

Alan Peshkin

Growing Up American



Schooling and the Survival of Community

Growing Up American Schooling And The Survival Of Community

Decker F. Walker



Growing Up American Schooling And The Survival Of Community:

Growing Up American Alan Peshkin, 1982-08 **Fifty Years of Anthropology and Education 1950-2000** George and Loui Spindler, 2000-06-01 George and Louise Spindler are widely regarded as significant founders of the field of educational anthropology This book brings together their best most seminal work from the last 50 years a time frame representing the developmental epoch of the field and binds them together with a master commentary by George Spindler Previously scattered over a wide range of publications the articles collected here allow for a unified view of the Spindlers work and of the development of the field The book opens with an insightful Foreword by Henry T Trueba a fascinating piece titled A Life With Anthropology and Education Interviews With George and Louise Spindler by Ray McDermott and Frederick Erickson and George Spindler s Previews essay which gives the reader a grasp of the whole to which the parts of the book contribute These pieces frame and contextualize the work that follows In Part I Character Defining many of the major themes of this volume are first encountered this section sets the stage for what follows Part II Comparisons focuses on comparison which the Spindlers view as essential to an anthropological approach Part III Ethnography in Action is devoted to the explicit exposition of ethnographic methods though actually every piece in the book is a demonstration of method Part IV American Culture moves from a traditional representation of American Culture to a processual analysis of how the culture is transmitted in real situations and finally to an interpretation of right wing actions that seem to constitute a reactive movement the implications for education are pursued Part V Cultural Therapy explains what cultural therapy is and how it may be applied to teachers and students The volume concludes with Part VI Orientation Susan Parman s overview of the works of the Spindlers that spans their whole career *Handbook of Qualitative Research in Education* Sara Delamont, 2012-01-01 The Handbook of Qualitative Research in Education offers both basic and advanced discussions of data collection analysis and representation of all the best qualitative methods used in educational research It contains four comprehensive yet concise sections on perspectives settings data collection and data analysis and representation Authors from North America Europe Australia and New Zealand contribute to a wide ranging and provocative Handbook that will inspire novice researchers and re invigorate experienced scholars Its 44 well documented chapters will serve academics and graduate students in educational research across all sectors of education from pre school to graduate school and all settings from formal to non formal **Schools With Heart** Daniel Brown, 2019-05-28 In Schools with Heart Brown explores voluntarism by using original data gathered from 185 interviews with public school principals teachers and volunteers many of whom worked in schools known for their volunteer programs Supplementing these data from other studies this careful inquiry finds that volunteers offer much to schools School volun **Places of Memory** Alan Peshkin, 2013-11-26 While visiting New Mexico the author was struck with the opportunity the state presents to explore the school community relationship in rural religious and multiethnic sociocultural settings In New Mexico the school community relationship can be

learned within four major culture groups Indian Spanish American Mexican and Anglo Together studies of these culture groups form a portrait of schooling in New Mexico further documenting the range of ways that host communities in our educationally decentralized society use the prerogatives of local control to create schools that fit local cultural inclinations The first of four planned volumes this book studies the Pueblo Indians and Indian High School The school is a nonpublic state accredited off reservation boarding school for more than 400 Indian students A large majority of the students are from Pueblo tribes while others are from Navajo and Apache tribes As a state accredited school it subscribes to curricular safety and other requirements of New Mexico As a nonpublic school devoted to Indian students it has the prerogative to be as distinctive as the ethnic group it serves

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A Global Perspective of Social Justice Leadership for School Principals Pamela S. Angelle, 2017-05-01 Within education there have been some notable attempts to frame social justice in ways that can help to explain and understand the practices of those working in schools especially school leaders The research contained in this book seeks to enhance our understanding of school leaders actions as they work to promote socially just practices and or outcomes in a range of different national contexts The unique nature of this research is that studies took place in numerous schools across the globe in a variety of contexts yet utilized the same research protocols This has allowed the researchers to draw conclusions at an international level about social justice decision making the supports and barriers brought on school leaders by national policy and mandates and the essential nature of context in the work of social justice leadership The audience will include scholars on a global scale given that cases in the book include authors and principals from around the world The book can also serve as a text for leadership preparation courses as well as courses in social justice research design and qualitative research methodologies Courses in human relations and communication can use the content as examples of the negotiations and challenges of teamwork in international settings A primary audience for the book is system school level leaders in contexts and communities throughout the world for understanding comparative leadership and social justice decision making Current principals will find the cases useful as reflexive tools for their own work Educational leaders educational reformers and policy makers will benefit from this book as they seek to understand the impact of their work and its influence on promoting equity in schools across the globe

