

POLICY, PEDAGOGY, AND SOCIAL INEQUALITY

**COMMUNITY COLLEGE
STUDENT REALITIES
IN POST-INDUSTRIAL AMERICA**

Penelope E. Herideen

**Critical Studies in Education and Culture Series
Edited by Henry A. Giroux**

Policy Pedagogy And Social Inequality Community College Student Realities In Postindustrial America

John C. Smart



Policy Pedagogy And Social Inequality Community College Student Realities In Postindustrial America:

Policy, Pedagogy, and Social Inequality Penelope E. Herideen, 1998-11-19 Explores how pedagogy and educational theory can be utilized to redesign the community college so that it remedies rather than reproduces existing social inequities

Nontraditional Students and Community Colleges J. Levin, 2007-09-03 Focusing on non traditional students in higher education institutions this new book from renowned scholar John Levin examines the extent to which community college students receive justice both within their institution and as an outcome of their education

Community Colleges and New Universities under Neoliberal Pressures John S. Levin, 2017-02-08 This book examines seven higher education organizations exploring their interconnected lines organizational change and organizational stability These lines are nested within historical social cultural and political contexts of two nations the US and Canada two provinces and three states Alberta British Columbia California Hawai i and Washington The author studies the development of the community college and the development of the university from community college origins bringing to the forefront these seven individual stories Addressing continuity and discontinuity and identity preservation and identity change as well as individual organizations responses to government policy Levin analyzes and illuminates those policies with neoliberal assumptions and values

Community Colleges and Their Students J. Levin, 2009-11-23 This book employs a socio cultural approach to study the organizational dynamics and experiences of self formation that shape community college life The authors use case studies to analyze both the symbolic dimension and practices that enable the production of educational experiences in seven community colleges across the U S Levin and Montero Hernandez explain the construction of organizational identity and student development as a result of the connection between institutional forces and individual agency This work emphasizes the forms and conditions of interaction among college personnel students and external groups that were enacted to respond to the demands and opportunities in both participants local and larger contexts The authors acknowledge both the collective and individual efforts of community college personnel to create caring community colleges that support nontraditional students

Understanding Community Colleges John S. Levin, Susan T. Kater, 2018-03-21 Understanding Community Colleges provides a critical examination of contemporary issues and practices and policy of community colleges This contributed volume brings together highly respected scholars as well as new scholars for a comprehensive analysis of the community college landscape including management and governance finance student demographics and development teaching and learning policy faculty and workforce development At the end of each chapter the Questions for Discussion section helps to bridge the gap between research and practice Written for students enrolled in higher education and community college graduate programs as well as social sciences scholars this provocative new edition covers the latest developments in the field including trends in enrollment developmental education student services funding and shared governance

Community College Faculty J. Levin, S. Kater, Richard L. Wagoner, 2006-01-31 John S Levin Susan T Kater and Richard L Wagoner

collectively argue that as community colleges organize themselves to respond to economic needs and employer demands and as they rely more heavily upon workplace efficiencies such as part time labor they turn themselves into businesses or corporations and threaten their social and educational mission

Becoming Socialized in Student Affairs

Administration Ashley Tull, Joan B. Hirt, Sue Saunders, 2023-07-03 Effective socialization of new student affairs professionals is essential both for the individual success of these practitioners and for the work of a college or university that promotes student learning It enables new professionals to manage the important personal and professional transitions they experience throughout their careers engage in continuous professional development and achieve high levels of productivity It also counteracts the high attrition rate among new hires with all the attendant costs to the institution in terms of resources spent on recruiting hiring training supervising and developing staff talent The socialization process for new professionals includes formal and informal elements that influence both success and quality of work life This process is far more complex than a single orientation program organized by a unit or division Rather it is a comprehensive process where both the new professional and organization learn about and from each other in ways that influence working relationships and individual and organizational outcomes Part I of this book defines the concept explains its value and offers a model of socialization Part II examines the institutional context in which the socialization of new professionals occurs and describes how different institutional types influence the socialization process It considers the changing characteristics of college students and how these impact the work of student affairs In addressing the extra institutional and professional contexts Part III considers the role that graduate education plays in preparing new professionals for work in student affairs and offers guidance to faculty and practitioners involved in graduate education about what they can do to introduce graduate students to professional life It addresses the importance of professional orientation activities the roles of supervision and mentorship as well as the impact of peers and institutions on the socialization process It concludes with a discussion of the role and importance of professional associations This book is intended for graduate program faculty for senior student affairs officers concerned about developing and retaining the new staff and for administrators and leaders in student affairs shaping the future of the profession For new professionals themselves it offers insights on the path to professionalization

