

Chapter 2 Ethnicity Language And Populations Springer

There are many reasons to be curious about the way people learn, and the past several decades have seen an explosion of research that has important implications for individual learning, schooling, workforce training, and policy. In 2000, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* was published and its influence has been wide and deep. The report summarized insights on the nature of learning in school-aged children; described principles for the design of effective learning environments; and provided examples of how that could be implemented in the classroom. Since then, researchers have continued to investigate the nature of learning and have generated new findings related to the neurological processes involved in learning, individual and cultural variability related to learning, and educational technologies. In addition to expanding scientific understanding of the mechanisms of learning and how the brain adapts throughout the lifespan, there have been important discoveries about influences on learning, particularly sociocultural factors and the structure of learning environments. *How People Learn II: Learners, Contexts, and Cultures* provides a much-needed update incorporating insights gained from this research over the past decade. The book expands on the foundation laid out in the 2000 report and takes an in-depth look at the constellation of influences that affect individual learning. *How People Learn II* will become an indispensable resource to understand learning throughout the lifespan for educators of students and adults.

The goal of eliminating disparities in health care in the United States remains elusive. Even as quality improves on specific measures, disparities often persist. Addressing these disparities must begin with the fundamental step of bringing the nature of the disparities and the groups at risk for those disparities to light by collecting health care quality information stratified by race, ethnicity and language data. Then attention can be focused on where interventions might be best applied, and on planning and evaluating those efforts to inform the development of policy and the application of resources. A lack of standardization of categories for race, ethnicity, and language data has been suggested as one obstacle to achieving more widespread collection and utilization of these data. *Race, Ethnicity, and Language Data* identifies current models for collecting and coding race, ethnicity, and language data; reviews challenges involved in obtaining these data, and makes recommendations for a nationally standardized approach for use in health care quality improvement.

This Reader collects in one volume the key readings on language, ethnicity and race. Using linguistic and cultural analysis, it explores changing ideas of race and the ways in which these ideas shape human communication.

Many racial and ethnic groups in the United States, including blacks, Hispanics, Asians, American Indians, and others, have historically faced severe discrimination—pervasive and open denial of civil, social, political, educational, and economic opportunities. Today, large differences among racial and ethnic groups continue to exist in employment, income and wealth, housing, education, criminal justice, health, and other areas. While many factors may contribute to such differences, their size and extent suggest that various forms of discriminatory treatment persist in U.S. society and serve to undercut the achievement of equal opportunity. *Measuring Racial Discrimination* considers the definition of race and racial discrimination, reviews the existing techniques used to measure racial discrimination, and identifies new tools and areas for future research. The book conducts a thorough evaluation of current methodologies for a wide range of circumstances in which racial discrimination may occur, and makes recommendations on how to better assess the presence and effects of discrimination.

Young adulthood - ages approximately 18 to 26 - is a critical period of development with long-lasting implications for a person's economic security, health and well-being. Young adults are key contributors to the nation's workforce and military services and, since many are parents, to the healthy development of the next generation. Although 'millennials' have received attention in the popular media in recent years, young adults are too rarely treated as a distinct population in policy, programs, and research. Instead, they are often grouped with adolescents or, more often, with all adults. Currently, the nation is experiencing economic restructuring, widening inequality, a rapidly rising ratio of older adults, and an increasingly diverse population. The possible transformative effects of these features make focus on young adults especially important. A systematic approach to understanding and responding to the unique circumstances and needs of today's young adults can help to pave the way to a more productive and equitable tomorrow for young adults in particular and our society at large. *Investing in The Health and Well-Being of Young Adults* describes what is meant by the term young adulthood, who young adults are, what they are doing, and what they need. This study recommends actions that nonprofit programs and federal, state, and local agencies can take to help young adults make a successful transition from adolescence to adulthood. According to this report, young adults should be considered as a separate group from adolescents and older adults. *Investing in The Health and Well-Being of Young Adults* makes the case that increased efforts to improve high school and college graduate rates and education and workforce development systems that are more closely tied to high-demand economic sectors will help this age group achieve greater opportunity and success. The report also discusses the health status of young adults and makes recommendations to develop evidence-based practices for young adults for medical and behavioral health, including preventions. What happens during the young adult years has profound implications for the rest of the life course, and the stability and progress of society at large depends on how any cohort of young adults fares as a whole. *Investing in The Health and Well-Being of Young Adults* will provide a roadmap to improving outcomes for this age group as they transition from adolescence to adulthood.

