

Constructing Race Youth Identity And Popular Culture In South Africa Suny Series Power Social Identity And Education

Continuing its calling to define the field and where it is going, the Second Edition of this landmark handbook brings up to date its comprehensive reportage of scholarly developments and school curriculum initiatives worldwide, providing a panoramic view of the state of curriculum studies globally. Its international scope and currency and range of research and theory reflect and contribute significantly to the ongoing internationalization of curriculum studies and its growth as a field worldwide. Changes in the Second Edition: Five new or updated introductory chapters pose transnational challenges to key questions curriculum research addresses locally. Countries absent in the First Edition are represented: Chile, Colombia, Cypress, Ethiopia, Germany, Iran, Luxembourg, Nigeria, Peru, Poland, Portugal, Singapore, South Africa, Spain, and Switzerland. 39 new or updated chapters on curriculum research in 34 countries highlight curriculum research that is not widely known in North America. This handbook is an indispensable resource for prospective and practicing teachers, for curriculum studies scholars, and for education students around the world.

The discourses of the post-apartheid South Africa embody symbols of change and promises of new lessons in history. This is the first volume that brings together analyses of a variety of discourses produced in South Africa through which we follow the evolution of transitional processes in the country's political institutions and in the opinions of its populace. The book offers to the reader a visit to the

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Parliament, a peek into the internet forums, analyses of the country's official papers and speeches, and the media accounts. Through all these discourses we see the burning questions – "Who Are We Now?" and "Who Do We Want To Be?" – being repetitively examined and identities cross-formed while the country deals with new, post-apartheid challenges, as well as successes.

Risk, Schooling, and Equity offers insights from a range of theoretical and practical viewpoints into current conceptions of risk and its effect on access to opportunity. The authors challenge existing frameworks and approaches, discuss how children and youth experience and live with risk in and out of school, and suggest ways to reduce institutional barriers to students' full engagement in school. By examining risk at different levels and through different lenses, the volume provides a critical look at both the issues and the venues that allow us to understand the problems that persist as well as the opportunities, spaces, and places for change.

When Nelson Mandela was elected President of South Africa in 1994, the world looked on at the miracle of racial reconciliation that unfolded in South Africa. However, the dream of a Rainbow Nation (in Archbishop Desmond Tutus phrase) seems to be fading, and racial identities seem to be more entrenched than ever. What prospects then for the non-racial democracy envisioned by Mandela and the South African Constitution? This book examines the status and future prospects of non-racialism. It discusses the nature of non-racialism and applies the concept to wider national issues and to questions of identity. The book looks out into South Africa's future and assesses generational changes to the country's handling of non-racialism. This latter point is the main theme in the opening preface by Ahmed Kathrada, jailed with Nelson Mandela, who reminds the reader that there is no easy answer: non-racialism is built every day,

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every minute, by people who seek to transform social relations and allow the Rainbow Nation to flourish. This book was published as a special issue of *Politikon*.

Using both in-depth interviews and survey data, the authors document how Biracial people develop a number of different racial identities and how these self-understandings are rooted in intriguing social, psychological, and cultural processes. The findings from this groundbreaking study provide a new and complex empirical foundation for future debates about the efficacy of multiracialism and the future of racial categorization in America.

How can teachers bridge the gap between their commitments to social justice and their day to day practice? This is the question author Adam Howard asked as he began teaching at an elite private school and the question that led him to conduct a six-year study on affluent schooling. Unfamiliar with the educational landscape of privilege and abundance, he began exploring the burning questions he had as a teacher on the lessons affluent students are taught in schooling about their place in the world, their relationships with others, and who they are. Grounded in an extensive ethnographic account, *Learning Privilege* examines the concept of privilege itself and the cultural and social processes in schooling that reinforce and regenerate privilege. Howard explores what educators, students and families at elite schools value most in education and how these values guide ways of knowing and doing that both create high standards for their educational programs and reinforce privilege as a collective identity. This book illustrates the ways that affluent students construct their own privilege, not, fundamentally, as what they have, but, rather, as who they are.

