

TEXTBOOKS IN AMERICAN SOCIETY

Politics, Policy, and Pedagogy

Edited by
Philip G. Altbach, Gail P. Kelly,
Hugh G. Petrie, and Lois Weis

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Textbooks In American Society Politics Policy And Pedagogy

Albert N. Greco, Jim Milliot, Robert M. Wharton



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Textbooks in American Society Philip G. Altbach, J. Donald Monan, S. J. Professor of Higher Education and Director Philip G. Altbach, Gail P. Kelly, Hugh G. Petrie, Lois Weis, 1991-01-01 In recent years textbooks have been widely criticized for low standards, lack of imaginativeness and insensitivity to racial and gender issues. Increasingly they are cited as another weak link in American public education. This book goes beyond the headlines to examine how textbooks are produced, how they are selected, and what pressures are placed on textbook authors and publishers. The book focuses on the relationship of the textbook to the educational system and includes important issues such as the politics of textbook policy, the determinants of textbook content, the role of textbooks in educational reform, and the process of selection at the state level. The authors offer current research on textbook policy, including perspectives from those directly involved with textbooks, from several thoughtful analyses by textbook editors and publishers, to the views of California's Superintendent of Public Instruction.

Language, Education, and Ideology Timothy Reagan, 2002-11-30 Language educators in general and foreign language educators in particular need to be aware of and sensitive to issues related to the interface and nexus of language, education, and ideology. This work places foreign language education in its social context, as well as applying critical pedagogy to the foreign language classroom to help educators become more aware of the social, political, historical, and economic contexts in which they work and which effect the classroom setting. Research and scholarship in critical pedagogy is impressive, extensive, and powerful, and has had significant impact on nearly every aspect of contemporary educational scholarship. One area in which critical theory and critical pedagogy have been slow to have a noticeable effect, however, is that of language education, especially foreign language education. Further, while a number of important works address issues of critical literacy, there are no general works presenting critical perspectives on language and language issues targeting classroom teachers and other educators. This work offers a broad and comprehensive overview of language and linguistic issues that emerge in the classroom context from a critical philosophical perspective. The central focus is on the nexus of issues of language, education, and ideology, as the title suggests, and specific topics covered will include language and power, linguistic purism, the marginalization of second language education in the United States, the phenomenon of ideological monolingualism in the United States, the hierarchy of the less commonly taught languages, both in terms of its etiology and the ideological and hegemonic functions, this hierarchy serves nonmainstream language varieties in school settings, issues of linguistic legitimacy in the classroom context, the politics and ideological context of bilingual education in the United States, language policy both as a tool for oppression and as a means of empowerment, and finally, the need for critical language awareness on the part of all educators.

Conference Proceedings. The Future of Education Pixel, 2017 *Race and Educational Reform in the American Metropolis* Dan A. Lewis, Kathryn Nakagawa, 1994-12-23 **Jimmy Carter, the Politics of Family, and the Rise of the Religious Right** J. Brooks Flippen, 2011 As Jimmy Carter ascended to the presidency, the heir apparent to Democratic

liberalism he touted his background as a born again evangelical. Once in office his faith indeed helped form policy on a number of controversial moral issues. By acknowledging certain behaviors as sinful while insisting that they were private matters beyond government interference, J. Brooks Flippen argues, Carter unintentionally alienated both social liberals and conservative Christians, thus ensuring that the debate over these moral family issues acquired a new prominence in public and political life. The Carter era, according to Flippen, stood at a fault line in American culture, religion, and politics. In the wake of the 1960s, some Americans worried that the traditional family faced a grave crisis. This newly politicized constituency viewed secular humanism in education, the recognition of reproductive rights established by *Roe v. Wade*, feminism, and the struggle for homosexual rights as evidence of cultural decay and as a challenge to religious orthodoxy. Social liberals viewed Carter's faith with skepticism and took issue with his seeming unwillingness to build on recent progressive victories. Ultimately, Flippen argues, conservative Christians emerged as the Religious Right and were adopted into the Republican fold.

