



## Master in Social Sciences and Educational Sciences

### Semestre 1

	CM (UE)	TD (UE)	ECTS
<b>THEORY</b>			12
Foundations of Education	30		6
<b>METHODS</b>			18
Qualitative and Quantitative Social Science Methods	56		6
<b>EDUCATION</b>			18
Comparative Education and Internationalization	30		6
<b>SOCIETY</b>			18
Contemporary Research on Education & Society	14		4
<b>SKILLS</b>			18
Statistical Analysis : STATA	14		2

### Semestre 2

	CM (UE)	TD (UE)	ECTS
<b>THEORY</b>			12
New Institutionalism: Explaining Institutional Change	30		6
<b>METHODS</b>			18
Advanced Social Science Methods : Quantitative	27		3
Advanced Social Science Methods: Qualitative	15		3
<b>SOCIETY</b>			18
<b>SEMILUX</b>	0		0
Gender and Migration: Theorizing and Researching Mobilities	30		6
Lecture Series 2023 "Science of Science"	10		2



## Master in Social Sciences and Educational Sciences

	CM (UE)	TD (UE)	ECTS
<b>EDUCATION</b>			18
Education & Social Change	28		6
Lecture Series 2023 "Science of Science"	10		2
<b>SKILLS</b>			15
Academic Writing Workshop	20		6

### Semestre 3

	CM (UE)	TD (UE)	ECTS
<b>METHODS</b>			18
Research Design	28		6
<b>EDUCATION</b>			18
Research Atelier Education	28		6
<b>SOCIETY</b>			18
Social Inequalities and Education	28		6
<b>SKILLS</b>			15
Academic writing workshop - MA SSES	20		6
<b>THESIS PREPARATION</b>			6
Thesis Preparation	28		6

## Master in Social Sciences and Educational Sciences

### Semestre 1

#### Foundations of Education

**Module:** THEORY (Semestre 1)

**ECTS:** 6

**Course learning outcomes:** Learning Outcomes:  
On completion of the course a student should be able to

- understand the key concepts used in sociology;
- reflect their own situation as young academic researchers in a culturally diverse world subjected to processes of globalization.

**Description:** Description:  
This seminar will focus on key contributions to sociological theory in a historical perspective. Readings will encompass the main empirical concerns of sociology, such as inequality, modernization or individualization as well as they key concepts from sociological theory like actors, structure, culture, and society. We will start with the "social philosophers-turning into sociologists" thinkers of the mid-to late 19th century, notably Karl Marx. Next, we delve into works written by prominent sociologists active in the first half of 20th century, among others Max Weber and Emile Durkheim. After World War II, sociology, especially in the US, had two major currents, one called rational choice theory; the other institutional theory. We will briefly touch upon these. Critical and neo-Marxist thought had a revival in the 1960s and 1970s both in Europe and the US. Prominent thinkers advancing such theories are Pierre Bourdieu and Immanuel Wallerstein. In the more recent period, both social theory and more tangible real life concerns have entered sociological work. Among these, risks associated with late modernity, particularly ecological risks, are part of the work by Ulrich Beck and Anthony Giddens. Finally, a major topic since the 1990s is globalization and the cultural, social, political and economic implications. We will get to know various concepts and views of globalization before we summarize our class in the final session.

Reading List:

Selection of recommended texts for preparation:

Poggi, Gianfranco. 2006. Weber: A Very Short Introduction. Oxford: OUP.

Singer, Peter. 1980. Marx: A Very Short Introduction. Oxford: OUP.

Texts to be read in the seminar will be uploaded on the Moodle platform.

**Langue:** Anglais

**Obligatoire:** Oui

**Evaluation:** Evaluation:  
Participation, presentations, written assignments, examination

## Master in Social Sciences and Educational Sciences

### Qualitative and Quantitative Social Science Methods

**Module:** METHODS (Semestre 1)

**ECTS:** 6

**Course learning outcomes:** Learning Outcomes:  
Student learning outcomes include:

- a) gaining an understanding of the different logics of the quantitative and qualitative methodologies, but also on how to combine these perspectives;
- b) developing the capacity to derive research designs that are appropriate for research questions;
- c) becoming aware of different methodological approaches;
- d) developing the capacity to evaluate and interpret research findings in light of possible limitations of social science research methods.
- e) gaining an understanding of the different logics behind certain methods of data analysis;
- f) familiarization with some of the procedures implemented in the statistical packages SPSS and STATA; g) developing the capacity to carry out quantitative analyses using the OECD-PISA data.