An examination of families and schools in South Africa, revealing how the marketisation of schooling works to uphold the privilege of whiteness.

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This yearbook will be the third in an annual series of publications by the International Network for Research in Arts Education (INREA). It will provide a comprehensive survey of contemporary research trends in arts education and will be based on the idea of constructing knowledge in the arts with the wisdom of the many. About sixty scholars from across the world will convey the zeitgeist of the key issues in research in arts education. The volume will be designed as a basic companion for every researcher, student, teacher or artist who wants to know what the recent knowledge of scholars is and what they consider significant. The key issues will reflect the images and the observations that a large body of researchers consider to be essential.

Based on original ethnographic material collected in an upper-middle class Chinese American community, this book aims at exploring the complicated identity production process within the community in relation to the rapidly changing global and local contexts. The book is expected to expand the scope of existing literature on identity production among immigrants of color in both empirical and methodological terms.

The classic, bestselling book on the psychology of racism -- now fully revised and updated Walk into any racially mixed high school and you will see Black, White, and Latino youth clustered in their own groups. Is this self-segregation a problem to address or a coping strategy? Beverly Daniel Tatum, a renowned authority on the psychology of racism, argues that straight talk about our racial identities is essential if we are serious about enabling communication across racial and ethnic divides. These topics have only become more urgent as the national conversation about race is increasingly

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acrimonious. This fully revised edition is essential reading for anyone seeking to understand the dynamics of race in America.

This book conveys the story of a society in the throes of restructuring itself and struggling to find a new identity. A particularly attractive aspect of this study is the focus on young adult literature and its place in post-apartheid South Africa, as well as its potential use in the classroom and lecture hall. Intersecting these two topics provides a compelling lens for refocusing debate on young adult fiction while offering a new and novel angle on debates in South Africa after the end of apartheid. The multilingual and multicultural South African society has resulted in fiction that differs from other parts of the English-speaking world. This work presents a holistic critique of South African young adult fiction and addresses issues such as change and transformation, identity politics, sexuality, and the issue of the right of white writers to represent and “write” characters of different races. ?

Parts one and two of this volume present the theoretical lenses used to study the social contexts of education. These include long-established foundations disciplines such as sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory, feminist educational theory, and cultural studies in education. Parts three, four, and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization, media, popular culture, technology, youth culture, and schooling. This groundbreaking volume helps readers understand

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the history, evolution, and significance of this wide-ranging, often misunderstood, and increasingly important field of study. This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning (formal and informal). It is also appropriate as a textbook for graduate-level courses in Social Foundations of Education, School and Society, Educational Policy Studies, Cultural Studies in Education, and Curriculum and Instruction.

The 2010 South African World Cup launched African football onto the global stage. This volume brings together top scholars on African football to explore a range of issues such as gender, identity, nationalism, history, cyber-fandom, the media and fan radicalization.

The Handbook of Social Justice in Education, a comprehensive and up-to-date review of the field, addresses, from multiple perspectives, education theory, research, and practice in historical and ideological context, with an emphasis on social movements for justice. Each of the nine sections explores a primary theme of social justice and education: Historical and Theoretical Perspectives International Perspectives on Social Justice in Education Race and Ethnicity, Language and Identity: Seeking Social Justice in Education Gender, Sexuality and Social Justice in Education Bodies, Disability and the Fight for Social Justice in Education Youth and Social Justice in Education Globalization: Local and World Issues in Education The Politics of Social Justice Meets Practice: Teacher Education and School Change Classrooms,

