

Third Edition

POLITICAL AGENDAS FOR EDUCATION

From the Religious Right to the Green Party



Joel Spring

Political Agendas For Education From The Religious Right To The Green Party

H. Svi Shapiro



Political Agendas For Education From The Religious Right To The Green Party:

Political Agendas for Education Joel H. Spring, 2002 In *Political Agendas for Education From the Religious Right to the Green Party* Second Edition Joel Spring describes and analyzes the current educational agendas of major political players and organizations His analyses of the interrelationships between right wing think tanks and school reform and the political background of proposals for school change are unique among books dealing with the politics of education This second edition covers the changes that occurred during the 2000 presidential election that led to the inauguration of George W Bush In a lively anecdotal style Spring portrays the underlying ideologies as well as the nitty gritty day to day doings of the various players involved The players range from the Evangelical Christians the conservative think tanks and the Bush Republicans with their ideology of compassionate conservatism to the arenas of centrist and leftist politics spanning the New Democrats the progressive wing of the Democratic Party and the Green Party under the leadership of Ralph Nader Additions and updates to the Second Edition include Compassionate Conservatives The Republican Educational Agenda for the 21st Century The Meaning of Compassionate Conservatism Evolution Versus Creationism The Manhattan Institute and George W Bush s Educational Policies The Republican Agenda for the 21st Century Gore and the 2000 Presidential Campaign What s Left of the Left Ralph Nader and the Green Party Ralph Nader Consumerism and Education *Political Agendas for Education* is of broad interest to educational scholars professionals and policymakers and highly appropriate as a text for courses on the politics of education foundations of education sociology of education and curriculum theory

Political Agendas for Education Joel H. Spring, 1997 This book describes and analyzes the educational agendas of major political organizations It begins with the outrage of evangelical parents at what they perceive to be the anti Christian curriculums of public schools Sparked by religious zeal and working with the well oiled machinery of the Christian Coalition Evangelical Christians are affecting schools and American politics Bordering the region of the religious right is the shadowy world of conservative think tanks that buy intellectuals to sell a school reform agenda of free market competition between public private and for profit schools to the public and politicians The Republican Party is strongly affected by the demands of the religious right and the powerful influence of the conservative think tanks The author explains that the educational programs of George Bush s presidency reflected the plans of conservatives while the Christian Coalition dominated the 1996 National Republican Platform Bill Clinton and the New Democrats broadened the appeal of the Democratic Party to middle class voters by promising to increase chances to attend college and to provide lifelong opportunities to upgrade job skills Education the New Democrats proclaim is the answer for growing inequality in wealth insecurity of employment in a world of corporate restructuring and competition in a global marketplace The book continues in the splintered arena of the leftist politics Overwhelmed by New Democrats and the political right Jesse Jackson clings to the hope of fulfilling the liberal educational agenda of the War on Poverty Also feeling under siege by attacks from anti abortionists and the political right the National

Organization for Women continues its objective of ensuring that women have an equal opportunity for admissions to schools and participation in school programs and that school materials are free of gender bias and give women positive role models. Gaining support from progressives who are dissatisfied with Republicans and Democrats the Green Party offers a unique educational agenda of democratic control and ideological diversity. The story concludes with the cultural politics of Indiocentricity and Afrocentricity. From the religious right to the New Democrats politicians are condemning attempts to change the cultural foundation of U S schools.

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.

Political Agendas for Education Joel H. Spring, 1997 This book describes and analyzes the educational agendas of major political organizations. It begins with the outrage of evangelical parents at what they perceive to be the anti Christian curriculums of public schools. Sparked by religious zeal and working with the well oiled machinery of the Christian Coalition Evangelical Christians are affecting schools and American politics. Bordering the region of the religious right is the shadowy world of conservative think tanks that buy intellectuals to sell a school reform agenda of free market competition between public private and for profit schools to the public and politicians. The Republican Party is strongly affected by the demands of the religious right and the powerful influence of the conservative think tanks. The author explains that the educational programs of George Bush's presidency reflected the plans of conservatives while the Christian Coalition dominated the 1996 National Republican Platform. Bill Clinton and the New Democrats broadened the appeal of the Democratic Party to middle class voters by promising to increase chances to attend college and to provide lifelong opportunities to upgrade job skills. Education the New Democrats proclaim is the answer for growing inequality in wealth insecurity of employment in a world of corporate restructuring and competition in a global marketplace. The book continues in the splintered arena of the leftist politics. Overwhelmed by New Democrats and the political right Jesse Jackson clings to the hope of fulfilling the liberal educational agenda of the War on Poverty. Also feeling under siege by attacks from anti abortionists and the political right the National Organization for Women continues its objective of ensuring that women have an equal opportunity for admissions to schools and participation in school programs and that school materials are free of gender bias and give women positive role models. Gaining support from progressives who are dissatisfied with Republicans and Democrats the Green Party offers a unique educational agenda of democratic control and ideological diversity. The story concludes with the cultural politics of Indiocentricity and Afrocentricity. From the religious right to the New Democrats politicians are condemning attempts to change the cultural foundation of U S schools.

