

Learning Capitalist Culture Deep In The Heart Of Tejas Contemporary Ethnography By Douglas E Foley 2010 06 04

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Minority Status, Oppositional Culture, & Schooling - John U. Ogbu
2008-06-30

This book is the definitive and final presentation of John Ogbu's cultural ecological model and the many debates that his work has sparked during the past decade. The theory and empirical foundation of Ogbu's scholarship, which some have mistakenly reduced to the "acting white hypothesis," is fully presented and re-visited in this posthumous collection of his new writings plus the works of over 20 scholars. Ogbu's own chapters present how his ideas about minority education and culture developed. Readers will find in these chapters the theoretical roots of his cultural ecological model. The book is organized as a dialogue between John Ogbu and the scholarly community, including his most ardent critics; Ogbu's own work can be read at the same time as his critics have their say. *Minority Status, Oppositional Culture, and Schooling* examines content, methodological, and policy issues framing the debate on academic achievement, school engagement, and oppositional culture. It brings together in one volume, for the first time, some of the most critical works on these issues as well as examples of programs aimed at

re-engagement. In addition to African Americans, it also looks at school engagement among Native American and Latino students. This book is essential reading for anyone interested in the study of the academic achievement gap.

Learning to Labor in New Times - Nadine Dolby 2013-01-11

Learning to Labor in New Times foregrounds nine essays which re-examine the work of noted sociologist Paul Willis, 25 years after the publication of his seminal *Learning to Labor*, one of the most frequently cited and assigned texts in the cultural studies and social foundations of education.

Pedagogies of Culture - Dilyara Suleymanova 2020-02-14

Through an ethnographic study of schooling in the Republic of Tatarstan, this book explores how competing notions of nationhood and belonging are constructed, articulated and negotiated within educational spaces. Amidst major political and ideological moves toward centralization in Russia under the Putin presidency, this small provincial town in Tatarstan provides a unique case of local attempts to promote and preserve minority languages and cultures through education and

schooling. Ultimately, the study reveals that while schooling can be an effective instrument of the state to transform individuals as well as society as a whole, school also encompasses various spaces where the agency of local actors unfolds and official messages are contested. Looking at what happens inside schools and beyond—in classrooms, hallways and playgrounds to private households or local Islamic schools—Dilyara Suleymanova here offers a detailed ethnographic account of the way centrally devised educational policies are being received, negotiated and contested on the ground.

Transnational Perspectives on Culture, Policy, and Education - Cameron McCarthy 2008

As multinational elites vie for economic and cultural dominance, neoliberal socio-economic policies are, in effect, not only reconfiguring political economies, but the ways in which culture is being produced and represented. In light of the global impact of these forms of domination, this collection of informed international scholarship examines world-hegemonic engagements with culture in all spheres of contemporary cosmopolitan life: the personal, the public, the popular, and the institutional.

Resources in Education - 1998

International Deficit Thinking - Richard R. Valencia 2019-12-20

International Deficit Thinking: Educational Thought and Practice explores the incontrovertible reality of the persistent and pervasive academic achievement gap in many countries between marginalized students (primarily of color) and their economically advantaged White counterparts. For example, International Deficit Thinking discusses the cases of low-socioeconomic Black and Mexican American students in the United States, Indigenous Māori students in New Zealand, and immigrant Moroccan and Turkish pupils in Belgium. The predominant theoretical perspective that has been advanced to explain the school failure of marginalized students is the deficit thinking paradigm—a parsimonious, endogenous, and pseudoscientific model that blames such students as the makers of their own school failure. Deficit thinking

asserts that the low academic achievement of many marginalized students is due to their limited intellectual ability, poor academic achievement motivation, and being raised in dysfunctional families and cultures. Drawing from, in part, critical race theory, systemic inequality analysis, and colonialism/postcolonialism, award-winning author and scholar Richard R. Valencia examines deficit thinking in education in 16 countries (e.g., Canada; Peru, Australia; England; India; South Africa). He seeks to (a) document and debunk deficit thinking as an interpretation for school failure of marginalized students; (b) offer scientifically defensible counternarratives for race-, class-, language-, and gender-based differences in academic achievement; (c) provide suggestions for workable and sustainable school reform for marginalized students.