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Pedagogy, and Practicing Justice. Timely and essential, this is a must-have volume for researchers, professionals, and students across the fields of educational foundations, multicultural/diversity education, educational policy, and curriculum and instruction. This book—an ethnographic and discourse analytic study of an after-school video-making project for 1.5- and second-generation Southeast Asian American teenagers—explores the relationships among stereotype, identity, and ethnicity that emerge in this informal educational setting. Working from a unique theoretical foundation that combines linguistic anthropology, Asian American studies, and education, and using rigorous linguistic anthropological tools to closely examine video- and audio- recorded interactions gathered during the video-making project (in which teen participants learned the skills for creating their own video and adult staff learned to respect and value the local knowledge of youth), the author builds a compelling link between micro-level uses of language and macro-level discourses of identity, race, ethnicity, and culture. In this study of the ways in which teens draw on and play with circulating stereotypes of the self and the other, Reyes uniquely illustrates how individuals can reappropriate stereotypes of their ethnic group as a resource to position themselves and others in interactionally meaningful ways, to accomplish new social actions, and to assign new meanings to stereotypes. This is an important book for academics and students in sociolinguistics, linguistic anthropology, discourse analysis, and applied linguistics with an interest in issues of youth, race, and ethnicity,

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and/or educational settings, and will also be of interest to readers in the fields of education, Asian American studies, social psychology, and sociology.

For modern urban South African youth, the concept of "race" persists and falters.

For over a decade, educators have looked to capitalize on the appeal of hip-hop culture, sampling its language, techniques, and styles as a way of reaching out to students. But beyond a fashionable hipness, what does hip-hop have to offer our schools? In this revelatory new book, Marc Lamont Hill shows how a serious engagement with hip-hop culture can affect classroom life in extraordinary ways. Based on his experience teaching a hip-hop–centered English literature course in a Philadelphia high school, and drawing from a range of theories on youth culture, identity, and educational processes, Hill offers a compelling case for the power of hip-hop in the classroom. In addition to driving up attendance and test performance, Hill shows how hip-hop–based educational settings enable students and teachers to renegotiate their classroom identities in complex, contradictory, and often unpredictable ways. "One of the most profound, searching, and insightful studies of what happens to the identities and worldviews of high school students who are exposed to a hip-hop curriculum." —Michael Eric Dyson, author, *Can You Hear Me Now?* "Hill's book is a beautifully written

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reminder that the achievement gaps that students experience may be more accurately characterized as cultural gaps—between them and their teachers (and the larger society). This is a book that helps us see the power and potential of pedagogy.” —From the Foreword by Gloria Ladson-Billings, University of Wisconsin–Madison “Beats, Rhymes, and Classroom Life offers a vibrant, rigorous, and comprehensive analysis of hip-hop culture as an effective pedagogy, cultural politics, and a mobilizing popular form. This book is invaluable for anyone interested in hip-hop culture, identity, education, and youth.” —Henry Giroux, McMaster University “This book marks the time where our modern literature changes from entertainment to education. A study guide for our next generation using the modern day struggle into manhood and beyond.” —M-1 from dead prez

This fascinating collection of original essays seeks to address the possibilities and dangers of young people's transnational, commodified identities; how society and educational institutions might respond to these new identities; and the consequences for democratic practices and the public sphere. Drawing together contributions from the work of both well known and emerging scholars, this collection highlights the practices of youth's identities in the context of broadly defined educative sites, including schools, media and popular culture, community

organisations, cyberspace, music, and urban landscapes.

What are the features of the school environment that make students' of color incorporation greater at some schools than at others? Prudence L. Carter seeks to answer this basic but bedeviling question through a rich comparative analysis of the organizational and group dynamics in eight schools located within four cities in the United States and South Africa-two nations rebounding from centuries of overt practices of racial and social inequality. *Stubborn Roots* provides insight into how school communities can better incorporate previously disadvantaged groups and engender equity by addressing socio-cultural contexts and promoting "cultural flexibility." It also raises important and timely questions about the social, political, and philosophical purposes of multiracial schooling that have been greatly ignored by many, and cautions against narrow approaches to education that merely focus on test-scores and resources. "There are simply not enough texts that look comparatively at the two foremost experiments with questions of race, culture, and class in the English-speaking world, the United States and South Africa. Prudence Carter's work is simultaneously scholarly and compassionate. It helps us see, in these two benighted but globally important societies, how easily things break, but also how well, when structures are in place and when

