

Working Class Without Work High School Students In A De Industrializing Economy Critical Social Thought

Images of Chinese teens with their heads buried in books for hours on end, preparing for high-stakes exams, dominate understandings of Chinese youth in both China and the West. But what about young people who are not on the path to academic success? What happens to youth who fail the state's high-stakes exams? What many—even in China—don't realize is that up to half of the nation's youth are flunked out of the academic education system after 9th grade. *Class Work* explores the consequences for youth who have failed these exams, through an examination of two urban vocational schools in Nanjing, China. Through a close look at the students' backgrounds, experiences, the schools they attend, and their trajectories into the workforce, T.E. Woronov explores the value systems in contemporary China that stigmatize youth in urban vocational schools as "failures," and the political and economic structures that funnel them into working-class futures. She argues that these marginalized students and schools provide a privileged window into the ongoing, complex intersections between the socialist and capitalist modes of production in China today and the rapid transformation of China's cities into post-industrial, service-based economies. This book advances the notion that urban vocational schools are not merely "holding tanks" for academic failures; instead they are incipient sites for the formation of a new working class.

This reader introduces students to the social research process by pairing 16 published research articles with candid interviews with the lead researcher on each study.

An interview-based study of 95 young unionized fast-food and grocery workers in two cities in the USA and Canada. It presents a detailed account of their experiences in their workplaces and unions. The workers describe their daily tasks and the pressures from management and customers.

The second edition of *Unraveling the "Model Minority" Stereotype: Listening to Asian American Youth* extends Stacey Lee's groundbreaking research on the educational experiences and achievement of Asian American youth. Lee provides a comprehensive update of social science research to reveal the ways in which the larger structures of race and class play out in the lives of Asian American high school students, especially regarding presumptions that the educational experiences of Koreans, Chinese, and Hmong youth are all largely the same. In her detailed and probing ethnography, Lee presents the experiences of these students in their own words, providing an authentic insider perspective on identity and interethnic relations in an often misunderstood American community. This second edition is essential reading for anyone interested in Asian American youth and their experiences in U.S. schools. Stacey J. Lee is Professor of Educational Policy Studies at the University of Wisconsin–Madison. She is the author of *Up Against Whiteness: Race, School, and Immigrant Youth*. "Stacey Lee is one of the most powerful and influential scholarly voices to challenge the 'model minority' stereotype. Here in its second edition, Lee's book offers an additional paradigm to explain the barriers to educating young Asian Americans in the 21st century—xenoracism (i.e., racial discrimination against immigrant minorities) intersecting with issues of social class." —Xue Lan Rong, University of North Carolina at Chapel Hill "Breaking important new theoretical and empirical ground, this revised edition is a must read for anyone interested in Asian American youth, race/ethnicity, and processes of transnational migration in the 21st century." —Lois Weis, State University of New York Distinguished Professor "Clear, accessible, and significantly updated.... The book's core lesson is as relevant today as it was when the first edition was published, presenting an urgent call to dismantle the dangerous stereotypes that continue to structure

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inequality in 21st century America.” —Teresa L. McCarty, Alice Wiley Snell Professor of Education Policy Studies, Arizona State University Praise for the First Edition! "Sure to stimulate further research in this area and will be of interest to teachers, teacher educators, researchers, and students alike." —Teachers College Record "A must read for those interested in a different approach in understanding our racial experience beyond the stale and repetitious polemics that so often dominate the public debate." —The Journal of Asian Studies "Well written and jargon-free, this book...documents genuinely candid views from Asian-American students, often laden with their own prejudices and ethnocentrism." —MultiCultural Review In academia, the effects of the "cultural turn" have been felt deeply. In everyday life, tenets from cultural politics have influenced how people behave or regard their options for action, such as the reconfiguration of social movements, protests, and praxis in general.