**Description:** Description:  
This seminar provides an introduction to social science research methods and quantitative and qualitative data analysis techniques. Questions of how to analyse social problems and theoretical issues are at the center of the social and educational sciences. This methods course focuses on selected topics in quantitative and qualitative research methods. Students will be able to enhance their research methods.  
This one-year-course comprises of different components: In the winter term (Methods 1), the different logics of scientific discovery will be discussed and the different stages of the research process will be dealt with in detail. Towards the end of the term, we will practice basic techniques of quantitative data analysis. Term 2 provides some more in-depth insights into qualitative methods and data analysis as well as into statistics for quantitative data analysis.  
Topics covered in this semester include: Quantitative und qualitative approaches: two different paradigms?; research processes, research questions, research designs (cross-sectional, longitudinal); population, sample, generalizability; modes of data collection; mixed-method designs, triangulation.

**Reading List:**

Bryman, Alan 2012. *Social Research Methods*. 4th Edition. Oxford: Oxford University Press.  
Chambliss, Daniel F. & Russell K. Schutt. 2012. *Making Sense of the World. Methods of Investigation*. London: Sage.  
Mayring, Philipp. 2007. *Mixing qualitative and quantitative methods*. Pp. 27-36 in: Philipp Mayring, Günter L. Huber, Leo Gürtler, and Mechthild Kiegelmann (Eds.), *Mixed Methodology in Psychological Research* (). Rotterdam: Sense Publishers.  
Silverman, David. 2013. *Doing Qualitative Research*. London: Sage.  
For readers of German:  
Atteslander, Peter. 2000. *Methoden der empirischen Sozialforschung*. 9. Auflage. Berlin: de Gruyter.  
Diekmann, Andreas. 2005. *Empirische Sozialforschung. Grundlagen, Methoden, Anwendungen* (13. Auflage).

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Reinbek bei Hamburg: Rowohlt.

**Langue:** Anglais

**Obligatoire:** Oui

**Evaluation:** Evaluation:

Participation; written exam (90 minutes) in term 1

### Comparative Education and Internationalization

**Module:** EDUCATION (Semestre 1)

**ECTS:** 6

**Course learning outcomes:** Learning Outcomes:  
By the end of the seminar, students will be able to draw on case studies from a number of sources, apply the respective key theoretical concepts and methods to well-defined problems, and begin to appreciate the complexities and insights of comparative education in an era of globalization.

**Description:** Description:

In this seminar, we will discuss older and newer questions in comparative education, focusing on contemporary debates in the field. We will highlight the uses and potentials of comparative and international education, exploring key theoretical concepts and using practical examples-and building on the experiences in different education systems of the students in the seminar. We will investigate the nature of enquiry of comparative and international education, its theoretical and methodological foundations, and its historical and social development up to today. Looking at its evolution as a branch of social science, we will discuss its composite character and the progressive change in the levels of analysis led by political, cultural and social forces over the 20th century. Recent worldwide phenomena, such as globalization, facilitated the diffusion of comparisons worldwide and have had a profound impact on comparative education as a scientific field. The emergence of global governance brings new challenges for traditional actors and for analyses. What is this space in which new actors circulate? With what consequences for nation-states? What are the key questions the field poses? Using mainly institutional perspectives, throughout the course we will deconstruct the units of analysis of contemporary comparative education-local, national, regional, supranational, etc. We will learn not only how to analyse similarities and differences, but also strive to understand the relational character of developmental processes, such as diffusion and convergence. Analyzing phenomenon such as Europeanisation and globalisation, we will pay particular attention to emerging global actors, such as international organisations (IOs) and their influence.

During our two-day excursion (study trip) to the Paris-based IOs OECD and UNESCO on 11–12 October, we will meet the researchers behind the key data and influential studies in comparative education and internationalization.

Reading List:

Baker, David P. 2014. *The Schooled Society: The Educational Transformation of Global Culture*. Stanford, CA: Stanford University Press.

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- Cummings, W.K. 1999. The InstitutionS of Education: Compare, Compare, Compare! *Comparative Education Review* 43(4): 413–437.
- Dale, R. & Robertson, S. 2009. Beyond Methodological 'isms' in Comparative Education in an Era of Globalisation. Pp. 1113-1127 in Cowen, R. & A.M. Kazamias (Eds.). *International Handbook of Comparative Education*. Dordrecht: Springer.
- Meyer, J.W. 2000. Globalization: Sources and Effects on National States and Societies. *International Sociology* 15(2): 233-248.
- Powell, J.J.W., Bernhard, N. & Graf, L. (2012). The Emergent European Model in Skill Formation: Comparing Higher Education and Vocational Training in the Bologna and Copenhagen Processes. *Sociology of Education* 85(3): 240–258.
- Steiner-Khamsi, G. (2012). Understanding Policy Borrowing and Lending. Building Comparative Policy Studies. Pp. 3-17 in Steiner-Khamsi, G. & F. Waldo (Eds.), *Policy Borrowing and Lending in Education (World Yearbook of Education)*. London: Routledge.

