

Hopeful Girls Troubled Boys Race And Gender Disparity In Urban Education

Gabi's a girl in pieces. She wants a lot of things. Will she find the thing she needs most?

In *Shapeshifters* Aimee Meredith Cox explores how young Black women in a Detroit homeless shelter contest stereotypes, critique their status as partial citizens, and negotiate poverty, racism, and gender violence to create and imagine lives for themselves. Based on eight years of fieldwork at the Fresh Start shelter, Cox shows how the shelter's residents—who range in age from fifteen to twenty-two—employ strategic methods she characterizes as choreography to disrupt the social hierarchies and prescriptive narratives that work to marginalize them. Among these are dance and poetry, which residents learn in shelter workshops. These outlets for performance and self-expression, Cox shows, are key to the residents exercising their agency, while their creation of alternative family structures demands a rethinking of notions of care, protection, and love. Cox also uses these young women's experiences to tell larger stories: of Detroit's history, the Great Migration, deindustrialization, the politics of respectability, and the construction of Black girls and women as social problems. With *Shapeshifters* Cox gives a voice to young Black women who find creative and non-normative solutions to the problems that come with being young, Black, and female in America.

This second edition of the Handbook of Urban Education offers a fresh, fluid, and diverse range of perspectives from which the authors describe, analyze, and offer recommendations for urban education in the US. Each of the seven sections includes an introduction, providing an overview and contextualization of the contents. In addition, there are discussion questions at the conclusion of many of the 31 chapters. The seven sections in this edition of the Handbook include: (1) Multidisciplinary Perspectives (e.g., economics, health sciences, sociology, and human development); (2) Policy and Leadership; (3) Teacher Education and Teaching; (4) Curriculum, Language, and Communities; and (7) School Closures, Gentrification, and Youth Voice and Innovations. Chapters are written by leaders in the field of urban education, and there are 27 new authors in this edition of the Handbook. The book covers a wide and deep range of the landscape of urban education. It is a powerful and accessible introduction to the field of urban education for researchers, theorists, policymakers and practitioners as well as a critical call for the future of the field for those more seasoned in the field.

Can whites teach African-American literature effectively and legitimately? What is at issue when a man teaches a woman's studies course? How effectively can a straight woman educate students about gay and lesbian history? What are the political implications of the study of the colonizers by the colonized? More generally, how does the identity of an educator affect his or her credibility with students and with other educators? In incident after well-publicized incident, these abstract questions have turned up in America's classrooms and in national media, often trivialized as the latest example of PC excess. Going beyond simplistic headlines, *Teaching What You're Not* broaches these and many other difficult questions. With contributions from scholars in a variety of disciplines, the book examines the ways in which historical, cultural, and personal identities impact on pedagogy and scholarship. Essays cover such topics as the outsider's gaze as it applies to the study of non-white literature; an able-bodied woman's reflections on teaching literature by disabled women; and the challenges of teaching the Western canon at an African American college.

Hopeful Girls, Troubled Boys

Poor Whites and the Paradox of Privilege

Intersections and Challenges

Women's Grassroots Organizing in Mexico and Texas

The Kindest Lie

Looking Like a Language, Sounding Like a Race

Critical Approaches to Health Disparities Research

Race and Gender in the Classroom explores the paradoxes of education, race, and gender, as Laurie Cooper Stoll follows eighteen teachers carrying out their roles as educators in an era of “post-racial” and “post-gendered” politics.

