Chapter 1 : Social justice - Wikipedia

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He assigns responsibility to those who actively cooperate in designing or imposing the social institution, that the order is foreseeable as harming the global poor and is reasonably avoidable. Pogge argues that social institutions have a negative duty to not harm the poor. An example given is slavery and third parties. A third party should not recognize or enforce slavery. The institutional order should be held responsible only for deprivations of human rights that it establishes or authorizes. The current institutional design, he says, systematically harms developing economies by enabling corporate tax evasion, [44] illicit financial flows, corruption, trafficking of people and weapons. Joshua Cohen disputes his claims based on the fact that some poor countries have done well with the current institutional design. The Role of the United Nations, states that "Social justice may be broadly understood as the fair and compassionate distribution of the fruits of economic growth At the initiative of the Soviet Union, and with the support of developing countries, the term was used in the Declaration on Social Progress and Development, adopted in The concept first surfaced in Western thought and political language in the wake of the industrial revolution and the parallel development of the socialist doctrine. It emerged as an expression of protest against what was perceived as the capitalist exploitation of labour and as a focal point for the development of measures to improve the human condition. It was born as a revolutionary slogan embodying the ideals of progress and fraternity. Following the revolutions that shook Europe in the mids, social justice became a rallying cry for progressive thinkers and political activists By the mid-twentieth century, the concept of social justice had become central to the ideologies and programmes of virtually all the leftist and centrist political parties around the world Institutionalized affirmative action has promoted this. While legally outlawed, the caste system remains strong in practice. The Brotherhood strongly affirmed the right to private property as well as differences in personal wealth due to factors such as hard work. However, the Brotherhood held Muslims had an obligation to assist those Muslims in need. It held that zakat alms-giving was not voluntary charity, but rather the poor had the right to assistance from the more fortunate. Wesley himself was among the first to preach for slaves rights attracting significant opposition. The Book of Discipline of the United Methodist Church says, "We hold governments responsible for the protection of the rights of the people to free and fair elections and to the freedoms of speech, religion, assembly, communications media, and petition for redress of grievances without fear of reprisal; to the right to privacy ; and to the guarantee of the rights to adequate food, clothing, shelter, education, and health care. Catholic social teaching Catholic social teaching consists of those aspects of Roman Catholic doctrine which relate to matters dealing with the respect of the individual human life. A distinctive feature of Catholic social doctrine is its concern for the poorest and most vulnerable members of society. Two of the seven key areas [57] of "Catholic social teaching" are pertinent to social justice: Life and dignity of the human person: The foundational principle of all "Catholic Social Teaching" is the sanctity of all human life and the inherent dignity of every human person, from conception to natural death. Human life must be valued above all material possessions. Preferential option for the poor and vulnerable: Catholics believe Jesus taught that on the Day of Judgement God will ask what each person did to help the poor and needy: The moral test of any society is "how it treats its most vulnerable members. The poor have the most urgent moral claim on the conscience of the nation. People are called to look at public policy decisions in terms of how they affect the poor. He stated that society should be based on cooperation and not class conflict and competition. The Pope advocated that the role of the State was to promote social justice through the protection of rights, while the Church must speak out on social issues in order to teach correct social principles and ensure class harmony. The encyclical Quadragesimo anno On Reconstruction of the Social Order, literally "in the fortieth year" of by Pope Pius XI , encourages a living wage , [60] subsidiarity , and advocates that social justice is a personal virtue as well as an attribute of the social order, saying that society can be just only if individuals and

institutions are just. Pope John Paul II added much to the corpus of the Catholic social teaching , penning three encyclicals which focus on issues such as economics, politics, geo-political situations, ownership of the means of production, private property and the " social mortgage ", and private property. The encyclicals Laborem exercens , Sollicitudo rei socialis , and Centesimus annus are just a small portion of his overall contribution to Catholic social justice. Pope John Paul II was a strong advocate of justice and human rights , and spoke forcefully for the poor. He addresses issues such as the problems that technology can present should it be misused, and admits a fear that the "progress" of the world is not true progress at all, if it should denigrate the value of the human person. He argued in Centesimus annus that private property, markets, and honest labor were the keys to alleviating the miseries of the poor and to enabling a life that can express the fullness of the human person. The official Catholic doctrine on social justice can be found in the book Compendium of the Social Doctrine of the Church, published in and updated in , by the Pontifical Council Iustitia et Pax. A successful rebellion is considered definite proof that the Emperor is unfit to rule. Social justice movements[edit].

Chapter 2 : A Brief History of Multicultural Education

Kids in the beginning years of the 80s needed credits, but by the end of the 80s, they need around These classes included: English, Social Studies, Math, Science, Physical Education/Health, and Electives.

