Chapter 1 : Christine Malsbary | Vassar College - blog.quintoapp.com

CHAPTER FOUR Interests and Education Reform in Multiethnic Cities (pp.) AN INTEREST-BASED perspective is a natural starting point for our analysis of the school reform puzzle.

Interests, Ideas and Institutions: Race, Ethnicity and Education 3: Local School Reform Agendas: Changing the Rules of the Game 4: An Interest Based Perspective 5: Multiethnic Moments is pitched at a level of sophistication that will engage specialists in the field yet written clearly enough to be accessible to undergraduate students. Fraga, and Bari A. Erlichson have done an admirable job in giving readers a road map for understanding how historical trends, power relations, and racial and ethnic demographic changes have influenced the trajectory of urban education reform in four cities: It is essential reading for reformers of the future who are willing to read it carefully and learn its lessons well. Figures of theoretical models and data tables are a valuable component. The book would be most appropriate for a graduate course in social policy analysis. Faculty teaching change graduate student courses in social change, social stratification, race and ethnicity, or sociology of education may find this book a useful supplemental text Parts of this book may be quite useful in an undergraduate course. The authors have examined four interesting cases of urban education politics Multiethnic Moments provides a rich set of hypotheses that could be tested with larger samples and different data sets. That is a valuable contribution to scholars and well worth reading. A second major contribution that needs to be recognized is the utility of the book for classroom usage. The cases are engaging and the analysis is accessible. It provides a useful analytical perspective that helps us to understand better the changing nature of urban education. This book is at the forefront of those studies helping to analyze and explain the growing multiethnic and multiracial of U.

Chapter 2 : Education - Reform trends | blog.quintoapp.com

It utilizes the politics of education reform to provide theoretically-grounded, empirical scholarship about the broader contemporary politics of race and ethnicity-emphasizing the intersection of interests, ideas, and institutions with the differing political legacies of each of the cities under consideration.

Religious schools typically were attended by boys living in humble quarters at the residence of a pundit who guided their study of the scriptures for an indeterminate period of time. For the indigenous peoples, Western schooling had the appeal of leading to employment in the colonial government and in business and trading firms. After World War II, as all sectors of Southeast Asia gained political independence, each newly formed country attempted to achieve planned developmentâ€"to furnish primary schooling for everyone, extend the amount and quality of postprimary education, and shift the emphasis in secondary and tertiary education from liberal, general studies to scientific and technical education. Schooling in all these countries was organized into three main levels: In addition, nursery schools and kindergartens , operated chiefly by private groups, were gradually gaining popularity. The typical length of primary schooling was six years. Secondary education was usually divided into two three-year levels. A wide variety of postsecondary institutions offered academic and vocational specializations. Beginning in the s, nonformal education to extend literacy and vocational skills among the adult population expanded dramatically throughout the region. Most of the countries were committed to compulsory basic education, typically for six years but up to nine years in Vietnam. However, the inability of governments to furnish enough schools for their growing populations prevented most from fully realizing the goal of universal basic schooling. In each country a central ministry of education set schooling structures and curriculum requirements, with some responsibilities for school supervision, curriculum, and finance often delegated to provincial and local educational authorities. Government-sponsored educational research and development bureaus had been established from the s in an effort to make the countries more self-reliant in fashioning education to their needs. The problems that most Southeast Asian education systems continued to face were reducing school dropout and grade-repeater rates, providing enough school buildings and teachers to serve rapidly expanding numbers of children, furnishing educational opportunities to rural areas, and organizing curricula and access to education in ways that suited the cultural and geographical conditions of multiethnic populations. Myanmar The indigenous system of education in Myanmar consisted mainly of Buddhist monastic schools of both primary and higher levels. They were based on 1 the moral code of Buddhism , 2 the divine authority of the kings, 3 the institution of myothugyi township headmen , and 4 widespread male literacy. The Western system was established after the British occupation in The Government College at Rangoon and the Judson College established in the 19th century were incorporated as the University of Rangoon under the University Act of Subsequently, marked improvements in education occurred. Science was emphasized along with general academic subjects, civic education, and practical arts. Primary school attendance for children ages five through nine became free where available. Enrollments in primary schools and secondary schools and in higher education all increased. Malaysia and Singapore The Malay states, Singapore, and sectors of North Borneo were British colonies until reorganized as the country of Malaysia in Singapore left the coalition in to become an independent city-state. As a result, while Malaysia and Singapore shared common educational roots, their systems diverged after Under British rule, the most significant feature of education on the Malay Peninsula was the structuring of primary schools in four language streamsâ€" Malay , Chinese , English , and Tamil. Students in the English stream enjoyed favoured access to secondary and higher education as well as to employment in government and commerce. After Malaysian leaders sought to indigenize and unify their society by adopting the Malay language as the medium of instruction in schools beyond the primary level and by teaching English only as a second language. In contrast, the government of Singapore urged everyone to learn English, plus one other local tongueâ€"Chinese, Malay, or Tamil. Efforts to popularize schooling in Malaysia and Singapore were