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human agency takes flight, individuals and the groups to which they belong flourish and grow." - Crain Soudien, Professor of Education, University of Cape Town "In this ambitious mixed-method study, Carter analyzes the social and symbolic boundaries that account for disparate educational experiences by race in the United States and South Africa. Resources are only part of the answer; equally important, she argues, are the cultural and institutional conditions that make students feel they are valued contributors of the community. Thus, school policies about hairstyle, dress codes, tracking, extracurricular activities, and language use are among the important dimensions that enable or discourage engagement in students. Educators, policymakers, and scholars alike have much to learn from this agenda-setting work." -Michele Lamont, Harvard University Author of The Dignity of Working Men: Morality and the Boundaries of Race, Class and Immigration "Prudence Carter's remarkable book shines a light on the often invisible patterns that perpetuate educational disparity in both the United States and South Africa. Stubborn Roots reveals how racial and ethnic divides are often reinforced, even in supposedly 'integrated' schools and even when many people of good will, try to eradicate them. Carter's insights illuminate how educators and schools can address these issues by becoming increasingly attuned to the socio-cultural

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worlds in which their students live. This book paves the way for the changes needed for historically disadvantaged groups to receive equitable, high-quality educations." -Linda Darling-Hammond, Charles Ducommun Professor of Education, Stanford University

Constructing Race Youth, Identity, and Popular Culture in South Africa SUNY Press

This book considers in unprecedented detail one of the most confounding questions in American racial practice: when to speak about people in racial terms. Viewing "race talk" through the lens of a California high school and district, Colormute draws on three years of ethnographic research on everyday race labeling in education. Based on the author's experiences as a teacher as well as an anthropologist, it discusses the role race plays in everyday and policy talk about such familiar topics as discipline, achievement, curriculum reform, and educational inequality. Pollock illustrates the wide variations in the way speakers use race labels. Sometimes people use them without thinking twice; at other moments they avoid them at all costs or use them only in the description of particular situations. While a major concern of everyday race talk in schools is that racial descriptions will be inaccurate or inappropriate, Pollock demonstrates that anxiously suppressing race words (being what she terms "colormute") can also cause educators to

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reproduce the very racial inequities they abhor. The book assists readers in cultivating a greater understanding of the pitfalls and possibilities of everyday race talk and clarifies previously murky discussions of "colorblindness." By bridging the gap between theory and practice, Colormute will be enormously helpful in fostering ongoing conversations about dismantling racial inequality in America.

This timely, in-depth examination of the educational experiences and needs of mixed-race children ("the fifth minority") focuses on the four contexts that primarily influence learning and development: the family, school, community, and society-at-large. The book provides foundational historical, social, political, and psychological information about mixed-race children and looks closely at their experiences in schools, their identity formation, and how schools can be made more supportive of their development and learning needs. Moving away from an essentialist discussion of mixed-race children, a wide variety of research is included. Life and schooling experiences of mixed-raced individuals are profiled throughout the text. Rather than pigeonholing children into a neat box of descriptions or providing readymade prescriptions for educators, *Mixed-Race Youth and Schooling* offers information and encourages teachers to critically reflect on how it is relevant to and helpful in their teaching/learning

Read Free Constructing Race Youth Identity And Popular Culture In South Africa Suny Series Power Social Identity And Education contexts.

In East Asian economies such as China, recent mass rural-urban migration has created a new urban underclass, as have their children. However, their inclusion in urban public schools is a surprisingly slow process, and youth identities in newly industrialized countries remain largely neglected. Faced with monetary and institutional barriers, the majority of migrant youth attend low-quality or underperforming migrant schools, without access to the free compulsory education enjoyed by their urban counterparts. As a result, China's citizen-building scheme and the sustainability of its labor-intensive economy have greatly impacted global economic restructuring. Using thorough ethnographic research, this volume examines the consequences of urban schooling and citizenship education through which school and social processes contribute to the production of unequal class relations. It explores the nexus of citizenship education and identity-forming practices of poor migrant youth in an attempt to foresee the new class formation in Chinese society. This volume opens up the "black box" of citizenship education in China and examines the effect of school and societal forces on social mobility and life trajectories.