Gender analysis remains central to understanding social life, yet focusing on gender alone is inadequate. Recent feminist sociological scholarship highlights how gender intersects with other systems of privilege and oppression. This exciting new text combines these insights with an innovative, student-centered pedagogical approach. Taking knowledge acquisition as an important first step, the book goes beyond this to provide students with tools and skills necessary to become critical thinkers and, ultimately, investigate gender on their own from a global feminist sociological perspective. Five themes are carried forward throughout the text: the social construction of gender differences; gendered inequalities; intersections of gender with other systems of privilege and oppression; a relational global perspective; and the necessity of working toward social justice. Investigating Gender employs creative features that engage students in feminist sociological inquiry from the outset. "Learning Activities" help students link their own lives to broader gender patterns, conduct gender analyses of their own, and consider ways they can work toward social justice. "Research Examples" introduce students to specific studies and model how to critically engage with contemporary scholarship from a feminist sociological perspective. Boxed inserts on "The Power of One" and "The Power of Many" provide examples of individuals and groups that are working toward social justice. The text also cultivates students' global perspective by framing issues internationally and guiding them through data and analyses from four diverse countries outside the US: China, Kenya, Mexico, and Sweden. Investigating Gender will appeal to instructors who teach courses in the Sociology of Gender, Women's Studies, and Gender Communication; it will be an invaluable introduction to students taking any courses in which gender is the focus or a significant component.

This book is an ethnographic study of Caribbean youth in New York City to help explain how and why schools and cities are failing boys of color.

Why do Blacks underperform in school? Researchers continue to pursue this question with vigor not only because Blacks currently lag behind Whites on a wide variety of educational indices but because the closing of the Black-White achievement gap has slowed and by some measures reversed during the last quarter of the 20th century. The social implications of the persistent educational 'gap' between Blacks and Whites are substantial. Black people's experience with poor school achievement and equally poor access to postsecondary education reduces their probability for achieving competitive economic and social rewards and are inconsistent with repeated evidence that Black people articulate high aspirations for their own educational and social mobility. Despite the social needs that press us towards making better sense of 'the gap,' we are, nevertheless, limited in our understanding of how race operates to affect Black students' educational experiences and outcomes. In *Beyond Acting White* we contend with one of the most oft cited explanations for Black underachievement; the notion that Blacks are culturally opposed to 'acting White' and, therefore, culturally opposed to succeeding in school. Our book uses the 'acting White' hypothesis as the point of departure in order to explore and evaluate how and under what conditions Black culture and identity are implicated in our understanding of why Black students continue to lag behind their White peers in educational achievement and attainment. *Beyond Acting White* provides a response to the growing call that we more precisely situate how race, its representations, intersectionalities, and context specific contingencies help us make better sense of the Black-White achievement gap.

Invisible No More

Investigating Gender

A Stone of Hope

How Family Matters for College Women's Success

Gender, Work and Space

Gender, Race, and Class in the Lives of Today's Teachers

The Lives of Poor and Working-Class Young Adults

This volume highlights issues of power, inequality, and resistance for Asian, African American, and Latino/a students in distinct U.S. and international contexts. Through a collection of case studies it links universal issues relating to inequality in education, such as Asian, Latino, and African American males in the inner-city neighborhoods, Latina teachers and single mothers in California, undocumented youth from Mexico and El Salvador, immigrant Moroccan youth in Spain, and immigrant Afro-Caribbean and Indian teenagers in New York and in London. The volume explores the processes that keep students thriving academically and socially, and outlines the patterns that exist among individuals—students, teachers, parents—to resist the hegemony of the dominant class and school failure. With emphasis on racial/ethnic theory, this volume fundamentally argues that education, despite inequality, remains the best hope of achieving the American dream.