Scholarly Resources for Children and Childhood Studies - Vibiana Bowman 2007-02-08

Drawing together contributions from some of the leading scholars in the interdisciplinary field of children and childhood studies (CCS), this guided approach to literature searching in CCS provides background information about interdisciplinary study in general, and CCS in particular, as well as an outline of basic research practices.

Rituals and Student Identity in Education - R. Quantz 2011-01-31

An exploration of how the nonrational aspects of schooling, especially ritual(s), have been harnessed to construct a commonsense which serves the interests of transnational corporations, leaving those educators committed to democracy to develop a new pedagogy that rejects the technical solutions that present reforms demand.

Corridor Cultures - Maryann Dickar 2008-11-01

For many students, the classroom is not the central focus of school. The school's corridors and doorways are areas largely given over to student control, and it is here that they negotiate their cultural identities and status among their peer groups. The flavor of this “corridor culture” tends to reflect the values and culture of the surrounding community. Based on participant observation in a racially segregated high school in New York City, *Corridor Cultures* examines the ways in which school

spaces are culturally produced, offering insight into how urban students engage their schooling. Focusing on the tension between the student-dominated halls and the teacher-dominated classrooms and drawing on insights from critical geographers and anthropology, it provides new perspectives on the complex relationships between Black students and schools to better explain the persistence of urban school failure and to imagine ways of resolving the contradictions that undermine the educational prospects of too many of the nations' children. Dickar explores competing discourses about who students are, what the purpose of schooling should be, and what knowledge is valuable as they become spatialized in daily school life. This spatial analysis calls attention to the contradictions inherent in official school discourses and those generated by students and teachers more locally. By examining the form and substance of student/school engagement, Corridor Cultures argues for a more nuanced and broader framework that reads multiple forms of resistance and recognizes the ways students themselves are conflicted about schooling.

Science, Learning, Identity - 2007-01-01

Over the recent years, identity has become one of the most central theoretical concept and topics of scholarship in a number of disciplines, including science education. In this volume, leading science educators articulate in carefully prepared case studies their theoretical perspective on science, learning, and identity.

Chicana/Latina Education in Everyday Life - Dolores Delgado Bernal 2006-08-17

This first-of-its-kind volume bridges Chicana/Latina feminist perspectives with education and offers innovative ideas on teaching and learning, and ways of knowing. This groundbreaking volume explores both Chicana/Latina feminist definitions of teaching and learning, and ways of knowing in education. The book's contributors—Chicana/Latina feminist scholars—reinterpret the field of education as inter- and transdisciplinary and connected to ethnic, racial, and womanist scholarship. They examine mujer- (women-) centered definitions of pedagogy and epistemology rooted in Chicana/Latina theories and

visions of life, family, community, and world. Armed with the tools of Chicana/Latina feminist thought, the contributors link cultural studies theories to critical/feminist pedagogies by re-envisioning the sites of pedagogy to include women's brown bodies and their agency. Dolores Delgado Bernal is Associate Professor of Education and Chicana/o Studies at the University of Utah. C. Alejandra Elenes is Associate Professor of Women's Studies at Arizona State University. Francisca E. Godinez teaches Educational Leadership and Policy Studies at California State University at Sacramento.

Cultural Anthropology - Richard H. Robbins 2020-07-16

In a first-of-its-kind format, Cultural Anthropology: A Problem-Based Approach is organized by problems and questions rather than topics, creating a natural discussion of traditional anthropological concerns such as kinship, caste, gender roles, and religion.

Being Reflexive in Critical and Social Educational Research - Geoffrey Shacklock 2002-11

This text is a collection of case studies and readings on the subject of doing research in education. It takes a personal view of the experience of doing research. Each author presents a reflexive account of the issues and dilemmas as they have lived through them during the undertaking of educational research. Coming from the researcher's own perspectives, their positions are revealed within a wider space that can be personal, political, social and reflexive. With this approach, many issues such as ethics, gender, race, validity, reciprocity, sexuality, class, voice, empowerment, authorship and readership are given an airing.