It concludes some researched-based propositions for improving the learning success of students in formal learning settings. Many commentators such as Smith and Lynch, ; Fullan, ; Hattie, ; Hargreaves, and argue that schooling and teaching require major reforms given the radical changes that have occurred in society in the past twenty years and the increasing learning-based research that is now available see Fullan, ; Hattie, If Hargreaves is only partly correct, the pre- service and continuing professional education of teachers is an enormous strategic task for the formal education sector. This paper is about one such enormous strategic task. The paper argues that if the teacher is the key to improving learning success, then the point of innovation for learning success has to occur in their initial preparation. To investigate this proposition the paper investigates the Bachelor of Learning Management BLM approach to achieving these ends. The BLM is selected because it specifically set out to achieve such outcomes. Technological developments have accelerated to affect every aspect of the home and workplace. Moreover, the core centres of this shift are increasingly in China especially as the traditionally dominant European countries and the USA struggle with national debt and declining economic competitiveness. It is now established in the education reform literature that schools today, as the fundamental formal education unit in most societies, face a different kind of world to that of the past Fullan, Furthermore, there are new patterns of employment and underemployment, greater mobility and new concentrations of poverty in both rural and urban settings as these changes become entrenched Hargreaves, ; Edgar, Employers seek different kinds of education outcomes in their employees. The outcomes referred to are ones that place great importance on the diffusion and use of information and knowledge as well as its creation. Continual innovation and learning is and will be driven by a hierarchy of networks OECD, School systems everywhere are thus under increasing pressure to meet these new challenges and to prepare students for a globally competitive and technologically driven world economy Schofield, ; Kovacs, These circumstances are highlighted in Australia by the concept of schooling that has changed little from its Nineteenth Century roots, Edgar, ; Connell, ; Ryan b. On the contrary, it has broad social justice implications for individuals, families and society. School systems now have a policy role and an imperative to participate in the emergent society that requires school graduates to have new skill and knowledge repertoires and conceptual toolkits Smith and Lynch, This is quite a new role compared to the recent past. Given this context some fundamental questions should now be asked of schools. What should teaching look like? How should schools be organised and managed and how will teaching be done? What will mark off the old from the new? What will be different in the way teachers are recruited, prepared, perform and managed? But consider another proposition. Maybe the existing model of how we prepare people to do schooling and teaching â€" developmental psychology, constructivism and all the other fads of contemporary schools â€" has reached its limits? Rather than being at a pinnacle of achievement, maybe schools and teaching have a long way to go. We do not wish to suggest that there have not been any advances and achievements in schooling and teaching. Further, over several decades now, the value of education has moved to centre stage for individuals, communities and nations. It is there on the backs of great educators like John Dewey, Pestalozzi, Piaget, Gagne and Jerry Bruner to name a few, along with the countless teachers and administrators who have toiled to make a contribution for a better society. The development of mass education and ferment in teaching are nearly seventy years old. The list of educators above dates back two centuries. Now, if we think about the last five to ten years, it is difficult to identify innovations of the same grandeur and impact as those of these people and those like them who laid the foundations of schooling and teaching. Maybe there are not any more things about schools and teaching to be discovered? The foil to the idea that the model is perfected lies in whether we or others are really happy with what we have in schooling and teaching. The institution would need to be fulfilling for parents, teachers, students, employers, commentators and ourselves, and be producing graduates whose capabilities are so impeccable that there would not be any point in seeking something else. That is, it

