

# **The Credential Society An Historical Sociology Of Education And Stratification**

**The Credential Society**

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**Ritual, Emotion, Violence**

LGBTQ Social Movements

Violence

**Sociological Insight**

Someone to Talk to

**Interaction Ritual Chains**

**Disciplined Minds**

**Education and Social Media**

**Degrees of Inequality**

Rule of Experts

**Handbook of the Sociology of Education**

**Does Capitalism Have a Future?**

The Crisis of Expertise

**Charisma**

Judge Thy Neighbor

**International Handbook of Research on Teachers and Teaching**

Approaches to Class Analysis

The Education Gospel

**Condition of Education 2009**

*Weberian Sociological Theory*

**Creating a Class**

**Seeing the World**

**The Way Schools Work**

**Social Mobility and Education in Britain**

The Ph.D. Trap Revisited

Paying for the Party

**Contemporary Debates in the Sociology of Education**

## Higher Education in the Next Decade

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What is the The Credential Society An Historical Sociology Of Education And Stratification?

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2011-01-03 Ann L. Mullen 2011 Educator's Award. Delta Kappa Gamma Society International 2011 Outstanding Publication in Postsecondary Education, American Educational Research Association, Division J Degrees of Inequality reveals the powerful patterns of social inequality in American higher education by analyzing how the social background of students shapes nearly every facet of the college experience. Even as the most prestigious institutions claim to open their doors to students from diverse backgrounds, class disparities remain. Just two miles apart stand two institutions that represent the stark class contrast in American higher education. Yale, an elite Ivy League university, boasts accomplished alumni, including national and world leaders in business and politics. Southern Connecticut State University graduates mostly commuter students seeking credential degrees in fields with good job prospects. Ann L. Mullen interviewed students from both universities and found that their college choices and experiences were strongly linked to social background and gender. Yale students, most having generations of family members with college degrees, are encouraged to approach their college years as an opportunity for intellectual and personal enrichment. Southern students, however, perceive a college degree as a path to a better career, and many work full- or part-time jobs to help fund their education. Moving interviews with 100 students at the two

institutions highlight how American higher education reinforces the same inequities it has been aiming to transcend.

2017 Mario Luis Small "In Someone To Talk To, Mario L. Small follows a group of graduate students as they cope with stress, overwork, self-doubt, failure, relationships, children, health care, and poverty. He unravels how they decide whom to turn to for support. and he then confirms his findings based on representative national data on adult Americans."--Jacket.

2020-04-28 Mitchell L. Stevens An in-depth look at why American universities continue to favor U.S.-focused social science research despite efforts to make scholarship more cosmopolitan U.S. research universities have long endeavored to be cosmopolitan places, yet the disciplines of economics, political science, and sociology have remained stubbornly parochial. Despite decades of government and philanthropic investment in international scholarship, the most prestigious academic departments still favor research and expertise on the United States. Why? Seeing the World answers this question by examining university research centers that focus on the Middle East and related regional area studies. Drawing on candid interviews with scores of top scholars and university leaders to understand how international inquiry is perceived and valued inside the academy, Seeing the World explains how intense competition for tenure-line

appointments encourages faculty to pursue "American" projects that are most likely to garner professional advancement. At the same time, constrained by tight budgets at home, university leaders eagerly court patrons and clients worldwide but have a hard time getting departmental faculty to join the program. Together these dynamics shape how scholarship about the rest of the world evolves. At once a work-and-occupations study of scholarly disciplines, an essay on the formal organization of knowledge, and an inquiry into the fate of area studies, Seeing the World is a must-read for anyone who cares about the future of knowledge in a global era.

2009-04-17 Lawrence J. Saha The International Handbook of Research on Teachers and Teaching provides a fresh look at the ever changing nature of the teaching profession throughout the world. This collection of over 70 articles addresses a wide range of issues relevant for understanding the present educational climate in which the accountability of teachers and the standardized testing of students have become dominant.

