Sociology of Education A Systematic Analysis 8th edition Ballantine Solutions Manual

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Ch. 2. Conflicting Functions and Processes in Education: What Makes the System Work?

1. Debates: Have students read Chapter 2 and do research on the conflicts discussed. Set up opposing sides to represent the conflicts over functions (early childhood education, creationism vs. humanism, use of technology in classrooms, achievement tests, etc.). Have students select a topic, assign them to positions on the issue, and hold a class debate. Related written assignments may help with quality of debates.

2. Content analyses: Have students develop a list of criteria to judge TV shows (role of gender, violence, educational value, etc.). Watch children's TV shows and record findings on a grid. You may want to assign different shows to different groups of students.

3. Application and analysis papers: Have students select topics/issues of interest. In small groups, analyze the functions of these topics in education and the conflicts they generate.

The Sociology of Education
A Systematic Analysis
Eighth Edition

Chapter Two
CONFLICTING FUNCTIONS AND PROCESSES IN EDUCATION
What Makes the System Work?

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Conflicting Functions of Education

1. Learning to be productive members of society through passing on of culture (socialization).
2. Transmission of culture.
3. Social control and personal development.
4. Selection, training, and placement of individuals in society.
5. Changes and functions of innovation.

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Socialization

Socialization—what we learn and how we learn it.

In order to prosper, a society must train its members to be productive and to perform required roles.

The conflict lies with how to do this.

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Socialization and Early Childhood Education

Debate rages as more people are required to use day care at early ages for their children.

Early childhood programs such as government-funded Head Start programs have positive results.

The goal is to provide developmentally appropriate experiences that children may not receive in the home and that will help them in schooling later on.

The debate centers around *who* best provides early socialization, and some argue that this should take place in the home.

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Socialization and the Role of Media and Technology

Social media and technology are constantly vying for students' attention.

Conundrum: Integrate social media/technology or fight using it in the classroom...what do you think?

- Some argue that the role of education now is to teach students what information is valid and reliable and what information is not.

- Some theorists (Cuban) argue that technology should <u>not</u> play a role in the classroom, as it is not relevant to the way teachers teach.

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Television as an Agent of Socialization

Excessive amounts of watching television lowers achievement.

However, watching targeted shows and watching less than ten hours per week can have positive results in learning.

Television watching can distort information and promote aggression and stereotypes.

The “Reading at Risk” survey in relation to television watching showed a decline in literary reading and a decline in vocabulary.

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Socialization and Media in the Classroom

Distraction hypothesis—do students need to be entertained in the classroom to prevent boredom?

What are the behavioral impacts of television watching on children and how do they play out in the classroom?

Is *Sesame Street* detrimental for children?

If parents are involved and help children understand the world around them, and parents watch a small amount of television, then children do not suffer detrimental impacts from television watching.

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Cultural Transmission

About 30 million Americans aged 16 and above have “below basic” skills (no more than the most simple and concrete literacy skills).

About 63 million Americans have basic skills.

Minorities are disproportionately represented in these groups.

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Endeavors in the age of accountability (NCLB and Race to the Top) and concerns over the lag in math and science have resulted in more projects being funded with this emphasis.

Results are improving as achievement levels are rising in math and science, and majority-minority disparities are declining somewhat.

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How to Pass On Culture

John Dewey—use the child's experience and involve them in the learning process as opposed to the authoritarian atmosphere and rote teaching techniques that characterized most of education.

A child-centered curriculum and an emphasis on flexibility have been adopted in many schools.

Critical thinking and deep learning are taught in certain instances, particularly for college-bound and wealthier students.

Conflict theorists argue that critical thinking and deep learning are only taught to the upper classes, otherwise the working classes would reject their exploitation.

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What Culture to Pass On

What societal expectations on what cultural ideas should be supported in curricula?

Who has the power to control what is put in the curriculum?

Many aspects of curricula are politically charged, particularly content that deals with sex and evolution (Texas textbook example).

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BOX 2.1

"School Law All Stars"

The Supreme Court has made many decisions regarding schools, school districts, and education. This box describes briefly 10 of the most important decisions in the past 20 years. They were selected by a panel of experts who considered the impact of the decisions on the educational system.