would be presumptuous to assume that schools and teaching developed in previous centuries remain adequate for another historical age in the form that is presently familiar. The reality is that there are numerous criticisms of schools and teaching from multiple sources, based on the fact that schools and teaching continue to do what they have always done rather than being bold and taking fresh directions. Also, there are increasing operational problems in the education system as it adjusts to both national social issues and shifts in the geopolitical state of the world. Governments and commentators point to the need to overcome old, well-tried solutions that worked in the past but now reveal the limits of the present models and practices. Education systems are efficient at processing students but there is little evidence that the outcomes of schooling are more equitable despite the expenditure and rhetoric. Moreover, there are now doubts that the preparation of students is appropriate for the conditions that the young will face after school. Perhaps the time has come to rethink the whole offer so that the school and teaching legacy is not maintained by short-term trade-offs that favour the system and status quo rather than individual students, families and the national interest. Changing How Teachers are Prepared In the following section we identify features of the Bachelor of Learning Management BLM program and how this approach to teacher education appears to contribute to successful learning in formal education settings. Prior to , teacher education programs were predominantly the 4-year Bachelor of Education BEd. In general, the program focused on what students know, rather than how they use that knowledge. While some academics established strong relationships with individual schools, university-school collaboration was largely tokenism in the sense that its structure and content had already been decided in absentia. One of the most obvious features of the existing BEd program was its relative disinterest in outcomes in a time of speedy social change OECD, While there had been the occasional cosmetic revision, the Bachelor of Education BEd program had changed little since the s so that it hardly fitted the s social ethos. Given the social movements of the late s, its social relevance shortcomings were obvious. It was subject to the OECD generic point that the time was right for new solutions rather than re-runs of flagging remedies. For the development of the BLM, that meant a search for new solutions and strategies to replace the existing system of producing teachers. In , Queensland State Education: It documented changes taking place in Queensland society and economy in the context of broader social change in Australia. In later iterations of QSE, policy was established for the transformation of teaching and curriculum and its infrastructures to ensure pre-school-to-adulthood education and training pathways for all students. It is not difficult to see that this fortuitous policy blueprint endorsed Smith arguments and provided a powerful mandate for education change. This publication signalled the significant changes in the rationale, content and delivery model of the program. It embodied personal characteristics such as courage, planned risk taking, imagination, intuition and creativity Lynch, and was aimed at halting the much discussed reproduction function of teacher education. The original conceptual basis of the BLM degree1, was anchored in four concepts namely: Program unit titles signalled the purposes of the degree and included Learning Management, Futures, Networks and Partnerships, e-Learning Manager, Entrepreneurial Professional, Essential Professional Knowledge in which Dimensions of Learning2 became the core, and Portal Task, amongst others. The first BLM graduates entered the workforce in , following a compulsory internship. Smith believed that a BEd tendency to emphasise curriculum development encouraged the postponement of the moment of implementation so that the doing teaching element of the process is left to the devices of the individual teacher, later. That is, each teacher graduate can make up their own pedagogical practice by drawing on a host of other BEd program elements such as multiple intelligences, coloured hats, Productive Pedagogies and New Basics, whole word approaches and so on. Such a model mirrored the practices of teacher education staff, each of whom had their own favourite theories and approaches. Fragmentation encourages a vast proliferation of teaching approaches amongst teachers and it relegates core principles and theory of pedagogy â€" teaching â€" to the realms of mystery. It is 1 In line with the regulatory agency of the time: Queensland Board of Teacher Registration. It is not too fanciful to propose that fragmentation goes some way to explaining why there are problems of consistency in what and how areas like literacy, numeracy and science are taught. In short, the practice of locating teaching skill in the creative minds and actions of talented individuals is analogous to the work of poets but is also an indicator of an immature profession. Any semblance of professional coherence based around professional teaching standards

is an oxymoron in this radical individualistic approach. The original BLM game plan had four distinctive elements that define what it means to graduate from the program. We briefly discuss each in turn. While clearly anchored in pedagogic strategies, the term also serves another purpose. This concept is explored in greater detail in subsequent chapters. Learning Management should therefore be viewed as being disruptive to the traditional notions of education and schooling in that it aims to transform the role of teachers and teaching. The term learning manager, the practitioner of learning management, signals this change in the teacher. It attempts to prepare the mindsets and skill sets of graduates for conditions of social change that pervade local and global societies in the s. They also realised that in the interregnum, new teachers are bound to be socialised into the traditions of schools. The program was then designed to overcome this conundrum. Put simply, the BLM is aspirational in that it seeks to disrupt the current teacher education paradigm and in doing so, intervene in the conventional teaching practices of schools. New content In line with learning management, the BLM syllabus centred on four knowledge clusters: These clusters arose in collaboration with classroom teachers and various industry stakeholders as well as being scoped by a trans-disciplinary literature. Portal Tasks are not practicums in a conventional sense, but designed experiences with stringent in-school requirements linked to on- campus courses structured so that students cannot escape the requirement of demonstrating their understanding and application of really important knowledge, especially pedagogical strategies. The Portal Task model is illustrated in the assessment algorithm developed for each unit: In short, the assessment regime intentionally sets out to ensure that student teachers get to know the field and are able to demonstrate applications of core concepts and procedures. Such an outcome is a necessary condition of the BLM model. Partnership In order to achieve the intentions of the BLM, the approach relied on partnership arrangements with employers and schools. The reason for this is that if the brand name is the detailed specification of pedagogical strategies that achieve learning outcomes, then all participants in the production of graduates must know and be able to work with the same agenda. Moreover, in keeping with the BLM program objective of reducing the number of personal, folk pedagogies teacher educators, teachers and schools use, aligning students and participating teachers both on campus and in schools was and remains a priority. In order to do reach this 3 Notice the wording: The message is that CQU pays its permanent casual staff and school-based mentors and supervisors to teach and support the BLM rather than personal views of what comprises teacher education. Accomplishing this outcome goes some way in reducing the theory-practice gap so often attributed to teacher education programs. The partnership concept is fundamental to all of these aspirations. An important new element is that partnership entails the deployment of mentors from the employing agencies. To reiterate, a serious partnership with employers, schools and with each teacher mentor, is the core of the BLM, and the model will not function without it. The overall aim of the BLM is captured by an expectation that BLM graduates are both workplace ready and futures-orientated when they graduate, namely that they: These studies, while small scale and fragmentary, go some way towards illustrating the possibility and efficacy of the BLM concept and, importantly provide an empirical platform for a further rethink of an expansion of BLM principles in a concluding section of this paper. Moreover, to our knowledge, the ACER study is the only systematic, independent evaluation of a teacher education program in Australia. This to us seems to be a faulty conception of pre-service preparation and a politically unwise position for an erstwhile profession to adopt.