2019-03-26 Patrick Bergemann From the Spanish Inquisition to Nazi Germany to the United States today, ordinary people have often chosen to turn in their neighbors to the authorities. What motivates citizens to inform on the people next door? In Judge Thy Neighbor, Patrick Bergemann provides a

theoretical framework for understanding the motives for denunciations in terms of institutional structures and incentives. In case studies of societies in which denunciations were widespread, Bergemann merges historical and quantitative analysis to explore individual reasons for participation. He sheds light on Jewish converts' shifting motives during the Spanish Inquisition; when and why seventeenth-century Romanov subjects fulfilled their obligation to report insults to the tsar's honor; and the widespread petty and false complaints filed by German citizens under the Third Reich, as well as present-day plea bargains, whistleblowing, and crime reporting. Bergemann finds that when authorities use coercion or positive incentives to elicit information, individuals denounce out of self-preservation or to gain rewards. However, in the absence of these incentives, denunciations are often motivated by personal resentments and grudges. In both cases, denunciations facilitate social control not because of citizen loyalty or moral outrage but through the local interests of ordinary participants. Offering an empirically and theoretically rich account of the dynamics of denunciation as well as vivid descriptions of the denounced, Judge Thy Neighbor is a timely and compelling analysis of the reasons people turn in their acquaintances, with relevance beyond conventionally repressive regimes.

2013 Immanuel Maurice Wallerstein In Does

Capitalism Have a Future?, the prominent theorist Georgi Derleugian has gathered together a quintet of eminent macrosociologists to assess whether the capitalist system can survive.

1986-02-28 Randall Collins A new interpretation of Weberian sociology, showing its relevance to current world issues.

2018-07-27 Elliott B. Weininger  
Microsociologists seek to capture social life as it is experienced, and in recent decades no one has championed the microsociological approach more fiercely than Randall Collins. The pieces in this exciting volume offer fresh and original insights into key aspects of Collins' thought, and of microsociology more generally. The introductory essay by Elliot B. Weininger and Omar Lizardo provides a lucid overview of the key premises this perspective. Ethnographic papers by Randol Contreras, using data from New York, and Philippe Bourgois and Laurie Kain Hart, using data from Philadelphia, examine the social logic of violence in street-level narcotics markets. Both draw on heavily on Collins' microsociological account of the features of social situations that tend to engender violence. In the second section of the book, a study by Paul DiMaggio, Clark Bernier, Charles Heckscher, and David Mimno tackles the question of whether electronically mediated interaction exhibits the ritualization which, according to Collins, is a common feature of

face-to-face encounters. Their results suggest that, at least under certain circumstances, digitally mediated interaction may foster social solidarity in a manner similar to face-to-face interaction. A chapter by Simone Polillo picks up from Collins' work in the sociology of knowledge, examining multiple ways in which social network structures can engender intellectual creativity. The third section of the book contains papers that critically but sympathetically assess key tenets of microsociology. Jonathan H. Turner argues that the radically microsociological perspective developed by Collins will better serve the social scientific project if it is embedded in a more comprehensive paradigm, one that acknowledges the macro- and meso-levels of social and cultural life. A chapter by David Gibson presents empirical analyses of decisions by state leaders concerning whether or not to use force to deal with internal or external foes, suggesting that Collins' model of interaction ritual can only partially illuminate the dynamics of these highly consequential political moments. Work by Erika Summers-Effler and Justin Van Ness seeks to systematize and broaden the scope of Collins' theory of interaction, by including in it encounters that depart from the ritual model in important ways. In a final, reflective chapter, Randall Collins himself highlights the promise and future of microsociology. Clearly written, these pieces offer cutting-edge thinking on some of the crucial theoretical and empirical issues in

sociology today.

2021 Heather Eggins "This volume is already the 50th in the book series Global Perspectives on Higher Education ! In this book, the editors and authors paid special attention to this important anniversary. The 50th volume in the book series 'Global Perspectives on Higher Education' offers a stimulating and thoughtful assessment of higher education from a global perspective which addresses the challenges and prospects for the next decade. The challenges now faced by higher education and its likely future prospects and patterns are examined in terms of policy papers and case studies. Five broad topics are considered: the situation of academic faculty, the demand for access, the role of the university in society and its governance, funding trends, and higher education's international dimensions. The volume brings together as authors fourteen of the thirty participants of the Fulbright New Century Scholars 2005/2006 program, whose research addressed the topic of Higher Education in the 21st Century: Global Challenge and National Response and was published in a volume edited by the program leaders, Philip G. Altbach and Patti McGill Peterson, Higher Education in the New Century: Global Challenges and Innovative Ideas (2007). The present book not only continues the examination and assessment of current global trends in higher education, but also bears witness to the enduring power of

Senator Fulbright's vision of furthering mutual international understanding and offering collaborative study opportunities which extend the frontiers of knowledge"--