Top 10 Education Decisions 1986–Present

1. *Hazelwood School District v. Kuhlmeier* (1988). This decision furthered the trend toward student rights that began in *Bethel School District v. Fraser* (1986). *Hazelwood* established a new category for student expression under the First Amendment—school-sponsored expression. The Court ruled that school-sponsored expression can be limited. Thus significantly reducing, without entirely reversing, *Tinker*
2. *Missouri v. Jenkins II* (1990) and *Missouri v. Jenkins III* (1995). This pair of decisions qualified for the list merely as illustrations of a long line of Supreme Court decisions that gradually moved from the lofty spirit of *Brown* integration down to the harsh reality of post *Brown implementation*. After trying to address the de facto segregation in communities, the courts lacked the capacity, or at least the commitment, to resolve more than de jure segregation in schools.

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3. Americans with Disabilities Act (ADA) of 1990 and ADA Amendments (2008). These congressional reactions reflected a continuing and expanding societal commitment to protect individuals—including students and employees—with disabilities from discrimination. The ADA effectively extended Section 504 to private schools and other such organizations that do not receive federal financial assistance but are larger than the mom-and-pop operation that is too small to engage in interstate commerce. The ADA amendments reversed the Supreme Court's restrictive interpretations of the meaning of "disability" under Section 504 and the ADA, including the Court's decisions in *Sutton v. United Airlines* (1999) and *Toyota Motor Manufacturingv. Williams* (2002).
4. *Lee v. Weisman* (1992) and *Santa Fe Independent School District v. Doe* (2000). These successive Supreme Court decisions rather remarkably concluded that clergy-led devotionals at public school commencement ceremonies and student-led devotionals at high school football games, respectively, violated the Establishment Clause. Nevertheless, the underlying criteria and the outer boundaries of these decisions are more fluid than fixed.
5. *Vernonia School District 47 J v. Action* (1986) and *Board of Education v. Earls* (2002). These two successive decisions marked the continuing erosion of students' rights under the Fourth Amendment since the Supreme Court's transitional decision in International Labor Organization (ILO). In these cases, the Court said the individualized responsible suspicion standard did not apply to drug testing as a prerequisite for participating in interscholastic athletics specifically and in extracurricular activities generally.

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6. *Gebser v. Lago Vista School District* (1998) and *Davis v. Monroe County Board of Education* (1998). In *Franklin v. Gwinnett County Public Schools* (1992), the Supreme Court established the standards for liability under the Title IX for teacher-on-student and student-on-student sexual harassment, in these two successive decisions. This multistep test has proven to be difficult in all but the most fragrant cases.
7. No Child Left Behind Act of 2001. Although the most comprehensive and controversial funding legislation for elementary and secondary education, NCLB introduced the school accountability standards of disaggregation, Adequate Yearly Progress, and highly qualified teachers. In addition, its more than 1,000 pages of legislation and regulation also addressed such varied topics as military recruitment, Boy Scouts, homeless children, persistently dangerous schools, gifted education, student surveys, school-prayer guidelines, and teacher liability protections.
8. *Zelman v. Simmons-Harris* (2002). In this decision, the Supreme Court held that a school voucher statute that provides parents a choice among private schools—both secular and religious—and public schools does not violate the First Amendment's Establishment Clause. This ruling moved the controversy concerning school vouchers to litigation under state constitutions and the political process in state legislatures.

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9. *Morse v. Frederick* (2007). In this decision, the Supreme Court revised the map of First Amendment student speech to marginalize Tinker, thus continuing the constitutional trend away from the students' rights era. More specifically, the Court concluded that First Amendment protection did not extend to prodrug student speech. As Cambron-McCabe's article explains, a variety of other student freedom of expression cases have already surfaced in the lower courts.
10. *Parents Involved in Community Schools v. Seattle School District No. 1* (2007). This decision serves as the latest counterpoint to *Brown* with regard to applying the Fourteenth Amendment's Equal Protection Clause in favor of racial minority students. Here, the Court concluded that a public school assignment plan that accords preferences to racial minority students is unconstitutional in the absence of preponderant proof that it is necessary to achieve racial diversity.

Source: Zirkel, Perry A. "School Law All Stars: Two Successive Constellations" (using ONLY excerpt: "Top 10 Education Decisions 1986–Present"), *Phi Delta Kappan* Vol. 90, 2009. Available: www.pdkintl.org/kappan/k_v90/k0906zir.htm (Retrieved June 1, 2010). Used by Permission of the author.