Chapter 3 : The 80s | Social Work @ Southampton

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Social influence Social influence is an overarching term given to describe the persuasive effects people have on each other. It is seen as a fundamental value in social psychology and overlaps considerably with research on attitudes and persuasion. The three main areas of social influence include: Social influence is also closely related to the study of group dynamics, as most principles of influence are strongest when they take place in social groups. The first major area of social influence is conformity. Conformity is defined as the tendency to act or think like other members of a group. The identity of members within a group, i. Individual variation among group members plays a key role in the dynamic of how willing people will be to conform. In the Asch conformity experiments , people frequently followed the majority judgment, even when the majority was objectively wrong. The second major area of social influence research is compliance. Compliance refers to any change in behavior that is due to a request or suggestion from another person. The foot-in-the-door technique is a compliance method in which the persuader requests a small favor and then follows up with requesting a larger favor, e. A related trick is the bait and switch. This is a prediction that, in being made, actually causes itself to become true. For example, in the stock market , if it is widely believed that a crash is imminent, investors may lose confidence, sell most of their stock, and thus actually cause the crash. Similarly, people may expect hostility in others and actually induce this hostility by their own behavior. Group dynamics A group can be defined as two or more individuals that are connected to each another by social relationships. They have a number of emergent qualities that distinguish them from aggregates: Implicit rules and expectations for group members to follow, e. Implicit rules and expectations for specific members within the group, e. Patterns of liking within the group, and also differences in prestige or status, e. Temporary groups and aggregates share few or none of these features, and do not qualify as true social groups. People waiting in line to get on a bus, for example, do not constitute a group. To a large extent, humans define themselves by the group memberships which form their social identity. The shared social identity of individuals within a group influences intergroup behavior, the way in which groups behave towards and perceive each other. These perceptions and behaviors in turn define the social identity of individuals within the interacting groups. The tendency to define oneself by membership in a group may lead to intergroup discrimination, which involves favorable perceptions and behaviors directed towards the in-group, but negative perceptions and behaviors directed towards the out-group. Groups often moderate and improve decision making ,[citation needed] and are frequently relied upon for these benefits, such as in committees and juries. A number of group biases, however, can interfere with effective decision making. For example, group polarization, formerly known as the "risky shift," occurs when people polarize their views in a more extreme direction after group discussion. More problematic is the phenomenon of groupthink. This is a collective thinking defect that is characterized by a premature consensus or an incorrect assumption of consensus, caused by members of a group failing to promote views which are not consistent with the views of other members. Groupthink occurs in a variety of situations, including isolation of a group and the presence of a highly directive leader. Janis offered the Bay of Pigs Invasion as a historical case of groupthink. Social facilitation, for example, is a tendency to work harder and faster in the presence of others. Social loafing is common when the task is considered unimportant and individual contributions are not easy to see. An important concept in this area is deindividuation , a reduced state of self-awareness that can be caused by feelings of anonymity. Deindividuation is associated with uninhibited and sometimes dangerous behavior. It is common in crowds and mobs, but it can also be caused by a disguise, a uniform, alcohol, dark environments, or online anonymity. This refers to all forces that lead people to like each other, establish relationships, and in some cases fall in love. Several general principles of attraction have been discovered by social psychologists, but many still continue to experiment and do research to find out more. One of the most important factors in interpersonal attraction is how similar two particular people are. The more similar two people are in general attitudes, backgrounds, environments, worldviews, and

