

PERMISSIBLE ADVANTAGE?



The Moral Consequences of Elite Schooling

Alan Peshkin

Permissible Advantage The Moral Consequences Of Elite Schooling

Sue Books



Permissible Advantage The Moral Consequences Of Elite Schooling:

Permissible Advantage? Alan Peshkin, 2000-08 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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Elite Schooling and Social Inequality Aline Courtois, 2017-11-28 This book is the first significant sociological study of Ireland s elite private schools It takes the reader behind the gates of these secretive institutions and offers a compelling analysis of their role in the reproduction of social inequality in Ireland From the selection process to past pupils union events from the dorms to the rugby pitch the book unravels how these schools gradually reinforce exclusionary practices and socialize their students to power and privilege It tackles the myths of meritocracy and classlessness in Ireland while also providing keys to understanding the social practices and legitimacy of elites By bringing out the voices of past pupils parents and school staff and incorporating vivid ethnographic descriptions the book provides a rare snapshot into a privileged world largely hidden from view It offers a unique contribution to research on elite education as well as to the broader fields of sociology of education and inequality As such it will appeal to researchers practitioners and the general public alike in Ireland and beyond

Critical Social Issues in American Education H. Svi Shapiro, 2004-09-22 This text reader brings together powerful readings that critically situate issues of education in the context of the major cultural moral political economic ecological and spiritual crises that confront us as a nation and a global community It provides a focus and a conceptual framework for thinking about education in light of these issues Readers are exposed to the thinking of some of the best and most insightful social and educational commentators Critical Social Issues in American Education Democracy and Meaning in a Globalizing World Third Edition is intended to work on two levels First it helps readers to develop an awareness of how education is connected to the wider social structures of cultural political and economic life Second it

encourages not only a critical examination of our present social reality but also a serious discussion of alternatives of what a transformed society and educational process might look like The editors goal is to deliberately engage readers in connecting the work of teachers to an ethically committed politically charged pedagogy The assumption on which they base the text is that educators must see their work as inextricably linked to the broader conflicts stresses and crises of the social world it is not otherwise possible to make sense of what is happening educationally What happens in school or as part of the educational experience reflects expresses and mediates profound questions about the direction and nature of the society we inhabit The text is organized thematically into five sections which address respectively social justice and democracy consumerism culture and public education marginality and difference moral and spiritual perspectives on education and globalization and education Each section is preceded by a brief essay that introduces the readings This Third Edition includes many new readings and addresses issues that have more recently emerged as especially significant such as concerns about the implications of globalization and the post 9 11 world commercialism violence and the ever increasing influence of high stakes testing This compelling text is relevant for a wide range of courses in educational foundations educational policy curriculum studies and multicultural education that address the social context of education cultural and political change and public policy

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 Organized as a dialogue between John Ogbu and the scholarly community *Minority Status Oppositional Culture and Schooling* is essential reading for anyone interested in the study of the academic achievement gap

Class Warfare Lois Weis, Kristin Cipollone, Heather Jenkins, 2014-04-02 Stories abound about the lengths to which middle and upper middle class parents will go to ensure a spot for their child at a prestigious university From the Suzuki method to calculus based physics from AP tests all the way back to early learning Kumon courses students are increasingly pushed to excel with that Harvard or Yale acceptance letter held tantalizingly in front of them And nowhere is this drive more apparent than in our elite secondary schools In *Class Warfare* Lois Weis Kristin Cipollone and Heather Jenkins go inside the ivy yearning halls of three such schools to offer a day to day week by week look at this remarkable drive toward college admissions and one of its most salient purposes to determine class Drawing on deep and sustained contact with students parents teachers and administrators at three iconic secondary schools in the United States the authors unveil a formidable process of class positioning at the heart of the college admissions process They detail the ways students and parents exploit every opportunity and employ every bit of cultural social and economic capital they can in order to gain admission into a Most Competitive or Highly Competitive Plus university Moreover they show how admissions into these schools with their attendant rankings are used to lock in or improve class standing for the next generation It's a story of class warfare within a given class the substrata of which whether economically racially or socially determined are fiercely negotiated through the

college admissions process In a historic moment marked by deep economic uncertainty anxieties over socioeconomic standing are at their highest Class as this book shows must be won and the collateral damage of this aggressive pursuit may just be education itself flattened into a mere victory banner