Examining Carter's struggle to placate competing interests against the backdrop of difficult foreign and domestic issues, a struggling economy, the stalled Strategic Arms Limitation Talks, disputes in the Middle East, handover of the Panama Canal, and the Iranian hostage crisis, Flippen shows how a political dynamic was formed that continues to this day. [The Book Publishing Industry](#) Albert N. Greco, Jim Milliot, Robert M. Wharton, 2013-07-31 This volume provides an innovative and detailed overview of the book publishing industry, including details about the business processes in editorial, marketing, and production. The work explores the complex issues that occur every day in the publishing industry. **Epidemiology and the People's Health** Nancy Krieger, 2024 Theory Traced to its Greek roots, theory means to see inwards; to theorize is to use our mind's eye systematically following articulated principles to discern meaningful patterns among observations and ideas. Oxford English Dictionary OED 2022 The implication is that without theory, observation is blind and explanation is impossible.

Science in Print Rima D. Apple, Gregory J. Downey, Stephen L. Vaughn, 2012-09-25 Ever since the threads of seventeenth-century natural philosophy began to coalesce into an understanding of the natural world, printed artifacts such as laboratory notebooks, research journals, college textbooks, and popular paperbacks have been instrumental to the development of what we think of today as science. But just as the history of science involves more than recording discoveries, so too does the study of print culture extend beyond the mere cataloguing of books. In both disciplines, researchers attempt to comprehend how social structures of power, reputation, and meaning permeate both the written record and the intellectual scaffolding through which scientific debate takes place. *Science in Print* brings together scholars from the fields of print culture, environmental history, science, and technology studies, medical history, and library and information studies. This ambitious volume paints a rich picture of those tools and techniques of printing, publishing, and reading that shaped the ideas and practices that grew into modern science, from the days of the Royal Society of London in the late 1600s to the beginning of the modern U.S. environmental movement in the early 1960s. **Culturally Responsive Teaching** Geneva Gay, 2010 The achievement of

students of color continues to be disproportionately low at all levels of education More than ever Geneva Gay s foundational book on culturally responsive teaching is essential reading in addressing the needs of today s diverse student population Combining insights from multicultural education theory and research with real life classroom stories Gay demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences This bestselling text has been extensively revised to include expanded coverage of student ethnic groups African and Latino Americans as well as Asian and Native Americans as well as new material on culturally diverse communication addressing common myths about language diversity and the effects of English Plus instruction Aligning and Balancing the Standards-Based Curriculum David A. Squires, 2004-09-22 What the experts say about how the Balanced Curriculum process can tip the scales in favor of your students The work that Dr Squires has done in moving the curriculum development process onto the Web has removed some of the tedium involved in crafting curriculum making it user friendly and open to the kinds of ongoing changes that make the promise of continual renewal of curriculum a reality From the Foreword by Fenwick W English R Wendell Eaves Distinguished Professor of Educational Leadership University of North Carolina at Chapel Hill A coherent approach to curriculum instruction and assessment in the age of standards driven education It will be an excellent contribution H Lynn Erickson Author Concept Based Curriculum and Instruction I m happy with the Balanced Curriculum process my Board is happy and my students are benefiting by it Philomena T Pezzano District Superintendent Englewood Cliffs New Jersey Public Schools The book builds a bridge of confidence that will convince readers of both the ideas and of their own ability to succeed David W Champagne Professor Emeritus University of Pittsburgh A wonderful and thorough explanation of the Balanced Curriculum Michelle Barnea Educational Consultant Milburn New Jersey Aligning and Balancing the Standards Based Curriculum highlights the research theory method practice and implementation guidelines from a successful 15 year track record of schools already using the BalancedCurriculum com Web site and its curriculum balancing process Benefit from the invaluable insights experience and expertise of author David A Squires as he outlines curriculum innovations that include Web based solutions to simplify curriculum development and writing Professional development opportunities designed to achieve school and districtwide consensus on curriculum development Practical methods for ensuring that the curriculum is consistently reviewed evaluated enhanced aligned and rebalanced Full of field tested practices clear sighted diagrams sample lessons assessments and case studies this comprehensive handbook shows how schools and districts all across the nation can use the Balanced Curriculum process to put their schools on the track to success

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