

# CONTINUITY AND CONTRADICTION

The Futures  
of the Sociology  
of Education

Continuum  
Education and Policy  
Series

edited by WILLIAM T. PEEK  
and GEORGE W. NOBIT

# Continuity And Contradiction The Futures Of The Sociology Of Education Understanding Education And Policy

**Rose Arny**



## **Continuity And Contradiction The Futures Of The Sociology Of Education Understanding Education And Policy:**

**Continuity and Contradiction** William T. Pink, George W. Noblit, 1995 Concerned with the future of the sociology of education this work illustrates the conceptual and methodological sophistication as well as the potential utility of the contemporary work in the field It conveys a diverse view of the area and suggests a range of issues for investigation

**Understanding Education Policy** Tiffany Jones, 2013-02-26 Analysis of education policy often follows a particular orientation such as conservative or neo liberal Yet readers are often left to wonder the true meaning and conceptual framing behind these orientations Without this knowledge the policy analysis lacks true rigor its value is diminished as the results may prove difficult to reproduce Understanding Education Policy provides an overarching framework of four key orientations that lie beneath much policy analysis yet are rarely used with accuracy conservative liberal critical and post modern It details each orientation s application to policy making implementation and overall impact The book also argues the value of analysing a policy s orientation to improve the clarity of its analysis and allow broader trends across the education policy field to emerge The book offers practical examples key vocabulary and reflection activities which give equitable yet critical consideration to all education orientations This allows readers to see the benefits and disadvantages of each perspective and discover their own biases This introduction to education policy analysis offers theoretically broad highly practical coverage It is adaptable to many kinds of policy analysis areas and will appeal to a wide range of readers with an interest in education policy from students conducting specific research to policy makers looking for a deeper way to re think their work

**Handbook of the Sociology of Education** Maureen T. Hallinan, 2006-11-24 The aim of the Handbook of Sociology of Education is to present the most theoretically grounded and empirically rigorous sociological analyses of schools to date The authors are distinguished researchers in the field Their contributions to the Handbook offer major theoretical perspectives on the schooling process and describe significant empirical studies of schools and their effects on individuals and society The research presented in the Handbook is built on three fundamental tenets of sociology First the authors adopt the perspective that schools are a central institution in society An understanding of the function of schooling in social life is enhanced by viewing schools as interrelated with other societal institutions The study of how the context of schooling influences education processes is critical to an understanding of school outcomes Rather than being determined solely by ascribed and achieved characteristics an individual s cognitive and social development are influenced heavily by the structures and networks in which the individual is embedded Communities families schools and social groups are critical elements in the educative process By viewing the school as a societal institution and highlighting the interaction between context and individual behavior the Handbook chapters provide a broader and deeper understanding of the determinants of learning in contemporary society The second sociological insight that guides the research in the Handbook is that the school is a social system

**Handbook of Public Policy Analysis** Frank Fischer, Gerald J. Miller, 2017-09-25 The study of public policy and

the methods of policy analysis are among the most rapidly developing areas in the social sciences Policy analysis has emerged to provide a better understanding of the policymaking process and to supply decision makers with reliable policy relevant knowledge about pressing economic and social problems Presenting a broad comprehensive perspective the Handbook of Public Policy Analysis Theory Politics and Methods covers the historical development of policy analysis its role in the policy process and empirical methods The handbook considers the theory generated by these methods and the normative and ethical issues surrounding their practice Written by leading experts in the field this book Deals with the basic origins and evolution of public policy Examines the stages of the policy making process Identifies political advocacy and expertise in the policy process Focuses on rationality in policy decision making and the role of policy networks and learning Details argumentation rhetoric and narratives Explores the comparative cultural and ethical aspects of public policy Explains primary quantitative oriented analytical methods employed in policy research Addresses the qualitative sides of policy analysis Discusses tools used to refine policy choices Traces the development of policy analysis in selected national contexts The Handbook of Public Policy Analysis Theory Politics and Methods describes the theoretical debates that have recently defined the field including the work of postpositivist interpretivist and social constructionist scholars This book also explores the interplay between empirical and normative analysis a crucial issue running through contemporary debates