This invaluable addition to Springer's Explorations of Educational Purpose series is a revelatory ethnographic account of the visual material culture of

contemporary youths in North America. The author's detailed study follows apparently dissimilar groups (black and Latino/a in a New York City after-school club, and white and Indigenous in a small Canadian community) as they inflect their nascent identities with a sophisticated sense of visual material culture in today's globalized world. It provides detailed proof of how much ethnography can add to what we know about young people's development, in addition to its potential as a model to explore new and significant avenues in pedagogy. Supported by a wealth of ethnographic evidence, the analysis tracks its subjects' responses to strikingly diverse material ranging from autobiographical accounts by rap artists to the built environment. It shows how young people from the world's cultural epicenter, just like their counterparts in the sub-Arctic, construct racial, geographic and gender identities in ways that are subtly responsive to what they see around them, blending localized characteristics with more widely shared visual references that are now universally accessible through the Web. The work makes a persuasive case that youthful engagement with visual material culture is a relational and productive activity that is simultaneously local and global, at once constrained and enhanced by geography, and possesses a potent and life-affirming authenticity. Densely interwoven with young people's perspectives, the author's account sets out an

innovative and interdisciplinary conceptual framework affording fresh insights into how today's youth assimilate what they perceive to be significant. Supported by a wealth of ethnographic evidence, the analysis tracks its subjects' responses to strikingly diverse material ranging from autobiographical accounts by rap artists to the built environment. It shows how young people from the world's cultural epicenter, just like their counterparts in the sub-Arctic, construct racial, geographic and gender identities in ways that are subtly responsive to what they see around them, blending localized characteristics with more widely shared visual references that are now universally accessible through the Web. The work makes a persuasive case that youthful engagement with visual material culture is a relational and productive activity that is simultaneously local and global, at once constrained and enhanced by geography, and possesses a potent and life-affirming authenticity. Densely interwoven with young people's perspectives, the author's account sets out an innovative and interdisciplinary conceptual framework affording fresh insights into how today's youth assimilate what they perceive to be significant. Supported by a wealth of ethnographic evidence, the analysis tracks its subjects' responses to strikingly diverse material ranging from autobiographical accounts by rap artists to the built environment. It shows how young

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substantive trends and issues scholars will be addressing now and in the years to come. The *Studying Urban Youth Culture Primer* is an indispensable text for students in a range of qualitative methods and urban education courses. This stunning new edition retains the book's broad aims, intended audience, and multidisciplinary approach. New chapters take into account the more current backdrop of globalization, particularly events such as 9/11, and attendant developments that make a reconsideration of race relations in education quite urgent.

Aslam Fataar, one of South Africa's few educational sociologists working with ethnographic methods, captures the complex interactions and dynamics between social life, school processes and youth subjectivity in townships in the Western Cape. His work with concepts of mobilities and space is enormously generative, providing a way for teachers, principals, communities and policy makers to engage with the 'complex ecologies' of young people's learning in urban schools. As an astute policy analyst, he also well knows the systemic barriers in the way of achieving this. The last chapter, on possibilities for pedagogical justice at the site of the school, considers how disengaged students might re-engage through leveraging explicit pedagogic connections between their lifeworlds and school practices. Acknowledging that pedagogy cannot be

the only means for revitalising schooling, the author nevertheless insists that marginalised young people's consent needs to be won by schools that make use of, rather than ignore, their strengths, knowledges and aspirations. The approach to the troubled question of youth and subjectivity is enlightening, and vital to understanding the post-apartheid city and school. The book fills a much-needed gap in educational sociology in South Africa. This book is a compelling collection of essays on the intersection of race, gender and class in education written by leading black and postcolonial feminists of colour from Asia, Africa and the Caribbean living in Britain, America, Canada, and Australia. It addresses controversial issues such as racism in the media, exclusion in higher education, and critical multiculturalism in schools. Introducing new debates on transglobal female identity and cultures of resistance the book asks: How does black and postcolonial feminisms illuminate race and gender identity in new global times? How are race, gender and class inequalities reproduced and resisted in educational sites? How do women of colour experience race and gender differences in schools and universities? This book is a must for political and social commentators, academic researchers and student audiences interested in new feminist visions for new global times. This book was published as a special issue of *Race, Ethnicity and Education*.

