

EIGHTH EDITION

THE SOCIOLOGY OF EDUCATION

A SYSTEMATIC ANALYSIS

Jeanne H. Ballantine | Floyd M. Hammack | Jenny Stuber



Ballantine, Hammack, and Stuber's *The Sociology of Education* textbook examines education through a systemic description of how structural, cultural, and individual factors intersect to shape educational design for communities and their future as well as individual expectations and learning outcomes. Theoretically progressive, the authors go beyond traditional sociological descriptions and innovatively include post-modern, feminist, and critical perspectives that enable bottom-up perspectives and margin-to-center discussions. Over many years of use in both online and traditional courses the book has always provided an innovative "out-of-the-box" teaching and learning alternative to sociological descriptions of education.

Jesse Garcia, Lamar University

I have used this book since its first edition and it remains one of the top comprehensive texts on the market in sociology of education. The "open system model" provides a clear context for a sociological analysis of schooling that is accessible to students and yet complex enough to lay the groundwork for the extensive education policy discussions that fill each chapter. Since my course focuses on inequalities in schooling, this edition is even stronger in that gender and racial disparities are given full treatment in separate chapters and are not collapsed into one as in the past. This is my go-to resource whenever I address educational issues in any sociology course.

William A. Mirola, Marian University

The Sociology of Education: A Systematic Analysis is a comprehensive and cross-cultural look at the sociology of education. This textbook gives a sociological analysis of education by incorporating a diverse set of theoretical approaches. The authors include practical applications and current educational issues to discuss the structure and processes that make education systems work as well as the role sociologists play in both understanding and bringing about change.

In addition to up-to-date examples and research, the eighth edition presents three chapters on inequality in educational access and experiences, where class, race and ethnicity, and gender are presented as separate (though intersecting) vectors of educational inequality. Each chapter combines qualitative and quantitative approaches and relevant theory, classics and emerging research, and micro- and macro-level perspectives.

Jeanne H. Ballantine is University Professor Emerita of Sociology at Wright State University. She received her Master's degree from Columbia University and her PhD from Indiana University. Jeanne has taught in a number of venues including Japan, Brazil, Spain, Italy, Rwanda (as a Fulbright scholar), Semester at Sea, and Wittenberg University in Ohio. Her primary areas of scholarship are sociology of education, applied sociology, global studies, and global women's issues.

Floyd M. Hammack is Professor Emeritus in the Sociology of Education Program at New York University's Steinhardt School of Culture, Education, and Human Development. He edited *The Comprehensive High School Today* (Teachers College Press, 2004), and recently published "Schooling for Social Mobility: High School Reform for College Access and Success," in the *Journal of School Choice*.

Jenny Stuber is Associate Professor of Sociology at the University of North Florida. She has published two books, *Inside the College Gates* (Lexington Books, 2011) and *Exploring Inequality: A Sociological Approach* (Oxford University Press, 2016). In addition, her research has appeared in *Sociological Forum*, *The Journal of Contemporary Sociology*, *The International Journal of Qualitative Studies in Education*, and *Teaching in Higher Education*.

SOCIOLOGY / EDUCATION

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JEANNE H. BALLANTINE

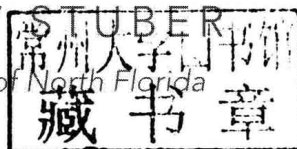
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PREFACE

Integrating the important and diverse topics in the field of sociology of education by showing how they are related to one another is the main goal of this text. It emphasizes the diversity of theoretical approaches and issues in the field and the application of this knowledge to the understanding of education and schooling. Education is changing rapidly; it is no easy task to present the excitement of a dynamic field with diverse and disparate topics. To present the material to students in a meaningful way, a unifying framework—an open systems approach—is used. It is meant to provide a coherent structure to the field of education, not to detract from the theory, empirical, and practical content of sociology of education.

In the eighth edition of the text, discussions of new studies and current topics replace and supplement older topics. All tables and figures, new and existing, present the latest data available at the time of revision. This edition also presents three chapters on inequality in educational access and experiences, where class, race and ethnicity, and gender are presented as separate (though intersecting) vectors of educational inequality. Each chapter combines qualitative and quantitative approaches and relevant theory, classics and emerging research, and micro- and macro-level perspectives.