Comparative Education - Carlos Alberto Torres 2022-08-10

"Offers a state-of-the art, comprehensive, rigorous framework for taking into the dynamic interactions of local, national, regional, and transnational interactions shaping education systems around the world, introducing the field of comparative education from various theoretical and methodological perspectives"--

Encyclopedia of the Social and Cultural Foundations of Education: A-H ; 2, I-Z ; 3, Biographies, visual history, index - Eugene F. Provenzo 2009

The 'Encyclopedia' provides an introduction to the social and cultural

foundations of education. The first two volumes consist of A-Z entries, featuring essays representing the major disciplines including philosophy, history, and sociology, and a third volume is made up of documentary, photographic, and visual resources.

Learning in Morocco - Charis Boutieri 2016-04-18

Learning in Morocco offers a rare look inside public education in the Middle East. While policymakers see a crisis in education based on demographics and financing, Moroccan high school students point to the effects of a highly politicized Arabization policy that has never been implemented coherently. In recent years, national policies to promote the use of Arabic have come into conflict with the demands of a neoliberal job market in which competence in French is still a prerequisite for advancement. Based on long-term research inside and outside classrooms, Charis Boutieri describes how students and teachers work within, or try to circumvent, the system, whose contradictory demands ultimately lead to disengagement and, on occasion, to students taking to the streets in protest.

The Structure of Schooling - Richard Arum 2014-11-13

The Structure of Schooling: Readings in the Sociology of Education by Richard Arum, Irene Beattie, and Karly Ford exposes students to examples of sociological research on schools, with a focus on the school as community. Now in its Third Edition, this engaging reader has broadened its scope even more, presenting additional readings in particular related to the sociology of higher education. The book draws from classic and contemporary scholarship to examine current issues and diverse theoretical approaches to studying the effects of schooling on individuals and society. In addition to covering traditional areas such as stratification and racial inequality, the book also veers off the beaten path, including readings on such contemporary topics as bullying, school shootings, school choice, and teen social media use.

Making Capitalism - Roger L. Janelli 1995-03-01

This pathbreaking work extends the boundaries of contemporary anthropological research by presenting in one cohesive, meticulously researched work: an original theoretical perspective on the relationships

between the cultural, political, and economic dimensions of a large modern business organization; the first anthropological work on South Korean management and its white-collar workers, in a case study of one of South Korea's "big four" conglomerates; and an innovative delineation of how modern business practices are enmeshed in past and present, structure and agency, and local and international systems." "Based largely on the author's nine months of participant-observation in the offices of one of South Korea's largest conglomerates (with annual sales of about \$15 billion and approximately 80,000 employees), the book is also enriched by the author's previous fieldwork in rural Korea, where many of the conglomerate's white-collar personnel spent their formative years. These vantage points are used to explore constructions of "traditional" Korean culture and transformations of cultural knowledge prompted by new political-economic conditions, and how both inform practices prevailing in the large conglomerates - and ultimately shape South Korea's capitalism." "The work focuses on South Korea's new middle class. It explains how office workers' identities and often contradictory interests present them with choices between alternative interpretations and actions affecting both themselves and their conglomerates. Much attention is paid to ideological and more coercive means of controlling white-collar employees, to subordinates' strategies of resistance, and to ways in which cultural understandings and moral claims inform the assessment and pursuit of material advantage.