Political Pressures on Educational and Social Research Karen Trimmer, 2016-05-12 *Political Pressures on Educational and Social Research* draws upon a variety of theoretical and

methodological approaches to consider the problems that can arise when research findings diverge from political directions for policy Chapters explore the impacts this can have on the researchers as well as the influence it has on the research including the methodology and the publication of results The book offers innovative ways of seeing how these connect overlap and interact revealing particular issues of concern for researchers and evaluators in the context of research internationally Key topics include the power and positioning of research evidence based policy development ethics and the importance of research that seeks to explore and discover knowledge The book is divided into two sections The first presents chapters from international academics which provide a theoretical underpinning and discussion of power policy ethics and their influence on research resourcing autonomy purpose and methodology The second section explores specific case studies and instances from the authors own experiences in the field This book offers an interesting and enlightening insight into the sometimes political nature of research and will appeal to researchers evaluators and postgraduate students in the fields of education and the social sciences It will be of particular interest to those studying research methods

Knowledge and Power in the Global Economy David Gabbard, 2017-07-05 Advancing a three fold political agenda this volume illuminates how the meanings assigned to a whole vocabulary of words and phrases frequently used to discuss the role and reform of U S public schools reflect an essentially economic view of the world contends that education or educational reform conducted under an economized worldview will only intensify the effects of the colonial relations of political and economic domination that it breeds at home and abroad and offers a set of alternative concepts and meanings for reformulating the role of U S public schools and for considering the implications of such a reformulation more generally for the underlying premises of all human relationships and activities Toward these ends the authors in Part I critically examine many of the most commonly used terms within the rhetoric of educational reform since the early 1980s and before Part II links today s economized worldview to curricular and instructional issues These essays are especially important for comprehending how the organization of school curriculum privileges those disciplines deemed most central to market expansion math and science and how the political centrality of the economic sphere influences the nature of the knowledge presented in specific content areas Given that language constrains as well as advances human thought the twin tasks of de economizing education and decolonizing society will require a vocabulary that transcends the familiar terminologies addressed in Parts I and II The entries in Part III cultivate the beginnings of such a vocabulary as the authors elucidate innovative concepts which they view as central to the creation of truly alternative educational visions and practices

The Changing Epistemic Governance of European Education Romuald Normand, 2016-06-17 This book examines the transformations of epistemic governance in education the way in which some actors are shaping new knowledge and how that new knowledge impacts other actors in charge of implementing this knowledge in the context of the decision making process and practice The book describes knowledge based and evidence based technologies that produce new modes of representation cognitive categories and value

based judgements which determine and guide actions and interactions between researchers experts and policy makers It explores several major social theories and concepts analysing the transformation of the relationship between educational and social sciences and politics In the light of epistemic governance being linked to transformations of academic capitalism the book describes the ways in which academics engaged in heterogeneous networks are capable of developing new interactions as well as facing new trials imposed on them by the changing conditions of producing knowledge in their scientific community and within their institutions Knowledge is power It is materialized in metrics policy instruments and embedded in networks The governance of European higher education insightfully argues Romuald Normand is not structured by hierarchical public policies by governmental exercise of authority or heroic decision making Normand makes a sophisticated intellectual argument building upon the work of Foucault Latour Sociology of science and the pragmatic sociology of Boltanski and Th venot sociology of justification in order to precisely analyse Europe s higher education through the circulation of ideas and instruments Based upon precise research the book is a major contribution to the understanding of high education in a capitalist Europe beyond the simple idea of neo liberalism Normand provocatively even suggests the making of a European Homo Academicus This is an innovative and important book for public policy European Studies and the sociology of Education Patrick le Gal s FBA CNRS Research Professor Centre d Etudes Europe ennes Sciences Po Paris France

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 **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 Doing Educational Research ,2006-01-01

Doing Educational Research explores a variety of important issues and methods in educational research Contributors include some of the most important voices in educational research In the handbook these scholars provide detailed insights into one dimension of the research process that engages both students as well as experienced researchers with key concepts and recent innovations in the domain The editors and authors believe that there is a need for a handbook on educational research that is both practical as it introduces beginning scholars to the field and innovative as it pushes the boundaries of the conversation about educational research at this historical juncture In this collection the editors and authors explore a variety of topics from methodologies such as ethnography action research hermeneutics historiography psychoanalysis literary criticism to issues such as social theory epistemology and paradigms Readers will be pleased with the way the book addresses complex topics in an accessible and readable manner **Black American Students in An Affluent Suburb**

