

THE HIGH-STATUS TRACK

Studies
of Elite Schools
and Stratification

Edited by
Paul William Kingston
and Lionel S. Lewis

The High Status Track Studies Of Elite Schools And Stratification

**James A. Banks, Cherry A. McGee
Banks**



The High Status Track Studies Of Elite Schools And Stratification:

The High Status Track Paul W. Kingston, Lionel S. Lewis, 1990-03-27 The essays in this groundbreaking volume significantly advance our understanding of the process by which an elite school education provides graduates with distinctly favorable life chances The authors examine the contemporary issue and controversy in the field of education and society which focuses on both the advantages and disadvantages of public versus private schooling Those interested in issues of social stratification and its impact in the educational context will find this a useful and important contribution to the literature in the field

Studies of Supply and Demand in Higher Education Charles T. Clotfelter, Michael Rothschild, 2008-04-15 In the United States today there are some 3 400 separately governed colleges and universities amounting to a higher education industry with expenditures that constitute 2 8% of the gross national product Yet the economic issues affecting this industry have been paid relatively little attention In this collection of eight essays experts in economics and education bring economic analysis to bear on such underexamined topics as the nature of competition in higher education higher education s use of resources and who chooses to purchase what kind of education and why In higher education supply refers to such issues as government support for public colleges and universities the means by which graduate programs allocate financial support to students and the criteria that universities use for investing endowments Demand pertains to patterns of student enrollment and to the government business and individual market for the service and research activities of higher education Why are tuitions nearly the same among schools despite differences in prestige How are institutions with small endowments able to compete successfully with institutions that have huge endowments How are race and ethnicity reflected in enrollment trends Where do the best students go What choices among colleges do young people from low income backgrounds face This volume addresses these questions and suggests subjects for further study of the economics of higher education

Multicultural Education James A. Banks, Cherry A. McGee Banks, 2019-11-12 As diversity continues to increase in the United States ethnic cultural social class and linguistic gaps are widening between teachers and their students The rapidly changing educational landscape presents unique challenges and opportunities for addressing diversity both creatively and constructively in schools Multicultural Education helps current and future educators fully understand sophisticated concepts of culture become more effective practitioners in diverse classrooms and view race class gender social class and exceptionality as intersectional concepts Now in its tenth edition this bestselling textbook assists educators to effectively respond to the ways race social class and gender interact to influence student behavior and learning Contributions from leading authorities in multicultural education discuss the effects of class and religion on education differences in educational opportunities for male female and LGBTQ students and issues surrounding non native English speakers students of color and students with disabilities Contemporary in relevance this timely volume promotes multicultural education as a process of school reform Practical advice helps teachers increase student academic achievement

work effectively with parents improve classroom assessment and benefit from diversity *Faculty Work in Schools of Education* William G. Tierney, 2001-01-01 A full bodied robust discussion of issues of concern to faculty in schools of education The Organization of Higher Education Michael N. Bastedo, 2012-05-01 Colleges and universities are best understood as networks of departments working together to fulfill a mission of education innovation and community partnership To better understand how these large and complex institutions function scholars can apply organizational and strategic planning concepts made familiar by business management This book follows that model and explores the new and emerging ways by which organizational theories address major contemporary concerns in higher education The contributors to this volume are both influenced and inspired by the pioneering work of Marvin Peterson and his four decade career researching higher education organization Comprising a serious reexamination of the field the essays review past and current thinking address the field s core theoretical traditions and pursue exciting new lines of inquiry including the organizational dynamics of diversity and social movement organizations Ideal for courses in administration and theory this book reinvigorates the study of higher education as an organization and encourages scholars to rediscover the value of organizational principles in all areas of higher education research Contributors Michael N Bastedo University of Michigan Patricia J Gumpert Stanford University James C Hearn University of Georgia Adrianna Kezar University of Southern California Jason Lane State University of New York at Albany Simon Marginson University of Melbourne Michael K McLendon Vanderbilt University Anna Neumann Columbia University Brian Pusser University of Virginia Fabio Rojas Indiana University Daryl G Smith Claremont Graduate University William G Tierney University of Southern California and the late J Douglas Toma University of Georgia The Quest for Equity in Higher Education Beverly Lindsay, Manuel J. Justiz, 2001-08-16 Investigating the role of equity diversity and affirmative action in colleges and universities in the United States this book critically examines the issues in light of public debates voter referenda and legislative enactments seeking to influence public policy The contributors argue that providing information and critical skills to students and scholars preparing students for the world of work especially in a rapidly changing technological environment and generating new research and knowledge bases are missions of higher education that can be enhanced with affirmative action as a form of equity After the Bell Karen Albright, Dalton Conley, 2004-01-29 Since the publication of the Coleman report in the US many decades ago it has been widely accepted that the evidence that schools are marginal in the grand scheme of academic achievement is conclusive Despite this educational policy across the world remains focused almost exclusively on schools With contributions from such figures as Jeanne Broo **Women Administrators in Higher Education** Jana Nidiffer, Carolyn Terry Bashaw, 2001-01-04 Shows the tenacious spirit and hard work of women administrators in their struggles to enhance opportunities for women on college campuses The Racial Crisis in American Higher Education William A. Smith, Philip G. Altbach, Kofi Lomotey, 2012-02-01 Why is it that as we enter the twenty first century the nation s