We are pleased to introduce our new co-author, Dr. Jenny Stuber, a sociologist of education from the University of North Florida. She brings new ideas, content, organization, and additional student-friendly content to the book, making this an exciting and extensive revision. Her research focuses on social class inequalities in higher education, with a special focus on students' social experiences and involvement in extra-curricular activities. She is especially interested in how identities are formed within educational settings. You will enjoy her perspectives and contributions!

After teaching sociology of education to many undergraduate and graduate students and using a variety of materials, we were concerned that the materials available, though excellent in quality, were not reaching undergraduate and graduate students from sociology, education, and other majors. The level of many texts is quite advanced, the themes of some books make their coverage or approach limited, and the books present research in such depth that they are often too detailed and abstract for many undergraduate and beginning graduate students, making it difficult for them to apply to their work in educational settings. During work with the Project on Teaching Undergraduate Sociology, the authors developed a guide for teaching sociology of education and focused on presentation of materials to undergraduates. These materials and ideas have been incorporated into this text. The book is best suited for sociology of education and social foundations/cultural context of education courses at the undergraduate or beginning graduate level.

Several goals guided the writing of this book:

1. **To make the book comprehensible and useful to students.** Realizing that most students are interested in how the field of education can help them deal with issues they will face, we emphasize the usefulness of research findings. Choices had to be made concerning which studies and topics to cover. Those chosen

should have high interest for students and help them as they work in and interact with school systems.

2. **To present material in a coherent framework.** The authors present key ideas in the sociology of education by utilizing a systems framework. The instructor has leeway within the open systems approach to add topics, exclude sections of the text, and rearrange the order of topics without losing the continuity and integration present in this framework.
3. **To present diverse theoretical approaches in sociology of education.** Several valuable perspectives in the field are influential today; the book gives examples throughout of traditional and new theories and how they approach issues in the field.
4. **To include topics that are important, current, or of emerging interest to students.** Separate chapters are devoted to higher education, organization of schools and roles in schools, informal education ("climate" and the "hidden curriculum"), the school environment, education around the world, and educational movements and alternatives.
5. **To indicate how change takes place and what role sociologists play in both understanding and bringing about change.** With the increasing emphasis on applied sociology, more courses are including information on applied aspects of topics covered. This is the focus of the final chapter but is also covered throughout the text.
6. **To stimulate students to become involved with educational systems where they can use the knowledge available in this and other textbooks.** This text can be used to stimulate discussion and encourage other topics of interest to be introduced into the course. Useful features of the book to enhance teaching effectiveness include projects at the end of each chapter, the coverage of issues, and the Instructor's Manual, complete with classroom teaching aids, techniques, and test questions.

The book does not attempt to use one theoretical approach to the exclusion of others. Rather, it focuses on the value of several different approaches and their emphases in dealing with the same issue. Because the book is meant as an overview, it surveys the field rather than providing comprehensive coverage of a few topics. This allows instructors the flexibility to expand where desired.

SUPPLEMENTARY MATERIAL

Instructor's Manual and Test Bank: The Instructor's Manual and Test Bank have been prepared to assist teachers in their efforts to prepare lectures and evaluate student learning. For each chapter of the text, the Instructor's Manual offers different types of resources, including detailed chapter summaries and outlines, learning objectives, discussion questions, classroom activities, and much more.

Also included in this manual is a Test Bank offering multiple-choice, true/false, fill-in-the-blank, and/or essay questions for each chapter. The Instructor's Manual and Test Bank are available to adopters at http://routledge textbooks.com/textbooks/instructor_downloads/.

PowerPoint Presentations: Lecture PowerPoints are available for this text. The Lecture PowerPoint slides outline each chapter to help you convey sociological principles in a visual and exciting way. They are available to adopters at http://routledge textbooks.com/textbooks/instructor_downloads/.