Ethnicity, Race, and Nationality in Education - N. Ken Shimahara 2001-07

This volume explores contemporary issues of ethnic, cultural, and national identities and their influence on the social construction of identity. These issues are analyzed from the perspective of seven nations: China, Israel, Japan, South Africa, Ukraine, Wales, and the United States. While different, these perspectives are not mutually exclusive lenses through which to review the discourse between ethnic and educational dynamics. The chapters in this book illustrate how these seven perspectives differ, as well as overlap. *Part I explores ethnicity and race as important variables in explaining minority students' academic

performance and schooling in the United States and China. *Part II focuses on ethnic and racial identity issues in Israel, Japan, and South Africa. *Part III addresses ethnic and racial identity as it affects racial integration at different levels of education in post-apartheid South Africa, and the effects on schooling of a rapidly changing ethnic map in the United States. *Part IV focuses on issues of language and national identity in three countries: Ukraine and Wales, where a national language is central to nation-building, and China, where 61 languages are in use and bilingual education is essential in enhancing national literacy and communication. The questions this book addresses are highly significant in today's global economy and culture. Scholars and professionals in the fields of comparative, international, and multicultural education and educational policy will find the volume particularly pertinent.

Encyclopedia of Diversity in Education - James A. Banks 2012-05-24
Presents research and statistics, case studies and best practices, policies and programs at pre- and post-secondary levels. Prepub price \$535.00 valid to 21.07.12, then \$595.00.

The Discourses of Capitalism - Christian W. Chun 2017-03-27
Since the global economic crisis of 2007-2008, 'capitalism' has been the topic of widespread general discussion in both mainstream and social media. In this book, Christian W. Chun examines the discourses of capitalism taken up by people in their responses to a street art installation created by Steve Lambert, entitled Capitalism Works for Me! In doing so, he considers several key questions, including: How do everyday people view and make sense of capitalism and its role in their work and personal lives? What are the discourses they use in their common-sense understandings of the economy to defend or reject capitalism as a system? Chun looks at how dominant discourses in social circulation operate to co-construct and support capitalism, and the accompanying counter-discourses that critique it. This is key reading for advanced students of discourse analysis, language and globalization/politics, media/communication studies, and related areas. A video lecture by the author can be accessed via the Routledge website

(www.routledge.com/9781138807105) and the Routledge Language and Communication Portal (www.routledge.com/textbooks/languageandcommunication).

Assessment, Equity, and Opportunity to Learn - Pamela A. Moss 2008-04-07

Providing all students with a fair opportunity to learn (OTL) is perhaps the most pressing issue facing U.S. education. Moving beyond conventional notions of OTL - as access to content, often content tested; access to resources; or access to instructional processes - the authors reconceptualize OTL in terms of interaction among learners and elements of their learning environments. Drawing on socio-cultural, sociological, psychometric, and legal perspectives, this book provides historical critique, theory and principles, and concrete examples of practice through which learning, teaching, and assessment can be re-envisioned to support fair OTL for all students. It offers educators, researchers, and policy analysts new to socio-cultural perspectives an engaging introduction to fresh ideas for conceptualizing, enhancing, and assessing OTL; encourages those who already draw on socio-cultural resources to focus attention on OTL and assessment; and nurtures collaboration among members of discourse communities who have rarely engaged one another's work.

Language, Ethnography, and Education - Michael Grenfell 2013-06-17
"This frontline volume contributes to the social study of education in general and literacy in particular by bringing together in a new way the traditions of language, ethnography, and education. Integrating New Literacy Studies and Bourdieusian sociology with ethnographic approaches to the study of classroom practice, it offers an original and useful reference point for scholars and students of education, language, and literacy wishing to incorporate Bourdieu's ideas into their work. The book develops and unfolds dialogically across three sections: Bridging New Literacy Studies and Bourdieu - Principles; Language, Ethnography and Education - Practical Studies; Working at the Intersections - In Theory and Practice. The authors posit 'Classroom Language Ethnography' as a genuinely new perspective with rich and developed

traditions behind it, but distinct from conventional approaches to literacy and education -- an approach that bridges those traditions to yield fresh insights on literacy in all its manifestations, thereby providing a pathway to more robust research on language in education"--Provided by publisher.

Comparative Education - Robert F. Arnove 2013

Provides new perspectives on the dynamic interplay of global, national, and local forces as they shape the functions and outcomes of education systems. The book calls for a rethinking of the nation-state as the basic unit for analyzing school-society relations and emphasizes the need to study social movements in relation to educational reforms.

