

# **CHILDHOOD AND EDUCATION IN THE UNITED STATES AND RUSSIA**

This page intentionally left blank

# **CHILDHOOD AND EDUCATION IN THE UNITED STATES AND RUSSIA: SOCIOLOGICAL AND COMPARATIVE PERSPECTIVES**

BY

**KATERINA BODOVSKI**

*Pennsylvania State University, USA*



United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited  
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2019

Copyright © 2019 Emerald Publishing Limited

**Reprints and permissions service**

Contact: [permissions@emeraldinsight.com](mailto:permissions@emeraldinsight.com)

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

**British Library Cataloguing in Publication Data**

A catalogue record for this book is available from the British Library

ISBN: 978-1-78714-780-5 (Print)

ISBN: 978-1-78714-779-9 (Online)

ISBN: 978-1-78743-933-7 (Epub)



ISOQAR certified  
Management System,  
awarded to Emerald  
for adherence to  
Environmental  
standard  
ISO 14001:2004.

Certificate Number 1985  
ISO 14001



INVESTOR IN PEOPLE

*To the children of the United States and Russia,  
and to their parents who were once children*

This page intentionally left blank

# Table of Contents

List of Figures and Tables	<i>ix</i>
Acknowledgments	<i>xiii</i>
Introduction	<i>1</i>

## **PART 1: ESTABLISHING THEORETICAL TOOLS**

<b>Chapter 1</b>	<b>Childhood and Education Intertwined</b>	<i>11</i>
<b>Chapter 2</b>	<b>Children and Schooling Through Sociological Lens</b>	<i>21</i>
<b>Chapter 3</b>	<b>Understanding Stratification in Socialist and Postsocialist Space</b>	<i>31</i>

## **PART 2: COMPARING CHILDHOODS**

<b>Chapter 4</b>	<b>Change or Continuity: From the Soviet Reality to the New Russia</b>	<i>39</i>
<b>Chapter 5</b>	<b>Brave New World? Staggering Inequality in America</b>	<i>61</i>
<b>Chapter 6</b>	<b>Quantifying Childhood</b> <i>Katerina Bodovski with Volha Chykina</i>	<i>81</i>
<b>Chapter 7</b>	<b>Where Have We Been and Where Are We Going</b>	<i>97</i>

*viii Table of Contents*

<b>Appendix Datasets Used for the Analysis in Chapters 5 and 6</b>	<i>113</i>
References	<i>117</i>
Index	<i>127</i>



# List of Figures and Tables

## Figures

Figure 6.1	Percentage of Students in Russia and the US with At Least One Parent with a BA (TIMSS) . . . . .	82
Figure 6.2	Percentage of Students in Russia and the US Who Aspire to Achieve At Least a BA (TIMSS) . . . . .	82
Figure 6.3	The Importance of Obedience in Russia and the US	88
Figure 6.4	The Importance of Independence in Russia and the US . . . . .	89
Figure 6.5	Proportion of University Students Who Reported Being Physically Punished by Their Parents in Russia and the US . . . . .	91
Figure 6.6	Proportion of University Students Who Support the Use of Physical Punishment in Russia and the US	91

## Tables

Table 5.1	Socioeconomic Status of Kindergartners by Race/ Ethnicity (ECLS-K 1998–1999). . . . .	64
Table 5.2	Socioeconomic Status of Kindergartners by Race/ Ethnicity (ECLS-K 2010–2011). . . . .	65
Table 5.3	Family Structure of Kindergartners by Race/ Ethnicity (ECLS-K 1998–1999). . . . .	66
Table 5.4	Family Structure of Kindergartners by Race/ Ethnicity (ECLS-K 2010–2011). . . . .	66
Table 5.5	Risk Factors by Race/Ethnicity (ECLS-K 1998–1999). . . . .	66
Table 5.6	Risk Factors by Race/Ethnicity (ECLS-K 2010–2011). . . . .	67
Table 5.7	Percentage of Families with High Level (3+) of Risk Factors by Socioeconomic Status and Race/ Ethnicity (ECLS-K 1998–1999). . . . .	67
Table 5.8	Percentage of Families with High Level (3+) of Risk Factors by Socioeconomic Status and Race/ Ethnicity (ECLS-K 2010–2011). . . . .	68
Table 5.9	Positive Parenting Activities by Race/Ethnicity (ECLS-K 1998–1999). . . . .	71
Table 5.10	Positive Parenting Activities by Race/Ethnicity (ECLS-K 2010–2011). . . . .	71
Table 5.11	Positive Parenting Activities by Socioeconomic Status (ECLS-K 1998–1999). . . . .	72
Table 5.12	Positive Parenting Activities by Socioeconomic Status (ECLS-K 2010–2011). . . . .	72
Table 6.1	SES Gradient in Cultural Capital in Russia and the US (PISA) . . . . .	85
Table 6.2	SES Gradient in Reading Achievement in Russia and the US (PISA) . . . . .	85
Table 6.3	SES Gradient in Math Achievement in Russia and the US (PISA) . . . . .	86

Table 6.4	SES Gradient in Science Achievement in Russia and the US (PISA) . . . . .	86
Table 6.5	Parental Practices and Attitudes on Corporal Punishment in the US (ECLS-K 1998, 2010) . . . .	92
Table 6.6	Civic Engagement of the Students in Russia and the US (CIVED 1999). . . . .	93
Table 6.7	Civic Engagement of the Students in Russia (ICCS 2009 and 2016). . . . .	94

This page intentionally left blank

## Acknowledgments

It is my great pleasure to thank several special people who have made this book possible. I would like to thank Kimberly Chadwick of Emerald Publishing for her enthusiasm and faith in this project. I'm grateful to Ruxandra Apostolescu for her help with the preparation of the manuscript, and to Steve Kotok and Julia Mahfouz who provided invaluable feedback and insightful comments that have made the book stronger. I thoroughly enjoyed our collaboration with Volha (Olga) Chykina on Chapter 6. I'm thankful to Oren Pizmony-Levy for offering me the opportunity to share my work in progress at Columbia University and to Maia Chankseliani for inviting me to the University of Oxford. I have greatly benefitted from the thoughtful audiences at both seminars.

I'm grateful for the love and support of my parents, Larisa Kelner and Boris Shteinfeld. My uncle, Slava Kelner, did not have his own children but was constantly present in my life. He did not live to see this project come to fruition, but I'm sure he would have been very proud. Anything I do makes sense and has a meaning because I can share it with the best partner in the world, my husband Yosef Bodovski. I wouldn't be so drawn to the subject of childhood and parenting if it wasn't for the greatest gift of my life, my son David.