

Dolls&sorty

John U. Ogbu,With the Assist Davis

The Great American Education-industrial Complex Anthony G. Picciano, Joel H. Spring, 2013 This critical analysis of the American educational-industrial complex--organizations, corporate entities, and political agents that seek to influence U.S. public education policy in accord with their own goals and objectives--posits that educational technology is the vehicle whereby it has grown and strengthened its position of influence.

The Politics of American Education Joel Spring, 2011-01-12 Turning his distinctive analytical lens to the politics of American education, Joel Spring looks at contemporary educational policy issues from theoretical, practical, and historical perspectives. This comprehensive overview documents and explains who influences educational policy and how, bringing to life the realities of schooling in the 21st century and revealing the ongoing ideological struggles at play. Coverage includes the influence of global organizations on American school policies and the impact of emerging open source and other forms of electronic textbooks. Thought-provoking, lucid, original in its conceptual framework and rich with engaging examples from the real world, this text is timely and useful for understanding the big picture and the micro-level intricacies of the multiple forces at work in controlling U.S. public schools . It is the text of choice for any course that covers or addresses the politics of American education. Companion Website: The interactive Companion Website accompanying this text includes relevant data, public domain documents, YouTube links, and links to websites representing political organizations and interest groups involved in education.

Education Networks Joel Spring, 2012-03-22 Education Networks is a critical analysis of the emerging intersection among the global power elite, information and communication technology, and schools. Joel Spring documents and examines the economic and political interests and forces

—including elite networks, the for-profit education industry, data managers, and professional educators — that are pushing the use of ICT for online instruction, test preparation and tutoring, data management, instructional software packages, and more , and looks closely at the impact this is having on schools, students, and learning. Making a distinction between mind (as socially constructed) and brain (as a physiological entity), Spring draws on recent findings from comparative psychology on the possible effects of ICT on the social construction of the minds of students and school managers, and from neuroscience regarding its effect on students’ brains. Throughout, the influence of elite networks and powerful interest groups is linked to what is happening to children in classrooms. In conclusion Spring offers bold suggestions to change the course of the looming technological triumph of ICT in the brave new world of schooling.

Minority Status, Oppositional Culture, & Schooling John U. Ogbu, 2008-06-30 This book is the definitive and final presentation of John Ogbu’s cultural ecological model and the many debates that his work has sparked during the past decade. The theory and empirical foundation of Ogbu’s scholarship, which some have mistakenly reduced to the acting white hypothesis, is fully presented and re-visited in this posthumous collection of his new writings plus the works of over 20 scholars. Ogbu’s own chapters present how his ideas about minority education and culture developed. Readers will find in these chapters the theoretical roots of his cultural ecological model. The book is organized as a dialogue between John Ogbu and the scholarly community, including his most ardent critics; Ogbu’s own work can be read at the same time as his critics have their say. Minority Status, Oppositional Culture, and Schooling examines content, methodological, and policy issues framing the debate on academic achievement, school engagement, and oppositional culture. It brings together in one volume, for the first time, some of the most critical works on these issues as well as

examples of programs aimed at re-engagement. In addition to African Americans, it also looks at school engagement among Native American and Latino students. This book is essential reading for anyone interested in the study of the academic achievement gap.

Globalization of Education Joel Spring, 2008-11-19 Continuing Joel Spring's reportage and analysis of the intersection of global forces and education, this text offers a comprehensive overview and synthesis of current research, theories, and models related to the topic. Spring introduces readers to the processes, institutions, and forces by which schooling has been globalized and examines the impact of these forces on schooling in local contexts. Designed for courses on globalization and education, international and comparative education, educational foundations, multicultural education, and educational policy, the text is written in a clear narrative style to engage readers in thoughtful consideration of topics discussed. Each chapter includes Key Points that summarize the content and suggest issues and questions for critical analysis, discussion, and debate.

