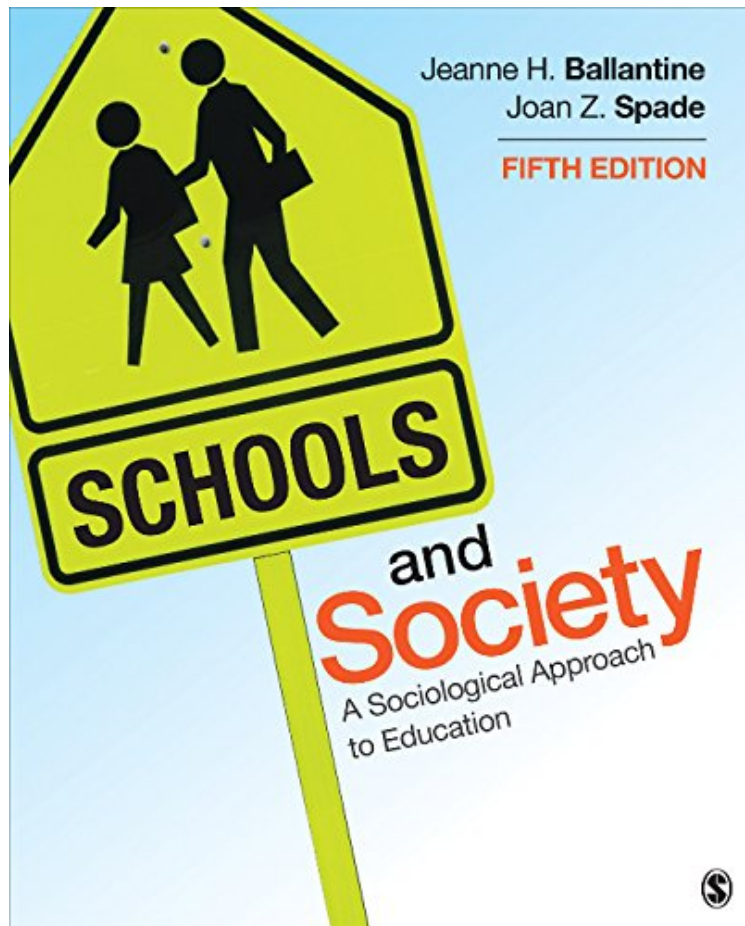


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## Schools and Society: A Sociological Approach to Education

*Ballantine Jeanne H.*

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**Ballantine Jeanne H. : Schools and Society: A Sociological Approach to Education** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Schools and Society: A Sociological Approach to Education:

2 of 2 people found the following review helpful. ContradictoryBy ABCI wasn't very impressed. The authors did a decent job of covering the topic. Although the authors claim that their purpose is to explain and not prescribe, it's clear that their view is skewed by the selected readings. 1 of 1 people found the following review helpful. A must-read for anyone interested in improving our education systemBy Nick's Mommy Schools and Society offers a comprehensive review of the problems facing education today. Many of the readings also address things that are working well in schools and that, if expanded, have the potential to improve the educational experiences of all students. 0 of 0 people found the following review helpful. Four StarsBy anonymously highly informative!

Schools and Society: A Sociological Approach to Education, Fifth Edition by Jeanne H. Ballantine and Joan Z. Spade is a comprehensive anthology featuring classical readings on the Sociology of Education, as well as original essays by

notable contemporary scholars. Assigned as a main text or a supplement, this fully updated Fifth Edition uses the open systems approach to provide readers with a framework for understanding and analyzing the book's range of topics. The editors, both experienced instructors in this subject, have chosen articles that are highly readable, and that represent the field's major theoretical perspectives, methods, and issues.

**About the Author** Jeanne H. Ballantine is Emerita Professor of Sociology at Wright State University, a state university of about 17,000 students in Ohio. She has also taught at several 4-year colleges, including an "alternative" college and a traditionally Black college, and at international programs in universities abroad. She has been teaching introductory sociology for more than 30 years with a mission to introduce the uninitiated to the field and to help students see the usefulness and value in sociology. She has been active in the teaching movement, shaping curriculum, writing and presenting research on teaching, and offering workshops and consulting in regional, national, and international forums. She is a Fulbright Senior Scholar and serves as a Departmental Resources Group consultant and evaluator. Jeanne has written several textbooks, all with the goal of reaching the student audience. As the original director of the Center for Teaching and Learning at Wright State University, she scoured the literature on student learning and served as a mentor to teachers in a wide variety of disciplines. Local, regional, and national organizations have honored her for her teaching and for her contributions to helping others become effective teachers. In 1986, the American Sociological Association's Section on Undergraduate Education (now called the Section on Teaching and Learning in Sociology) recognized her with the Hans O. Mauksch Award for Distinguished Contributions to Teaching of Sociology. In 2004, she was honored by the American Sociological Association with its Distinguished Contributions to Teaching Award. In 2010, the North Central Sociological Association awarded her the J. Milton Yinger Award for Distinguished Career in Sociology. Joan Z. Spade is professor emerita of sociology at The College at Brockport, State University of New York, in Brockport, New York. She received her MA from the University of Rochester and her PhD from the University of Buffalo. She has been teaching and writing in the field for more than 30 years, including a semester teaching in Budapest, Hungary, as a Fulbright Scholar; she is coeditor of *Implementing Educational Reform: Sociological perspectives on Educational Policy* and coauthor of articles in sociology of education on stratification and grouping practices in education. She publishes in other areas, including gender and family, and is coeditor with Catherine G. Valentine of *The Kaleidoscope of Gender: Prisms, Patterns, and Possibilities*. She is a member of the ASA, including the ASA Section on Sociology of Education, the Eastern Sociological Society, and Sociologists for Women in Society.