Thanks go to many people for suggestions on early drafts: for reviews of the manuscript for the eighth edition, we are grateful to Harriet J. Hartman, Rowan University; Christopher Donoghue, Montclair State University; Victoria Rankin Marks and Danielle Lewis, University of Southern California; Joseph Rosher, Alabama A&M University; Jesus Garcia, Lamar University; Dana Mitra, Penn State University; Ariana Steck, California State University—San Marcos; and William A. Mirola, Marian College. Finally, our interest in this field is constantly stimulated by the diverse and ever-changing experiences of our children and students as they have passed through the stages of schooling and shared their experiences with us. Jeanne thanks Hardy, whose knowledge and creative ideas in the field of education gave original impetus and continuing support and encouragement to this work. Floyd thanks Nancy for her usual attention to detail and to her continuing interest in his work. Jenny gives special thanks to her students who, over the years, continue to renew her faith that the next generations will be as curious as their predecessors.

*Jeanne H. Ballantine
Floyd M. Hammack
Jenny Stuber*

LIST OF ABBREVIATIONS

AAUP	American Association of University Professors
ACTs	American College Tests
ADA	Americans with Disabilities Act
AFT	American Federation of Teachers
AIDS	acquired immunodeficiency syndrome
AP	Advanced Placement
ASCA	American School Counselor Association
AYP	adequate yearly progress
CAI	computer-assisted instruction
CLA	Collegiate Learning Assessment
CMO	charter management organization
CoP	community of practice
CRS	culturally responsive schooling
DACA	Deferred Action for Childhood Arrivals
DARE	Drug Abuse Resistance Education
DREAM Act	Development, Relief, and Education for Alien Minors
EHEA	European Higher Education Area
ELLs	English language learners
EMI	effectively maintained inequality
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ETS	Educational Testing Service
EU	European Union
FERPA	Federal Educational Records and Privacy Act
GDP	gross domestic product
GED	General Education Development
GPA	grade point average
GPI	gender parity index
HBCUs	Historically Black Colleges and Universities
HERI	Higher Education Research Institute
HHS	Health and Human Services
HIPAA	Health Insurance Portability and Accountability Act
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act
IEP	individualized educational plan
ILO	International Labor Organization
IPEDS	Integrated Postsecondary Education Data System
IQ	intelligence quotient
KIPP	Knowledge is Power Program
MIT	Massachusetts Institute of Technology
MMI	maximally maintained inequality

MSIs	Minority-Serving Institutions
MWYF	MaliVai Washington Youth Foundation
NAEP	National Assessment of Educational Progress
NBA	National Basketball Association
NCAA	National Collegiate Athletic Association
NCLB	No Child Left Behind
NEA	National Education Association
NYGS	National Youth Gang Survey
OECD	Organization for Economic Cooperation and Development
PIRLS	Progress in International Reading Literacy Study
PISA	Program for International Student Assessment
PWIs	predominantly White institutions
SATs	Scholastic Aptitude Tests
SES	socioeconomic status
STEM	Science, Technology, Engineering, and Math initiative
TCUs	tribal colleges and universities
TERCE	Third Regional Comparative and Explanatory Study
TIMSS	Trends in International Mathematics and Science Study

CONTENTS IN BRIEF

Preface	xi
Supplementary Material	xiii
List of Abbreviations	xv
1 SOCIOLOGY OF EDUCATION: A UNIQUE PERSPECTIVE FOR UNDERSTANDING SCHOOLS	3
2 CONFLICTING FUNCTIONS AND PROCESSES IN EDUCATION: WHAT MAKES THE SYSTEM WORK?	45
3 EQUALITY OF EDUCATIONAL OPPORTUNITY?: A LOOK AT SOCIAL CLASS DIFFERENCES AND INEQUALITIES	89
4 EQUALITY OF EDUCATIONAL OPPORTUNITY?: A LOOK AT GENDER DIFFERENCES AND INEQUALITIES	141
5 EQUALITY OF EDUCATIONAL OPPORTUNITY?: A LOOK AT RACIAL AND ETHNIC DIFFERENCES AND INEQUALITIES	179
6 THE SCHOOL AS AN ORGANIZATION	223
7 CONFLICT OR COOPERATION?: FORMAL ROLES WITHIN THE EDUCATIONAL SYSTEM	263
8 STUDENTS: THE CORE OF THE SCHOOL	301
9 THE INFORMAL SYSTEM AND THE "HIDDEN CURRICULUM": HOW "INVISIBLE" FORCES IMPACT EDUCATIONAL EXPERIENCES	349
10 THE EDUCATION SYSTEM AND THE ENVIRONMENT: A SYMBIOTIC RELATIONSHIP?	379
11 THE SYSTEM OF HIGHER EDUCATION	413
12 EDUCATION SYSTEMS AROUND THE WORLD: A COMPARATIVE VIEW	479
13 EDUCATIONAL MOVEMENTS AND REFORM	527
Index	567