**The Productive High School** Joseph Murphy, 2001-02-20 Murphy and his colleagues discuss how reform based on empirical evidence and a robust set of theories can create productive high schools for all students Focus is on core technologies of learning and teaching organizational systems and institutional linkages between schools and their environments Using current research and case studies from successful schools they show how to construct models of learning driven school communities that encourage excellence Key concepts cover defining the learning imperative developing humanized and intellectual relationships for learning laying the groundwork for dynamic adaptive change and building linkages with home and family

*Who Benefits From Special Education?* Ellen A. Brantlinger, 2006-08-15 Who Benefits From Special Education Remediating Fixing Other People s Children addresses the negative consequences of labeling and separating education for students with disabilities the cultural biases inherent in the way that we view children s learning difficulties the social construction of disability the commercialization of special education and related issues The theme that unifies the chapters is that tension exists between professional ideology and practice and the wishes and expectations of the recipients of professional practice children adolescents and adults with disabilities and their families These voices have rarely taken center stage in formulating important decisions about the quality and characteristics of appropriate practice The dominant view in the field of special education has been that disability is a problem in certain children rather than an artifact that results from the general structure of schooling it does not take into consideration the voices of people with disabilities their families or their teachers Offering an alternative perspective this book deconstructs mainstream special education ideologies

and highlights the personal perspectives of students families and front line professionals such as teachers and mental health personnel It is particularly relevant for special education disabilities studies graduate students and faculty and for readers in general education curriculum studies instruction theory and critical theory Cultural Matters William T. Pink, George W. Noblit, 2005 In this book the authors explore the position that systemic reform requires addressing the culture of individual schools and that various reform efforts address school culture in different ways The chapters advocate that the key to success is the match between the strategy in use and the setting In the chapters reforms and their interactions with particular school cultures are explored through fieldwork The reader can learn from the cases what it takes to mount and sustain a systemic reform initiative at the school level The book is intended for teachers principals parents and others as a window into how to think about reform in schools even as they must comply with the demands of accountability policy Jacket

*Challenges of Urban Education* Karen A. McClafferty, Carlos Alberto Torres, Theodore R. Mitchell, 2000-01-27 A supplemental text with a fresh bold edge Challenges of Urban Education includes a range of topics from quantitative analyses of student demographics to the description and analysis of urban high school students creative writing The book bridges the dualisms of local and global theory and practice and structure and agency It furthers the advancement of the new sociology of education by making connections between the social context of urban schooling and the lives of the individuals who are affected by it Contributors include Michael W Apple Anthony Gary Dworkin Pamela Fenning Harry Handler David Keiser Karen A McClafferty Peter McLaren Roslyn Arlin Mickelson Theodore R Mitchell Raymond A Morrow Marianela Parraga Margaret K Purser Ayman Sheikh Hussin Sid Thompson Laurence A Toenjes Carlos Alberto Torres Eugene Tucker Amy Stuart Wells Geoff Whitty and Jim Wilczynski *Equality and Power in Schools* Anne Lodge, Kathleen Lynch, 2004-11-23 Based on a study of 12 schools over a two year period this book explores issues of equality and power both in the classroom and in the staffroom Through classroom observation interviews with pupils and staff focus groups and questionnaires the authors examine classroom practice grouping and streaming peer group relations and attitudes to power relationships both between pupils and teachers and amongst teachers themselves They also look particularly at the different experiences of pupils in single sex and co educational schools The authors findings offer an insight into the way schools operate in terms of social class gender religion and ethnicity and raise fundamental questions about the use and abuse of power in schools and how this affects the lives of pupils and staff This book will be of interest to those studying education sociology gender studies and women s studies and to policy makers and teachers in senior management roles *Could It Be Otherwise?* Lois André-Bechely, 2013-10-11 Parents who wish to choose schools for their children must have more than a desire for different or better they need detailed knowledge of the processes and practices that will give them access to schools of choice This book vividly contrasts the experiences of a diverse group of urban parents choosing their children s schools with school choice policies from voluntary integration mandates to the No Child Left Behind Act Lois Andr Bechely carefully uncovers the