<b>Langue:</b>	Anglais
<b>Obligatoire:</b>	Oui
<b>Evaluation:</b>	Participation, presentations, written assignments

### Contemporary Research on Education & Society

<b>Module:</b>	SOCIETY (Semestre 1)
<b>ECTS:</b>	4
<b>Course learning outcomes:</b>	Learning Outcomes:  At the end of the seminar, participants will have gained: knowledge of contemporary research on education and society; an understanding of theoretical and empirical approaches for conducting research on education and social structure.
<b>Description:</b>	Description: Paired with the Sociological Classics seminar, this seminar gathers international guest lectures and conference attendance. In particular, students will attend the SEMILUX seminar series ("Luxembourg seminar on social inequalities and public policies") and the guest lectures in the Institute of Education & Society, usually on Wednesdays. A particular highlight will be the inaugural conference of the newly-founded Luxembourg Educational Research Association (LuxERA) entitled "Luxembourg: A Unique Educational Context? Perspectives on Education (Research)" to be held on 8-9 November 2018 at Campus Belval. During the semester, each student will select one seminar or conference session to summarize and discuss. Reading List: Works from visiting scholars can be consulted and background information drawn from their websites.
<b>Langue:</b>	Anglais



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<b>Obligatoire:</b>	Oui
<b>Evaluation:</b>	Evaluation: Participation, written assignments

### Statistical Analysis : STATA

<b>Module:</b>	SKILLS (Semestre 1)
<b>ECTS:</b>	2
<b>Course learning outcomes:</b>	Learning Outcomes: Students practice essential skills in contemporary social science research: writing and statistical analysis.

<b>Description:</b>	Description: <p>The writing portion of the course is designed for students currently writing various assignments (different lengths and formats) and preparing to write an MA dissertation in their final year. The focus will be on frequent production of writing to develop texts that are clearly structured and use an appropriate academic style and clear authorial voice. Participants will work on adding accuracy, clarity and conviction to their academic writing in English. Participants will also have regular feedback on their work and we will undertake peer review where possible. In addition to addressing participants' needs as they arise, in particular in relation to grammatical accuracy and lexical variety, the sessions will examine aspects of the following areas: features of academic writing, the writing process, paragraph structure and overall cohesion, academic honesty, and incorporating and applying concepts and theories in the students' subject area.</p> <p>Reading List:</p> <p>ASA Style Guide, <a href="http://www.asanet.org">www.asanet.org</a> Becker, Howard S. 2007. Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article (Second Edition). Chicago: University of Chicago Press. Becker, Howard S. 1998. Tricks of the Trade: How to Think about Your Research While You're Doing It. Chicago: University of Chicago Press. Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. The Craft of Research (Third Edition). Chicago: University of Chicago Press. Swales, John M. &amp; Christine B. Feak. 2012. Academic Writing for Graduate Students. Ann Arbor: University of Michigan Press.</p>
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<b>Langue:</b>	Anglais
<b>Obligatoire:</b>	Oui
<b>Evaluation:</b>	Evaluation: Participation, written assignments

## Master in Social Sciences and Educational Sciences

### Semestre 2

#### New Institutionalism: Explaining Institutional Change

**Module:** THEORY (Semestre 2)

**ECTS:** 6

**Course learning outcomes:** Learning Outcomes:

By the end of the seminar, students will be able to draw on case studies from a number of sources, apply the respective key theoretical concepts and methods to well-defined problems, and begin to appreciate the complexities and insights of comparative education in an era of globalization.

**Description:**

Description:

Through historically and internationally comparative studies, this seminar will provide readings and discussion on the "new institutionalisms" and how institutional change (in education) occurs and can be explained. Following mainly a) historical, b) discursive and c) sociological institutionalist approaches, we will explore both the causes, process, and effects of change. In a) historical institutionalism, we will get to know the traditional model of inertia and path dependence, which allow for institutional change in such cases as exogenous shocks and critical junctures, as well as concepts of gradual institutional change. The latter describe a range of modes of incremental change, which nevertheless may be transformative over time. In b) discursive institutionalism, change is explained by the interaction of various policy actors using a number of strategies to set the agenda and trigger change. In c) Scandinavian institutionalism, we will discuss how global ideas can be translated and edited in different institutional settings. Finally, in d) sociological institutionalism, we will focus on cultural-cognitive factors, especially impacting on education. These are often operating in the complex environment of education systems and lead to growing cross-national similarities or isomorphism. Concepts such as these are useful to grasp how education systems, which are generally said to be resistant to change and highly path dependent given their embeddedness in global and national socio-economic and cultural contexts, can nevertheless display surprising transformations. The systematic analysis of change processes in education systems will be further sharpened through an explicitly comparative lens and the thematic attention to internationalization of (higher) education. This allows us, for instance, to understand better those factors that lie at the core of such transformations – or of stability, despite changing environmental conditions.