"My daughter used to be so wonderful. Now I can barely stand her and she won't tell me anything. How can I find out what's going on?" "There's a clique in my daughter's grade that's making her life miserable. She doesn't want to go to school anymore. Her own supposed friends are turning on her, and she's too afraid to do anything. What can I do?" Welcome to the wonderful world of your daughter's adolescence. A world in which she comes to school one day to find that her friends have suddenly decided that she no longer belongs. Or she's teased mercilessly for wearing the wrong outfit or having the wrong friend. Or branded with a reputation she can't shake. Or pressured into conforming so she won't be kicked out of the clique. For better or worse, your daughter's friendships are the key to enduring adolescence—as well as the biggest threat to her well-being. In her groundbreaking book, *Queen Bees and Wannabes*, Empower cofounder Rosalind Wiseman takes you inside the secret world of girls' friendships. Wiseman has spent more than a decade listening to thousands of girls talk about the powerful role cliques play in shaping what they wear and say, how they respond to boys, and how they feel about themselves. In this candid, insightful book, she dissects each role in the clique: Queen Bees, Wannabes, Messengers, Bankers, Targets, Tom Bystanders, and more. She discusses girls' power plays, from birthday invitations to cafeteria seating arrangements and illicit parties. She takes readers into "Girl World" to analyze teasing, gossip, and reputations; beauty and fashion; alcohol and drugs; boys and sex; and more, and how cliques play a role in every situation. Each chapter includes "Check Your Baggage" sections to help you identify how your own background and biases affect how you see your daughter. "What You Can Do to Help" sections offer extensive sample scripts, bulleted lists, and other easy-to-use advice to get you inside your daughter's world and help you help her. It's not just about helping your daughter make it alive out of junior high. This book will help you understand how your daughter's relationship with friends and cliques sets the stage for other intimate relationships as she grows and guides her when she has tougher choices to make about intimacy, drinking and drugs, and other hazards. With its revealing look into the secret world of teenage girls and cliques, enlivened with the voices of dozens of girls and a much-needed sense of humor, *Queen Bees and Wannabes* will equip you with all the tools you need to build the right foundation to help your daughter make smarter choices and empower her during this baffling, tumultuous time of life.

The young people defined as "Gen Xers" in the media and popular imagination almost never include poor or working-class young adults. These young people - a huge and important part of our society - are misrepresented and silent in our national conversation. In *The Unknown City*, Michelle Fine and Lois Weis offer a groundbreaking, theoretically sophisticated ethnography of the lives of young adults (ages 23 to 35), based on hundreds of interviews. We discover their views on everything from the construction of "whiteness" and affirmative action to the economy, education, and new public spaces of community hope. Finally, Fine and Weis point to what is being done and what should be done in terms of national policy to improve the future of these remarkable women and men.

An exciting review of a classic book, *Hopeful Girls, Troubled Boys* focuses on the life histories of the largest immigrant group in New York City, the youth from the Dominican Republic, the West Indies, and Haiti, to explain why girls of color are succeeding at higher rates than their male counterparts. Nancy Lopez brings to life the attitudes, feelings, and expectations of these teens, and shows that girls maintain optimistic outlooks on their lives, while boys are ambivalent about the promises of education. This fascinating account explains how and why our schools and cities are failing boys of color.

Latina Activists Across Borders

Social Class and Parental Intervention in Elementary Education

Educators at Intersections

Helping Your Daughter Survive Cliques, Gossip, Boys, and the New Realities of Girl World

Sociology of Sport and Social Theory

Reframing the Debate on Black Student Achievement

Integration Interrupted

This handbook illustrates how education scholars employ Critical Race Theory (CRT) as a framework to bring attention to issues of race and racism in education. It is the first authoritative reference work to provide a truly comprehensive description and analysis of the topic, from the defining conceptual principles of CRT in the law that gave shape to its radical underpinnings to the political and social implications of the field today. It is divided into three sections, covering innovations in educational research, policy and practice in both schools and in higher education, and the increasing interdisciplinary nature of critical race research. With 28 newly commissioned pieces written by the most renowned scholars in the field, this handbook provides the definitive statement on the state of critical race theory in education and on its possibilities for the future.

Gender, Work and Space examines how social boundaries are constructed between women and men, and among women living in different places. Focusing on work, the segregation of men and women into different occupations, and variations in women's work experiences in different parts of the city, the authors argue that these differences are grounded, constituted in and through, space, place, and situated social networks. The sheer range and depth of this extraordinary study throws new light on the construction of social, geographic, economic, and symbolic boundaries in ordinary lives.