The Bloomsbury Handbook of Rural Education in the United States Amy Price Azano, Karen Eppley, Catharine Biddle, 2021-09-09 This handbook begins with a foundational overview of rural education examining the ways in which definitions histories policies and demographic changes influence rural schools This foundational approach includes how corporatization population changes poverty and the role of data affect everyday learning in rural schools In following sections the contributors consider how school closures charter schools and district governance influence decision making in rural schooling while also examining the influence of

these structures on higher education attainment rural school partnerships and school leadership They explore curriculum studies in rural education including place based and trauma informed pedagogies rural literacies rural stereotype threat and achievement Finally they engage with issues of identity and equity in rural schools by providing an overview of the literature related to diverse populations in rural places including Indigenous Black and Latinx communities and exceptional learners Importantly this handbook applies theoretical tools to rural classroom experiences demonstrating the potential of work centered at the intersection of theory rurality and classroom practice Each section concludes with a response by an international scholar situating the topics covered within the broader global context

Handbook of Research in Education Finance and Policy Helen F. Ladd, Edward B. Fiske, 2012-08-21 Sponsored by the Association for Education Finance and Policy AEFPP this groundbreaking new handbook assembles in one place the existing research based knowledge in education finance and policy thereby helping to define this evolving field of research and practice It provides a readily available resource for anyone seriously involved in education finance and policy in the United States and around the world The Handbook traces the evolution of the field from its initial focus on school inputs and the revenue sources used to finance these inputs to a focus on educational outcomes and the larger policies used to achieve them It shows how the current decision making context in school finance inevitably interacts with those of governance accountability equity privatization and other areas of education policy Because a full understanding of the important contemporary issues requires input from a variety of perspectives the Handbook draws on contributors from a variety of disciplines While many of the chapters cover complex state of the art empirical research the authors explain key concepts in language that non specialists can understand

Encyclopedia of the Social and Cultural Foundations of Education Eugene F. Provenzo, Jr., 2008-10-29 More than any other field in education the social and cultural foundations of education reflect many of the conflicts tensions and forces in American society This is hardly surprising since the area focuses on issues such as race gender socioeconomic class the impact of technology on learning what it means to be educated and the role of teaching and learning in a societal context The Encyclopedia of the Social and Cultural Foundations of Education provides a comprehensive introduction to the social and cultural foundations of education With more than 400 entries the three volumes of this indispensable resource offer a thorough and interdisciplinary view of the field for all those interested in issues involving schools and society Key Features Provides an interdisciplinary perspective from areas such as comparative education educational anthropology educational sociology the history of education and the philosophy of education Presents essays on major movements in the field including the Free School and Visual Instruction movements Includes more than 130 biographical entries on important men and women in education Offers interpretations of legal material including Brown v Board of Education 1954 and the GI Bill of Rights Explores theoretical debates fundamental to the field such as religion in the public school curriculum rights of students and teachers surveillance in schools tracking and detracking and many more Contains a visual history of American

education with nearly 350 images and an accompanying narrative Key Themes Arts Media and Technology Curriculum Economic Issues Equality and Social Stratification Evaluation Testing and Research Methods History of Education Law and Public Policy Literacy Multiculturalism and Special Populations Organizations Schools and Institutions Religion and Social Values School Governance Sexuality and Gender Teachers Theories Models and Philosophical Perspectives A Visual History of American Education

Rural Education (1991) Deyoung Alan, 2017-09-29 Originally published in 1991 essays discuss and analyse rural schooling in its historical social and political contexts as well as its educational mission Collections covering rural education in the United States are relatively rare particularly texts that focus on available research literature in context and many existing texts are written by educators outside of the University This book covers historical and social factors rural education in the field and the future of American Schooling The chapters comprise not only an airing of issues concerns and findings but also a guide to scholarship in the areas covered Included is a resource guide to information specific to rural education and rural special education