other traits, the more probable an attraction is possible. Later on, similarity and other compatibility factors become more important, and the type of love people experience shifts from passionate to companionate. Robert Sternberg has suggested that there are actually three components of love: According to social exchange theory , relationships are based on rational choice and cost-benefit analysis. This theory is similar to the minimax principle proposed by mathematicians and economists despite the fact that human relationships are not zero-sum games. With time, long term relationships tend to become communal rather than simply based on exchange. Careful attention to sampling, research design, and statistical analysis is important; results are published in peer reviewed journals such as the Journal of Experimental Social Psychology , Personality and Social Psychology Bulletin and the Journal of Personality and Social Psychology. Social psychology studies also appear in general science journals such as Psychological Science and Science. Experimental methods involve the researcher altering a variable in the environment and measuring the effect on another variable. An example would be allowing two groups of children to play violent or nonviolent videogames, and then observing their subsequent level of aggression during free-play period. A valid experiment is controlled and uses random assignment. Correlational methods examine the statistical association between two naturally occurring variables. For example, one could correlate the amount of violent television children watch at home with the number of violent incidents the children participate in at school. Note that this study would not prove that violent TV causes aggression in children: Observational methods are purely descriptive and include naturalistic observation , "contrived" observation, participant observation, and archival analysis. These are less common in social psychology but are sometimes used when first investigating a phenomenon. An example would be to unobtrusively observe children on a playground with a videocamera, perhaps and record the number and types of aggressive actions displayed. Whenever possible, social psychologists rely on controlled experimentation. Controlled experiments require the manipulation of one or more independent variables in order to examine the effect on a dependent variable. Experiments are useful in social psychology because they are high in internal validity , meaning that they are free from the influence of confounding or extraneous variables, and so are more likely to accurately indicate a causal relationship. However, the small samples used in controlled experiments are typically low in external validity , or the degree to which the results can be generalized to the larger population. There is usually a trade-off between experimental control internal validity and being able to generalize to the population external validity. Because it is usually impossible to test everyone, research tends to be conducted on a sample of persons from the wider population. Social psychologists frequently use survey research when they are interested in results that are high in external validity. Surveys use various forms of random sampling to obtain a sample of respondents that are representative of a population. This type of research is usually descriptive or correlational because there is no experimental control over variables. However, new statistical methods like structural equation modeling are being used to test for potential causal relationships in this type of data. David Sears, have criticized social psychological research for relying too heavily on studies conducted on university undergraduates in academic settings. Results need to be used to evaluate the hypothesis of the research that is done. These results should either confirm or reject the original hypothesis that was predicted. There are two different types of testing social psychologists use in order to test their results. For this reason, many social psychology experiments utilize deception to conceal or distort certain aspects of the study. Deception may include false cover stories, false participants known as confederates or stooges , false feedback given to the participants, and so on. Unfortunately, research has shown that role-playing studies do not produce the same results as deception studies and this has cast doubt on their validity. To protect the rights and well-being of research participants, and at the same time discover meaningful results and insights into human behavior, virtually all social psychology research must pass an ethical review process. At most colleges and universities, this is conducted by an ethics committee or Institutional Review Board. Furthermore, a process of informed consent is often used to make sure that volunteers know what will happen in the experiment[clarification needed] and understand that they are allowed to quit the experiment at any time. Replication failures are not unique to social psychology and are found in all fields of science. However, several factors have combined to put social psychology at the center of the current controversy. Firstly, questionable research practices QRP have been

identified as common in the field. Such practices, while not necessarily intentionally fraudulent, involve converting undesired statistical outcomes into desired outcomes via the manipulation of statistical analyses, sample size or data management, typically to convert non-significant findings into significant ones. Secondly, social psychology has found itself at the center of several recent scandals involving outright fraudulent research. Most notably the admitted data fabrication by Diederik Stapel [45] as well as allegations against others. However, most scholars acknowledge that fraud is, perhaps, the lesser contribution to replication crises. For example, the scientific journal Judgment and Decision Making has published several studies over the years that fail to provide support for the unconscious thought theory. Replications appear particularly difficult when research trials are pre-registered and conducted by research groups not highly invested in the theory under questioning. These three elements together have resulted in renewed attention for replication supported by Daniel Kahneman. Scrutiny of many effects have shown that several core beliefs are hard to replicate. A recent special edition of the journal Social Psychology focused on replication studies and a number of previously held beliefs were found to be difficult to replicate. The experimenter E persuades the participant T to give what the participant believes are painful electric shocks to another participant L , who is actually an actor. Many participants continued to give shocks despite pleas for mercy from the actor. The Asch conformity experiments demonstrated the power of conformity in small groups with a line length estimation task that was designed to be extremely easy. Seventy-five percent of the participants conformed at least once during the experiment. Additional manipulations to the experiment showed participant conformity decreased when at least one other individual failed to conform, but increased when the individual began conforming or withdrew from the experiment. Participants with three incorrect opponents made mistakes They were divided into 2 groups and given two different pay scales. They could only overcome that dissonance by justifying their lies by changing their previously unfavorable attitudes about the task.

Chapter 4 : Social psychology - Wikipedia

Education in the 80's--Social Studies by Jack Allen starting at $ Education in the 80's--Social Studies has 2 available editions to buy at Alibris.