Art, Alienation, and

the Humanities Charles Reitz, 2000-02-10 Illustrates how Marcuse s theory sheds new light on current debates in both education and society involving issues of multiculturalism postmodernism civic education the culture wars critical thinking and critical literacy

Critical Pedagogy Barry Kanpol, 1999-04-30 Critical pedagogy refers to the means and methods of testing and attempting to change the structures of schools that allow inequities It is a cultural political tool that takes seriously the notion of human differences particularly those related to race class and gender Critical pedagogy seeks to release the oppressed and unite people in a shared language of critique struggle and hope to end various forms of human suffering In this revised edition Kanpol takes the pre and in service educators along some initial steps to becoming critical

pedagogists As before university professors and public school teachers alike will learn how to address their own prophetic commitments to belief and faith in the fight against despair institutional chaos oppression death of spirit and exile

Michel Foucault Mark Olssen,1999-07-30 Although Foucault departs from Marxism his own approach constitutes a form of consistent materialism which has theoretical implications for the analysis of social and educational discursive systems In seeking to demonstrate a correct reading of Foucault linguistic readings of his work such as those of Christopher Norris 1993 which represent him as part of the linguistic turn in French philosophy where language or representation henceforth defines the limits of thought will be dispelled in the process of being corrected Rather Foucault will be represented as Habermas 1987 has suggested not merely as a historicist but at the same time as a nominalist materialist and empiricist Because the distinctiveness of Foucault s approach can best be seen in contrast to other major philosophical systems and thinkers considerable attention is given to examining Foucault s relationship to Marxism as well as his relations to Kant Gramsci Habermas and the Greeks In relation to education there is in Foucault s approach a double emphasis which constitutes an ordering principle for this work On the one hand attention is directed to discursive practices which perform an educative role in the constitution of subjects and of human forms of existence On the other hand forms of education are constituted and utilized for the purposes of collective ethical self creation a theme Foucault emphasized in his later works The book assesses some of the more interesting recent utilizations of Foucault in educational research Higher Education: Handbook of Theory and Research John C. Smart,2007-05-16 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on twelve general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world **Bringing Human Rights Education to US Classrooms** Susan Roberta Katz,A. McEvoy Spero,2015-04-09 This book offers research based models of exemplary practice for educators at all grade levels from primary school to university who want to integrate human rights education into their classrooms It includes ten examples of projects that have been effectively implemented in classrooms two from elementary school two from middle school three from high school two from community college and one from a university Each model discusses the scope of the project its rationale students response to the content and pedagogy challenges or controversies that arose and their resolution Unique in integrating theory and practice and in addressing human rights issues with special relevance for communities of color in the US this book provides indispensable guidance for those studying and teaching human rights **Critical Reflection and the Foreign Language Classroom** Terry

Osborn,2005-03-01 This book introduces pre service and in service foreign language teachers to the basic concepts of critical educational study as applied to the sociological position occupied by foreign language education in the United States Although contemporary foreign language teachers typically know about second language acquisition and instructional methodology they are not prepared to understand issues of power in relation to for example language variety language status and education The author addresses issues such as the supposed failure of foreign language education the educational filter role played by language classes the concept of foreignness as seen in national standards language curricula and textbooks and the implications of these issues in terms of power relationships and cultural mediation both in and out of the classroom The reader is encouraged to analyze the forms of cultural struggle which can be found within the foreign language classrooms of the United States including the likely impact those struggles have on members of the dominant and subordinate cultures Teachers are led through the development of skills in critical reflection and pedagogical application geared to social justice

Encyclopedia of Diversity in Education James A. Banks,2012-05-24 Presents research and statistics case studies and best practices policies and programs at pre and post secondary levels Prebub price 535 00 valid to 21 07 12 then 595 00