Reading List:

von Below, S., Powell, J.J.W. & Roberts, L.W. (2013) Educational Systems and Rising Inequality: Eastern Germany after Unification. *Sociology of Education* 86(4): 362–375.  
Boli, J., Ramirez, F.O. & Meyer, J.W. (1985) Explaining the Origins and Expansion of Mass Education. *Comparative Education Review* 29 (2): 145-170.  
Campbell, J.L. (2002) Ideas, Politics, and Public Policy. *Annual Review of Sociology* 28: 21–38.  
Campbell, J.L. (2004) *Institutional Change and Globalization*. Princeton, NJ: Princeton University Press.



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- DiMaggio, P.J. & Powell, W.W. (1991). The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields. In W.W. Powell & P.J. DiMaggio (eds.), *The New Institutionalism in Organizational Analysis*, pp. 63–82. Chicago: U. of Chicago Press.
- Ebbinghaus, B. (2016) *Institutional Change in Advanced Democracies (revised edition)*, in S. Maisel, et al. (eds.), *Oxford Bibliographies in Political Science*. New York: Oxford University Press.
- Hall, P.A. & Taylor, R.C.R. (1996) Political Science and the Three New Institutionalisms. *Political Studies* XLIV: 936-957.
- Mahoney, J. & K. Thelen (eds.). (2010) *Explaining Institutional Change: Ambiguity, Agency and Power*. Cambridge: Cambridge University Press.
- Schmidt, V. (2008) Discursive Institutionalism: The Explanatory Power of Ideas and Discourse. *Annual Review of Political Science* 11: 303-326.
- Schmidt, V. (2010). Taking Ideas and Discourse Seriously: Explaining Change through Discursive Institutionalism as the Fourth 'New institutionalism'. *European Political Science Review* 2(1): 1-25.
- Thelen, K. (1999). Historical Institutionalism in Comparative Politics. *Annual Review of Political Science* 2(1): 369-404.

<b>Langue:</b>	Anglais
<b>Obligatoire:</b>	Oui
<b>Evaluation:</b>	Evaluation: Participation, presentations, written assignments
<b>Professeur:</b>	POWELL Justin J W, MARQUES Marcelo

### Advanced Social Science Methods : Quantitative

<b>Module:</b>	METHODS (Semestre 2)
<b>ECTS:</b>	3
<b>Course learning outcomes:</b>	Learning Outcomes: Student learning outcomes include: a) gaining an understanding of the different logics of the quantitative and qualitative methodologies, but also on how to combine these perspectives; b) developing the capacity to derive research designs that are appropriate for research questions; c) becoming aware of different methodological approaches; d) developing the capacity to evaluate and interpret research findings in light of possible limitations of social science research methods. e) gaining an understanding of the different logics behind certain methods of data analysis; f) familiarization with some of the procedures implemented in the statistical packages SPSS and STATA; g) developing the capacity to carry out quantitative analyses using the OECD-PISA data.
<b>Description:</b>	Description:

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This seminar provides an introduction to social science research methods and quantitative and qualitative data analysis techniques. Questions of how to analyse social problems and theoretical issues are at the center of the social and educational sciences. This methods course focuses on selected topics in quantitative and qualitative research methods. Students will be able to enhance their own abilities in applying and familiarity with diverse research methods.

This one-year-course comprises different components:

In the winter term (Methods 1), the different logics of scientific discovery were discussed and the different stages of the research process were reflected in detail.

The summer term provides in-depth insights into a range of qualitative methods and data analysis as well as into statistics for quantitative data analysis. In addition, there will be a special two-day workshop on international comparative research (see course 2-M-3).

### Reading List:

- Bryman, Alan 2012. *Social Research Methods*. 4th Edition. Oxford: Oxford University Press.
- Chambliss, Daniel F. & Russell K. Schutt. 2012. *Making Sense of the World. Methods of Investigation*. London: Sage.
- Mayring, Philipp. 2007. *Mixing qualitative and quantitative methods*. Pp. 27-36 in: Philipp Mayring, Günter L. Huber, Leo Gürtler, and Mechthild Kiegelmann (Eds.), *Mixed Methodology in Psychological Research*. Rotterdam: Sense Publishers.
- Silverman, David. 2013. *Doing Qualitative Research*. London: Sage.
- For readers of German:
- Atteslander, Peter. 2000. *Methoden der empirischen Sozialforschung*. 9. Auflage. Berlin: de Gruyter.
- Diekmann, Andreas. 2005. *Empirische Sozialforschung. Grundlagen, Methoden, Anwendungen* (13. Auflage). Reinbek bei Hamburg: Rowohlt.