Reproducing Gender charts the development of a theory of gender relations built up over the last twenty years. This theory has been highly influential in establishing the importance of the sociology of women's education for the study of society. It demonstrates the power of feminist educational theory and research, and its role in creating new political and academic agendas. This fascinating book explores gender relationships at all levels of schooling. It brings together political, social and cultural theories to understand continuity and change in gender and education. Madeleine Arnot, widely considered to be a pioneer in the field of gender and education, brings together for the first time in a single volume her most influential writings. This book is essential reading for students and academics in the areas of gender studies, women's studies, educational policy, sociology and history of education.

This is a book for teachers, parents, and other concerned citizens who care about public education, who want schools to be democratic in the best sense, and who seek argumentative ammunition for defending schools and for placing school issues within the larger framework of the long struggle to keep and expand democracy in the United States.

A New York Times Bestseller A Wall Street Journal Bestseller A New York Times Notable Book of 2020 A New York Times Book Review Editors' Choice

Shortlisted for the Financial Times and McKinsey Business Book of the Year A New Statesman Book to Read From economist Anne Case and Nobel Prize winner Angus Deaton, a groundbreaking account of how the flaws in capitalism are fatal for America's working class Deaths of despair from suicide, drug overdose, and alcoholism are rising dramatically in the United States, claiming hundreds of thousands of American lives. Anne Case and Angus Deaton explain the overwhelming surge in these deaths and shed light on the social and economic forces that are making life harder for the working class. As the college educated become healthier and wealthier, adults without a degree are literally dying from pain and despair. Case and Deaton tie the crisis to the weakening position of labor, the growing power of corporations, and a rapacious health-care sector that redistributes working-class wages into the pockets of the wealthy. This critically important book paints a troubling portrait of the American dream in decline, and provides solutions that can rein in capitalism's excesses and make it work for everyone.

Unpack the standards and build a plan for leading learning Evidence increasingly points to a direct link between the curriculum leadership provided by educational leaders and the overall effectiveness of schools. Professional Standards for Educational Leaders introduces the foundations of the recently revised

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professional educational leadership standards and provides an in-depth explanation and application of each one. Written by the primary architect of PSEL, educational leadership expert Joseph F. Murphy, this authoritative guide to understanding and applying the standards explores the new emphasis on: Leadership of learning, school culture, and diversity Values, ethics, and professional norms of educational leadership Teacher quality, instruction, and caring support

This book offers a comprehensive introduction to the social history of anthropology in the United States, examining the circumstances that gave rise to the discipline and illuminating the role of anthropology in the modern world.

Thomas C. Patterson considers the shifting social and political-economic conditions in which anthropological knowledge has been produced and deployed, the appearance of practices focused on particular regions or groups, the place of anthropology in structures of power, and the role of the educator in forging, perpetuating, and changing representations of past and contemporary peoples. The book addresses the negative reputation that anthropology took on as an offspring of imperialism, and provides fascinating insight into the social history of America. In this second edition, the material has been revised and updated, including a new chapter that covers anthropological theory and practice during the turmoil created by multiple ongoing crises at the beginning of the twenty-first century. This is valuable reading for students and scholars interested in the origins, development, and theory of anthropology.

This groundbreaking collection offers a complicated portrait of girls in the 21st Century. These are the riot grrls and the Spice Girls, the good girls and the bad girls who are creating their own "girl" culture and giving a whole new meaning to "grrl" power. Featuring provocative essays from leaders in the field like Michelle Fine, Angela McRobbie, Valerie Walkerdine, Nancy Lesko, Niobe Way and Deborah Tolman, this work brings to life the ever-changing identities of today's young women. The contributors cover all aspects of girlhood from around the world and strike upon such key areas as schooling, sexuality, popular culture and identity. This is new scholarship at its best.

Although bell hooks has long challenged the dominant paradigms of race, class, and gender, there has never been a comprehensive book critically reflecting upon this seminal scholar's body of work. Her written works aim to transgress and disrupt those codes that exclude others as intellectually mediocre, and hooks' challenge to various hegemonic practices has heavily influenced scholars in numerous areas of inquiry. This important resource thematically examines hooks' works across various disciplinary divides, including her critique on educational theory and practice, theorization of racial construction, dynamics of gender, and spirituality and love as correctives in postmodern life. Ultimately, this book offers a fresh perspective for scholars and students wanting to engage in the prominent work of bell hooks, and makes available to its readers the full significance of her work. Compelling and unprecedented, *Critical Perspectives on*

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bell hooks is a must-read for scholars, professors, and students interested in issues of race, class, and gender.