There is global evidence that "ghosts" of notions of essentialist differences between human "groups" continue to haunt in various forms. People draw upon ideas of religion, race, ethnicity, gender and sexuality, and nation to draw distinctions. Racism, xenophobia, sexism, and right-wing populism are ongoing and increasing phenomena. In addition, genetic science has introduced new forms of "proof" which lends itself to misuse, to confirm "common sense perceptions". The valuable contributions of the authors in this publication not only warn against such notions, but offer ways of exploring, exposing and challenging the ghosts and the fears engendered through their contemporary forms.

Performing Identity/Performing Culture: Hip Hop as Text, Pedagogy, and Lived Practice is the first book-length ethnography of young people and their uses of hip hop culture. Originally published in 2001, this second edition is newly revised, expanded, and updated to reflect contemporary currents in hip hop culture and critical scholarship, as well as the epochal social, cultural, and economic shifts of the last decade. Drawing together historical work on hip hop and rap music as well as four years of research at a local community center, Greg Dimitriadis argues here that contemporary youth are fashioning notions of self and community outside of school in ways educators have largely ignored. His studies are

broad-ranging: how two teenagers constructed notions of a Southern tradition through their use of Southern rap artists like Eightball & MJG and Three 6 Mafia; how young people constructed notions of history through viewing the film Panther, a film they connected to hip hop culture more broadly; and how young people dealt with the life and death of hip hop icon Tupac Shakur, constructing resurrection myths that still resonate and circulate today.

The history of Mexican Americans is a history of the intermingling of races—Indian, White, and Black. This racial history underlies a legacy of racial discrimination against Mexican Americans and their Mexican ancestors that stretches from the Spanish conquest to current battles over ending affirmative action and other assistance programs for ethnic minorities. Asserting the centrality of race in Mexican American history, Martha Menchaca here offers the first interpretive racial history of Mexican Americans, focusing on racial foundations and race relations from prehispanic times to the present. Menchaca uses the concept of racialization to describe the process through which Spanish, Mexican, and U.S. authorities constructed racial status hierarchies that marginalized Mexicans of color and restricted their rights of land ownership. She traces this process from the Spanish colonial period and the introduction of slavery through racial laws affecting Mexican Americans into the late twentieth-century. This re-

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viewing of familiar history through the lens of race recovers Blacks as important historical actors, links Indians and the mission system in the Southwest to the Mexican American present, and reveals the legal and illegal means by which Mexican Americans lost their land grants.

In *White Kids*, Mary Bucholtz investigates how white teenagers use language to display identities based on race and youth culture. Focusing on three youth styles - preppies, hip hop fans, and nerds - Bucholtz shows how white youth use a wealth of linguistic resources, from social labels to slang, from Valley Girl speech to African American English, to position themselves in the school's racialized social order. Drawing on ethnographic fieldwork in a multiracial urban California high school, the book also demonstrates how European American teenagers talk about race when discussing interracial friendship and difference, narrating racialized fear and conflict, and negotiating their own ethnoracial classification. The first book to use techniques of linguistic analysis to examine the construction of diverse white identities, it will be welcomed by researchers and students in linguistics, anthropology, ethnic studies and education.

What does it mean to be young, American, and white at the dawn of the twenty-first century? By exploring this question and revealing the everyday social processes by which high schoolers define white identities, Pamela

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Perry offers much-needed insights into the social construction of race and whiteness among youth. Through ethnographic research and in-depth interviews of students in two demographically distinct U.S. high schools—one suburban and predominantly white; the other urban, multiracial, and minority white—Perry shares students' candor about race and self-identification. By examining the meanings students attached (or didn't attach) to their social lives and everyday cultural practices, including their taste in music and clothes, she shows that the ways white students defined white identity were not only markedly different between the two schools but were considerably diverse and ambiguous within them as well. Challenging reductionist notions of whiteness and white racism, this study suggests how we might go "beyond whiteness" to new directions in antiracist activism and school reform. *Shades of White* is emblematic of an emerging second wave of whiteness studies that focuses on the racial identity of whites. It will appeal to scholars and students of anthropology, sociology, and cultural studies, as well as to those involved with high school education and antiracist activities.