predominantly white colleges and universities continue to be settings where people of color feel unwelcome and marginalized. The contributors to this volume dissect a variety of structural and attitudinal factors that are prevalent in the higher education community organizational constructs and value orientations which seem to hark more to the past than to the future. They comment on the political social and economic factors that have shaped academic culture and buttressed its quietly efficient maintenance of racially discriminatory practices. The American system of higher education is often regarded as the best in the world. Smith Altbach and Lomotey have edited a volume that implicitly asks how much better still it could be if it embraced people of color and provided them with a supportive and nurturing environment one which encouraged them to reach their fullest creative and intellectual potential. Indeed this will probably be the most significant challenge that the academy faces in the twenty first century. William B Harvey Vice President and Director Office of Minorities in Higher Education American Council on Education Washington D C

Metropolis Dan A. Lewis, Kathryn Nakagawa, 1994-12-23

Race and Educational Reform in the American
Extreme Weather and Global Media Julia Leyda, Diane Negra, 2015-06-05 In the two decades bracketing the turn of the millennium large scale weather disasters have been inevitably constructed as media events. As such they challenge the meaning of concepts such as identity and citizenship for both locally affected populations and widespread spectator communities. This timely collection pinpoints the features of an often overlooked yet rapidly expanding category of global media and analyzes both its forms and functions. Specifically contributors argue that the intense promotion and consumption of extreme weather events takes up the slack for the public conversations society is not having about the environment and the feeling of powerlessness that accompanies the realization that anthropogenic climate change has now reached a point of no return. Incorporating a range of case studies of extreme weather mediation in India the UK Germany Sweden the US and Japan and exploring recent and ongoing disasters such as Superstorm Sandy the Fukushima nuclear crisis flooding in Germany and heat waves in the UK **Extreme Weather and Global Media** generates valuable inquiry into the representational and social characteristics of the new culture of extreme weather.

Expanding Opportunity in Higher Education Patricia Gándara, Gary Orfield, Catherine L. Horn, 2012-02-01 The dream of public higher education in America is to provide opportunity for many and to offer transformative help to American communities and the economy. *Expanding Opportunity in Higher Education* explores the massive challenges facing California and the nation in realizing this goal during a time of enormous demographic change. The immediate focus on California is particularly appropriate given the size of the state it educates one out of every nine students in the country and its checkered political record with respect to civil rights and educational inequities. The book includes essays not only by academics looking at the state's educational system as a whole but also by those within the policy system who are trying to keep it going in difficult times. The contributors show that the destiny of California and the nation rests on the courage of policymakers both within the universities and within the government to move aggressively to reclaim the hope of millions of students who can

make enormous contributions to this society if only given the chance

Community Colleges as Cultural Texts Kathleen M. Shaw, James R. Valadez, Robert A. Rhoads, 1999-09-02 Community colleges are positioned to play a critical role in the process of upward mobility in American society Yet despite the open door accessibility of these institutions the question remains as to whether or not community colleges enhance the social mobility of working class and minority students The contradictory and often paradoxical nature of research on community colleges suggests that making generalizations about the sector as a whole is perhaps misguided This book takes an important step toward developing a more nuanced understanding of the rich and varied cultures inherent in community colleges The contributors approach this task by examining community colleges as cultural texts using critical qualitative frameworks to address the question of whether and how community colleges confront the challenges of diversity and provide real opportunities for upward mobility Contributors include Marilyn Amey Eusebio Diaz Stanford T Goto Berta Vigil Laden Dennis McGrath Laura I Rend n Robert A Rhoads Kathleen M Shaw Armando Trujillo James R Valadez and Bill Van Buskirk

World Yearbook of Education 2015 Agnès van Zanten, Stephen J. Ball, Brigitte Darchy-Koechlin, 2015-02-11 This latest volume in the World Yearbook of Education Series focuses on educational elites and inequality focusing particularly on the ways in which established and emergent groups located at the top of the social hierarchy and power structure reproduce establish or redefine their position The volume is organized around three main issues analyzing the way in which parents students and graduates in positions of social advantage use their assets and capitals in relation to educational strategies and how these are different for old and new and cultural and economic elites studying how elite institutions have adapted their strategies to take into account changes in the social structure in policy and in their institutional environment and exploring the impact of these strategies on educational systems at the national and global levels mapping the new global dynamics in elite education and how new forms of international education and transnational cultural capital as well as new global educational elite pathways shape elite students identities status and trajectories Making use of a social and an institutional approach as well as a focus on practices and policies the volume draws on research conducted on secondary schools and on higher education In addition the global contributions within the book allow for a comparison and contrast of situations in different countries This results in a comprehensive picture of common processes and national differences concerning advantage and excellence and a thorough examination of the impact of globalization on the strategies identities and trajectories of elite groups and individuals alongside more general cultural and economic processes