Language, Society and Power explores the extent to which language reflects and creates our perception of the world, and who makes decisions about what is appropriate language to use. Written in a lively and accessible way, each chapter provides a core introduction to a particular social or political issue in language study, such as ethnicity, gender, class, age, identity, the standard English debate, politics, and the media. The book contains numerous exercises, end of chapter summaries and a glossary of key terms. *Language, Society and Power* encourages the reader to look beyond the role of language as information exchange and to consider the wider issues of the relationship between language and culture. In this sense the book is highly interdisciplinary and will be essential for students of English language and linguistics from A-level upwards, and of great relevance to students of media, communication, and cultural studies, sociology and psychology.

Attempts of nineteenth-century writers to establish "race" as a biological concept failed after Charles Darwin opened the door to a new world of knowledge. Yet this word already had a place in the organization of everyday life and in ordinary English language usage. This book explains how the idea of race became so important in the USA, generating conceptual confusion that can now be clarified. Developing an international approach, it reviews references to "race," "racism," and "ethnicity" in sociology, anthropology, philosophy, and comparative politics and identifies promising lines of research that may make it possible to supersede misleading notions of race in the social sciences.

In order to understand the Pakistani state and government's treatment of non-dominant ethnic groups after the failure of the military operation in East Pakistan and the independence of Bangladesh, this book looks at the ethnic movements that were subject to a military operation after 1971: the Baloch in the 1970s, the Sindhis in the 1980s and Mohajirs in the 1990s. The book critically evaluates the literature on ethnicity and nationalism by taking nationalist ideology and the political divisions which it generates within ethnic groups as essential in estimating ethnic movements. It goes on to challenge the modernist argument that nationalism is only relevant to modern-industrialised socio-economic settings. The available evidence from Pakistan makes clear that ethnic movements emanate from three distinct socio-

economic realms: tribal (Baloch), rural (Sindh) and urban (Mohajir), and the book looks at the implications that this has, as well as how further arguments could be advanced about the relevance of ethnic movements and politics in the Third World. It provides academics and researchers with background knowledge of how the Baloch, Sindhi and Mohajir ethnic conflict in Pakistan took shape in a historical context as well as probable future scenarios of the relationship between the Pakistani state and government, and ethnic groups and movements.

In an increasingly diverse society, psychotherapists must be able to work effectively with a wide variety of clients, each of whom has been shaped by a different mix of cultural and social influences. Pamela Hays' popular bestseller invites readers to move beyond a one-dimensional view of identity to a nuanced understanding of the factors that enable therapist and client to interact productively. Her "ADDRESSING" framework encompasses Age and generational influences Developmental or other Disability Religion and spirituality Ethnic and racial identity Socioeconomic status Sexual orientation Indigenous heritage National origin Gender The book discusses cultural considerations as therapists typically encounter them, that is, during the chronological flow of clinical work. The author's integrated approach, grounded in the research literature, considers the complexities of real-life clinical practice. In this new edition, readers will find up-to-date information on the DSM-5, ICD-10, and upcoming ICD-11, as well as new sections on working with people in poverty, children, and transgender people; trauma-informed care; and the applications of mindfulness. The practical suggestions and tools in this book apply to assessment, testing, diagnosis, and psychotherapy and are illustrated with a rich variety of case examples. Each chapter ends with a Key Ideas summary and a Practice Exercise that can be used in education and supervision.

The New York Times best-selling book exploring the counterproductive reactions white people have when their assumptions about race are challenged, and how these reactions maintain racial inequality. In this "vital, necessary, and beautiful book" (Michael Eric Dyson), antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and "allows us to understand racism as a practice not restricted to 'bad people' (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.

What is ethnicity? Is there a 'white' way of speaking? Why do people sometimes borrow features of another ethnic group's language? Why do we sometimes hear an accent that isn't there? This lively overview, first published in 2006, reveals the fascinating relationship between language and ethnic identity, exploring the crucial role it plays in both revealing a speaker's ethnicity and helping to construct it. Drawing on research from a range of ethnic groups around the world, it shows how language contributes to the social and psychological processes involved in the formation of ethnic identity, exploring both the linguistic features of ethnic language varieties and also the ways in which language is used by different ethnic groups. Complete with discussion questions and a glossary, *Language and Ethnicity* will be welcomed by students and researchers in sociolinguistics, as well as anybody interested in ethnic issues, language and education, inter-ethnic communication, and the relationship between language and identity.