Critical Pedagogy and Race argues that a rigorous engagement with race is a priority for educators concerned with equality in schools and in society. A landmark collection arguing that engaging with race at both conceptual and practical levels is a priority for educators. Builds a stronger engagement of race-based analysis in the field of critical pedagogy. Brings together a melange of theories on race, such as Afro-centric,

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Latino-based, and postcolonial perspectives. Includes historical studies, and social justice ideas on activism in education. Questions popular concepts, such as white privilege, color-blind perspectives, and race-neutral pedagogies.

What is transformation in contemporary South African higher education? How can it be facilitated through research and pedagogic practices? These questions are addressed in this edited collection by established academics and emerging research students from nine South African universities. The chapters give us access to students' worlds; how they construct, experience and navigate their complex spheres, on and off campus.

The legal institutions of overt racism in the United States have been eliminated, but social surveys and investigations of social institutions confirm the continuing significance of race and the enduring presence of negative racial attitudes. This shift from codified and explicit racism to more subtle forms comes at a time when the very boundaries of race and ethnicity are being reshaped by immigration and a rising recognition that old systems of racial classification inadequately capture a diverse America. In *The Changing Terrain of Race and Ethnicity*, editors Maria Krysan and Amanda Lewis bring together leading scholars of racial dynamics to study the evolution of America's racial problem and its consequences for race relations in the future. *The Changing Terrain of Race and Ethnicity* opens by attempting to answer a puzzling question: how is it that so many whites think racism is no longer a problem but so many nonwhites disagree? Sociologist Lawrence

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Bobo contends that whites exhibit what he calls "laissez faire racism," which ignores historical and structural contributions to racial inequality and does nothing to remedy the injustices of the status quo. Tyrone Forman makes a similar case in his chapter, contending that an emphasis on "color blindness" allows whites to be comforted by the idea that all races are on a level playing field, while not recognizing the advantages they themselves have reaped from years of inequality. The book then moves to a discussion of the new ways that Americans view race. Eduardo Bonilla-Silva and Karen Glover argue that the United States is moving from a black-white divide to a tripartite system, where certain light-skinned, non-threatening minority groups are considered "honorary whites." The book's final section reexamines the theoretical underpinnings of scholarship on race and ethnicity. Joe Feagin argues that research on racism focuses too heavily on how racial boundaries are formed and needs to concentrate more on how those boundaries are used to maintain privileges for certain groups at the expense of others. Manning Marable contends that racism should be addressed at an institutional level to see the prevalence of "structural racism"—deeply entrenched patterns of inequality that are coded by race and justified by stereotypes. The Changing Terrain of Race and Ethnicity provides an in-depth view of racism in modern America, which may be less conspicuous but not necessarily less destructive than its predecessor, Jim Crow. The book's rich analysis and theoretical insight shed light on how, despite many efforts to end America's historic racial problem, it has

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evolved and persisted into the 21st century.

This book is about how to trigger the capacity to aspire among black youth. Examining the transition out of adulthood and imagined futures of black youth, Maja helps us understand how black youth aspirations might be raised, and how a better future for young people can be achieved.

Showing how youth from one of the poorest and most violent neighborhoods in Cape Town, South Africa, learn differently in three educational contexts— in classrooms, in a community hip hop crew, on a youth radio show—this book illuminates how South African schools, like schools elsewhere, subtly reproduce inequalities by sorting students into social hierarchies linked to assessments of their use of language. Highlighting the voices and perspectives of young South Africans, this case study of youth in the global South explores how language is linked to cultural mixing which occurred during colonialism and slavery and continues through patterns of global mobility. Dialogue in Places of Learning: Youth Amplified in South Africa demonstrates how language and learning are bound to space and place.

Racial Integration in the Church of Apartheid relates the struggle of South Africa's Reformed churches to overcome their apartheid past and merge into one multiracial church. It uncovers the potential of faith communities and their limits in untangling religious-nationalist affiliations.

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