Encyclopedia of the Social and Cultural Foundations of Education: A-H ; 2, I-Z ; 3, Biographies, visual history, index Eugene F. Provenzo, John P. Renaud, Asterie Baker Provenzo, 2009 The Encyclopedia provides an introduction to the social and cultural foundations of education The first two volumes consist of A Z entries featuring essays representing the major disciplines including philosophy history and sociology and a third volume is made up of documentary photographic and visual resources

Fundamentals of Curriculum Decker F. Walker, 2002-12-18 This primary textbook for graduate level curriculum courses is comprehensive rigorous practical and professional Provides a thorough presentation of theory and research focused on how they pertain to the practice of teaching

American Studies Jack Salzman, American Studies Association, 1986-08-29 A major three volume bibliography including an additional supplement of an annotated listing of American Studies monographs published between 1900 and 1988

Rural Education for the Twenty-first Century Kai A. Schafft, Alecia Youngblood Jackson, 2010-01-01 A collection of essays examining the various social cultural and economic intersections of rural place and global space as viewed through the lens of education Explores practices that offer both problems and possibilities for the future of rural schools and communities in the United States and abroad Provided by publisher

Dynamics of Social Class Craig B Howley, Aimee Howley, Jerry D Johnson, 2014-03-01 Half the world's population lives in rural places but education scholars and policy makers worldwide give little attention to rural of education Indeed most national systems including in the developed world treat their educational systems as institutions to modernize the global economy The authors in this volume have different concerns They are rural education scholars from Australia Canada the United States and Kyrgyzstan and here their focus is the dynamics of social class in particular rural schools but also in rural schooling as a local manifestation of a national and the global system For the most part the volume comprises relevant empirical reports but none neglects theory and some privilege theory and interpretation First and last chapters introduce the texts and synthesize their joint and separate meanings What are the

implications of place for social class How do class dynamics manifest differently in more and less racially homogeneous rural communities How does place affect class and how might class affect place How does schooling in rural communities reproduce or interrupt social class mobility across generations The chapters engage such questions more completely than other volumes in rural education not as a final word or interm summary but as an opening to an important line of inquiry thus far largely neglected in rural education scholarship **Psychotherapy, American Culture, and Social Policy** E.

Throop, 2009-01-05 A lively indictment of American culture's pervasive use of the psychotherapeutic metaphor to explain behaviours a habit that has crossed the Atlantic in recent years arguing that psychotherapy and excessive individualism has only ensured the continuance of social problems **Innovations in Educational Ethnography** George Spindler, Lorie Hammond, 2012-10-12 This volume focuses on and exemplifies how ethnography a research tool devoted to looking at human interaction as a cultural process rather than individual psychology can shed light on educational processes framed by the complex internationalized societies in which we live today Part I offers theoretical chapters about ethnography and examples of innovative ethnography from particular perspectives In Part II the emphasis is on the application of ethnographic approaches to educational settings Each contribution not only takes the reader on a thoughtful and enlightening journey but raises issues that are important to both educators and ethnographers including the relationship of researcher to subject the meaning of participant in participant observation and ways to give voice to disenfranchised players and on the complex ways in which all parties experience identities such as race in the modern world **Innovations in Educational Ethnography Theory Methods and Results** is a product of both continuity and change It presents current writings from mentors in the field of ethnography and education as well as the work of their students and of educators engaged in cultural studies of their work In many ways it provides fresh new vistas on the old questions that have always guided ethnographic research and can be used as a survey both of what ethnography has been and what it is becoming This book is the work of many hands and provides excellent examples of trends in both basic and applied ethnography of education These two kinds of work augment and reinforce each other and also represent important current research directions in depth reflection on the process of ethnography itself and an application of its insights to teaching and learning in schools universities and communities No one philosophy guides the contributions to this volume nor were they chosen as exemplary of a particular approach yet foundational understandings and principles of ethnography shine through the work in both predictable and unexpected ways