race and class based inequities these policies sustain documenting the way parents themselves become complicit in the historical inequalities of schooling This book exposes how educational institutions are making this so and provokes new thinking about how public school choice could be implemented in more equitable and democratic ways *Education and Sociology* David Levinson, Peter Cookson, Alan Sadovnik, 2014-01-21 First Published in 2002 This single volume reference provides readers and researchers with access to details on a wide range of topics and issues in the sociology of education Entries cover both national and international perspectives and studies as well as tackling controversial points in education today including gender inequality globalization minorities meritocracy and more This is a key one of a kind resource for all educational researchers and educators **Educating the Right Way** Michael W. Apple, 2013-01-11 In this book Apple explores the conservative restoration the rightward turn of a broad based coalition that is making successful inroads in determining American and international educational policy It takes a pragmatic look at what critical educators can do to build alternative coalitions and policies that are more democratic Apple urges this group to extricate itself from its reliance on the language of possibility in order to employ pragmatic analyses that address the material realities of social power

Assessment and Control at Parkview School Hilary A. Radnor, 1996 Schools are a prominent part of contemporary society s formal organisation of education The overriding expectation on education is to provide the young person with the tools to be successful in a dynamically ever changing world As society changes so too does society s expectations of schools State maintained institutions dependent on the state for their survival are subject to the prevailing beliefs and values that drive the economic political and educational systems through which society is organised This interpretive study investigates the process of implementation of externally imposed educational change It s central core is a finely detailed empirical case study that offers insights into the meaning of educational change by coming to an understanding of the ideologies values and attitudes of key participants a group of teachers who reveal why they act the way they do when faced with management directives to make changes to their professional working practices The theme of the book is articulated by the question that weaves through the study how do individuals manage to retain a sense of freedom with constraints imposed on them The approach adopted shares the perspective known as policy ethnography which stresses the problematic nature of implementation viewing it as an active process whereby individuals engaged in the act of implementation interpret reinterpret reform and reconstruct the policy ideas when actively putting them into practice or into use *Social Realism, Knowledge and the Sociology of Education* Karl Maton, Rob Moore, 2010-01-06 Discourse and Power in Educational Organizations David Corson, 1995 In today s post modern and post traditional institutions power is mainly exercised through the generation of consent through the distribution of ideologies and through the subtle indoctrination of self disciplining practices rather than through the use of force or brute authority This change in the nature of institutional practices focuses the role that language has always had in the exercise of power To address the topic as it affects educational organisations the

editor combines two central traditions in contemporary social science inquiry concern for the post modern and post positivist condition of the contemporary world and concern for the praxis of critical theory Contributors to the book s 14 chapters approach their topics from either or both of these traditions In his introductions to the two parts of the book the editor suggests how these traditions can combine and at the same time respond to the challenges of educational concerns within the post modern condition This book s style and content should appeal to students and researchers in educational research curriculum studies policy studies and educational administration The authors are all noted for their contributions to the analysis of discourse and its power co ordinates They will introduce some readers to new worlds the worlds of teacher supervision female leadership critical language awareness the signing deaf and minority outgroups      **The Social Construction of Urban Schooling** Luis F. Mirón,1996 This text explores the possibilities for the reconstruction of urban schooling The author urges a rethinking of the concept of urban education and a theory of the relationships between urban processes and urban schooling      **The Sociology of Education** Jeanne Ballantine,Floyd M. Hammack,2015-07-22 Putting Sociology to Work Chapter 4 Gender Race and Class Attempts to Achieve Equality of Educational Opportunity Gender and Equality of Educational Opportunity Class Race and Attempts to Rectify Inequalities in Educational Opportunity Integration Attempts Educational Experience of Selected Minorities in the United States Improving Schools for Minority Students Summary Putting Sociology to Work Chapter 5 The School as an Organization The Social System of the School Goals of the School System The School as an Organization      *From Nihilism to Possibility* Frederick L. Yeo,Barry Kanpol,1999 This text advocates theory and practice for the transformation of inner city education through the development and application of critical principles grounded in the postmodern the moral and possibility The contributors argue for the construction of a more democratic praxis for urban education      The Democratic Classroom Arthur Pearl,Tony Knight,1999 This text argues that difficult problems can not be solved without a democratic process Essential to the resolution of such problems is a reconstructed school that prepares students to become effective problem solvers and informed responsible democratic citizens      Forthcoming Books Rose Army,1996-06

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