notably successful. By all primary-age children in Singapore were in school. In both countries, secondary- and higher-education enrollments continued to increase rapidly. Both nations were well supplied with school buildings, textbooks, and trained teachers. Indonesia From to ce the Indonesian aristocracy adopted Hindu and Buddhist teachings, while education for the common people was provided mainly informally through daily family living. The first few schools on Western lines were established by Portuguese and Spanish priests in the 16th century. As the Dutch colonialists gained increasing control over the islands, they set up schools patterned after those in Holland, primarily for European and Eurasian pupils. In the Dutch East Indies government officially committed itself to providing education for the native population. However, even though the amount of education for indigenous islanders increased over the following century, Western schooling under the Dutch never reached the majority of the population. After Indonesians gained independence from the Dutch in , they sought to provide universal elementary schooling and a large measure of secondary and higher education. Progress toward this goal after was rapid, despite the challenge of an annual population growth rate around 2. Enrollments after increased significantly at the elementary, secondary, and tertiary levels. Philippines The pre-Spanish Philippines possessed a system of writing similar to Arabic, and it was not uncommon for adults to know how to read and write. Inculcation of reverence for the god Bathala, obedience to authority, loyalty to the family or clan, and respect for truth and righteousness were the chief aims of education. After the Spanish conquest, the first educational institutions to be established on Western lines, apart from parochial schools run by missionaries, were in higher education. Educational growth, however, was slow, mainly because of lack of government support. With the advent of American rule, the stress laid on universal primary education in the policy announced by U. William McKinley on April 7, , led to a rapid growth in primary education. A number of institutions of higher education were also established between and , including the University of the Philippines Private institutions of higher education, however, far outnumbered the state institutions, thus indicating a trend that remains a characteristic feature of the system of higher education in the Philippines. The new Republic of the Philippines emerging after World War II launched a series of national development plans that included components aimed at the renovation and expansion of education to promote socioeconomic modernization. After , enrollments rose dramatically in primary, secondary, and tertiary schools. In the late 20th century the Philippines had more than 1, higher-education institutions, and nearly all primary pupils attended public schools. Thailand The traditional system of education in Thailand was inspired by the Thai philosophy of life, based on 1 dedication to Theravada Buddhism, with its emphasis on moral excellence, generosity, and moderation, 2 veneration for the king, and 3 loyalty to the family. The beginning of the modern system of education can be traced to , when King Chulalongkorn set up a department of education with foreign advisers, mostly English educationists. Gradually, temple schools were established. The abolition of the absolute monarchy after the revolution stimulated the government to increase educational provisions at all levels, particularly for training specialists in higher-learning institutions. The government supervised all educational institutions, public and private. Financing education was primarily a government responsibility, supplemented by the private sector. Thai was the language of instruction at all levels, with English taught as a second language above grade four. Cambodia For nearly four centuries before the advent of the French in , the educational system in Cambodia grew up around Theravada Buddhism, which became the established religion toward the end of under Thai influence. In Cambodia became a part of the French Indochina Union and did not achieve complete independence until Pagoda schools, imparting education at the primary level, were remodeled and integrated into the primary school system administered by the Ministry of Education. Civil war throughout the s disrupted education until Vietnamese forces overthrew the Khmer Rouge government in By the mids schools had reopened with a total enrollment of nearly two million throughout the four-year primary, three-year junior-secondary, and three-year senior-secondary structure. Much of the teacher-training was in the form of short courses, and nonformal adult literacy classes multiplied at a rapid pace. Laos The pagoda school was the main unit of the traditional educational system in Laos. The medium of education was changed to French when the French Education

Service was created. In , after 30 years of uninterrupted revolution, a socialist government was established and schooling was accorded high priority. Within a decade, more than three quarters of all children 7 to 11 years old were in the five-year primary school, about one half of children 12 to 14 years old were in the three-year junior-secondary school, and about one quarter of the to year-olds were in the three-year senior-secondary school. Vietnam Lengthy Chinese domination of Vietnam resulted in strong Confucian and Daoist influences on the Vietnamese educational system, though it centred on Buddhism. The establishment of French rule, commencing with the occupation of Saigon now Ho Chi Minh City in , led to the gradual growth of a pattern of education similar to that of the rest of the former Indochina Union. Vietnamese attempts to develop education were thwarted by the continued fighting from World War II onward and, after the partition of the country in , by fighting between the South and the North. By the next decade there were eight million pupils in elementary schools , four million in secondary schools, and more than , in higher-education institutions.

Chapter 3 : Project MUSE - Multiethnic Moments

Multiethnic Moments examines school systems in four major U.S. cities—Boston, Denver, Los Angeles, and San Francisco—to uncover the factors that worked for and against ethnically-representative school change. More than a case study, this book is a concentrated effort to come to grips with the multiethnic city as a distinctive setting.