Race and Gender Inequality in Urban Education
Race, Gender, Feminist Theory and Political Action
Movement toward Equity in Education
Popular Culture and West Indian Girls in Brooklyn
Case Studies on Racial Disparity and Opportunity in Education
Home Advantage
DIVCompares women's organizing efforts in Mexico and in the borderlands to assess the way Latina mobilization and activism is influenced by the socio-political context in which the groups of women find themselves./div
Gender, Race and Religion brings together a selection of original papers published in *Ethnic and Racial Studies* that address the intersections between gender relations, race and religion in our contemporary environment. Chapters address both theoretical and empirical aspects of this phenomenon, and although written from the perspective of quite different national, social and political situations, they are linked by a common concern to analyze the interface between gender and other situated social relationships. From both a conceptual and a policy angle. These are issues that have been the subject of intense scholarly research and analysis in recent years, as well as forming part of public debates about the significance of gender, race and religion as sites of identity formation and mobilization in our changing global environment. The substantive chapters bring together insights from both theoretical and empirical research in order to investigate particular facets of these questions. Gender, Race and Religion addresses issues that are at the heart of contemporary scholarly debates in the field of race and ethnic studies, and engages with important questions in policy and public debates. This book was originally published as a special issue of *Ethnic and Racial Studies*.

Helicopter parents—the kind that continue to hover even in college—are one of the most ridiculed figures of twenty-first-century parenting, criticized for creating entitled young adults who boomerang back home. But do involved parents really damage their children and burden universities? In this book, sociologist Laura T. Hamilton illuminates the lives of young women and their families to ask just what role parents play during the crucial college years. Hamilton vividly captures the parenting approaches of mothers and fathers from all walks of life—from a CFO for a Fortune 500 company to a waitress at a roadside diner. As she shows, parents are guided by different visions of the ideal college experience, built around classed notions of women's work/family plans and the ideal age to 'grow up.' Some are intensively involved and hold adulthood at bay to cultivate specific traits: professional helicopters, for instance, help develop the skills and credentials that will advance their daughters' careers, while pink helicopters emphasize appearance, charm, and social ties in the hopes that women will secure a wealthy mate. In sharp contrast, bystander parents—whose influence is often limited by economic concerns—are relegated to the sidelines of their daughters' lives. Finally, paramedic parents—who can come from a wide range of class backgrounds—sit in the middle, intervening in emergencies but otherwise valuing self-sufficiency above all. Analyzing the effects of each of these approaches with clarity and depth, Hamilton ultimately argues that successfully navigating many colleges and universities without involved parents is nearly impossible, and that schools themselves are increasingly dependent on active parents for a wide array of tasks, with intended and unintended

consequences. Altogether, Parenting to a Degree offers an incisive look into the new—and sometimes problematic—relationship between students, parents, and universities.

Even though we lived in a few blocks away in our neighborhood or sat at a seat or two away in elementary school, a vast chasm of class and racial difference separated us from them.—From the Introduction What is it like to be white, poor, and socially marginalized while, at the same time, surrounded by the glowing assumption of racial privilege? Kirby Moss, an African American anthropologist and journalist, goes back to his hometown in the Midwest to examine ironies of social class in the lives of poor whites. He purposely moves beyond the most stereotypical image of white poverty in the U.S.—rural Appalachian culture—to illustrate how poor whites carve out their existence within more complex cultural and social meanings of whiteness. Moss interacts with people from a variety of backgrounds over the course of his fieldwork, ranging from high school students to housewives. His research simultaneously reveals fundamental fault lines of American culture and the limits of prevailing conceptions of social order and establishes a basis for reconceptualizing the categories of color and class. Ultimately Moss seeks to write an ethnography not only of whiteness but of blackness as well. For in struggling with the elusive question of class difference in U.S. society, Moss finds that he must also deal with the paradoxical nature of his own