Tangled Up in School Jan Nesor, 2013-11-26 Based on two years of ethnographic fieldwork in an urban elementary school, this volume is an examination of how school division politics, regional economic policies, parental concerns, urban development efforts, popular cultures, gender ideologies, racial politics, and university and corporate agendas come together to produce educational effects. Unlike conventional school ethnographies, the focus of this work is less on classrooms than on the webs of social relations that embed schools in neighborhoods, cities, states, and regions. Utilizing a variety of narratives and analytical styles, this volume: * explores how curriculum innovations are simultaneously made possible by and undermined by school district politics, neighborhood histories, and the spatial and temporal organizations of teachers' and parents'

lives; * situates the educational discourse of administrators and teachers in the changing economic and political climates of the city; * analyzes the motivations behind an effort by school and business proponents to refashion classrooms within the school into business enterprises, and of children's efforts to make sense of the scheme; * examines the role of the school as a neighborhood institution, situating it at the intersections of city planners' efforts to regulate city space and children's efforts to carve out live spaces through out-of-school routines; * contemplates the meaning of school as a site for bodily experience, and looks at how patterns of space and control in the school shaped children's bodies, and at how they continued to use body-based languages to construct maturity, gender, and race; and * investigates the school as a space for the deployment of symbolic resources where children learned and constructed identities through their engagements with television, comic books, movies, and sports. *Tangled Up In School* raises questions about how we draw the boundaries of the school, about how schools fit into the lives of children and cities, and about what we mean when we talk about school.

Class Warfare Steven Brill, 2012-08-14 This work looks at why many of America's schools are failing and relates how parents, activists, and education reformers are joining together to fix a system that works for adults but consistently fails the children it is meant to educate. In it the author takes a look at the adults who are fighting over America's failure to educate its children, and points the way to reversing that failure.

EcoJustice Education Rebecca A. Martusewicz, Jeff Edmundson, John Lupinacci, 2014-08-21 *EcoJustice Education* offers a powerful model for cultural ecological analysis and a pedagogy of responsibility, providing teachers and teacher educators with the information and classroom practices they need to help develop citizens who are prepared to support and achieve diverse,

democratic, and sustainable societies in an increasingly globalized world. Readers are asked to consider curricular strategies to bring these issues to life in their own classrooms across disciplines. Designed for introductory educational foundations and multicultural education courses, the text is written in a narrative, conversational style grounded in place and experience, but also pushes students to examine the larger ideological, social, historical, and political contexts of the crises humans and the planet we inhabit are facing. Pedagogical features in each chapter include a Conceptual Toolbox, activities accompanying the theoretical content, examples of lessons and teacher reflections, and suggested readings, films, and links. The Second Edition features a new chapter on Anthropocentrism; new material on Heterosexism; updated statistics and examples throughout; new and updated Companion Website content.

Black American Students in An Affluent Suburb John U. Ogbu, With the Assist Davis, 2003-02-26
John Ogbu has studied minority education from a comparative perspective for over 30 years. The study reported in this book--jointly sponsored by the community and the school district in Shaker Heights, Ohio--focuses on the academic performance of Black American students. Not only do these students perform less well than White students at every social class level, but also less well than immigrant minority students, including Black immigrant students. Furthermore, both middle-class Black students in suburban school districts, as well as poor Black students in inner-city schools are not doing well. Ogbu's analysis draws on data from observations, formal and informal interviews, and statistical and other data. He offers strong empirical evidence to support the cross-class existence of the problem. The book is organized in four parts: *Part I provides a description of the twin problems the study addresses--the gap between Black and White students in school performance and the low academic engagement of Black students; a review of conventional

explanations; an alternative perspective; and the framework for the study. *Part II is an analysis of societal and school factors contributing to the problem, including race relations, Pygmalion or internalized White beliefs and expectations, levelling or tracking, the roles of teachers, counselors, and discipline. *Community factors--the focus of this study--are discussed in Part III. These include the educational impact of opportunity structure, collective identity, cultural and language or dialect frame of reference in schooling, peer pressures, and the role of the family. This research focus does not mean exonerating the system and blaming minorities, nor does it mean neglecting school and society factors. Rather, Ogbu argues, the role of community forces should be incorporated into the discussion of the academic achievement gap by researchers, theoreticians, policymakers, educators, and minorities themselves who genuinely want to improve the academic achievement of African American children and other minorities. *In Part IV, Ogbu presents a summary of the study's findings on community forces and offers recommendations--some of which are for the school system and some for the Black community. *Black American Students in an Affluent Suburb: A Study of Academic Disengagement* is an important book for a wide range of researchers, professionals, and students, particularly in the areas of Black education, minority education, comparative and international education, sociology of education, educational anthropology, educational policy, teacher education, and applied anthropology.