A Companion to the Anthropology of Education - Bradley A. Levinson
2016-01-19

A Companion to the Anthropology of Education presents a comprehensive and state-of-the-art overview of the field, exploring the social and cultural dimension of educational processes in both formal and nonformal settings. Explores theoretical and applied approaches to cultural practice in a diverse range of educational settings around the world, in both formal and non-formal contexts Includes contributions by leading educational anthropologists Integrates work from and on many different national systems of scholarship, including China, the United States, Africa, the Middle East, Colombia, Mexico, India, the United Kingdom, and Denmark Examines the consequences of history, cultural diversity, language policies, governmental mandates, inequality, and literacy for everyday educational processes

Chicano School Failure and Success - Richard R. Valencia 2011-02-01

The third edition of the best selling collection, *Chicano School Failure and Success* presents a complete and comprehensive review of the multiple and complex issues affecting Chicano students today. Richly informative and accessibly written, this edition includes completely revised and updated chapters that incorporate recent scholarship and research on the current realities of the Chicano school experience. It features four entirely new chapters on important topics such as *la Chicana*, two way dual language education, higher education, and gifted

Chicano students. Contributors to this edition include experts in fields ranging from higher education, bilingual education, special education, gifted education, educational psychology, and anthropology. In order to capture the broad nature of Chicano school failure and success, contributors provide an in-depth look at topics as diverse as Chicano student dropout rates, the relationship between Chicano families and schools, and the impact of standards-based school reform and deficit thinking on Chicano student achievement. Committed to understanding the plight and improvement of schooling for Chicanos, this timely new edition addresses all the latest issues in Chicano education and will be a valued resource for students, educators, researchers, policy makers, and community activists alike.

Issues in African Education - A. Abdi 2005-11-04

This book addresses major sociological issues in sub-Saharan African education today. Its fourteen contributors present a thoroughly African world-view within a sociology of education theoretical framework, allowing the reader to see where that theory is relevant to the African context and where it is not. Several of the chapters bring a much-needed cultural nuance and critical theoretical perspective to the issues at hand. The sixteen chapters thus aim to be of interest internationally, to those who work in such fields as social and political foundations of comparative and international education, and development studies, including university professors, teacher educators, researchers, school teachers, tertiary education students, consultants and policy makers.

Schooling the Symbolic Animal - Bradley A. U. Levinson 2000-11-22

This anthology introduces some of the most influential literature shaping our understanding of the social and cultural foundations of education today. Together the selections provide students a range of approaches for interpreting and designing educational experiences worthy of the multicultural societies of our present and future. The reprinted selections are contextualized in new interpretive essays written specifically for this volume.

Performance Theories in Education - Bryant Keith Alexander
2004-12-13

Performance Theories in Education: Power, Pedagogy, and the Politics of Identity breaks new ground by presenting a range of approaches to understanding the role, function, impact, and presence of performance in education. It is a definitive contribution to a beginning dialogue on how performance, as a theoretical and pragmatic lens, can be used to view the processes, procedures, and politics of education. The conceptual framework of the volume is the editors' argument that performance and performativity help to locate and describe repetitive actions plotted within grids of power relationships and social norms that comprise the context of education and schooling. The book brings together performance studies and education researchers, teachers, and scholars to investigate such topics as: *the relationship between performance and performativity in pedagogical practice; *the nature and impact of performing identities in varying contexts; *cultural and community configurations that fall under the umbrella of teaching, education, and schooling; and *the hot button issues of educational policies and reform as performances. With the aim of developing a clearer understanding of the effect, affect, and role of performance in education, the volume provides a crucial starting point for discourse among theorists and teacher practitioners who are interested in understanding and acknowledging the politics of performance and the practices of performative social identities that always and already intervene in the educational endeavor.