fragile and contested position as an unassumed privileged black man suspended in the midst of assumed white privilege.
Envisioning a Critical Race Praxis in K-12 Education Through Counter-Storytelling
Parenting to a Degree
Critical Dialogues in Latinx Studies
Race, Class, and Choice in Latino/a Higher Education
Structuring Inequality and Opportunity in a Changing Society
Queen Bees & Wannabes
Girls, Race, and Identity
Latino men and boys in the United States are confronted with a wide variety of hardships that are not easily explained or understood. They are populating prisons, dropping out of high school, and are becoming overrepresented in the service industry at alarming degrees. Young Latino men, especially, have among the lowest wages earned in the country, a rapidly growing rate of HIV/AIDS, and one of the highest mortality rates due to homicide. Although there has been growing interest in the status of men in American society, there is a glaring lack of research and scholarly work available on Latino men and boys. This groundbreaking interdisciplinary volume, edited by renowned scholars Pedro Noguera, Aída Hurtado and Edward Fergus addresses the dearth of scholarship and information about Latino men and boys to further our understanding of the unique challenges and obstacles that they confront during this historical moment. The contributors represent a cross section of disciplines from health, criminal justice, education, literature, psychology, economics, labor, sociology and more. By drawing attention to the sweeping issues facing this segment of the population, this volume offers research and policy a set of principles and overarching guidelines for decreasing the invisibility and thus the disenfranchisement of Latino men and boys.

In this examination of white and Mexican-American girls coming of age in California's Central Valley—now with a new introduction—Julie Bettie turns class theory on its head, offering new tools for understanding the ways in which identity is constructed in relationship to race, ethnicity, gender, and sexuality. Documenting the categories of subculture and style that high school students use to understand their differences, Bettie depicts the complex identity performances of contemporary girls. The title, *Women Without Class*, refers at once to young working-class women who have little cultural c.

Introduces new approaches, theoretical trends, and understudied topics in Latinx Studies This groundbreaking work offers a multidisciplinary, social-science oriented perspective on Latinx studies, including the social histories and contemporary lives of a diverse range of Latina and Latino populations. Editors Ana Y. Ramos-Zayas and Mérida M. Rúa have crafted an anthology that is unique in both form and content. The book combines previously published canonical pieces with original, cutting-edge works created for this volume. The sections of the text are arranged thematically as critical dialogues, each with a brief preface that provides context and a conceptual direction for the scholarly conversation that ensues. The editors frame the volume around the [humanistic social sciences.]] using the term to highlight the historical and social contexts under which expressive cultural forms and archival records are created. Critical Dialogues in Latinx Studies masterfully sheds light on the diversity and complexity of the everyday lives of Latinx populations, the political economic structures that shape enduring racialization and cultural stereotyping, and the continuing efforts to carve out new lives as diasporic, transnational, global, and colonial subjects.

Hopeful Girls, Troubled BoysRace and Gender Disparity in Urban EducationRouteledge
Intersectionality of Race, Ethnicity, Class, and Gender in Teaching and Teacher Education
Mapping "Race"

Handbook of Urban Education

Gender, Race, and the Politics of Role Modelling

Tracking, Black Students, and Acting White after Brown

Queen Bees and Wannabes, 3rd Edition

The Structure of Schooling

This book is an in-depth study which examines the lives of fifty ambitious Latino/a high school seniors in the San Francisco East Bay Area, following their entrance into college and career pathways over several years. This book examines the social forces that contributed to near-universal college attendance among these mostly low-income Latinos/as, all of whom attended fairly typical public schools. In an era of increased economic insecurity, decreased funding for schools, and rising college tuition, this book provides a balanced look at the individual choices and systemic constraints influencing today's "college-for-all" orientation, while pointing the way toward possibilities for making college pathways smoother for all.