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Evolution versus Intelligent Design

Evolution is supported by science and intelligent design is supported by faith.

School boards in places such as Dover, PA; Livingston Parish, LA; and Kansas have all been challenged in court for requiring intelligent design in science classes.

- In the 1960s, the Supreme Court banned teacher-read Bible readings and prayer in schools.
- Battles over religion, sex, and science in curricula continue to be waged in communities.

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More Examples of Controversies of What Should Be Taught

Sex and Drug Abuse Education

Does sex education encourage sexual activity?

Three approaches to teaching sex education:

1. abstinence only;
2. sex education programs; and
3. sex education along with condoms.

DARE – Drug Abuse Resistance Education – is now an international movement.

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Applying Sociology

- What should be the school's role in teaching about moral issues?
- Who should make these decisions?

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BOX 2.2

ALA American Library Association

Top 10 most frequently challenged books of 2009 out of 460 challenges as reported to the Office for Intellectual Freedom

1. *TTYL; TTFN; L8R, G8R* (series), by Lauren Myracle
   Reasons: nudity, sexually explicit, offensive language, unsuited to age group, drugs
2. *And Tango Makes Three*, by Peter Parnell and Justin Richardson
   Reasons: homosexuality
3. *The Perks of Being a Wallflower*, by Stephen Chbosky
   Reasons: homosexuality, sexually explicit, anti-family, offensive language, religious viewpoint, unsuited to age group, drugs, suicide
4. *To Kill A Mockingbird*, by Harper Lee
   Reasons: racism, offensive language, unsuited to age group
5. *Twilight* (series), by Stephenie Meyer
   Reasons: sexually explicit, religious viewpoint, unsuited to age group
6. *Catcher in the Rye*, by J.D. Salinger
   Reasons: sexually explicit, offensive language, unsuited to age group
7. *My Sister's Keeper*, by Jodi Picoult
   Reasons: sexism, homosexuality, sexually explicit, offensive language, religious viewpoint, unsuited to age group, drugs, suicide, violence
8. *The Earth, My Butt, and Other Big, Round Things*, by Carolyn Mackler
   Reasons: sexually explicit, offensive language, unsuited to age group
9. *The Color Purple*, Alice Walker
   Reasons: sexually explicit, offensive language, unsuited to age group
10. *The Chocolate War*, by Robert Cormier
    Reasons: nudity, sexually explicit, offensive language, unsuited to age group

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The Function of Social Control and Personal Development

According to some educators and sociologists, the erosion of moral authority is the biggest crisis in American schooling.

Disorder and danger in schools is a major issue.

Conflict theorists argue that schools are tools of the capitalist society, and used as a sorting mechanism to reinforce the unequal system of stratification.

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A Functionalist Perspective

Community members expect students to learn the skills and values—obedience, punctuality, perseverance, respect, and others—necessary to become productive, law-abiding citizens. Through formal or informal means, schools are expected to instill values related to social control and personal development believed to be essential to survival in the workforce and in school. In this way, society's problems can be reduced because individuals will be trained to fit into society in acceptable ways.

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Violence and Discipline in Schools

There has been an increase in bullying over the years.

13% of sixth to tenth graders have bullied other students, while between 10% and 29% (depending on the school) are victims.

Violence has decreased in schools somewhat, but students' perceptions of violence and safety in schools relates to their neighborhoods.

Gang violence is more prevalent in urban environments.

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The Function of Sorting

The Testing Game (ACT/SAT)

- What exactly *is* intelligence?
- Gardner's "multiple intelligences."
- Jensen, and Herrnstein and Murray argue that intelligence is genetic.

Their theses assume that intelligence is understood, definable, and testable, and that we have a test that can measure intelligence accurately.

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Problems Associated with Testing

1. Economic success depends on social class, not IQ.
2. Cultural bias.
3. Region of the country where one is from has an impact.
4. Who administers the test.
5. Stress related to the test.

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The Function of Innovation and Change

Who has access to the most recent and "cutting edge" technology? Some schools in wealthier districts may fare better with access than others.

This creates a "digital divide," reinforcing the unequal stratification system.

Internet connection is available in almost all public schools, but teachers in poorer school districts may not know how to integrate it effectively into their teaching.

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