2009-08-03 Randall Collins In the popular misconception fostered by blockbuster action movies and best-selling thrillers--not to mention conventional explanations by social scientists--violence is easy under certain conditions, like poverty, racial or ideological hatreds, or family pathologies. Randall Collins challenges this view in Violence, arguing that violent confrontation goes against human physiological hardwiring. It is the exception, not the rule--regardless of the underlying conditions or motivations. Collins gives a comprehensive explanation of violence and its dynamics, drawing upon video footage, cutting-edge forensics, and ethnography to examine violent situations up close as they actually happen--and his conclusions will surprise you. Violence comes neither easily nor automatically. Antagonists are by nature tense and fearful, and their confrontational anxieties put up a powerful emotional barrier against violence. Collins guides readers into the very real and disturbing worlds of human discord--from domestic abuse and schoolyard bullying to muggings, violent sports, and armed conflicts. He reveals how the fog of war pervades all violent encounters, limiting people mostly to bluster and bluff, and making violence, when it does occur, largely incompetent, often injuring

someone other than its intended target. Collins shows how violence can be triggered only when pathways around this emotional barrier are presented. He explains why violence typically comes in the form of atrocities against the weak, ritualized exhibitions before audiences, or clandestine acts of terrorism and murder--and why a small number of individuals are competent at violence. Violence overturns standard views about the root causes of violence and offers solutions for confronting it in the future.

2016-05-13 Christine Greenhow How are widely popular social media such as Facebook, Twitter, and Instagram transforming how teachers teach, how kids learn, and the very foundations of education? What controversies surround the integration of social media in students' lives? The past decade has brought increased access to new media, and with this, new opportunities and challenges for education. In this book, leading scholars from education, law, communications, sociology, and cultural studies explore the digital transformation now taking place in a variety of educational contexts. The contributors examine such topics as social media usage in schools, online youth communities, and distance learning in developing countries; the disruption of existing educational models of how knowledge is created and shared; privacy; accreditation; and the tension between the new ease of sharing and copyright laws. Case

studies examine teaching media in K-12 schools and at universities; tuition-free, open education powered by social media, as practiced by University of the People; new financial models for higher education; the benefits and challenges of MOOCS (Massive Open Online Courses); social media and teacher education; and the civic and individual advantages of teens' participatory play.

2005-07-01 Erik Olin Wright Few themes have been as central to sociology as 'class' and yet class remains a perpetually contested idea. Sociologists disagree not only on how best to define the concept of class but on its general role in social theory and indeed on its continued relevance to the sociological analysis of contemporary society. Some people believe that classes have largely dissolved in contemporary societies; others believe class remains one of the fundamental forms of social inequality and social power. Some see class as a narrow economic phenomenon whilst others adopt an expansive conception that includes cultural dimensions as well as economic conditions. This 2005 book explores the theoretical foundations of six major perspectives of class with each chapter written by an expert in the field. It concludes with a conceptual map of these alternative approaches by posing the question: 'If class is the answer, what is the question?'

2000 Jeff Schmidt In this book about the world of professional work, Jeff Schmidt demonstrates

that the workplace is inherently political and is a battleground for the very identity of the individual, as is graduate school where professionals are trained.

1982 Randall Collins This concise and lucid supplementary text guides students through discussions of reason, religion, power, crime, and love, demonstrating that sociology offers striking and "nonobvious" insights that deepen our understanding of society. By highlighting unusual and unexpected conclusions this lively book dramatizes the significance of sociological analysis for those new to its study.

2002-11-18 Timothy Mitchell Publisher Description

1975 William J. Hussar, Thomas D. Snyder, Michael Planty NCES 2009-031. By Michael Planty, et al. To ensure reliable, accurate, and timely data, which are necessary to monitor the progress of education in the United States, Congress has mandated that the National Center for Education Statistics (NCES) produce an annual report, The Condition of Education. This year's report presents 46 indicators of important developments and trends in U.S. education. These indicators focus on participation and persistence in education, student performance and other measures of achievement, the environment for learning, and resources for education.

2006-11-24 Maureen T. Hallinan This wide-ranging handbook provides a comprehensive overview of the field of education as viewed from a sociological perspective. Experts in the area present theoretical and empirical research on major educational issues and analyze the social processes that govern schooling, and the role of schools in and their impact on contemporary society. A major reference work for social scientists who want an overview of the field, graduate students, and educators.

2019 Randall Collins The Credential Society by Randall Collins is a classic on higher education and its role in American society. Forty years later, its controversial claim that the expansion of American education has not increased social mobility, but created a cycle of credential inflation, has proven remarkably prescient.