While critical race theory is a framework employed by activists and scholars within and outside the confines of education, there are limited resources for leadership practitioners that provide insight into critical race theory and the possibilities of implementing a critical race praxis approach to leadership. With a continued top-down approach to educational policy and practice, it is imperative that educational leaders understand how critical race theory and praxis can assist them in utilizing their agency and roles as leaders to identify and challenge institutional and systemic racism and other forms/manifestations of oppression (Siovall, 2004). In the tradition of critical race theory, we are charged with the task of operationalizing theory into practice in the struggle for, and commitment to, social justice. Though educational leaders and leadership programs have been all but absent in this process, given their influence and power, educational leaders need to be engaged in this endeavor. The objective of this edited volume is to draw upon critical race counter-stories and praxis for the purpose of providing leaders in training and practicing K-12 leaders with tangible narratives that demonstrate how racism and its intersectionality with other forms of oppression manifest within K-12 schooling. An additional aim of this book is to provide leaders with a working knowledge of the central tenets of critical race theory and the tools that are required in recognizing how they might be complicit in the reproduction of institutional and systemic racism and other forms of oppression. More precisely, this edited volume intends to draw upon and center the lived experiences and voices of contributors that have experienced racism in K-12 schooling. Through the use of critical race methodology and counter-storytelling (Solorzano & Yosso, 2002), contributors will share and interrogate their experiences while offering current and future educational leaders insight in recognizing how racism functions within institutions and how they can address it. The intended goal of this edited volume is to translate critical race theory into practice while emphasizing the need for educational leaders to develop a critical race praxis and anti-racist approach to leadership.

This comprehensive reader in the sociology of education examines important topics and exposes students to examples of sociological research on schools. Drawing from classic and contemporary scholarship, the editors have chosen readings that examine current issues and reflect diverse theoretical approaches to studying the effects of schooling on individuals and society.

This book provides an illustration of teachers' own reflections on their experiences of teaching in urban schools. It was conceived as a direct response to policy-related and media-generated concerns about male teacher shortages and offers a critique of the call for more male role models in elementary schools to address important issues regarding gender, race and the politics of representation. By including the perspectives of minority teachers and students, and by drawing on feminist, queer and anti-racist frameworks, this book rejects the familiar tendency to resort to role modelling as a basis for explaining or addressing boys' disaffection with schooling. Indeed, the authors argue, on the basis of their research in urban schools in Canada and Australia, that educational policy concerned with male teacher shortage and the plight of disadvantaged minority boys would benefit from engaging with analytic perspectives and empirical literature that takes readers beyond hegemonic discourses of role modelling. A compelling case is presented for the need to disarticulate discourses about role modelling from a politics of representation that is committed to addressing the reality of the impact of racial and structural inequalities on both minority teachers and students' participation in the education system. The book also provides insight into the persistence of gender inequality as it relates to the status of elementary school teaching as women's work.

A Reader

The Influence of Male Teachers

Gabi, a Girl in Pieces

Understanding the Disenfranchisement of Latino Men and Boys

Shapeshifters

A Novel

Race and Gender Disparity in Urban Education

In the Tradition of The Other Wes Moore and Just Mercy, a searing memoir and clarion call to save our at-risk youth by a young black man who himself was a lost cause—until he landed in a rehabilitation program that saved his life and gave him purpose. Born into abject poverty in Haiti, young Jim St. Germain moved to Brooklyn's Crown Heights, into an overcrowded apartment with his family. He quickly adapted to street life and began stealing, dealing drugs, and growing increasingly indifferent to despair and violence. By the time he was arrested for dealing black cocaine, he had been handed more than a dozen times. At the age of fifteen the walls of the system were closing around him. But instead of prison, St. Germain was placed in "Boys Town," a nonsecure detention facility designed for rehabilitation. Surrounded by mentors and positive male authority who enforced a system based on structure and privileges rather than intimidation and punishment, St. Germain slowly found his way, eventually getting his GED and graduating from college. Then he made the bravest decision of his life: to live, as an adult, in the projects where he had lost himself, and to work to reform the way the criminal justice system treats at-risk youth. A Stone of Hope is more than an incredible coming-of-age story; told with a degree of candor that requires the deepest courage, it is also a rallying cry. No one is who they are going to be—or capable of being—at sixteen. St. Germain is living proof of this. He contends that we must work to build a world in which we do not give up on a swath of the next generation. Passionate, eloquent, and timely, illustrated with photographs throughout, *A Stone of Hope* is an inspiring challenge for every American, and is certain to spark debate nationwide.