Indigenous Educational Models for Contemporary Practice Maenette Kape'ahiokalani Padeken Ah Nee- Benham, 2017-09-25 The book challenges teachers researchers educational leaders and community stakeholders to build dynamic learning environments through which indigenous learners can be Boldly Indigenous in a Global World Three days of focused dialogue at the 2005 World Indigenous Peoples Conference on Education WIPCE led to the charge to create Volume II of Indigenous Educational Models for Contemporary Practice In Our Mother s Voice Building on the first volume Volume II examines these topics Regenerating and transforming language and culture pedagogy that reminds us that what is Contemporary is Native Living indigenous leadership that engages and ensures the presence readiness and civic work of our next generation of leaders Indigenizing assessment and accountability that makes certain that native values and strengths lead this important work Highlighting the power of partnerships that begin with the child elder which is then nurtured in community and institutions to cross boundaries of cultural difference physical geography native and non native institutions and communities Indigenous Educational Models for Contemporary Practice In Our Mother s Voice Volume II honors the wisdom of our ancestors highlights the diversity of our indigenous stories and illuminates the passion of forward looking scholars

A New Paradigm for Global School Systems Joel H. Spring, 2007 Publisher description

Remaining and Becoming Shelley Roberts, 2000-12 Ethnographic study of a Hispano school focuses on how various cultural language religious economic factors shape what becoming educated means in this community

Young, Gifted, and Black Theresa Perry, Claude Steele, 2012-09-11 An important and powerful book that radically reframes the debates swirling around the academic achievement of African American students Boston Review The solutions offered by each essay are creative inspirational and good old common sense Los Angeles Times In 3 separate but allied essays African American scholars Theresa Perry Claude Steele and Asa Hilliard examine the alleged achievement gap between Black and white students Each author addresses how the unique social and cultural position Black students occupy in a society which often devalues and stereotypes African American identity fundamentally shapes students experience of school and sets up unique obstacles Young Gifted and Black provides an understanding of how these forces work opening the door to practical powerful methods for promoting high achievement at all levels In the first piece Theresa Perry argues that the dilemmas African American students face are rooted in the experience of race and ethnicity in America making the task of achievement distinctive and difficult Claude Steele follows up with stunningly clear empirical psychological evidence that when Black students believe they are being judged as members of a stereotyped group rather than as individuals they do worse on tests Finally Asa Hilliard argues against a variety of false theories and misguided views of African American achievement sharing examples of real schools programs and teachers around the country that allow African American

students to achieve at high levels Now more than ever Young Gifted and Black is an eye opening work that has the power to not only change how we talk and think about African American student achievement but how we view the African American experience as a whole The Great American Education-industrial Complex Anthony G. Picciano,Joel H. Spring,2013 The Great American Education Industrial Complex examines the structure and nature of national networks and enterprises that seek to influence public education policy in accord with their own goals and objectives In the past twenty years significant changes have taken place in the way various interest groups seek to influence policies and practices in public education in the United States No longer left to the experience and knowledge of educators American education has become as much the domain of private organizations corporate entities and political agents who see it as a market for their ideas technologies and ultimately profits Picciano and Spring posit that educational technology is the vehicle whereby these separate movements organizations and individuals have become integrated in a powerful common entity and detail how the educational industrial complex has grown and strengthened its position of influence This timely carefully documented well argued book brings together Picciano s perspective and expertise in the field of technology and policy issues and Spring s in the history and politics of education in a unique critical analysis of the education industrial complex and its implications for the future

Global Constructions of Multicultural Education Carl A. Grant,Joy L. Lei,2001-06 This book tells us how various global regions are dealing with three major concerns within the field of multicultural education the conceptualization and realization of difference and diversity the inclusion and exclusion of social groups within a definition of multicultural education and the effects of power on relations between and among groups identified under the multicultural education umbrella All of the chapter authors pay attention to these themes but at the same time they bring their particular interests and perspectives to the book addressing issues such as linguistic racial ethnic and religious diversity class educational inequalities teacher education conceptualizations of citizenship and questions of identity construction In addition the authors offer both historical and social contexts for their analytical discussion of the ideals and practices of multicultural education in a particular region This is not a book that tells us about multicultural education with an international twist it provides readers with different ways to think talk and do research about issues of diversity difference and the effects of power as they relate to education Back to School Alex Pomson,Randal F. Schnoor,2008 A groundbreaking study on the impact of Jewish day schools in the lives of parents and children Beyond the walls of their synagogues Jewish adults are creating religious meaning in new and diverse ways in a range of unconventional sites In Back to School authors Alex Pomson and Randal F Schnoor argue that the Jewish day school serves as one such site by bringing adults and children together for education meeting study and worship like ceremonies Pomson and Schnoor suggest that day school functions as a locus of Jewish identity akin to the Jewish streets or neighborhoods that existed in many major North American cities in the first half of the twentieth century Back to School began as an ethnographic study of the Paul Penna Downtown Jewish Day School DJDS in

