



Education, knowledge and elites - knowledge as capital and a resource?

Immanuel Kant once said that man can only become man by his upbringing and that he is merely what his upbringing makes of him. From today's perspective, should the statement be altered to "Man is merely what education makes of him"? According to Max Weber, educational establishments can be seen as instances of socialization. Talcott Parsons takes up this aspect and looks at the educational system as a social subsystem which contributes to the conservation of the social order and the socialization of actors. In consequence: Can a society be described by the analysis of the respective educational system and vice versa?

Looking back on the historical development of the educational system in the German-speaking countries, the constant and growing distance to the humanistic educational ideal becomes clear. With regard to the so-called "knowledge society", do knowledge and education obtain the status of raw materials and factors of production that need to be optimized?

Nowadays, the optimization of educational careers starts at pre-school level and can be found up until the phase of employment based on the ideal of economic utilization. Foucault sees everything as the "care of the self". Are we heading towards an economic orientation of education?

The principles of equality and performance are gaining focus and are implemented under the guise of the reproduction mechanisms of the social class system as Bourdieu once defined it. What hap-

pens if one social class owns and controls knowledge as a factor of production? Will inequality be strengthened due to selection mechanisms such as elite universities and private universities?

WE WANT TO KNOW: What can be the consequences of knowledge as capital and a resource? How did education develop throughout history and what consequences did occur? Are there interfaces between "erudition", social mobility, social position and/or economic factors? What roles do politics, socialization, economy and other areas of society play? Key issues in this context are how education actually works and via which institutions it obtains its bias. Are educational establishments (pre-school, school, university, advanced training) still educational institutions or do they degenerate into "training factories"?

Have you dealt with these questions in a term paper, a presentation, a research project or in your final thesis? Do you want to present your ideas in the form of an academic essay to a wider sociological audience? Submit your papers up until **June 1, 2015** to einsendungen@soziologiemagazin.de

Furthermore and regardless of subjects we are interested in reviews, interviews or conference reports! Our writer's guidelines provide help and assistance – visit: http://soziologieblog.hypotheses.org/hinweise-fur-autor_innen/writers-guidelines