Sociology of Sport and Social Theory presents current research perspectives from major sport scholars and leading sociologists regarding issues germane to the sociology of sport while addressing traditional and contemporary sociological theories. Examining the development of ecotourism from the 1980s antimilitarist movement to an internationalist ecotourism in the 1990s, Sturgeon explores the ecotourist notions of gender, race, and nature. She moves from detailed historical investigations of important manifestations of US ecotourism to a broad analysis of international environmental politics.

Beyond the commonplace inequalities that many minoritized youth face in the United States, the post-Trump contemporary moment has created rampant racialized material and symbolic violence occurring against Latinx, immigrant and undocumented immigrant communities, Asian American, and African American populations. Race Frames in Education advances the conversation about racial equity in educational contexts with a unique analysis centered on the concept of racial projects—a way of thinking not only about systems of racial domination and subjugation, but also of resistance. Chapter authors center racial analyses across multiple educational and community-based settings to underscore how racial projects advance equity or reproduce inequality. This much-needed anthology addresses a pressing issue in society: how to center race and expose systemic racism in order to transform communities, schooling, and educational policies. It challenges White dominance in education and social policy and practice in order to understand the material effects of race, racism, and White supremacist logic on minoritized populations. Contributors: Jeremy Acree, Felicia Arriaga, Jorge Ballinas, Socorro E. Cambero, Gilberto Q. Conchas, Victor Dealba, Sarah Diem, Eric Felix, Joy Howard, Marina Lambrinou, Ruth Lopez, Enrique Ochoa, Gilda L. Ochoa, Leticia Oseguera, Katherine Rodela, Sophia Rodriguez, Rhianna Thomas, Adrian Trinidad, Kindel Turner-Nash, Sarah Walters

She's Mad Real

Inequality, Power and Schood Success

The Unknown City

Handbook of Critical Race Theory in Education

Black Girls and the Choreography of Citizenship

Gender, Race and Religion

The Color of Class

Recommended by O Magazine * GMA * Elle * Marie Claire * Good Housekeeping * NBC News * Shondaland * Chicago Tribune * Woman's Day * Refinery 29 * Bustle * The Millions * New York Post * Parade * Hello! Magazine * PopSugar * and more! "The Kindest Lie is a deep dive into how we define family, what it means to be a mother, and what it means to grow up Black...beautifully crafted." —JODI PICOULT "A fantastic story...well-written, timely, and oh-so-memorable."—Good Morning America "The Kindest Lie is a layered, complex exploration of race and class." —The Washington Post Every family has its secrets... It's 2008, and the inauguration of President Barack Obama ushers in a new kind of hope. In Chicago, Ruth Tuttle, an Ivy-League educated Black engineer, is married to a kind and successful man. He's eager to start a family, but Ruth is uncertain. She has never gotten over the baby she gave birth to—and was forced to leave behind—when she was a teenager. She had promised her family she'd never look back, but Ruth knows that to move forward, she must make peace with the past. Returning home, Ruth discovers the Indiana factory town of her youth is plagued by unemployment, racism, and despair. As she begins digging into the past, she unexpectedly befriends Midnight, a young white boy who is also adrift and looking for connection. Just as Ruth is about to uncover a burning secret her family desperately wants to keep hidden, a heart-stopping incident strains the town's already searing racial tensions, sending Ruth and Midnight on a collision course that could upend both their lives. Powerful and unforgettable, *The Kindest Lie* is the story of an American family and reveals the secrets we keep and the promises we make to protect one another.

Intersectionality of Race, Ethnicity, Class, and Gender in Teaching and Teacher Education brings together scholarship that employs an intersectionality methodology to actual conditions that affect school-age children, teachers and teacher educators in relation to institutional systems of power and privilege.