Toronto a private religiously pluralistic day school that balances its Jewish curriculum with general studies Drawing on a longitudinal study at DJDS and against the backdrop of a comparative study of two other Toronto day schools as well as four day schools from the U S Midwest Pomson and Schnoor argue that when parents choose Jewish schools for their children they look for institutions that satisfy not only their children s academic and emotional needs but also their own social and personal concerns as Jewish adults The authors found an uncommon degree of involvement and engagement on the part of the parents as genuine friendships and camaraderie blossomed between parents faculty and administrators In addition the authors discovered that parents who considered themselves secular Jews were introduced to or reacquainted with the depth and meaning of Jewish tradition and rituals through observing or taking part in school activities Sitting on the cusp between the disciplines of education and the sociology of contemporary Jewish life Back to School offers important policy implications for how Jewish day schools might begin to re imagine their relationships with parents Jewish parents Jewish studies scholars as well as researchers of educational and social trends will enjoy this evocative volume

Poverty and Schooling in the U.S. Sue Books,2004-07-19 Poverty is an educational issue because it affects children s physical emotional and cognitive development Especially in current times taken for granted ideas about poverty and poor children must be scrutinized and reconsidered That is the goal of this book Poverty and Schooling in the U S Contexts and Consequences is in part a plea for educators and future educators to undertake the intellectual and emotional work of learning more about the social causes as well as the sometimes life altering consequences of poverty Although such efforts will not eradicate poverty they can help form more insightful educators administrators policymakers and researchers The book is also an effort to bring to the table a larger conversation about the educational significance of the social and legal policy contexts of poverty and about typical school experiences of poor children Poverty and Schooling in the U S Contexts and Consequences describes what teachers need to know or to understand about the contexts and consequences of poverty provides information and analysis of the social context of poverty examines the experience of many children and families living in poverty documents the demographics of poverty and offers a critique of the official U S poverty metric reports on continuing and significant disparities in school funding presents historical context through a broad brush review of some of the landmark legal decisions in the struggle for educational opportunity looks at some typical school experiences of poor children considers the consequences of the federal No Child Left Behind Act and offers suggestions about the kind of educational reform that could make a difference in the lives of poor children This book is fundamental for faculty researchers school practitioners and students across the field of education It is accessible to all readers An extensive background in social theory educational theory or statistics is not required

The American Dream and the Power of Wealth Heather Beth Johnson,2014-05-01 In contemporary America the racial wealth gap is growing with families transmitting race and class inequalities from generation to generation Yet Americans continue to hold deep rooted beliefs in the principles of individualism equal

opportunity and meritocracy Education the Great Equalizer is supposed to level the playing field ensuring that every child regardless of family of origin gets an equal chance at success Drawing on in depth interviews with 200 black and white families The American Dream and the Power of Wealth starkly reveals the enormous extent to which parents defend their beliefs in the values that lie at the heart of the American Dream Yet the way wealth is acquired and the way it is used categorically puts children from different families on vastly different educational trajectories leaving them with uneven sets of opportunities

Political Agendas for Education Joel Spring,2010-05-26 Bringing up to date Joel Spring s ongoing documentation and analysis of political agendas for education in the US the fourth edition of Political Agendas for Education focuses on the Republican and Democratic parties in the 2008 national election and post 2008 election era considered within the context of the evolution of the Republican and Democratic education agendas

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

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

Reclaiming Education for Democracy Paul Shaker,Elizabeth E. Heilman,2010-04-26 Reclaiming Education for Democracy subjects the prophets and doctrines of educational neoliberalism to scrutiny in order to provide a rationale and vision for public education beyond the limits of No Child Left Behind The authors combine a history of recent education policy with an in depth analysis of the origins of such policy and its impact on professional educators The public face of these

policies is separated from motives rooted in politics profit and ideology The book also searches for new insights in understanding the neoliberal and managerialist assault on education by examining the psychology of advocates who demonstrate a special animus toward universal public education The manipulation of public education by No Child Left Behind is a case study in the general approach to public institutions taken by the politicians and theorists in these camps K 12 education has been subjected to deceptive descriptive analyses marginalization of its professional leadership manipulation of its goals the imposition of illegitimate quality markers a grab on its resources by corporate profiteers and a demoralization of its rank and file This book helps us think beyond this new commonsense of education Recipient 2009 AERA Division K Award for Exemplary Research in Teaching and Teacher Education *Education Between State, Markets, and Civil Society* Heinz-Dieter Meyer, William Lowe Boyd, 2001-05 Scholars from the US Europe explore the promise of civil society to rejuvenate systems of public education that are frequently characterized by bureaucratic over regulation lack of diversity and choice and inequality of opportunity

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