Places of Memory Alan Peshkin, 2013-11-26 While visiting New Mexico, the author was struck with the opportunity the state presents to explore the school-community relationship in rural, religious, and multiethnic sociocultural settings. In New Mexico, the school-community relationship can be learned within four major culture groups -- Indian, Spanish-American, Mexican, and Anglo. Together, studies of these culture groups form a portrait of schooling in New Mexico, further

documenting the range of ways that host communities in our educationally decentralized society use the prerogatives of local control to create schools that fit local cultural inclinations. The first of four planned volumes, this book studies the Pueblo Indians and Indian High School. The school is a nonpublic, state-accredited, off-reservation boarding school for more than 400 Indian students. A large majority of the students are from Pueblo tribes, while others are from Navajo and Apache tribes. As a state-accredited school, it subscribes to curricular, safety, and other requirements of New Mexico. As a nonpublic school devoted to Indian students, it has the prerogative to be as distinctive as the ethnic group it serves. USE SHORT BLURB COPY FOR CATALOGS: This ethnography of the Pueblo Indians and Indian High School explores some of the ways that host communities in our decentralized society use the prerogatives of local control to create schools that fit local cultural inclinations.

Education and the Rise of the Global Economy Joel Spring, 1998-09-01 Joel Spring investigates the role of educational policy in the evolving global economy, and the consequences of school systems around the world adapting to meet the needs of international corporations. The new global model for education addresses problems of technological change, the quick exchange of capital, and free markets; policies to resolve these problems include lifelong learning, learning societies, international and national accreditation of work skills; international and national standards and tests; school choice; multiculturalism; and economic nationalism. The distinctive contribution Spring makes is to offer an original interpretive framework for examining and understanding the interconnections among education, imperialism and colonialism, and the rise of the global economy. He offers a unique comparison of the educational policies of the World Bank, the United Nations, the European Union, and the Organization for Economic Development and Cooperation. Additionally, he

provides and weaves together important historical and current information on education in the context of the expansion of international capitalism; much of this information, gathered from many diverse sources, is otherwise not easily available to readers of this book. In the concluding chapters of the volume, Spring presents a thoughtful analysis and a powerful argument emphasizing the importance of human rights education in a global economy. This volume is a sequel to Spring's earlier book, *Education and the Rise of the Corporate State* (1972), continuing the work he has been engaged in since the 1970s to describe and analyze the relationship between political, economic, and historical forces and educational policy.

Pedagogies of Globalization Joel Spring, 2012-10-12 In this ground-breaking book, Joel Spring examines globalization and its worldwide effects on education. A central thesis is that industrial-consumerism is the dominant paradigm in the integration of education and economic planning in modern economic security states. In the twenty-first century, national school systems have similar grades and promotion plans, instructional methods, curriculum organization, and linkages between secondary and higher education. Although there are local variations, the most striking feature is the sameness of educational systems. How did this happen? How was education globalized? Spring explains and analyzes this phenomenon and its consequences for human life and the future improvement of social and economic organizations. Central themes include: *the elements of the educational security state and the industrial-consumer paradigm in relationship to classical forms of education such as Confucianism, Islam, and Christianity, and their concerns with creating a just and ethical society; *the role of the 'other' in the globalization of educational structures as international military and economic rivalries spark competition between educational systems; *the transition from the Confucian village school to Western forms of education as exemplified in the lives of Ho Chi

Minh and Mao Zedong; *the effect of the cultural and economic rivalry between the Soviet Union and the United States and its impact on schooling in both countries; *the rise of the educational security state in China, the Soviet Union, and the United States as these countries focus their educational efforts on military and economic development; *the evolution of progressive education as it appeared in revolutionary movements in South America, Cuba, Nicaragua, and El Salvador; *the transition from traditional to Westernized forms of Islamic education against the background of European imperialism, Arab nationalism and wars of liberation, and the uneasy tension between Western educational ideals and Islamic religious values; *socialist education in the Democratic People's Republic of Korea; *current developments in educational security states such as China, Japan, the United States, the new Russia, and the European Union; and *the consequences of English as the global language and the global spread of the industrial-consumer paradigm. Readership for this book includes scholars and students in comparative, international, and multicultural education; educational policy and politics; historical, social, and philosophical foundations of education; and curriculum studies. It is a particularly timely, informative, engaging text for courses in all of these areas.

