **Khan**, Shamus R. *Privilege: The making of an adolescent elite at St. Paul's School*. Princeton University Press, 2012.
- **Grenfell**, Michael James, ed. *Pierre Bourdieu: key concepts*. Routledge, 2014.
- **Lareau**, Annette. *Unequal childhoods: Class, race, and family life*. Univ of California Press, 2011.
- **Mills**, David, and Missy **Morton**. *Ethnography in education*. Sage, 2013.
- **Rios**, Victor M. *Punished: Policing the lives of Black and Latino boys*. NYU Press, 2011.
- **Willis**, Paul E. *Learning to Labour: How Working Class Kids Get Working Class Jobs*. Saxon House, 1977.

In addition to the reading material, we will also be seeing a number of fictional and non-fictional portrayals of school and university life to further our understanding of the topic. In particular we will spend a portion of the semester viewing and discussing the HBO Television series **The Wire (Season 4)** and its portrayal of an urban high school in a crime-ridden part of Baltimore, Maryland

(Week 1) Sessions 1-4: Introduction

- **Session 1**
Introduction to course syllabus, themes, expectations and getting to know each other
- **Session 2: Educational Ethnography**

Mills and Morton, "Introduction", "Chapter 1" "Chapter 2" "Chapter 3"

- **Session 3: Bourdieu**

Grenfell, Michael James, ed. Pierre Bourdieu: key concepts
"Chapter 3, 4, 5, 6"

- **Session 4: Reading a Classic : Learning to Labour**

Willis, "Chapter 1" and "Chapter 2" – pages 1 to 51

Part II

Willis, "Chapter 5" and "Chapter 6" – pages 119 to 155

(Week 2) Sessions 5-8: Examining Divergent Paths in Childhood

- **Session 5**

Lareau, "Chapters 1 and 2" – Pages 1 to 32

- **Session 6 Organizing Daily Life**

Lareau, "Chapters 3 and 4" – Pages 38 to 81

- **Session 7 – Families and Institutions**

Lareau, "Chapter 9" and "Chapter 11" - Pages 182 to 197 and 221 to 232

- **Session 8 – Methodology and Theoretical Revision**

Lareau, "Chapter 12" Pages 233 to 258



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First Field Visit Workshop – Project Feedback Session

(Week 3) Sessions 9-12: Criminalizing Young Lives

- **Session 9**

Rios, “Chapter 1 , 2”

- **Session 10**

Rios, “Chapter 3, 4”

- **Session 11**

Rios, “Chapter 5, 6 and Conclusion”

- **Session 12**

Workshop – Second Field Notes Discussion - Project Feedback Session

(Week 4) : Sessions 13-16: Producing and Reproducing Elites through Schools

- **Session 13**

Khan, “Introduction” – Pages 1 to 17

- **Session 14**

Khan, “Chapter 1” “Chapter 2” – Pages 18 to 76

- **Session 15**

Khan, “Chapter 3” “Chapter 4” – Pages 77 to 150

- **Session 16**

Khan, “Chapter 5” “Conclusion” – Pages 151 to 205

(Week 5) Sessions 17-20: Education of Immigrants – Muslim Experience + Revision

- **Session 17**

Abu El-Haj, “Chapter 1”, “Chapter 4” – Pages 39 to 73, 138 to 169

- **Session 18**

Ghaffar-Kucher, Ameena. "The religification of Pakistani-American youth." American Educational Research Journal 49, no. 1 (2012): 30-52.

Abu El-Haj, “Conclusion” 204 to 224

- **Session 19-20**

- Methodology Workshop (Data Analysis)
- Course Content Revision before Analytical Essay

(Week 6): Sessions 20-24 Workshop Week and Informal Project Presentations

Workshop Week will be a flexible part of the semester in the final stages, designed to keep the projects operating at the correct pace without errors – we will do a deep dives into individual projects with specific questions. Students will present their works in progress to the instructor and the whole class for real time feedback before they submit final essay.