<b>Langue:</b>	Anglais
<b>Obligatoire:</b>	Oui
<b>Evaluation:</b>	Evaluation: Participation; written exam (90 minutes).
<b>Professeur:</b>	RIVAS Salvador, CHAUVEL Louis

### Advanced Social Science Methods: Qualitative

<b>Module:</b>	METHODS (Semestre 2)
<b>ECTS:</b>	3
<b>Langue:</b>	Anglais
<b>Obligatoire:</b>	Oui
<b>Professeur:</b>	POWELL Justin J W, DE MOLL Frederick, SIMOES LOUREIRO Kevin

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### SEMILUX

<b>Module:</b>	SOCIETY (Semestre 2)
<b>ECTS:</b>	0
<b>Langue:</b>	Anglais
<b>Obligatoire:</b>	Oui
<b>Professeur:</b>	CHAUVEL Louis, SETTELS Jason

### Gender and Migration: Theorizing and Researching Mobilities

**Module:** SOCIETY (Semestre 2)

**ECTS:** 6

**Course learning outcomes:**

**Learning outcomes:**

- Understand the intersectionality of migration and gender and how it affects individuals and communities
- Analyze the gendered experiences and impacts of migration, including access to resources and opportunities
- Identify and critique the ways in which migration policies and practices reinforce gender inequalities
- Understand the ways in which gender shapes the migration experience, including the gender-based motivations for migration as well as roles and responsibilities of men and women in migration
- Understand how gender informs the way we study and research migration
- Analyze the impact of migration on families and communities
- Understand the ways in which gender and migration intersect with other social identities, such as race/ethnicity and class
- Understand the ways in which gender shapes the process of integration for migrants, including access to education, employment, and social services
- Understand the ways in which gender shapes the experience of displacement, including for refugees and internally displaced persons.

**Description:**

This advanced course explores the intersectionality of gender and migration, examining how gender shapes the migration experience, as well as the ways in which migration reinforces or challenges existing gender inequalities. The course will cover a range of theoretical perspectives



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on gender and migration, including feminist, queer, and intersectional approaches. Through a critical examination of key concepts such as mobility and immobility, borders, and belonging, we will gain an understanding of the complex and multifaceted nature of migration.

Based on readings and discussions of classical and contemporary work, the course will also focus on the ways in which gender informs the study and research of migration. We will critically analyze existing research on gender and migration and consider the ways in which gendered power dynamics shape the production and dissemination of knowledge. In addition to theoretical discussions, the course will also include an examination of specific case studies and empirical research on gender and migration. Topics will include gendered experiences of migration, the impact of migration on families and communities, and the intersection of gender and migration with other social identities, like race/ethnicity and class. This course consists of six main topics: 1) Gendered labor migration, 2) Family migration, intergenerational relations, and social reproduction, 3) Transnational families, education, and care, 4) Transnational intimacies, emotions, and sexualities, 5) Gendered asylum, 6) Gendered integration and inclusion. The core literature will draw on feminist and critical migration scholarship in several disciplines (sociology, cultural studies, gender studies, geography).

By the end of the course, we will have developed a critical understanding of the intersectionality of gender and migration and will be equipped with the theoretical and research tools to analyze these intersections.

<b>Langue:</b>	Anglais
<b>Obligatoire:</b>	Oui
<b>Evaluation:</b>	Active participation, term paper and in-class assignments (individual and group work)

**Remarque:** **Reading list:**

Amelina, A., & Lutz, H. (2019). *Gender and Migration. Transnational and intersectional perspectives*. London and New York: Routledge.

Anthias, F. (2020 ). *Translocational belongings: Intersectional dilemmas and social inequalities*. Routledge

Bélanger, D., & Silvey, R. (2019). An im/mobility turn: Power geometries of care and migration. *Special Issue in Journal of Ethnic and Migration Studies*, 46(16).

Boyd, M. (1989). Family and personal networks in international migration: recent developments and new agendas. *International Migration Review*, 23(3), 638-670.

Christou, A., & Kofman, E. (2022). *Gender and migration: IMISCOE short reader*, Cham: Springer.

Käkelä, E. (2022). Strategies of denial: women's experiences of culture of disbelief and discreditation in the treatment of asylum claims on the grounds of female genital cutting (FGC). *Journal of Ethnic and Migration Studies*, 48(3), 560-577.

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Luibhéid, E. (2018). Heteronormativity: A bridge between queer migration and critical trafficking studies. *Women's Studies in Communication*, 41(4), 305–309.

Mahler, S. J. & Pessar, P.R. (2001) Gendered geographies of power: Analyzing gender across transnational spaces, *Identities*, 7:4, 441-459.

Manalansan IV, M. F. (2006). Queer intersections: Sexuality and gender in migration studies. *International Migration Review*, 40(1), 224-249.

Morokvasic, M. (1984). Birds of passage are also women. *International Migration Review*, 18(4), 886–907.

**Professeur:** BARGLOWSKI Karolina

### Lecture Series 2023 "Science of Science"

**Module:** EDUCATION (Semestre 2)

**ECTS:** 2

**Langue:** Anglais

**Obligatoire:** Oui

**Professeur:** DUSDAL Jennifer

### Education & Social Change

**Module:** EDUCATION (Semestre 2)

**ECTS:** 6

**Course learning outcomes:** Learning Outcomes:

Students will (1) learn to understand the role of education in the life course; (2) get to know the global diffusion and expansion of education from pre-primary to adult education; (3) get familiar with the multiple and partly competing explanations for such expansion; (4) reflect on the consequences of such mass schooling un-heard of in human history.