The Universal Right to Education Joel Spring, 2000-04 In this book, Joel Spring offers a powerful and closely reasoned justification and definition for the universal right to education--applicable to all cultures--as provided for in Article 26 of the United Nation's Universal Declaration of Human Rights. One sixth of the world's population, nearly 855 million people, are functionally illiterate, and 130 million children in developing countries are without access to basic education. Spring argues that in our crowded global economy, educational deprivation has dire consequences for human welfare. Such deprivation diminishes political power. Education is essential for providing citizens with the

tools for resisting totalitarian and repressive governments and economic exploitation. What is to be done? The historically grounded, highly original analysis and proposals Spring sets forth in this book go a long way toward answering this urgent question. Spring first looks at the debates leading up to the Universal Declaration of Human Rights in 1948, to see how the various writers dealt with the issue of cultural differences. These discussions provide a framework for examining the problem of reconciling cultural differences with universal concepts. He next expands on the issue of education and cultural differences by proposing a justification for education that is applicable to indigenous peoples and minority cultures and languages. This justification is then applied to all people within the current global economy. Acknowledging that the right to an education is inseparable from children's rights, he uses the concept of a universal right to education to justify children's rights, and, in turn, applies his definition of children's liberty rights to the concept of education. His synthesis of cultural, language, and children's rights provides the basis for a universal justification and definition for the right to education -- which, in the concluding chapters, Spring uses to propose universal guidelines for human rights education, and instruction in literacy, numeracy, cultural centeredness, and moral economy.

Educating the Consumer-citizen Joel Spring, 2003-05-14 In *Educating the Consumer-Citizen: A History of the Marriage of Schools, Advertising, and Media*, Joel Spring charts the rise of consumerism as the dominant American ideology of the 21st century. He documents and analyzes how, from the early 19th century through the present, the combined endeavors of schools, advertising, and media have led to the creation of a consumerist ideology and ensured its central place in American life and global culture. Spring first defines consumerist ideology and consumer-citizen and explores their 19th-century origins in schools, children's literature, the

commercialization of American cities, advertising, newspapers, and the development of department stores. He then traces the rise of consumerist ideology in the 20th century by looking closely at: the impact of the home economics profession on the education of women as consumers and the development of an American cuisine based on packaged and processed foods; the influence of advertising images of sports heroes, cowboys, and the clean-shaven businessman in shaping male identity; the outcomes of the growth of the high school as a mass institution on the development of teenage consumer markets; the consequences of commercial radio and television joining with the schools to educate a consumer-oriented population so that, by the 1950s, consumerist images were tied to the Cold War and presented as the American way of life in both media and schools; the effects of the civil rights movement on integrating previously excluded groups into the consumer society; the changes the women's movement demanded in textbooks, school curricula, media, and advertising that led to a new image of women in the consumer market; and the ascent of fast food education. Spring carries the story into the 21st century by examining the evolving marriage of schools, advertising, and media and its ongoing role in educating the consumer-citizen and creating an integrated consumer market. This book will be of wide interest to scholars, professionals, and students across foundations of education, history and sociology of education, educational policy, mass communications, American history, and cultural studies. It is highly appropriate as a text for courses in these areas.