2013-04-01 Elizabeth A. Armstrong In an era of skyrocketing tuition and concern over whether college is "worth it," Paying for the Party is an indispensable contribution to the dialogue assessing the state of American higher education. A powerful exposé of unmet obligations and misplaced priorities, it explains in detail why so many leave college with so little to show for it.

2018-11-30 Erzsébet Bukodi Building upon extensive research into modern British society, this book traces out trends in social mobility and their relation to educational inequalities,

with surprising results. Contrary to what is widely supposed, Bukodi and Goldthorpe's findings show there has been no overall decline in social mobility – though downward mobility is tending to rise and upward mobility to fall – and Britain is not a distinctively low mobility society. However, the inequalities of mobility chances among individuals, in relation to their social origins, have not been reduced and remain in some respects extreme. Exposing the widespread misconceptions that prevail in political and policy circles, this book shows that educational policy alone cannot break the link between inequality of condition and inequality of opportunity. It will appeal to students, researchers, policy makers, and anyone interested in the issues surrounding social inequality, social mobility and education.

2009-06-30 Mitchell L Stevens In real life, Stevens is a professor at Stanford University. But for a year and a half, he worked in the admissions office of a bucolic New England college known for its high academic standards, beautiful campus, and social conscience. Ambitious high schoolers and savvy guidance counselors know that admission here is highly competitive. But creating classes, Stevens finds, is a lot more complicated than most people imagine.

2019-10-24 Gil Eyal In recent political debates there has been a significant change in the valence of the word “experts” from a

superlative to a near pejorative, typically accompanied by a recitation of experts’ many failures and misdeeds. In topics as varied as Brexit, climate change, and vaccinations there is a palpable mistrust of experts and a tendency to dismiss their advice. Are we witnessing, therefore, the “death of expertise,” or is the handwringing about an “assault on science” merely the hysterical reaction of threatened elites? In this new book, Gil Eyal argues that what needs to be explained is not a one-sided “mistrust of experts” but the two-headed pushmi-pullyu of unprecedented reliance on science and expertise, on the one hand, coupled with increased skepticism and dismissal of scientific findings and expert opinion, on the other. The current mistrust of experts is best understood as one more spiral in an on-going, recursive crisis of legitimacy. The “scientization of politics,” of which critics warned in the 1960s, has brought about a politicization of science, and the two processes reinforce one another in an unstable, crisis-prone mixture. This timely book will be of great interest to students and scholars in the social sciences and to anyone concerned about the political uses of, and attacks on, scientific knowledge and expertise.

2009-07-01 W. Norton Grubb In this hard-hitting history of "the gospel of education," W. Norton Grubb and Marvin Lazerson reveal the allure, and the fallacy, of the longstanding American faith that more schooling for more

people is the remedy for all our social and economic problems--and that the central purpose of education is workplace preparation. But do increasing levels of education accurately represent the demands of today's jobs? Grubb and Lazerson argue that the abilities developed in schools and universities and the competencies required in work are often mismatched--since many Americans are under-educated for serious work while at least a third are over-educated for the jobs they hold. The ongoing race for personal advancement and the focus on worker preparation have squeezed out civic education and learning for its own sake. Paradoxically, the focus on schooling as a mechanism of equity has reinforced social inequality. The challenge now, the authors show, is to create environments for learning that incorporate both economic and civic goals, and to prevent the further descent of education into a preoccupation with narrow work skills and empty credentials.

2019-05-28 Randall Collins The Credential Society is a classic on the role of higher education in American society and an essential text for understanding the reproduction of inequality. Controversial at the time, Randall Collins’s claim that the expansion of American education has not increased social mobility, but rather created a cycle of credential inflation, has proven remarkably prescient. Collins shows how credential inflation stymies mass education’s promises of upward mobility. An

unacknowledged spiral of the rising production of credentials and job requirements was brought about by the expansion of high school and then undergraduate education, with consequences including grade inflation, rising educational costs, and misleading job promises dangled by for-profit schools. Collins examines medicine, law, and engineering to show the ways in which credentialing closed these high-status professions to new arrivals. In an era marked by the devaluation of high school diplomas, outcry about the value of expensive undergraduate degrees, and the proliferation of new professional degrees like the MBA, The Credential Society has more than stood the test of time. In a new preface, Collins discusses recent developments, debunks claims that credentialization is driven by technological change, and points to alternative pathways for the future of education.