In Ana Henderson, ed. In Rodolfo Espino, David L. Leal, and Kenneth J. Temple University Press, Fraga and Gary M. Berry, Michael Brintnall, David E. Rahn, Rob Reich, Robert R. Brookings Institution Press, University of Virginia Press, , pp. In William Howell, ed. In Bernard Grofman ed. University Press of Kansas, , pp. Westview Press, , pp. Rhodebeck and Frederick D. Messina and Luis Ricardo Fraga. Rhodebeck, and Frederick D. Greenwood Press, , pp. The Brookings Institution, , pp. Progressive Inclusion in Critical Perspective. Eagleton Institute of Politics, Rutgers University, , pp. Meier, and Luis Ricardo Fraga. Toward a Shared Agenda," Rodolfo O. Meier, and Robert E. University of Notre Dame Press, , pp. De Ridder and Luis Ricardo Fraga. In Chandler Davidson ed. Howard University Press, , pp. Segura and Luis R. Ethnic Advocacy on California School Boards. Fraga and Roy Elis. In Beth Reingold, ed. Chapter manuscript being revised for final review. Political Science Education in the 21 st Century. First-ever state-stratified survey of Latinos in the U. Sample size of respondents from fifteen states and the District of Columbia. All surveys were completed in August FRAGA-9 "For providing a positive influence and inspiration for students and peers, and for his inexhaustible willingness to give of himself, and encourage students to learn and to grow; For going beyond the traditional boundaries of the classroom, touching hundreds of lives with his commitment to advising excellence, residential education, curriculum design, friendship, and mentorship, benefiting students at all stages of development and all levels of study; and For being a champion of the ideal that commitment to building an interactive multicultural community is the responsibility of all members of the Stanford community.

Chapter 4 : MULTIETHNIC MOMENTS: THE POLITICS OF URBAN EDUCATION REFORM. Susan | willia

Multiethnic Moments is a wellâ€•written, historical exploration of urban school reform within four multiethnic citiesâ€"Boston, Denver, Los Angeles, and San Franciscoâ€"in the decades following the momentous Brown v.

Additional Information In lieu of an abstract, here is a brief excerpt of the content: To understand why the concerns of new school constituencies are not reflected in school-reform agendas , we focus first on an analysis of the interests involved. The belief that interests matterâ€"usually interpreted to refer to self-interested and purposive pursuit of material goals, social status, and power as a central force in politics â€"is the most common orientation to the study of politics in the United States. This approach highlights the relevance of material resources as both bases of political influence and incentives for maintaining group action and cohesion. A closely related view, the pluralist interpretation, argues that patterns of interest group interaction, such as competition, conflict, cooperation, and coalition building, are the core factors in understanding politics. And pluralism is probably the leading perspective on American politics see Chapter 2. There is much that is attractive and intuitively plausible about interestbased interpretations that lead to their acceptance. They are consistent with the ideas of major thinkers in American politics. Thus, to assume that self interest and material resources play a major role in political outcomes simply makes a great deal of sense. Moreover, the nature of interests and resources seems more immediately understandable, and perhaps more measurable, than other analytical perspectives grounded in more ostensibly abstract notionsâ€"such as ideas and institutions. For example, one can more readily measure or quantify the membership size, financial contributions , and economic characteristics of a group, while precisely measuring an idea or an institution and imputing specific impacts to them are more inherently elusive. As we argue here, an interest-based analysis of school reform highlights the complex relationship of resources, influence, and educational policy outcomes in multiethnic cities. But ultimately a purely interest-based approach raises as many questions as it answers. Furthermore, the relationships between groups in the multiethnic politics of education are often more complicated than either conflict or cooperation. Finally an interest-based analysis points to seemingly counterintuitive results when groups appear to be acting against their interests. An Interest-based Analysis of Education Politics This chapter examines education politics from the standpoint of the dominant paradigm, an interest-based analytical perspective see, for example, Marquez ; Hero ; McClain and Stewart In doing so, the chapter makes certain assumptions. It assumes, of course, that the interest-based framework is applicable to education policy issues and to group concerns about those issues. While the framework may be applicable within limits, it should be noted that education policy might be particularly elusive and complex: For instance, it may simultaneously have aspects of developmental, redistributive, and regulatory policy Peterson ; cf. The ambiguous divisibility of education as a public and private good makes analysis more complicated. Moreover, as a matter of humanâ€"rather than physicalâ€"capital, education has a host of characteristics and ambiguities that limit the applicability of interestbased analyses. And all these points must be considered within the complex reality of multiethnic politics. You are not currently authenticated. View freely available titles:

Chapter 5 : Asnake Kefale | College of Social Science

The findings suggest that divergent ideas about howrace intersects with education problems and solutions pose barriers to collective action and meaningful education reform in multiethnic cities. Barnes, J. S., and C. E. Bennett.

Chapter 6 : Multiethnic Moments : Susan E. Clarke :

Interests, ideas, and institutions: the politics of school reform in multiethnic cities --Race, ethnicity and education --Local school reform agendas: changing the rules of the game --Interests and education reform in multiethnic cities --Ideas and

education reform in multiethnic cities --Institutions and education reform in multiethnic.

Chapter 7 : Susan Clarke | Political Science | University of Colorado Boulder

CHAPTER FOUR Interests and Education Reform in Multiethnic Cities A N INTEREST-BASEDperspective is a natural starting point for our analysis of the school reform puzzle. To understand why the concerns.