**Description:** Description:

This seminar will focus on the worldwide expansion of schooling. Classes will look at trends in pre-primary, primary, secondary, tertiary and adult education/lifelong learning. All contributions have a global or cross-national as well as a longitudinal or historical perspective.

We will get to know theoretical, empirical and methodological tools and approaches in order to understand one of the most important transformations in the 20th and 21st century – the "educational life-course".

Reading List:

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- Baker, D. (2016) *The Schooled Society. The Educational Transformation of Global Culture.* Stanford University Press.
- Benavot, A., & Riddle, P. (1988). The Expansion of Primary Education, 1870-1940: Trends and Issues. *Sociology of Education* 61(3).
- Benavot, A., Cha, Y., Kamens, D., Meyer, J., & Wong, S. (1991). Knowledge for the Masses: World Models and National Curricula, 1920-1986. *American Sociological Review* 56(1), 85-100.
- Boli, J., Ramirez, F., & Meyer, J. (1985). Explaining the Origins and Expansion of Mass Education. *Comparative Education Review* 29(2), 145-170.
- Buckner, E. (2017). The Worldwide Growth of Private Higher Education: Cross-national Patterns of Higher Education Institution Foundings by Sector. *Sociology of Education* 90(4).
- Jakobi, A. (2006). The Internationality of Lifelong Learning. In: Kallo, J. & Rinne, R. (eds) *Supranational Regimes and National Education Policies.* Finnish Educational Research Association, 115-138.
- Kamens, D., Meyer, J. W. & Benavot, A. (1996). Worldwide Patterns in Academic Secondary Education Curricula. *Comparative Education Review* 40( 2), 116-138.
- Krücken, G. & Drori, G. (Eds.). 2010. *The Writings of John Meyer.* Oxford University Press.
- Meyer, J., Ramirez, F., & Soysal, Y. (1992). World Expansion of Mass Education, 1870-1980. *Sociology of Education* 65(2), 128-149.
- Meyer, J.W. (1992). The Life Course as a Professionalized Cultural Construction. In W.R. Heinz (ed.): *Institutions and Gatekeeping in the Life Course.* Weinheim: Deutscher Studien Verlag: 83-95.
- Schofer, E., & Meyer, J. (2005). The Worldwide Expansion of Higher Education in the Twentieth Century. *American Sociological Review* 70(6), 898-920.
- Wotipka, C.M., Rabling, B.J., Sugawara, M., & Tongliemnak, P. (2017). The Worldwide Expansion of Early Childhood Care and Education, 1985-2010. *American Journal of Education*, 123(2), 307-339.
- Zapp, M. & C. Dahmen (2017). The Diffusion of Educational Ideas: An Event History Analysis of Lifelong Learning, 1990-2015. *Comparative Education Review* 61(3), 492–518.

<b>Langue:</b>	Anglais
<b>Obligatoire:</b>	Oui
<b>Evaluation:</b>	Evaluation: Participation, presentation
<b>Professeur:</b>	MARQUES Marcelo

### Academic Writing Workshop

<b>Module:</b>	SKILLS (Semestre 2)
<b>ECTS:</b>	6
<b>Course learning outcomes:</b>	Learning Outcomes: Improve facility in (academic) writing in English.
<b>Description:</b>	Description:

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This course is designed for students currently writing various assignments (different lengths and formats) and preparing to write an MA dissertation in their final year. The focus will be on frequent production of writing to develop texts that are clearly structured and use an appropriate academic style and clear authorial voice. Participants will work on adding accuracy, clarity and conviction to their academic writing in English. They will have the opportunity to work on their own writing during sessions and will gain regular feedback on their work. Peer review will be integral to the course, with constructive criticism and collaborative critique taking place in a supportive environment. In addition to addressing participants' needs as they arise, some of the sessions will examine aspects of the following areas: the writing process, argumentation, writing style, paragraph structure and overall cohesion, grammatical and lexical accuracy, referencing, and incorporating and applying concepts and theories in the students' subject area.

Some specific sections of the course will include:

- The writing process – Consolidating effective writing strategies. Preparation, production, reviewing, and editing.
- Argumentation – Developing and sustaining coherent arguments, developing a confident authorial voice, using convincing language, describing your own work convincingly.
- Writing style – Using appropriate tone and formality, enlarging your vocabulary and variety of sentence structures, reducing wordiness.
- Paragraph structure and overall cohesion.
- Accuracy – Grammar and language suitable for this level with emphasis on appropriate academic expression and the correct use of punctuation, tense, etc. Avoiding common errors in grammar and expression.
- Referencing – Appropriate use of direct quotations, paraphrasing, summarising, literature review, effective use of signal phrases. Adhering to citation conventions.
- Incorporation and appropriate use of key concepts and theories in your field.