I had come to the joint appointment with geriatric medicine in from a period of five years working in a gerontological training and research centre in the Netherlands. This is hard to imagine now with the present day teaching and research pressures on university lecturers. On, I think, my first or second day in the social work group Bryan Glastonbury handed me the draft proposal which my predecessor Paul Brearley had developed for a post-qualifying course in ageing and social work. It was an exciting time for providing post-qualifying social work courses. There was interest again in developing specialised expertise in particular groups of social workers and Southampton was especially well equipped to provide the range of teaching necessary for a course on ageing. It possessed one of the dynamic new psychogeriatric services in the country led by Colin Godber which was based on the principle of immediate support to families and other caregivers coping with older people suffering from dementia and severe depression. Dementia care in particular had become a key issue in work with older people, and we obtained funding from the NHS to evaluate the impact of specialised psychogeriatric services. Colin and his colleagues provided not only expert teaching but also advice on appropriate practical placements for students throughout the country. A lot of this developing expertise could also be conveyed subsequently to students on the CQSW courses. As the 80s progressed new issues arose as a result of the increasing privatisation of care following the implementation of Thatcherite policies, and post-qualifying course members could debate both sides of the issue in the presence of expert speakers. New issues were continually being raised such as advocacy and the development of more effective community care. The course continued to flourish and was a great joy to run, especially with the opportunity it provided to witness developments in old age care throughout the UK. Paradoxically it was the community care reform which had been so eagerly awaited and which was implemented in the early 90s which led to a decline in interest in traditional social work with older people. Perhaps it was that these reforms were not as generously funded as the designers had imagined. But they led directly to a decline of casework with older people, which Bryan Glastonbury has already referred to in his interview. Social work was replaced by case management, consisting of the negotiating and buying in of services. Counselling to older people could in principle be bought if funds allowed â€" but was not to be provided by social workers! Later in the s the social work studies department kindly allowed me to move to psychology, but I never found again that holistic approach to care for older people that marked the social work â€" and also the geriatric care â€" of the s. No doubt there have been some improvements in elderly care services in the UK but the optimism about eventually providing high quality of care for all frail older people that marked the s has not been realised. The increasing rate of scandals in care provision bears witness to that fact.

SECTION 01 Social and Economic Issues of the s and s The vast changes in the global economy in the last decades of the twentieth century have had a profound impact on the social character of black America. In , for example, as a result of the gains of the civil rights movement, nearly 40 percent of all black workers were employed in blue collar jobs, with millions of them in heavy industry such as steel, automobile production, electrical and non-electrical machinery, appliances, food and tobacco manufacturing, and textiles. Hundreds of thousands of blacks were also employed in the energy industry and in the food processing industry. New York City alone lost 40, to 50, jobs in the apparel and textile industries. Corporations increasingly divested their profits from U. In the s, over thirty million total jobs were eliminated through factory closings, relocations, and then phased elimination of operations. The shrinking of U. Hardest hit were African American blue-collar workers, because in , over 27 percent of all blacks in the U. The erosion of the public sector and the loss of millions of urban jobs contributed to a profound increase in class stratification within the national black community. The African American community was overwhelmingly working class in composition in the s. By the late s, the socio-economic profile of black America had changed considerably. About 51 percent of all black employees sixteen years old and over were classified as white-collar workers. Approximately 60 percent of these were white-collar sales and clerical personnel; many in this group were non-union workers with limited benefits and wages. However, another 20 percent of the black labor force, nearly three million workers, was classified as professional and technical workers and administrators. The percentage of blue-collar workers had declined to 28 percent of the black labor force. Black farm laborers, farmers, and agricultural managers, who in had represented one-third of the entire black workforce, had virtually disappeared, with only about 80, jobs remaining. During this period, the black business sector had mushroomed. Enlarge image By the number of black-owned businesses had grown to , A small number of African American executives by the late s had become chief executive officers and presidents of major corporations, such as AOL Time Warner and American Express. For the first time in U. Reagan gives a televised address, July Enlarge image Nevertheless, the deindustrialization of many U. Deprived of their tax revenues from industries and manufacturing companies, city governments reduced expenditures for public institutions of all kindsâ€"schools, hospitals, parks, libraries, public universities, and public housing. With the election of Ronald Reagan as president in , the new conservative administration quickly moved to reduce federal government spending on urban development and social services. In the first year of the Reagan Administration, the real median income of all black families fell by 5. In , over 30 percent of the total black labor force was jobless at some period during that year. In June , Congress reduced federal assistance programs by 20 percent and cut federal assistance to state and municipal governments. Beginning in the s, a strong white backlash to the civil rights movement expressed itself in opposition to school desegregation in the North, hostility to increased integration in higher education and professional occupations through affirmative action programs, and resurgence of racial violence. The Ku Klux Klan and other white supremacist groups initiated national campaigns of terror, drive-by shootings of African Americans, and firebombing of black churches and residential areas. Middle-class African Americans also encountered more subtle, yet unmistakable, patterns of racial discrimination that severely restricted their upward mobility. Many middle-class blacks, confronted with the steady deterioration of public services, schools, and the elimination of jobs in central cities, relocated to the suburbs. However, because white real estate firms, banks, and financial lending institutions continued informal policies of residential discrimination, many upper- to middle-income blacks found themselves moving from segregated ghettoes to racially segregated suburbs or planned communities. Black working-class families without the material resources or credit to purchase homes outside economically depressed areas found themselves living in what, at times, had become almost urban wastelands. In such inner city communities, businesses of nearly every type, other than personal services such