John U. Ogbu,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 *American Dreams, Global Visions* Donald F. Hones, 2014-04-04 This book presents the struggle for dialogue and understanding between teachers and refugee and immigrant families in their own words Forging a stronger connection between teachers newcomers and their families is one of the greatest challenges facing schools in the United States Teachers need to become familiar with the political economic and sociocultural contexts of these newcomers lives and the role of the U S in influencing these contexts in positive and negative ways The important contribution of *American Dreams Global Visions* is to bring together global issues of international politics and economics and their effects on migration and refugee situations national issues of language and social policy and local issues of education and finding ways to live together in an increasingly diverse society Narratives of four immigrant families in the United States Hmong Mexican Assyrian Kurdish Kosovar and the teacher researchers who are coming to know them form the heart of this work The narratives are interwoven with data from the research and critical analysis of how the narratives reflect and embody local national and global contexts of power The themes that are developed set the stage for critical dialogues about culture language history and power Central to the book is a rationale and methodology for teachers to conduct dialogic research with refugees and immigrants research encompassing methods as once ethnographic participatory and narrative which seeks to engage researchers and participants in dialogues that shed light on economic political social and cultural relationships to represent these relationships in texts and to extend these dialogues to promote broader understanding and social justice in schools and communities *American Dreams Global Visions* will interest teachers social workers and others who work with immigrants and refugees researchers professionals and students across the fields of education language and culture ethnic studies American studies and anthropology and members of the general public interested in learning more about America s most recent newcomers It is particularly appropriate for courses in foundations of education multicultural education comparative education language and culture and qualitative research *Reworking Vocational Education* Anja Heikkinen, Katrin Kraus, 2009 A new political order is transforming the nature of work in advanced industrialised countries What does this mean for the nexus of education and work How does it affect the idea of vocation the reality of lifelong learning the concept of employability and the future of vocational education

and training This volume analyses the foundations of this transformation featuring globalisation and individualisation It offers an analysis of the shifting terrain of governance and policy and their impact on the field of vocational education With contributions from scholars located in Europe as well as in Australia and the USA it provides an understanding of a number of important educational policy topics including changing social and cultural conditions of labour migration an aging populace and the spread of cross national discourses Additional chapters tackle the concepts of employability gender earning and lifelong learning and examine their relation to policies practices theory and research in vocational education

How Educational Ideologies Are Shaping Global Society Joel Spring, 2014-04-08 In this book Joel Spring explores three major international educational ideologies that are shaping global society neo liberal educational ideology human rights education and environmentalism Neo liberal ideology reflects a rethinking of nationalist forms of education as the nation state slowly erodes under the power of a growing global civil society Traditional nationalist education attempts to mold loyal and patriotic citizens who are emotionally attached to symbols of the state whereas the goal of neo liberal educational ideology is to change nationalist education to serve the needs of the global economy These changes are fueling a clash between the ideas of free market and consumer based neo liberals and those of human rights and environmental educators Human rights education is concerned with creating activist global citizens It is rooted in the idea that inherent in human rights doctrines is a collective responsibility to ensure the rights of all people Environmentalism is the most radical of the ideologies because it rejects the industrial and consumerist paradigm that has dominated most economic thought including capitalism and communism Spring synthesizes and analyzes the effect of these educational ideologies on shaping the future of the global society In the concluding section he compares the effect of these ideologies on global society with the possibility of a world divided between conflicting civilizations

How Educational Ideologies Are Shaping Global Society Intergovernmental Organizations NGOs and the Decline of the Nation State features a critical exploration of the transition of schooling from a function of the nation state to a globalized economic and political system a discussion of the major organizations and trading blocs shaping the future globalization of educational policies an analysis of the major competing global ideologies of education including national and corporate models that emphasize training workers for a competitive global free market the worldwide network of human rights and peace educators who are teaching a global set of ethics and the environmental movement s efforts to create a common set of educational standards for sustainable development and sustainable consumption and an exploration of the possible future of global educational policy and school organizations By integrating a wide range of previously scattered information within a bold new framework for understanding educational ideologies and their impact on the global society Spring raises important questions for researchers professionals and students in history and philosophy of education educational policy educational studies comparative education multicultural education curriculum studies critical media studies global studies human rights education and related areas