Re-Thinking Freire Chet A. Bowers, Fr, d, rique Apffel-Marglin, 2004-12-13 This landmark collection of essays by Third World activists highlights two major world changes which, they argue, have been neglected by Freire and his many followers: the Third World grass-roots cultural resistance to economic globalization, and the ecological crisis. One source of the activist-authors'

criticisms of Freire's pedagogy is rooted in their attempts to combine consciousness raising with literacy programs in such diverse cultural settings as Bolivia, Peru, India, Southern Mexico, and Cambodia, where they discovered that Freire's pedagogy is based on western assumptions that undermine indigenous knowledge systems. Equally important, these authors make the case in various ways that a major limitation with Freire's ideas, and which is reproduced in the writings of his followers, is that he did not recognize the cultural implications of the world's ecological crisis. Several essays in the collection focus directly on how the cultural assumptions Freire took for granted were also the assumptions that gave conceptual and moral legitimacy to the Industrial Revolution--and continue to be the basis of the thinking behind economic globalization. The essays also explain why cultural diversity is essential to the preservation of biological diversity, and how intergenerational knowledge and patterns of mutual aid within different cultures provide alternatives to a consumer dependent lifestyle. In his Afterword, C.A. Bowers addresses the need to adopt a more ecological way of thinking--one that recognizes the many ways the individual is nested in the interdependent networks of culture and how diverse cultures are nested in natural systems. It also stresses that one of the tasks of educators is to help students recognize the patterns and relationships of everyday life, and to assess them in terms of their contribution to less consumer dependent relationships and activities. As the essays in this volume affirm, this involves facilitating students' awareness of differences between cultures, the impact of consumerism on ecosystems, and the connections between hyper-consumerism and environmental racism and the colonizing relationship of the South by the North. *Re-Thinking Freire: Globalization and the Environmental Crisis* is a major contribution to this critical endeavor.

Transforming the Culture of Schools Jerry Lipka, With Gerald V. Mohatt, Esther

Ilutsik,2014-01-21 This book speaks directly to issues of equity and school transformation, and shows how one indigenous minority teachers' group engaged in a process of transforming schooling in their community. Documented in one small locale far-removed from mainstream America, the personal narratives by Yupík Eskimo teachers address the very heart of school reform. The teachers' struggles portray the first in a series of steps through which a group of Yupík teachers and university colleagues began a slow process of reconciling cultural differences and conflict between the culture of the school and the culture of the community. The story told in this book goes well beyond documenting individual narratives, by providing examples and insights for others who are involved in creating culturally responsive education that fundamentally changes the role and relationship of teachers and community to schooling.

Globalization and Educational Rights Joel Spring,2014-04-08 This is the first book to explore the meaning of equality and freedom of education in a global context and their relationship to the universal right to education. It also proposes evaluating school systems according to their achievement of equality and freedom. Education in the 21st century is widely viewed as a necessary condition for the promotion of human welfare, and thus identified as a basic human right. Educational rights are included in many national constitutions written since the global spread of human rights ideas after World War II. But as a global idea, the meaning of educational rights varies between civilizations. In this book, which builds on the concept of the universal right to education set forth in Spring's *The Universal Right to Education: Justification, Definition, and Guidelines*, his intercivilizational analysis of educational rights focuses on four of the world's major civilizations: Confucian, Islamic, Western, and Hindu. Spring begins by considering educational rights as part of the global flow of ideas and the global culture of schooling. He also considers the tension this

generates within different civilizational traditions. Next, he proceeds to: *examine the meaning of educational rights in the Confucian tradition, in the recent history of China, and in the Chinese Constitution; *look at educational rights in the context of Islamic civilization and as presented in the constitutions of Islamic countries, including an analysis of the sharp contrast between the religious orientation of Islamic educational rights and those of China and the West; *explore the problems created by the Western natural rights tradition and the eventual acceptance of educational rights as represented in European constitutions, with a focus on the development and prominence given in the West to the relationship between schooling and equality of opportunity; and, *investigate the effect of global culture on India and the blend of Western and Hindu ideas in the Indian constitution, highlighting the obstacles to fulfillment of educational rights created by centuries of discrimination against women and lower castes. In his conclusion, Spring presents an educational rights statement based on his intercivilizational analysis and his examination of national constitutions. This statement is intended to serve as a model for the inclusion of educational rights in national constitutions.