2013-07-12 R. Brooks Some of the most prominent sociologists working in education today have collaborated to address a wide range of empirical and theoretical issues. Adopting an international perspective, this book foregrounds cutting-edge research that highlights both the diversity and complexity of understanding education in society.

2018-01-16 Lisa M. Stulberg In recent years, there has been substantial progress on lesbian, gay, bisexual, transgender, and queer (LGBTQ) civil rights in the United States. We are now,

though, in a time of incredible political uncertainty for queer people. LGBTQ Social Movements provides an accessible introduction to mainstream LGBTQ movements in the US, illustrating the many forms that LGBTQ activism has taken since the mid-twentieth century. Covering a range of topics, including the Stonewall uprising and gay liberation, AIDS politics, queer activism, marriage equality fights, youth action, and bisexual and transgender justice, Lisa M. Stulberg explores how marginalized people and communities have used a wide range of political and cultural tools to demand and create change. The five key themes that guide the book are assimilationism and liberationism as complex strategies for equality, the limits and possibilities of legal change, the role of art and popular culture in social change, the interconnectedness of social movements, and the role of privilege in movement organizing. This book is an important tool for understanding current LGBTQ politics and will be essential reading for students and scholars of sexuality, LGBTQ studies, and social movements, as well as anyone new to thinking about these issues.

2000-10-01 Wilfred Cude When The Ph.D. Trap was first published in 1987, it hit academe like a bombshell. Wilfred Cude dared to pull back the veil of graduate school life to expose the harsh realities of modern advanced study. Using statistics, academic history, and diverse intellectual traditions, Cude revealed the Ph.D.

program in most disciplines to be savage, mechanical, and cruel - an exploitative construct that often frustrates legitimate intellectual inquiry, shatters viable career expectations, and mangles personal and professional relations. In the years since, an outpouring of books, articles, and statistical data delineating serious weaknesses in contemporary higher education has provided a wealth of evidence supporting Cude's original thesis. The Ph.D. Trap Revisited amplifies Cude's arguments, with a synthesis and analysis of new data and information. Topics examined include the grad school numbers game, the rogue professor, muddles in methodology, the perils of apprenticeship, ethics and economics, existing alternatives, and recommendations for change. In an age of increasingly unchecked proliferation of the Ph.D. degree throughout academic institutions in the western world, Cude's work is a tonic.

2020-05-20 Randall Collins What is charisma? And how does it generate influence and power? World-renowned sociologist Randall Collins explores these and many other questions in a highly readable exploration of the various forms of charisma and how charisma elevated Jesus, Cleopatra, Lawrence of Arabia, Queen Elizabeth, Hitler, Churchill, Franklin and Eleanor Roosevelt, Madame Mao Zedong, and others. He explores four types of charisma: frontstage, backstage, success-magic, and reputational charisma. Not everyone has the

same kind of charisma and Collin's identifies important differences and their relations to power. The book exemplifies Collin's sophisticated micro-sociology in accessible and compelling prose, quietly building subtle matrices of analysis that show how sociology unveils hidden discoveries.

1995 Kathleen Bennett DeMarrais *The Way Schools Work: A Sociological Analysis of Education*, Second Edition, continues to offer cutting-edge analysis of contemporary schooling in America from a critical perspective.

2014-05-06 Randall Collins Sex, smoking, and social stratification are three very different

social phenomena. And yet, argues sociologist Randall Collins, they and much else in our social lives are driven by a common force: interaction rituals. *Interaction Ritual Chains* is a major work of sociological theory that attempts to develop a "radical microsociology." It proposes that successful rituals create symbols of group membership and pump up individuals with emotional energy, while failed rituals drain emotional energy. Each person flows from situation to situation, drawn to those interactions where their cultural capital gives them the best emotional energy payoff. Thinking, too, can be explained by the internalization of conversations within the flow of situations; individual selves are thoroughly and continually social, constructed from the outside in. The first half of *Interaction Ritual*

*Chains* is based on the classic analyses of Durkheim, Mead, and Goffman and draws on micro-sociological research on conversation, bodily rhythms, emotions, and intellectual creativity. The second half discusses how such activities as sex, smoking, and social stratification are shaped by interaction ritual chains. For example, the book addresses the emotional and symbolic nature of sexual exchanges of all sorts--from hand-holding to masturbation to sexual relationships with prostitutes--while describing the interaction rituals they involve. This book will appeal not only to psychologists, sociologists, and anthropologists, but to those in fields as diverse as human sexuality, religious studies, and literary theory.