Reading List:

ASA Style Guide, [www.asanet.org](http://www.asanet.org)

Becker, Howard S. 2007. *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article* (Second Edition). Chicago: University of Chicago Press.

Becker, Howard S. 1998. *Tricks of the Trade: How to Think about Your Research While You're Doing It*. Chicago: University of Chicago Press.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research* (Third Edition). Chicago: University of Chicago Press.

Swales, John M. & Christine B. Feak. 2012. *Academic Writing for Graduate Students*. Ann Arbor: University of Michigan Press.

<b>Langue:</b>	Anglais
<b>Obligatoire:</b>	Oui
<b>Evaluation:</b>	Evaluation: Participation, presentation, written assignments
<b>Professeur:</b>	LAUTERBACH Frank

## Master in Social Sciences and Educational Sciences

### Semestre 3

#### Research Design

**Module:** METHODS (Semestre 3)

**ECTS:** 6

**Course learning outcomes:** Learning Outcomes:  
The students will explore the variety of these methods during the semester and gain advanced knowledge in deciding which methodological design may be appropriate for investigating their research question(s). The seminar also intends to support the participants in preparing a research design applicable in the context of their master's theses.

**Description:** Description:  
This seminar focuses on general perspectives and strategies in comparative methods, addressing the questions why compare, what to compare, and how to compare. The seminar provides an introduction to comparative strategies and methods, particularly those used in cross-national comparison. In the seminar, the different quantitative and qualitative methods and strategies will be discussed. By reading the provided literature, the seminar elaborates the research process and discusses methodological questions involved. The seminar begins with an overview of the traditional approaches to historical and comparative sociology, differences in current research practices, and the selection of a research design. Quantitative and qualitative strategies are used to explain cross-national differences on various levels of analysis.

**Reading List:**

Sartori, Giovanni (1994). Compare Why and How: Comparing, Miscomparing and the Comparative Method. IN Dogan, M. & Kazancigil (Eds.) Comparing Nations Concepts, Strategies, Substance. Oxford: Blackwell, 14-34 (reprint of Journal of Theoretical Politics 1991).  
Cresswell, John W. (2009). The Selection of a Research Design. IN *ibid* Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Los Angeles: Sage, 3-21.  
Ebbinghaus, Bernhard (2005). When Less is More: Selection Problems in Large-N and Small-N Cross-National Comparison. *International Sociology*, 20(2): 13-152.  
Mahoney, James (2003). Strategies of Causal Assessment in Comparative Historical Analysis. IN Mahoney, J. & Rueschemeyer, D. (Eds.) *Comparative Historical Analysis in the Social Sciences*. New York: Cambridge University Press, 337-372.  
Smelser, Neil (1976). Programs of Comparative Sociology: Emil Durkheim and Max Weber. IN *ibid* Comparative Methods in the Social Sciences. Engelwood Cliffs: Prentice Hall, 38-71.  
Schriewer, Jürgen (2006). Introductory Article: Comparative Social Science: Characteristic Problems and Changing Problem Solutions (Special Issue: Comparative Methodologies in the Social Sciences: Cross-Disciplinary Inspirations). *Comparative Education*, 42(3): 299-336.

**Langue:** Anglais

**Obligatoire:** Oui

**Evaluation:**

**Evaluation:**





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Active participation, weekly excerpts/notes, one discussion paper and brief presentation of the week's literature; written assignment: seminar paper on research design and comparative methods, which will be the basis for the research design section of the thesis (and key to thesis exposé presentation on 12.12.2019).

**Professeur:** POWELL Justin J W

### Research Atelier Education

**Module:** EDUCATION (Semestre 3)

**ECTS:** 6

**Course learning outcomes:** The Research Atelier wants to build on previous methods courses by providing a hands-on opportunity to apply previously-acquired research skills to empirical analyze sociological and educational phenomena.

**Description:** The Research Atelier intends to provide a practice-oriented extension of the methods training provided in the previous semesters. Students will be presented with a choice of MASSES-related topics from which they can select and will be guided through the entire research process. They will start by preparing a thorough research design, then review the relevant literature, proceed with data collection, analysis, and interpretation. The final step consists in presenting and reporting the research findings embedded into the wider literature. The docent will guide the students in every step of the process, moderate discussions and facilitate decisions, while giving participants the creative space necessary to produce original and innovative findings.

The Research Atelier will assure that both quantitative (statistical analysis) and qualitative (e.g. document analysis, interviews) methods are combined and that all participants actively engage in all steps of the research process.

#### Reading List:

<https://libguides.usc.edu/writingguide/purpose>

**Langue:** Anglais

**Obligatoire:** Oui

**Evaluation:** **Evaluation:**  
Participation in the seminar, weekly preparation.

**Professeur:** POWELL Justin J W

### Social Inequalities and Education

**Module:** SOCIETY (Semestre 3)

**ECTS:** 6



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**Course learning  
outcomes:**

**Learning Outcomes:**

This course seeks to equip students with a critical and advanced understanding of sociological debates and methodological tools with which to analyze educational and social inequalities. It will extend their capabilities in social science research and give them the tools to use for their own examinations of contemporary problems and policies in European welfare states.