Through qualitative analysis of individuals, Kathleen J. Fitzgerald studies the social construction of racial and ethnic identity in *Beyond White Ethnicity*. Fitzgerald focuses on Native Americans, who despite a previously unacknowledged and uncelebrated background, are embracing and reclaiming their heritage in their everyday lives. Focusing on the purpose, process, and problems of this reclamation, Fitzgerald's research provides an understanding of these issues. She also exposes how institutional power relations are racialized and how race is a social and political construction, and she helps us understand larger cultural transformations. This insightful collection of research sparks the interest of those who study sociology, anthropology, and cultural studies.

The political and social upheavals following 1989 have had a significant impact on the minority languages of Eastern Europe. There have been attempts at enlightened treatment of minority linguistic groups in some of the new states but in others such groups have been openly oppressed. This volume draws on sociologically and ethnographically oriented work from a number of disciplines to allow the reader to compare developments in the different states, and to examine the interplay of language issues, ethnic nationalism, and processes of state formation and restructuring in the various political and historical contexts of Central and Eastern Europe. A companion volume (0-333-92925-X) examines the status of minority languages in the European Union.

Kazakhstan is emerging as the most dynamic economic and political actor in Central Asia. It is the second largest country of the former Soviet Union, after the Russian Federation, and has rich natural resources, particularly oil, which is being exploited through massive US investment. Kazakhstan has an impressive record of economic growth under the leadership of President Nursultan Nazarbaev, and has ambitions to project itself as a modern, wealthy civic state, with a developed market economy. At the same time, Kazakhstan is one of the most ethnically diverse countries in the region, with very substantial non-Kazakh and non-Muslim minorities. Its political regime has used elements of political clientelism and neo-traditional practices to bolster its rule. Drawing from extensive ethnographic research, interviews, and archival materials this book traces the development of national identity and statehood in Kazakhstan, focusing in particular on the attempts to build a national state. It argues that Russification and Sovietization were not simply 'top-down' processes, that they provide considerable scope for local initiatives, and that Soviet ethnically-based affirmative action policies have had a lasting impact on ethnic élite formation and the rise of a distinct brand of national consciousness.

Raciolinguistics reveals the central role that language plays in shaping our ideas about race and vice versa. The book brings together a team of leading scholars-working both

within and beyond the United States—to share powerful, much-needed research that helps us understand the increasingly vexed relationships between race, ethnicity, and language in our rapidly changing world. Combining the innovative, cutting-edge approaches of race and ethnic studies with fine-grained linguistic analyses, authors cover a wide range of topics including the struggle over the very term "African American," the racialized language education debates within the increasing number of "majority-minority" immigrant communities in the U.S., the dangers of multicultural education in a Europe that is struggling to meet the needs of new migrants, and the sociopolitical and cultural meanings of linguistic styles used in Brazilian favelas, South African townships, Mexican and Puerto Rican barrios in Chicago, and Korean American "cram schools" in New York City, among other sites. Taking into account rapidly changing demographics in the U.S. and shifting cultural and media trends across the globe—from Hip Hop cultures, to transnational Mexican popular and street cultures, to Israeli reality TV, to new immigration trends across Africa and Europe—Raciolinguistics shapes the future of scholarship on race, ethnicity, and language. By taking a comparative look across a diverse range of language and literacy contexts, the volume seeks not only to set the research agenda in this burgeoning area of study, but also to help resolve pressing educational and political problems in some of the most contested raciolinguistic contexts in the world.

These reports summarize the current state of what is known about various health and healthcare issues that affect the United States. An introductory chapter gives an overview of the report as a whole, along with a look at the science and preparation of the report. Along with the findings, reports may present directories of related resources.

Winner of the 2019 AAAL First Book Award *Racialized Identities in Second Language Learning: Speaking Blackness in Brazil* provides a critical overview and original sociolinguistic analysis of the African American experience in second language learning. More broadly, this book introduces the idea of second language learning as "transformative socialization": how learners, instructors, and their communities shape new communicative selves as they collaboratively construct and negotiate race, ethnicity, gender, sexuality, and social class identities. Uju Anya's study follows African American college students learning Portuguese in Afro-Brazilian communities, and their journeys in learning to do and speak blackness in Brazil. Video-recorded interactions, student journals, interviews, and writing assignments show how multiple intersecting identities are enacted and challenged in second language learning. Thematic, critical, and conversation analyses describe ways black Americans learn to speak their material, ideological, and symbolic selves in Portuguese and how linguistic action reproduces or resists power and inequity. The book addresses key questions on how learners can authentically and effectively participate in classrooms and target language communities to show that black students' racialized identities and investments in these communities greatly influence their success in second language learning and how successful others perceive them to be.