Managing Elites Debra J. Schleef, 2006 How does one become a member of an elite profession Managing Elites examines how elites in training contest rationalize and ultimately enthusiastically embrace their dominant positions in society Using interviews with 79 law and MBA students the author argues that elite socialization requires both accommodation and resistance to professional ideologies Students develop a collective cynicism about elements of their education learning that their discipline imparts esoteric knowledge but also

claiming that they didn't learn anything. They struggle with the idea that fellow students are all equally intelligent and therefore deserving of elite status and the continuing emphasis on activities that sort students. Students resist that path to success promoted by school cultures: investment banking, consulting, or becoming partner in a large law firm. Such cynicism is indeed ultimately revealed to be temporary as most students end up in full support of these jobs of least resistance. Their critiques do, however, create tensions between competition and cooperation between the individual and the collective and between egalitarianism and elitism. Part of elite socialization is learning to deal with these tensions or more specifically to hold contradictory ideals at the same time.

The Higher Learning and High Technology Sheila Slaughter, Sheila A. Slaughter, 1990-01-01 In this critical new work Slaughter investigates how university involvement in high technology influences higher education policy. By conducting a case study of the Business Higher Education Forum, a liaison organization consisting of Fortune 500 Chief Executive Officers and presidents of well-known research universities, the author explores the policy agenda of the Forum, the historical and structural antecedents of that agenda, and its organizational implications for various post-secondary sectors and their faculty.

The Burden of Academic Success Allison L. Hurst, 2010-03-01 The Burden of Academic Success: Loyalists, Renegades, and Double Agents explores class identity reconstructions among working-class students attending a public university. Rather than focus on working-class failure, this book takes a critical look at the psychological and social costs of academic success. Based on several hours of interviews with a diverse group of working-class students, this book describes how successful students respond to, react to, and manage their academic success. The book does for class what other theorists have done for race: examining the dynamic interplay of class identity and educational success, social mobility. The distinguishing features of the book are rich narrative detail, compelling stories of student success and struggle, intersectional analysis exploring the ways class, race, and gender inform each other in students' understandings and narratives, with an interwoven theory throughout, and a new typology for understanding working-class student responses to the burden of academic success. The Burden of Academic Success is ideal for courses on sociology, education, and American studies, as well as for use by college educators and administrators.

Freaks, Geeks, and Cool Kids Murray Milner, 2015-08-20 In *Freaks, Geeks, and Cool Kids*, Second Edition, award-winning sociologist Murray Milner tries to understand why teenagers behave the way they do. The first edition drew upon two years of intensive fieldwork in one high school and 300 written interviews about high schools across the country where he argued that consumer culture greatly impacts the way our youth relate to one another and understand themselves and society. Milner now expands on that concept with a new year of fieldwork fifteen years after he began. He has uncovered in teens a move away from consumerism and towards the cultural capital of information in a time of social media and standardized tests.

Inside the College Gates Jenny M. Stuber, 2011-07-16 To date, scholars in higher education have examined the ways in which students' experiences in the classroom and the human capital they attain impact social class inequalities. In this book, Jenny Stuber argues that the

experiential core of college life the social and extra curricular worlds of higher education operates as a setting in which social class inequalities manifest and get reproduced As college students form friendships and get involved in activities like Greek life study abroad and student government they acquire the social and cultural resources that give them access to valuable social and occupational opportunities beyond the college gates Yet students social class backgrounds also impact how they experience the experiential core of college life structuring their abilities to navigate their campus s social and extra curricular worlds Stuber shows that upper middle class students typically arrive on campus with sophisticated maps and navigational devices to guide their journeys while working class students are typically less well equipped for the journey She demonstrates as well that students social interactions friendships and extra curricular involvements also shape and are shaped by their social class worldviews the ideas they have about their own and others class identities and their beliefs about where they and others fit within the class system By focusing on student social class worldviews this book provides insight into how identities and consciousness are shaped within educational settings Ultimately this examination of what happens inside the college gates shows how higher education serves as an avenue for social reproduction while also providing opportunities for the contestation of class inequalities

The Challenge of Eastern Asian Education William K.

Cummings, Philip G. Altbach, J Donald Monan Sj Professor of Higher Education and Director Philip G Altbach, 1997-01-01
Provides specific examples of Asian educational practice that may have relevance to the United States

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