**Description:**

**Description:**

Building on the readings and discussions of the previous courses in the Society module, this course will focus on reading, analyzing, and replicating contemporary studies on social inequalities and education. Social inequality will be discussed by studying the causes and consequences of the unequal distribution of power, prestige, income and wealth. We will discuss the ideas and theories used to defend and criticize inequality and we will examine empirical studies that deal with social inequality and education.

The course consists of three parts. In the first part, we will review the fundamental principles for measuring inequality, examine the main empirical indicators and we will discuss how economists and social scientists have looked at inequality and education relationship. In the second part, we will look at consequences of social and educational inequalities in terms of subjective well-being and health. The third part looks at key issues in inequality research.

A special feature of the course is the linkage to the Luxembourg Seminar on Social Inequalities and Public Policies (SEMILUX) that take place at the Luxembourg Institute of Socio-Economic Research (LISER), also housed in the Maison des Sciences Humaines. For events archive, see SEMILUX series:

[https://www.en.uni.lu/recherche/flshase/inside/research\\_institutes/pearl\\_institute\\_for\\_research\\_on\\_socio\\_economic\\_inequality\\_irsei/semilux\\_seminars](https://www.en.uni.lu/recherche/flshase/inside/research_institutes/pearl_institute_for_research_on_socio_economic_inequality_irsei/semilux_seminars)

**Reading List:**

Grusky, David B. and Szonja Szélenyi, eds. (2011). *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender*. Boulder, CO: Westview Press.

Nolan, Brian, Weimar Salverda, and Timothy M. Smeeding, eds. (2009). *Oxford Handbook on Economic Inequality*. Oxford: Oxford University Press.

**Langue:**

Anglais

**Obligatoire:**

Oui

**Evaluation:**

**Evaluation:**

Participation, presentations, written assignments. Students will be expected to prepare all of the course readings and to participate in class discussions. The course evaluation builds on three elements:

1. Each part of this course will be evaluated by a short essay, where students are expected to demonstrate their engagement with the content covered in the respective part. Details and deadlines of this part of the course evaluation will be presented in the first meeting on September 24. This part of the evaluation will contribute 30% to the final grade.

2. Students will have to write a 10-page working paper where they review literature and/or analyse and describe data in relation to the course topics (only individual papers, no group work allowed). Deadline: 10 January 2019, 11:59:59 pm. This part of the evaluation will contribute 40% to the final grade.

3. After the exam period, students will present their working paper to a jury comprised of the course docents. Prior to this day, every student is entitled to a one-hour meeting where s/he will

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get feedback from one of the course docents on how to improve the working paper (see above). This part of the evaluation will contribute 30% to the final grade.

**Professeur:** CHAUVEL Louis, VAN KERM Philippe

### Academic writing workshop - MA SSES

**Module:** SKILLS (Semestre 3)  
**ECTS:** 6  
**Modalité d'enseignement:** on site - Belval campus  
**Langue:** Anglais  
**Obligatoire:** Oui  
**Professeur:** LAUTERBACH Frank

### Thesis Preparation

**Module:** THESIS PREPARATION (Semestre 3)  
**ECTS:** 6  
**Course learning outcomes:** Learning Outcomes:  
The seminar features a workshop space to test ideas, discuss potential research questions, and begin conducting preliminary empirical analyses in preparation for the research and writing of the thesis.

**Description:** **Description:**

Collaboratively with the Methods module course "Research Design" and the Skills module course on "Academic Writing in English," the activities of the "Thesis Preparation" seminar will facilitate the development of the thesis topic, theory selection, research questions, and empirical data collection. In this course, we will use peer review and group discussions to constructively critique each other's ideas, analyses, and writings. In small groups or tandems, you will give each other feedback on potential topics. Finally, preparing a presentation of the thesis topic and research design and writing a comprehensive thesis exposé (10-12 pages) will conclude the seminar.

On November 7, there will be a first group discussion of potential topics and on December 12 (with docents/ mentors), we will have our Colloquium in which each student will present her/his thesis topic in a 15-minute presentation. On the basis of the feedback from the potential thesis advisor and the participants in the colloquium, a 10-12 page thesis exposé (integrating research design) will be written as a guide for the fourth, concluding semester. The themes of individual sessions will be: Topic selection, literature review, theory discussion, research questions, data and methods (and triangulation), and implications for research and policymaking.



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### Reading List:

Texts and the official Thesis Writing Guides will be provided on Moodle and/or distributed in print throughout the course .

**Langue:** Anglais

**Obligatoire:** Oui

**Evaluation:** **Evaluation:**

Participation, presentations, thesis exposé (10-12 pages) due Friday, 31 January 2019 by 17:00 via Moodle upload.