Education and Hope in

Troubled Times H. Svi Shapiro, 2009-03-04 Progressive educators have always been better at critique than at possibility This book promises not to ignore critique but to favor possibility It is most rare and greatly welcomed Richard Quantz Miami University The editor argues that in a material world depicted by consumerism spiritual nihilism and conspicuous consumption there is need to offer a new vision and direction in education that would promote a more harmonious holistic values oriented schooling that transforms persons into moral beings who care for others In terms of innovative ideas and approaches to pedagogy and theorizing about schooling this volume is at the top of pedagogical discourses and thinking Joseph Zajda Australian Catholic University Melbourne Campus Education and Hope in Troubled Times brings together a group of the best and most creative educational thinkers to reflect on the purpose and future of public education These original essays by leading social and educational commentators in North America attempt to articulate a new vision for education especially public education and begin to set an alternative direction This is a time of crisis but also of renewed possibility one that offers the opportunity to radically reconsider what is the meaning of education for a generation that will bear the brunt of grappling with the extraordinary dangers and challenges we confront today At its core this volume questions what will it mean to be an educated human being in the 21st century compelled to confront and address so much that threatens the very basis of a decent and hopeful human existence Carrying forward a project of redefining and reshaping public discourse on education in the U S it is a critical catalyst and focus for re thinking public policy on education

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

Official Portraits and Unofficial Counterportraits of At Risk" Students" Richard J. Meyer,2010-01-15 This book chronicles fifth and sixth grade writers in a poor culturally diverse rural school in the southwest US coming into their voices cultivating those voices and using those voices in a variety of venues beginning with the classroom community and spreading outward The big ideas of official and unofficial portraits are presented followed by data and facets of the theoretical construct of counterportraits in each chapter as a response to official portraits

Marketing Fear in America's Public Schools Leslie Poynor,Paula Wolfe,2005-01-15 Marketing Fear in America's Public Schools is an eye opening examination of the real world consequences of the political pressures and influences on teachers today The premise is that one must understand the motives behind the current education

Knowledge & Power in the Global Economy David Gabbard,2017-07-05 Advancing a three fold political agenda this volume illuminates how the meanings assigned to a whole vocabulary of words and phrases frequently used to discuss the role and reform of U S public schools reflect an essentially economic view of the world contends that education or educational reform conducted under an economized worldview will only intensify the effects of the colonial relations of political and economic domination that it breeds at home and abroad and offers a set of alternative concepts and meanings for reformulating the role of U S public schools and for considering the implications of such a reformulation more generally for the underlying premises of all human relationships and activities Toward these ends the authors in Part I critically examine many of the most commonly used terms within the rhetoric of educational reform since the early 1980s and before Part II links today's economized worldview to curricular and instructional issues These essays are especially important for comprehending how the organization of school curriculum privileges those disciplines deemed most central to market expansion math and science and how the political centrality of the economic sphere influences the nature of the knowledge presented in specific content areas Given that language constrains as well as advances human thought the twin tasks of de economizing education and decolonizing society will require a vocabulary that transcends the familiar terminologies addressed in Parts I and II The entries in Part III cultivate the beginnings of such a vocabulary as the authors elucidate innovative concepts which they view as central to the creation of truly alternative educational visions and practices

Learner-Centered Leadership Arnold B. Danzig,Kathryn M. Borman,Bruce A. Jones,William F. Wright,2017-09-25 Many new approaches to school improvement are being proposed in the current climate of assessment and school accountability This book explores one of these approaches a new model of leadership training known as Learner Centered Leadership LCL It is built around the fundamental idea that learning and learning communities are natural processes that when properly harnessed can lead to the highest levels of professional engagement and problem solving Key features of this exciting new approach to school leadership include the following Broad based and Generative The book's narratives vividly illustrate the extraordinary ability of LCL to generate new approaches to

leadership development For example encouraging and assisting school leaders to reflect on their own leadership attributes relative to the implementation of the school mission to ensure high teacher efficacy and student learning In this respect the volume contributes significantly to the field of school leadership and professional development by extending above and beyond a narrow focus on instructional leadership Practice Oriented By creating communities that encourage conversation and analysis the new data driven models of school improvement are more likely to be successfully implemented Without analytical discourse the process of interpreting school data and transforming it into practice would be largely lost Conceptually Appropriate The realization that everyone within a school students teachers administrators belongs to the same learning community minimizes status differences and encourages teamwork The LCL administrator is much less likely to be authoritarian and power oriented and much more likely to be transformative and student outcome focused This book is appropriate for master s level courses and certification seminars and for inservice workshops dealing with school leadership

Reviewing **Political Agendas For Education From The Religious Right To The Green Party**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Political Agendas For Education From The Religious Right To The Green Party**," an enthralling opus penned by a highly acclaimed wordsmith, readers embark on an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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