The Heartland Chronicles - Douglas E. Foley 1995-09

An anthropologist returns to his hometown in Iowa to study relations between the white and the Mesquakis people. In the process, he unravels a fascinating narrative about the characters of his childhood and who they have become, their relations with one another, and his own relationship with his profession. Paper edition (unseen), \$14.95.

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Learning Capitalist Culture - Douglas E. Foley 2010-07-02

Building on the author's thirty-six years of experience with North Town, Texas, this second edition presents an ethnographic study of the ways the town's youth learn traditional American values through participation

in sports, membership in formal and informal social groups, dating, and interactions with teachers in the classroom.

Handbook of Education Policy Research - Gary Sykes 2012-09-10

Co-published by Routledge for the American Educational Research Association (AERA) Educational policy continues to be of major concern. Policy debates about economic growth and national competitiveness, for example, commonly focus on the importance of human capital and a highly educated workforce. Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive, AERA-sponsored Handbook. Organized into seven sections, the Handbook focuses on (1) disciplinary foundations of educational policy, (2) methodological perspectives, (3) the policy process, (4) resources, management, and organization, (5) teaching and learning policy, (6) actors and institutions, and (7) education access and differentiation. Drawing from multiple disciplines, the Handbook's over one hundred authors address three central questions: What policy issues and questions have oriented current policy research? What research strategies and methods have proven most fruitful? And what issues, questions, and methods will drive future policy research? Topics such as early childhood education, school choice, access to higher education, teacher accountability, and testing and measurement cut across the 63 chapters in the volume. The politics surrounding these and other issues are objectively analyzed by authors and commentators. Each of the seven sections concludes with two commentaries by leading scholars in the field. The first considers the current state of policy design, and the second addresses the current state of policy research. This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic, government, and think-tank researchers engaged in policy research. For more information on the American Educational Research Association, please visit: <http://www.aera.net/>.

Theory and Educational Research - Jean Anyon 2008-08-18

Throughout U.S. history, education policies, practices, and politics have been described and tested to yield empirical data, often with little

attempt to place findings in a larger theoretical infrastructure that could provide them with increased explanatory, critical, or even liberatory power. This collection fills that void by taking the point of view that neither research nor theory alone is adequate to the task of social explanation. Instead, Jean Anyon and her collaborators argue that they imbricate and instantiate one another, forming and informing each other as the inquiry process unfolds.

Globalizing Cultural Studies - Cameron McCarthy 2007

The contributors to *Globalizing Cultural Studies: Ethnographic Interventions in Theory, Method, and Policy* take as their central topic the problematic status of «the global» within cultural studies in the areas of theory, method, and policy, and particularly in relation to the intersections of language, power, and identity in twenty-first century, post-9/11 culture(s). Writing against the Anglo-centric ethnographic gaze that has saturated various cultural studies projects to date, contributors offer new interdisciplinary, autobiographical, ethnographic, textual, postcolonial, poststructural, and political economic approaches to the practice of cultural studies. This edited volume foregrounds twenty-five groundbreaking essays (plus a provocative foreword and an insightful afterword) in which the authors show how globalization is articulated in the micro and macro dimensions of contemporary life, pointing to the need for cultural studies to be more systematically engaged with the multiplicity and difference that globalization has proffered.

Leaders in the Sociology of Education - Alan R. Sadovnik 2016-10-26

Leaders in the Sociology of Education: Intellectual Self-Portraits contains eighteen self-portraits written by some of the leading sociologists of education in the world. Representing the United States, the United Kingdom, and Hong Kong, the authors discuss a variety of factors that have affected their lifetime of scholarship, including their childhoods, their education and mentors, the state of the field during their “coming of age,” the institutions where they have worked, the major sociologists during their lifetimes, the political and economic conditions during their lifetimes, and the social and political movements during their lifetimes. These autobiographical essays reveal a great deal not only about their

work and their influences, but also about themselves. Taken as a whole, the book provides sociology of knowledge about the creation of sociology of education research since the 1960s. It reveals a number of important themes central to all of the authors’ work, including educational inequality; the influence of the classical sociological theorists, Karl Marx, Max Weber and Emile Durkheim; and the influence of more recent classical sociologists of education, Basil Bernstein, Pierre Bourdieu and James Coleman. The authors’ research represents a variety of theoretical and methodological orientations including functionalism, conflict and critical theory, interactionist theory and feminist theory, as well as quantitative, qualitative and mixed-methods research. Finally, the editors discuss a number of lessons to be learned from the lives and works of these sociologists of education.