DETAILED CONTENTS

Preface	xi
Supplementary Material	xiii
List of Abbreviations	xv
1 SOCIOLOGY OF EDUCATION: A UNIQUE PERSPECTIVE FOR UNDERSTANDING SCHOOLS	3
Sociology and Education	4
US Schools in the Early Twenty-First Century	11
Theoretical Approaches in the Sociology of Education	16
The Open Systems Approach	28
Research Methods in the Sociology of Education	33
Organization of the Book	35
Summary	35
Sample Research Questions in the Sociology of Education	37
Putting Sociology to Work	37
2 CONFLICTING FUNCTIONS AND PROCESSES IN EDUCATION: WHAT MAKES THE SYSTEM WORK?	45
Conflicting Functions of Education	46
Unanticipated Consequences of Functions	48
The Importance of Processes in Educational Systems	48
The Function of Socialization: What We Learn and How We Learn It	49
The Function of Cultural Transmission and Process of Passing on Culture	52
The Function of Social Control and Personal Development	66
The Function of Selection and Allocation: The Sorting Process	72
The Function of Change and Innovation: Looking to the Future	77
Summary	79
Putting Sociology to Work	81
3 EQUALITY OF EDUCATIONAL OPPORTUNITY?: A LOOK AT SOCIAL CLASS DIFFERENCES AND INEQUALITIES	89
Social Class Socialization and Educational Inequality	90
Social Class and Equality of Educational Opportunity: Systemic Sources of Difference	97
Social Class and Equality of Educational Opportunity: The Continuing Importance of Peers and Culture	112
Social Class and Equality of Educational Opportunity: The Transition to Higher Education	114
Beating the Odds or Changing the Game?	126
Summary	128
Putting Sociology to Work	130

4	EQUALITY OF EDUCATIONAL OPPORTUNITY?: A LOOK AT GENDER DIFFERENCES AND INEQUALITIES	141
	Gender Socialization at Home and School	142
	Gender Differences in Secondary School	147
	Gender Differences in Higher Education	154
	Efforts to Combat Gender Inequalities in Education	162
	Summary	166
	Putting Sociology to Work	167
5	EQUALITY OF EDUCATIONAL OPPORTUNITY?: A LOOK AT RACIAL AND ETHNIC DIFFERENCES AND INEQUALITIES	179
	Racial and Ethnic Inequalities in Educational Opportunity	180
	Research on Equality of Educational Opportunity and Educational Outcomes	188
	Unequal Schooling: The Role of Resources	188
	Unequal Schooling: The Role of Family, Culture, and Social Psychology	190
	A Clash of Cultures: Schooling Beyond Black and White	194
	Efforts to Combat Racial/Ethnic Inequalities in Education	205
	Racial and Ethnic Inequalities in Education: Past, Present, and Future	210
	Summary	211
	Putting Sociology to Work	212
6	THE SCHOOL AS AN ORGANIZATION	223
	The Social System of the School	225
	Goals of the School System	226
	The School as an Organization	231
	Centralized Versus Decentralized Decision Making: The Fight Over Control of Schools	244
	Reform of School Organization	248
	Charter Schools	251
	Supports for School Improvement	254
	Summary	254
	Putting Sociology to Work	256
7	CONFLICT OR COOPERATION?: FORMAL ROLES WITHIN THE EDUCATIONAL SYSTEM	263
	The Meaning of Roles	264
	Roles in Schools	266
	Summary	294
	Putting Sociology to Work	294
8	STUDENTS: THE CORE OF THE SCHOOL	301
	Characteristics of Students	301
	School Failures and Dropouts	312
	Students and the Informal System	325
	Students and Their Environments	333