An all-too-popular explanation for why black students aren't doing better in school is their own use of the "acting white" slur to ridicule fellow blacks for taking advanced classes, doing schoolwork, and striving to earn high grades. Carefully reconsidering how and why black students have come to equate school success with whiteness, *Integration Interrupted* argues that when students understand race to be connected with achievement, it is a powerful lesson conveyed by schools, not their peers. Drawing on over ten years of ethnographic research, Karolyn Tyson shows how equating school success with "acting white" arose in the aftermath of Brown v. Board of Education through the practice of curriculum tracking, which separates students for instruction, ostensibly by ability and prior achievement. Only in very specific circumstances, when black students are drastically underrepresented in advanced and gifted classes, do anxieties about "the burden of acting white" emerge. Racialized tracking continues to define the typical American secondary school, but it goes unremarked, except by the young people who experience its costs and consequences daily. The rich narratives in *Integration Interrupted* throw light on the complex relationships underlying school behaviors and convincingly demonstrate that the problem lies not with students, but instead with how we organize our schools.

This new edition contextualizes Lareau's original ethnography in a discussion of the most pressing issues facing educators at the beginning of the new millennium.

Pathways in the College-for-All Era

Women Without Class

New Perspectives on Human Development

The World in Guangzhou

Africans and Other Foreigners in South China's Global Marketplace

Teachers, Privilege, and Enduring Social Inequalities

Beyond Acting White

This volume explores the professional experiences of a vast array of educators through a series of research essays that focus on the interplay of gender, race, class, and sexualities as well as how these dynamics influence the educators' teaching. The volume illuminates this interplay not only in traditional classroom settings, but also in non-traditional contexts such as prisons and juvenile detention facilities, family education, dual-language immersion programs, early childhood education, and higher education, including teacher training programs. The concluding chapter, written by the editors, provides general recommendations for recruiting and retaining a more diverse teacher workforce worldwide. From autoethnographies to pláticas, testimonios and in-depth interviews, this qualitatively rich volume offers powerful and timely insights about the experiences of teachers who are too often overlooked. Gilda L. Ochoa, Professor of Chicana/o Latina/o Studies This illuminating book centers educators' intersectional subjectivities and lived experiences, bringing to life the radical possibilities of transformative education. It is a much needed resource for anyone invested in understanding and advancing education as a catalyst for equity and social justice. Lorena Garcia, Associate Professor of Sociology & Latin American and Latino Studies

Looking like a Language, Sounding like a Race examines the emergence of linguistic and ethnoracial categories in the context of Latinidad. The book draws from more than twenty-four months of ethnographic and sociolinguistic fieldwork in a Chicago public school, whose student body is more than 90% Mexican and Puerto Rican, to analyze the racialization of language and its relationship to issues of power and national identity. It focuses specifically on youth socialization to U.S. Latinidad as a contemporary site of political anxiety, raciolinguistic transformation, and urban inequity. Jonathan Rosa's account studies the fashioning of Latinidad in Chicago's highly segregated Near Northwest Side; he links public discourse concerning the rising prominence of U.S. Latinidad to the institutional management and experience of raciolinguistic identities there. Anxieties surrounding Latinx identities push administrators to transform "at risk" Mexican and Puerto Rican students into "young Latino professionals." This institutional effort, which requires students to learn to be and, importantly, sound like themselves in highly studied ways, reveals administrators' attempts to navigate a precarious urban terrain in a city grappling with some of the nation's highest youth homicide, dropout, and teen pregnancy rates. Rosa explores the ingenuity of his research participants' responses to these forms of marginalization through the contestation of political, ethnoracial, and linguistic borders.

The cofounder of the Empower Program explains how parents can help their teenage daughters deal with cliques, gossip, substance abuse, boys and sex, and other challenges of adolescence, in a guide designed to help girls empower themselves during a tumultuous time of life. 50,000 first printing.

This book address fundamental questions of human development, revisiting old questions and applying original empirical findings.

Working Miracles

Women's Lives in the English-speaking Caribbean

Race and Gender in the Classroom

Race Frames in Education

Ecofeminist Natures

A Memoir