as restaurants, barber shops, beauty salons, and funeral homes, largely disappeared. Millions survived in the informal economy, generating a subsistence income through activities as diverse as braiding hair, childcare, collecting and selling recyclable bottles and cans, catering food, auto repair, moving, producing and selling crafts, etc. Ironically, some fast-food restaurants in ghettoes refused to hire local residents because employers feared that they would give away food to unemployed and low-income relatives and friends. Such widespread poverty, such intense patterns of hunger and homelessness, fostered a new form of social devastation: Unlike powdered cocaine, the fashionable drug of choice of the wealthy, crack was very inexpensive, readily available, and highly addictive. Within a few years, several hundred thousand African Americans had become addicted to crack, and relatively few drug treatment centers were available. With the decline in employment and educational opportunities, some young people saw selling drugs as the only way to make a decent income, and violence, once relatively rare in black working-class communities, increased significantly. Although several inner-city communities became the marketplace for the lucrative international traffic in illegal substances, the overwhelming bulk of the profits were reaped by those outside these communities, such as international crime cartels and the banks that launder their money. Inner-city communities became the targets of police sweeps and searches. Many community residents found themselves caught between a desire to rid their neighborhoods of the plague of drugs and violence, on one hand, and what was often seen as indiscriminate violence by the police, on the other. Though a small minority of young men were actively involved in criminal activities connected with the drug traffic, virtually all black male youth were subject to being stigmatized as criminals by the police and media. Young black men particularly were subjected to racial profiling: A series of highly publicized cases of excessive use of force by the police, sometimes leading to the death of innocent victims, in New York City, Los Angeles, Miami, and Cincinnati, generated mass protest mobilizations. Federal and state governments responded to the increased levels of criminal violence by making the penalties for drug sale and possession more severe, by eliminating parole, and by constructing a vast network of new prisons. Legislatures passed new mandatory minimum sentencing laws, requiring convicted felons to serve lengthy prison terms before becoming eligible for release. Juveniles were increasingly treated as adults, and were subjected to many of the same penalties. Developments in New York State during these years were typical of what occurred throughout the nation. Between and , the state had constructed thirty-three prisons; between and , it built thirty-eight new correctional facilities. During that period, support for public higher education decreased by roughly the same amount. United States Federal Government. Enlarge image Throughout the country, the total population of prisoners reached , in , one million in , and two million by One-half of these prisoners were African-Americans. By , one-third of all black males in their twenties were under the control of the criminal justice system—either in prison or jail, on parole, probation, or awaiting trial. The major reason for this disproportion in incarceration is the stark racism that continues to pervade the criminal justice system. Though African Americans constitute approximately 14 percent of all illegal drug users, they comprise approximately one-third of all drug arrests and over 50 percent of all drug convictions in federal and state courts. The socio-economic and political consequences of mass incarceration for the black community have been profound. Hundreds of thousands of households have been destroyed; thousands of children separated from their parents and raised in foster care. In ten states, convicted felons lose the right to vote for life, and as a result, by over 1. For several million blacks with criminal records, better paying jobs were no longer available even years after their release and rehabilitation. Given the widespread unemployment, high rates of incarceration, and the lower life expectancy of black men, more and more black women found themselves in the position of having to raise children alone. Because black women historically have been the lowest paid workers, with the highest rates of unemployment, some have been forced to depend on government subsidies to supplement their incomes, often from informal sources of work. In , President Bill Clinton signed into law the Personal Responsibility and Work Opportunity Reconciliation Act, which severely limited government assistance to families. In the absence of guaranteed employment at wage rates that would allow households to subsist, women and children became increasingly vulnerable.

Chapter 6 : Cultural Criticism â€" University of Minnesota Press

Yet in education, this decade did have a distinctive character. Certain ideas and themes came to the fore; the national discussion about education shifted, and policies at the local, state, and.