In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. *Communities in Action: Pathways to Health Equity* seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

The present volume collects eighteen essays exploring the history of ancient Near Eastern studies. Combining diverse approaches—synthetic and analytic, diachronic and transnational—this collection offers critical reflections on the who, why, and how of this cluster of fields. How have political contexts determined the conduct of research? How do academic agendas reflect larger social, economic, and cultural interests? How have schools of thought and intellectual traditions configured, and sometimes predetermined, the study of the ancient Near East? Contributions treating research during the Nazi and fascist periods examine the interpenetration of academic work with politics, while contributions dealing with specific national contexts disclose fresh perspectives on individual scholars as well as the conditions and institutions in which they worked. Particular attention is given to scholarship in countries such as Turkey, Portugal, Iran, China, and Spain, which have hitherto been marginal to historiographic accounts of ancient Near Eastern studies.

50 years after the establishment of the Runnymede Trust and the Race Relations Act of 1968 which sought to end discrimination in public life, this accessible book provides commentary by some of the UK's foremost scholars of race and ethnicity on data relating to a wide range of sectors of society, including employment, health, education, criminal justice, housing and representation in the arts and media.

What shapes the cultural, political and ideological values of young people living in Southeastern Europe? Which identities matter to them? How are their values changing, and how can they be changed? Who is changing them? Europe's periphery is the testing ground for the success of European values and identities. The future stability and political coherence of the Union will be determined in large measure by identity issues in this region. This book examines the ways in which ethnic and national values and identities have been surpassed as the overriding focus in the lives of the region's youth. Employing bottom-up, ethnographic, and interview-based approaches, it explores when and where ethnic and national identification processes become salient. Using intra-national and international comparisons of youth populations of Albania, Bosnia-Herzegovina, Croatia, Macedonia, Montenegro, and Serbia, contributors uncover the mechanisms by which ethnic identities are evoked, reproduced and challenged. In addition to exploring political, regional cultural generational and class identities, the contributors examine wider questions of European unity. This volume offers a corrective to previous thinking about youth ethnic identities and will prove useful to scholars in political science and sociology studying issues of ethnic and national identities and nationalism, as well as youth cultures and identities.

The EU is to-day at a crossroad: either it becomes a great supranational union or it goes back to being an array of separate independent states. Alberto Martinelli and Alessandro Cavalli draw a grand fresco of the society in which the European Union is taking shape.

Language and Ethnicity Cambridge University Press

In sheer numbers, no form of government control comes close to the police stop. Each year, twelve percent of drivers in the United States are stopped by the police, and the figure is almost double among racial minorities. Police stops are among the most recognizable and frequently criticized incidences of racial profiling, but, while numerous studies have shown that minorities are pulled over at higher rates, none have examined how police stops have come to be both encouraged and institutionalized. *Pulled Over* deftly traces the strange history of the investigatory police stop, from its discredited beginning as "aggressive patrolling" to its current status as accepted institutional practice. Drawing on the richest study of police stops to date, the authors show that who is stopped and how they are treated convey powerful messages about citizenship and racial disparity in the United States. For African Americans, for instance, the experience of investigatory stops erodes the perceived legitimacy of police stops and of the police generally, leading to decreased trust in the police and less willingness to solicit police assistance or to self-censor in terms of clothing or where they drive. This holds true even when police are courteous and respectful throughout the encounters and follow seemingly colorblind institutional protocols. With a growing push in recent years to use local police in immigration efforts, Hispanics stand poised to share African Americans' long experience of investigative stops. In a country that celebrates democracy and racial equality, investigatory stops have a profound and deleterious effect on African American and other minority communities that merits serious reconsideration. *Pulled Over* offers practical recommendations on how reforms can protect the rights of citizens and still effectively combat crime.

In this book, social and applied scientists from a wide range of fields investigate the process by which ethnic identity is formed and maintained throughout the lifespan.