Encyclopedia of Social and Cultural Anthropology - Dr Alan Barnard 2002-09-11

This Encyclopedia provides description and analysis of the terms, concepts and issues of social and cultural anthropology. International in authorship and coverage, this accessible work is fully indexed and cross-referenced.

The Invisible Workers of the U.S.–Mexico Bracero Program - Ronald L. Mize 2016-08-30

As the first and largest guestworker program, the U.S.–Mexico Bracero Program (1942–1964) codified the unequal relations of labor migration between the two nations. This book interrogates the articulations of race and class in the making of the Bracero Program by introducing new syntheses of sociological theories and methods to center the experiences and recollections of former Braceros and their families.

Encyclopedia of the Social and Cultural Foundations of Education - Eugene F. Provenzo, Jr. 2008-10-29

More than any other field in education, the social and cultural foundations of education reflect many of the conflicts, tensions, and forces in American society. This is hardly surprising, since the area focuses on issues such as race, gender, socioeconomic class, the impact of technology on learning, what it means to be educated, and the role of

teaching and learning in a societal context. The Encyclopedia of the Social and Cultural Foundations of Education provides a comprehensive introduction to the social and cultural foundations of education. With more than 400 entries, the three volumes of this indispensable resource offer a thorough and interdisciplinary view of the field for all those interested in issues involving schools and society. Key Features · Provides an interdisciplinary perspective from areas such as comparative education, educational anthropology, educational sociology, the history of education, and the philosophy of education · Presents essays on major movements in the field, including the Free School and Visual Instruction movements · Includes more than 130 biographical entries on important men and women in education · Offers interpretations of legal material including Brown v. Board of Education(1954) and the GI Bill of Rights · Explores theoretical debates fundamental to the field such as religion in the public school curriculum, rights of students and teachers, surveillance in schools, tracking and detracking, and many more · Contains a visual history of American education with nearly 350 images and an accompanying narrative Key Themes · Arts, Media, and Technology · Curriculum · Economic Issues · Equality and Social Stratification · Evaluation, Testing, and Research Methods · History of Education · Law and Public Policy · Literacy · Multiculturalism and Special Populations · Organizations, Schools, and Institutions · Religion and Social Values · School Governance · Sexuality and Gender · Teachers · Theories, Models, and Philosophical Perspectives · A Visual History of American Education

Diversions and Divergences in Fields of Play - Margaret Carlisle

Duncan 1998

Diversions and Divergences in Fields of Play reflects the critical efforts of its editors. They have organized recent, quality play scholarship into six thematic sections, including Theorizing Play, Traditional Play, Children's Play, Playful Primates, Resistant Play, and Intertextual Play.

Fostering Collaborations Between African American Communities and Educational Institutions - Jones, Patrice Wynette 2019-12-13

Historically, African American communities were marked by a strong sense of community, promoted by limited resources and racial segregation. However, with integration, African American populations grew less concentrated in the same areas, and this population of people began to rely less on each other. In an effort to attain equality, which still at times feels elusive and challenged, the sense of community and impact of education once prevalent among African Americans has suffered. Fostering Collaborations Between African American Communities and Educational Institutions is a pivotal reference source that explores pre-segregation experiences of community and education, as well as the changes among HBCUs and public education in predominately African American and poor areas. The book sheds light on the relationship between racial and educational disparities and reveals the impact of community and cultural co-dependence in moving African Americans toward a more socially equitable place within American culture. Covering topics such as the achievement gap, community relationships, and teacher education, this publication is ideally designed for educators, higher education faculty, HBCUs, researchers, policymakers, non-profit organizers, historians, sociologists, academicians, and students.