Gorski , Hamline University and EdChange As conceptualizations of multicultural education evolve and diversify, it is important to revisit its historical foundation -- the roots from which it sprang. What did the earliest forms of multicultural education look like and what social conditions gave rise to them? What educational traditions and philosophies provided the framework for the development of multicultural education? How has multicultural education changed since its earliest conceptualization? The answers to these questions provide an important contextual grounding for understanding the various models of multicultural education evolving today. The historical roots of multicultural education lie in the civil rights movements of various historically oppressed groups. Among those institutions specifically targeted were educational institutions, which were among the most oppressive and hostile to the ideals of racial equality. Activists, community leaders, and parents called for curricular reform and insisted on a reexamination of hiring practices. Both, they demanded, should be more consistent with the racial diversity in the country. Feminist scholars and other women activists, like groups of color before them, insisted on curricula more inclusive of their histories and experiences. They challenged the discrepancy low number of female administrators relative to the percentage of female teachers Banks, Sensing progress -- if only slight -- by groups of color and women in their struggles for human rights and social and educational change into the early s, other traditionally oppressed groups found growing support and energy for their movements. Through the s, gay and lesbian groups, the elderly, and people with disabilities organized visible and powerful pushes for sociopolitical and human rights. As K schools, universities, and other educational institutions and organizations scrambled to address the concerns of these and other historically marginalized groups, a host of programs, practices, and policies emerged, mostly focused on slight changes or additions to traditional curriculum. Together, the separate actions of these various groups who were dissatisfied with the inequities of the education system, along with the resulting reaction of educational institutions during the late s and s, defined the earliest conceptualization of multicultural education. The s saw the emergence of a body of scholarship on multicultural education by progressive education activists and researchers who refused to allow schools to address their concerns by simply adding token programs and special units on famous women or famous people of color. James Banks, one of the pioneers of multicultural education, was among the first multicultural education scholars to examine schools as social systems from a multicultural context By the middle and late s, other K teachers-turned-scholars including Carl Grant, Christine Sleeter, Geneva Gay, and Sonia Nieto provided more scholarship in multicultural education, developing new, deeper frameworks that were grounded in the ideal of equal educational opportunity and a connection between school transformation and social change. Tracking, culturally oppressive teaching approaches, standardized tests, school funding discrepancies, classroom climate, discriminatory hiring practices, and other symptoms of an ailing and oppressive education system were exposed, discussed, and criticized. Meanwhile, the cultural landscape of the United States continued to become less visibly white Christian and more visibly rich with cultural, racial, ethnic, and religious diversity, underscoring the necessity for everyone to develop a set of skills and knowledge that the present system was failing to provide all students. These included creative and critical thinking skills, intercultural competence, and social and global awareness. The education system was not only plagued by unequal treatment of traditionally oppressed groups, but was also ill-equipped to prepare even the most highly privileged students to competently participate in an increasingly diverse society. So as the s flowed into the final decade of the twentieth century, multicultural education scholars refocused the struggle on developing new approaches and models of education and learning built on a foundation of social justice, critical thinking, and equal opportunity. Educators, researchers, and cultural theorists began to further deconstruct traditional models in both the K and higher education arenas from a multicultural framework. Joel Spring, Peter McLaren, Henry Giroux, and others contributed to a new body of critical sociocultural criticism of educational

institutions within the context of larger societal and global dimensions of power, privilege, and economics, and the intersections of these. What started as small curricular shifts and additions has become a framework for reexamining both schools and society from a progressive and transformative framework. For example, Ovando and McLaren , p. So, while work continues toward school transformation, the emerging conceptualizations of multicultural education stress that this work must be understood relative to the social and political structures that currently control education in the United States, and that the two are intrinsically linked. Multicultural education, in its determination to address the ills and shortcomings of the current education system, can be a starting point to eliminating inequities in society. Today, literally dozens of models and frameworks for multicultural education exist. While theory and scholarship has moved from small curricular revisions to approaches that call for full transformations of self, schools, and society, many implementations of multicultural education still begin with curricular additions of diverse sources. But with a fuller understanding of the roots of the movement, we are better equipped to follow the transformative path laid by many educators, activists, and scholars. And it is important to remember that multicultural education is a relatively new concept that will continue to change to meet the needs of a constantly changing society. Education in the 80s: Teaching with a multicultural perspective: Cultural recognition and civil discourse in a democracy. Students and teachers caught in the cross fire.

Chapter 7 : A Study of Innovation in Teacher Education | David Lynch - blog.quintoapp.com

Results of a survey of middle and secondary social studies teachers from eight states concerning their professional concerns and curriculum interests are presented. Demographic information, including age, sex, years of teaching experience, level of formal education, and amount of foreign travel was.

Chapter 8 : kompetenzmodelle-in-der-personalarbeit

Education In the 80's studies found that about 23 million people in the United States did not possess the education necessary to be able to fill out a job application. In attempt to make up for the lag in the school system, it was suggested that school hours be extended, that more homework be sent home, and teachers salaries be raised.

Chapter 9 : Education in the 80s by Baily Weatherhead on Prezi

Throughout the 80s, social work education was facing a number of challenges in both universities and polytechnics. CCETSW was taking an increasingly active role in specifying the knowledge, skills and values needed to achieve competence in practice (CCETSW).