Gateway to Opportunity? J. M. Beach,2023-07-03 Can the U S keep its dominant economic position in the world economy with only 30% of its population holding bachelor s degrees If the majority of U S citizens lack a higher education can the U S live up to its democratic principles and preserve its political institutions These questions raise the critical issue of access to higher education central to which are America s open access low cost community colleges that enroll around half of all first time freshmen in the U S Can these institutions bridge the gap and how might they do so The answer is complicated by multiple missions gateways to 4 year colleges providers of occupational education community services and workforce development as well as of basic skills instruction and remediation To enable today s administrators and policy makers to understand and contextualize the complexity of the present this history describes and analyzes the ideological social and political motives that led to the creation of community colleges and that have shaped their subsequent development In doing so it fills a large void in our knowledge of these institutions The junior college later renamed the community college in the 1960s and 1970s was originally designed to limit access to higher education in the name of social efficiency Subsequently leaders and communities tried to refashion this institution into a tool for increased social mobility community organization and regional economic development Thus community colleges were born of contradictions and continue to be an enigma This history examines the institutionalization process of the community college in the United States casting light on how this educational institution was formed for what purposes and how has it evolved It uncovers the historically conditioned rules procedures rituals and ideas that ordered and defined the particular educational structure of these colleges and focuses on the individuals organizations ideas and the larger political economy that contributed to defining the community college s educational missions and have enabled or constrained this institution from enacting those

missions He also sets the history in the context of the contemporary debates about access and effectiveness and traces how these colleges have responded to calls for accountability from the 1970s to the present Community colleges hold immense promise if they can overcome their historical legacy and be re institutionalized with unified missions clear goals of educational success and adequate financial resources This book presents the history in all its complexity so that policy makers and practitioners might better understand the constraints of the past in an effort to realize the possibilities of the future Resources in Education ,2000-10

Education, Literacy, and Humanization Peter Roberts,2000-05-30 The author adopts a holistic approach in exploring the ontological epistemological ethical and pedagogical dimensions of Paulo Freire s thought The book discusses Freire s approach to adult literacy education and investigates the political dialogical and critical aspects to the multidimensional word in Freirean theory The author outlines and assesses a number of key critiques of Freire s modernism concentrating in particular on questions pertaining to the problem of pedagogical intervention He responds at some length to C A Bowers one of Freire s most important and persistent critics and finds fault with behaviorist stage based accounts of consciousness raising The Freirean concept of conscientization is reinterpreted in light of the postmodern notion of multiple subjectivities From this book Freire emerges as a complex educational figure a thinker and teacher deeply committed to the universalist ideal of humanization yet also wary of some of the exaggerated certainties of modernism His work for all its flaws and contradictions remains highly influential and stands opposed to technicist and neoliberal tendencies in recent educational reform initiatives

Defining Student Success Lisa M. Nunn,2014-04-15 The key to success our culture tells us is a combination of talent and hard work Why then do high schools that supposedly subscribe to this view send students to college at such dramatically different rates Why do students from one school succeed while students from another struggle To the usual answer an imbalance in resources this book adds a far more subtle and complicated explanation Defining Student Success shows how different schools foster dissimilar and sometimes conflicting ideas about what it takes to succeed ideas that do more to preserve the status quo than to promote upward mobility Lisa Nunn s study of three public high schools reveals how students beliefs about their own success are shaped by their particular school environment and reinforced by curriculum and teaching practices While American culture broadly defines success as a product of hard work or talent at school intelligence is the talent that matters most Nunn shows that each school refines and adapts this American cultural wisdom in its own distinct way reflecting the sensibilities and concerns of the people who inhabit each school While one school fosters the belief that effort is all it takes to succeed another fosters the belief that hard work will only get you so far because you have to be smart enough to master course concepts Ultimately Nunn argues that these school level adaptations of cultural ideas about success become invisible advantages and disadvantages for students college going futures Some schools definitions of success match seamlessly with elite college admissions definition of the ideal college applicant while others more closely align with the expectations of middle or low tier institutions of higher

education With its insights into the transmission of ideas of success from society to school to student this provocative work should prompt a reevaluation of the culture of secondary education Only with a thorough understanding of this process will we ever find more consistent means of inculcating success by any measure **Political Relationship and Narrative**

Knowledge Peter B. Armitage, 2000-06-30 Armitage taught for one year in a British grammar school from 1971 to 1972 when the school amalgamated with a secondary modern school to form a comprehensive school He followed the political practices and episodes of the amalgamation in relation to their political and educational significance The amalgamation seemed to result in an ineffective and underperforming school and he tried to introduce practical and constructive changes His narrative describes his political struggle to reform the school in the face of an anti democratic and authoritarian culture The causes of failure are analyzed and the real complex and messy functioning of a school system uncovered The need to understand the politics and culture of schooling is advocated A model of micropolitical action and responsibility is demonstrated that could help result in improvement of educational institutions Research on Sociocultural Influences on Motivation and Learning - 2nd Volume Dennis M. McInerney, Shawn Van Etten, 2002-06-01 This volume covers topics including translation issues in cross cultural research African American teachers for African American students the social mediation of metacognition and cross cultural similarities and differences in affective meaning of achievement

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Introduction

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