A New Paradigm for Global School Systems Joel H. Spring, 2007 This volume—a major new contribution to Joel Spring’s reportage and analysis of the intersection of global forces and education—offers a new paradigm for global school systems. Education for global economic competition is the prevailing goal of most national school systems. Spring argues that recent international studies by economists, social psychologists, and others on the social factors that support subjective well-being and longevity should serve as a call to arms to change education policy; the current industrial-consumer paradigm is not supportive of either happiness or long life. Building his argument through an original documentation, synthesis, and critique of prevailing global economic goals for schools and research on social conditions that support happiness and long

life, Spring: *develops guidelines for a global core curriculum, methods of instruction, and school organizations; *translates these guidelines into a new paradigm for global school systems based on progressive, human rights, and environmental educational traditions; *contrasts differing ways of seeing and knowing among indigenous, Western, and Confucian-based societies, concluding that global teaching and learning involve a particular form of holistic knowing and seeing; and *proposes a prototype for a global school—an eco-school that functions to protect the biosphere and human rights and to support the happiness and well-being of the school staff, students, and immediate community—and for a global core curriculum based on holistic models for lessons and instruction. The book concludes with Spring's retelling of Plato's parable of the cave—in which educators break the chains that bind them to the industrial-consumer paradigm and rethink their commitment to humanity's welfare.

Political Agendas for Education Joel Spring, 2017-07-14 Following the epic, contentious 2016 presidential election, Joel Spring's ongoing documentation and analysis of political agendas for education reflect the major political issues since 2012. Here he examines the 2016 education planks of the Republican, Democratic, Libertarian, and Green Parties, using their official platforms and other statements, speeches given by each candidate, and media reports and publications. Each party's position is linked to previous political movements in education. Spring offers an alternative agenda for American schools, including a proposed education amendment to the U.S. Constitution and replacing human capital agendas with goals emphasizing education for a long life and happiness. Taking a fresh look at the social and political forces, educational research, and ideologies shaping their educational agendas and a comparative approach, the book stimulates reflection and discussion. Updates and changes in the Sixth Edition: Betsy DeVos's education agenda supporting

vouchers, free market competition and for-profit schools and its relationship to the education section of the 2016 Republican platform The important role religion and culture played in the evolution of Republican education policies after the school prayer and Bible decisions of the 1960s The influence of human capital economics on Democratic education proposals How No Child Left Behind and Democratic President Barack Obama opened doors to the growth of the for-profit education industry and investment bankers The 2016 Democratic positions on the cost of higher education and student loan debts The Democratic left as represented by the 2016 campaign of Democrat Bernie Sanders and his influence on the presidential candidate Hillary Clinton and the Democratic Party platform The education proposals of the Green and Libertarian parties

Permissible Advantage? Alan Peshkin, 2001 This study of Edgewood Academy--a private, elite college preparatory high school--examines what moral choices look like when they are made by the participants in an exceptionally wealthy school, and what the very existence of a privileged school indicates about American society. It extends Peshkin's ongoing exploration of U.S. high schools and their communities, each focused in a different sociocultural setting. In this particular inquiry, he began with two central questions: * What is a school like whose students enter with a determined disposition to attend college, and all of whom are selected on the promise they display for college success? * What can be learned from studying Edgewood Academy that transcends the particular case of this school? The volume opens with a description of how moral choices look when they are made by the participants in an exceedingly wealthy school. There is a general picture of the Academy, a discussion of the processes the school uses to insure the quality of its students and educators, and an overview of teachers and students that reveals what is commendable about each group. These chapters clarify what a school of ample financial means and wise leadership can do.

Peshkin goes on to reflect briefly on privilege and concludes with a discussion of what the very existence of a privileged school indicates about American society. Schools, he suggests, are about much more than what goes on inside them--they mirror what is and is not at stake for their particular constituents--and function similarly for the nation. Edgewood Academy's host community is not a village, town, church, or tribe, as in Peshkin's previous studies. It is a community created by shared aspirations for high-level academic attainment and its associated benefits. Affluence and towering academic achievement are the two most relevant factors. In this book, advantage occupies center stage. The school's excellence is documented not to extol its success, but, rather, to call attention to what is available for its students that is not available for most American children. The focus, ultimately, is on educational justice as illuminated by the advantage of Academy students--that is, on justice denied, not because anyone or any group or agency consciously, planfully sets out to do injustice to other children, but because injustice happens as the artifact of imagined limitations of resources and means. Peshkin's purpose is not to detail the particulars of how educational justice is denied to the many, but to portray and examine the meaning of a privileged school where educational justice prevails for the few.

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Dolls&sorty Introduction

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