Taking the possibility of change in ethnic identity into account, this book shows and dismantles the theoretical logics linking ethnic diversity to negative outcomes and processes such as democratic destabilisation, clientelism, riots and state collapse. Even more importantly, it changes the questions we can ask about the relationship between ethnicity, politics and economics.

"In recent years U.S. social history has taken dramatic strides in studies of race, gender, and ethnicity. Among historians of American ethnic groups, Philip Gleason has played a leading role in that development. His essays analyzing the terms of public and scholarly discourse--mapping the changing conceptions of American identity during the past half century--make a distinctive contribution to intellectual history." "Speaking of Diversity collects eleven of Gleason's seminal essays, each of them examining twentieth-century American thought on ethnic and religious diversity. Part 1 focuses specifically on linguistic and conceptual analysis, treating terms such as melting-pot, pluralism, identity, and minority. Part 2 explores the impact of World War II on American thinking about diversity, tolerance, and intergroup relations. Part 3 consists of essays on religion, all closely tied to themes in earlier essays. Together, they form a model of methodological and thematic unity. The essays also clear the ground as Americans continue their efforts to realize the stated goals of tolerance, diversity, and order."--BOOK JACKET. Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

This is the first book in the field of workplace discourse to examine the relationships among leadership, ethnicity, and language use. Taking a social constructionist approach to the ways in which leadership is enacted through discourse, *Leadership, Discourse, and Ethnicity* problematizes the concept of ethnicity and demonstrates the importance of context--particularly the community of practice--in determining what counts as relevant in the analysis of ethnicity. The authors analyse everyday workplace interactions supplemented by interview data to examine the ways in which workplace leaders use language to achieve their transactional and relational goals in contrasting "ethnicized" contexts, two of which are Maori and two European/Pakeha. Their analysis pays special attention to the roles of ethnic values, beliefs and orientations in talk.

Since 1965 more immigrants have come to Los Angeles than anywhere else in the United States. These newcomers have rapidly and profoundly transformed the city's ethnic makeup and sparked heated debate over their impact on the region's troubled economy. *Ethnic Los Angeles* presents a multi-investigator study of L.A.'s immigrant population, exploring the scope, characteristics, and consequences of ethnic transition in the nation's second most populous urban center. Using the wealth of information contained in the U.S. censuses of 1970, 1980, and 1990, essays on each of L.A.'s major ethnic groups tell who the immigrants are, where they come from, the skills they bring and their sources of employment, and the nature of their families and social networks. The contributors explain the history of legislation and economic change that made the city a magnet for immigration, and compare the progress of new immigrants to those of previous eras. Recent immigrants to Los Angeles follow no uniform course of adaptation, nor do they simply assimilate into the mainstream society. Instead, they have entered into distinct niches at both the high and low ends of the economic spectrum. While Asians and Middle Easterners have thrived within the medical and technical professions, low-skill newcomers from Central America provide cheap labor in light manufacturing industries. As *Ethnic Los Angeles* makes clear, the city's future will depend both on how well its economy accommodates its diverse population, and on how that population adapts to economic changes. The more prosperous immigrants arrived already possessed of advanced educations and skills, but what does the future hold for less-skilled newcomers? Will their children be able to advance socially and economically, as the children of previous immigrants once did? The contributors examine the effect of racial discrimination, both in favoring low-skilled immigrant job seekers over African Americans, and in preventing the more successful immigrants and native-born ethnic groups from achieving full economic parity with whites. *Ethnic Los Angeles* is an illuminating portrait of a city whose unprecedented changes are sure to be replicated in other urban areas as new concentrations of immigrants develop. Backed by detailed demographic information and insightful analyses, this volume engages all of the issues that are central to today's debates about immigration, ethnicity, and economic opportunity in a post-industrial urban society.

Once a predominantly African-American city, South Vista opened the twenty-first century with a large Latino/a majority and a significant population of Pacific Islanders. Using an innovative blend of critical ethnography and social language methodologies, *Paris* offers the voices and experiences of South Vista youth as a window into how today's young people challenge and reinforce ethnic and linguistic difference in demographically changing urban schools and communities. The ways African-American language, Spanish and Samoan are used within and across ethnicity in social and academic interactions, text messages and youth-authored rap lyrics show urban young people enacting both new and old visions of pluralist cultural spaces. *Paris* illustrates how understanding youth communication, ethnicity and identities in changing urban landscapes like South Vista offers crucial avenues for researchers and educators to push for more equitable schools and a more equitable society.