Schooling, Jobs, and Cultural Identity Linda Susan Kahn, 1992 Anthropologist Kahn tests the cultural ecological theory of minority education that the school performance of minorities will change to reflect changes in socio economic cultural and political subordination The data is from a neighborhood in Montreal in the early 1980s and focuses on French spe

Theorizing Social Class and Education Diane Reay, Carol Vincent, 2016-04-08 *Theorizing Social Class and Education* presents a selection of writing on class analysis within sociology of education as it has evolved over the last decade both in

the UK and internationally Moving from a narrow focus on class position and categorisation to a much broader view on behaviours attitudes identities and practices the contributors explore and theorize the ways in which particular individuals develop their perspectives and understandings of the social world and the role education plays in shaping these This book was originally published as a special issue of the British Journal of Sociology of Education

Revisiting Education in the New Latino Diaspora Edmund Hamann, Stanton Wortham, Enrique G. Murillo, 2015-04-01 For most of US history most of America's Latino population has lived in nine states California Arizona New Mexico Colorado Texas Illinois Florida New Jersey and New York It follows that most education research that considered the experiences of Latino families with US schools came from these same states But in the last 30 years Latinos have been resettling across the US attending schools and creating new patterns of inter ethnic interaction in educational settings Much of this interaction with this New Latino Diaspora has been initially tentative and improvisational but too often it has left intact the patterns of lower educational success that have prevailed in the traditional Latino diaspora Revisiting Education in the New Latino Diaspora is an extensive update with all new material of the groundbreaking volume Education in the New Latino Diaspora Ablex Publishing that these same editors produced in 2002 This volume consciously includes a number of junior scholars e g C Allen Lynn Soria Colomer Amanda Morales Rebecca Lowenhaupt Adam Sawyer and more established ones Frances Contreras Jason Irizarry Socorro Herrera Linda Harklau as it considers empirical cases from Washington State to Georgia from the Mid Atlantic to the Great Plains where rural suburban and urban communities start their second or third decades of responding to a previously unprecedented growth in newcomer Latino populations With excuses of surprise and improvisational strategies less persuasive as Latino newcomer populations become less new this volume considers the persistence the anomie and pragmatism of Latino newcomers on the one hand with the variously enlightened paternalistic dismissive and xenophobic responses of educators and education systems on the other With foci as personal as accounts of growing up as an adoptee in a mixed race family and the testimonio of a successful undocumented college graduate to the macro scale of examining state level education policies and with an age range from early childhood education to the university level this volume insists that the worlds of education research and migration studies can both gain from considering the educational responses in the last two decades to the newish Latino presence in the 41 U S states that have not long been the home to large well established Latino populations but that now enroll 2.5 million Latino students in K 12 alone Timely and compelling Revisiting Education in the NLD offers new insight into the Latino Diaspora in the US just as the discussions regarding immigration policy bilingual education and immigrant rights are gaining steam Drawing from a variety of perspectives contributing authors interrogate the very concept of the diaspora The wide range of research in this volume thoughtfully illustrates the nuanced phenomena and provides rich descriptions of complex situations No longer a simple question of immigration the book considers language and legal status in schools international adoption teacher preparation and the relationships between

established and relatively new Latino communities in a variety of contexts Comprised of rich thoughtful research Revisiting Education provides a fascinating window into the context of Latino reception nationwide Rebecca M Callahan Associate Professor University of Texas Austin As the leader of a 10 years and counting research study in Mexico that has identified and interviewed transnationally mobile students with prior experience in U S schools I can affirm that in addition to students with backgrounds in California Arizona Texas and Colorado migration links now join schools in Georgia Minnesota Oklahoma Alabama etc to schools in Mexico For that reason and many others I am excited to see this far ranging interdisciplinary new text that considers policy implementation through lenses as different as teacher preparation Latino adoption into culturally mixed families the fate of Latino newcomers in low density districts where there are few like them and the misuse of Spanish teachers as interpreters This is an relevant book for American educators and scholars but also for readers beyond U S borders Hamann Wortham Murillo and their contributors should be celebrated for this fine new collection Dr V ctor Z iga Dean of Research and Extension Universidad de Monterrey

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