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.

A Companion to Ethnicity in the Ancient Mediterranean presents a comprehensive collection of essays contributed by Classical Studies scholars that explore questions relating to ethnicity in the ancient Mediterranean world. Covers topics of ethnicity in civilizations ranging from ancient Egypt and Israel, to Greece and Rome, and into Late Antiquity Features cutting-edge research on ethnicity relating to Philistine, Etruscan, and Phoenician identities Reveals the explicit relationships between ancient and modern ethnicities Introduces an interpretation of ethnicity as an active component of social identity Represents a fundamental questioning of formally accepted and fixed categories in the field

Racial and Ethnic Diversity in the Performing Arts Workforce examines the systemic and institutional barriers and individual biases that continue to perpetuate a predominately White nonprofit performing arts workforce in the United States. Workforce diversity, for purposes of this book, is defined as racial and ethnic diversity among workforce participants and stakeholders in the performing arts, including employees, artists, board members, funders, donors, educators, audience, and community members. The research explicitly uncovers the sociological and psychological reasons for inequitable workforce policies and practices within the historically White nonprofit performing arts sector, and provides examples of the ways in which transformative leaders, sharing a multiplicity of cultural backgrounds, can collaboratively and collectively create and produce a culturally plural community-centered workforce in the performing arts.

Developments in the European Union over the last decade have been largely positive from the perspective of stateless and minority ethnic groups and the survival and prosperity of minority languages. This selection of sociologically and ethnographically oriented work enables the reader to compare developments in different ethno-linguistic revival movements within the European Union. The contributions also explore the impact of EU policy and discourse on the individual movements and the orientation of Western Europe as a whole towards linguistic heterogeneity and cultural diversity. A companion volume (0-333-92924-1) examines the status of minority languages in post-1989 Eastern Europe. In this provocative and ground-breaking book, Stephen May argues for a non-essentialist understanding of language rights, while at the same time outlining why language rights, particularly for minority groups, are defensible and important, both academically and politically. May argues that the causes of many of the language-based conflicts in the world today lie with the nation-state and its preoccupation with establishing a 'common' language and culture via mass education. The solution, he suggests, is to rethink nation-states in more culturally and linguistically plural ways while avoiding, at the same time, essentialising the language-identity link. Language and Minority Rights - a benchmark volume in the field of language rights and language policy - is an outstanding interdisciplinary analysis which draws together debates on language from widely different academic fields, including the sociology of language, ethnicity and nationalism, sociolinguistics, social and political theory, education, history and law, illustrating these debates via a wealth of different national contexts and examples. It is essential reading for students, teachers and researchers in the sociology of language, sociolinguistics, applied linguistics, language policy and planning, sociology, politics, and education.

Racial and ethnic disparities in health care are known to reflect access to care and other issues that arise from differing socioeconomic conditions. There is, however, increasing evidence that even after such differences are accounted for, race and ethnicity remain significant predictors of the quality of health care received. In Unequal Treatment, a panel of experts documents this evidence and explores how persons of color experience the health care environment. The book examines how disparities in treatment may arise in health care systems and looks at aspects of the clinical encounter that may contribute to such disparities. Patients' and providers' attitudes, expectations, and behavior are analyzed. How to intervene? Unequal Treatment offers recommendations for improvements in medical care financing, allocation of care, availability of language translation, community-based care, and other arenas. The committee highlights the potential of cross-cultural education to improve provider-patient communication and offers a detailed look at how to integrate cross-cultural learning within the health professions. The book concludes with recommendations for data collection and research initiatives. Unequal Treatment will be vitally important to health care policymakers, administrators, providers, educators, and students as well as advocates for people of color.

With more than 240 primary sources, this introduction to a complex topic is a resource for student research.

CONTRIBUTIONS TO THE SOCIOLOGY OF LANGUAGE brings to students, researchers and practitioners in all of the social and language-related sciences carefully selected book-length publications dealing with sociolinguistic theory, methods, findings and applications. It approaches the study of language in society in its broadest sense, as a truly international and interdisciplinary field in which various approaches, theoretical and empirical, supplement and complement each other. The series invites the attention of linguists, language teachers of all interests, sociologists, political scientists, anthropologists, historians etc. to the development of the sociology of language.

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