The Routledge International Companion to Education addresses the key issues underpinning the rethinking and restructuring of education at the beginning of the new millennium. The volume contains over fifty major contributions exploring a wide range of issues, including: * philosophy of education * the economics and resourcing of education * testing and assessment: current issues and future prospects * standards * multiculturalism * anti-racism * computers in classrooms * mother tongue education * civics and moral education. Each chapter gives a contemporary account of developments in the field, and looks to the future and the directions that new activity and inquiry are likely to take. All the chapters are written from an international perspective.

This book explores the history of Pittsburghese, the language of the Pittsburgh, Pennsylvania area as it is imagined and used by Pittsburghers. Pittsburghese is linked to local identity so strongly that it is alluded to almost every time people talk about what Pittsburgh is like, or what it means to be a Pittsburgher. But what happened during the second half of the 20th century to reshape a largely unnoticed way of speaking into this highly visible urban "dialect"? In this book, sociolinguist Barbara Johnstone focuses on this question. Treating Pittsburghese as a cultural product of talk, writing, and other forms of social practice, Johnstone shows how non-standard pronunciations, words, and bits of grammar used in the Pittsburgh area were taken up into a repertoire of words and phrases and a vocal style that has become one of the most resonant symbols of local identity in the United States today.

Published in 1995 this book provides an account of a detailed research project focusing on a rural school in West Virginia. Researched from several social science perspectives the book strives to capture intersections between biography and history in a particular public school – Burnsville High and Middle school in Braxton County - that has been influenced by social, political, and economic forces, eventually leading to its closure. The author also discusses how the example of this school can be applied within the framework of American public education and Western culture itself. Based on research from unstructured interviews, oral histories, historical records, and intermittent fieldwork that took place between 1989 and 1992, the book provides an in-depth look at a specific school, offering a basis for discussing rural schools in general. It challenges the idea that bigger schools are better and more efficient schools in terms of the individual, the social life of the school, and the surrounding community, and considers the lack of scholarly accounts available on the issues, controversies, and social dynamics that surround these vital community matters.

How identity influences the economic choices we make Identity Economics provides an important and compelling new way to understand human behavior, revealing how our identities—and not just economic incentives—influence our decisions. In 1995, economist Rachel Kranton wrote future Nobel Prize-winner

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George Akerlof a letter insisting that his most recent paper was wrong. Identity, she argued, was the missing element that would help to explain why people—facing the same economic circumstances—would make different choices. This was the beginning of a fourteen-year collaboration—and of Identity Economics. The authors explain how our conception of who we are and who we want to be may shape our economic lives more than any other factor, affecting how hard we work, and how we learn, spend, and save. Identity economics is a new way to understand people's decisions—at work, at school, and at home. With it, we can better appreciate why incentives like stock options work or don't; why some schools succeed and others don't; why some cities and towns don't invest in their futures—and much, much more. Identity Economics bridges a critical gap in the social sciences. It brings identity and norms to economics. People's notions of what is proper, and what is forbidden, and for whom, are fundamental to how hard they work, and how they learn, spend, and save. Thus people's identity—their conception of who they are, and of who they choose to be—may be the most important factor affecting their economic lives. And the limits placed by society on people's identity can also be crucial determinants of their economic well-being.

Your path to sustainable school improvement starts here! School reform scholars Joseph Murphy and Daniela Torre shed light on the components that promote learning-centered leadership at the secondary level. Strengthen your school culture and discover clearly defined processes for engagement among students, teachers, parents and community members. Learn to:

- Understand variables that shape leadership practices and student learning
- Cultivate school, community, and parent partnerships
- Include both rigor and acceleration within a caring culture, particularly for at-risk schools
- Create communities of professionalism for teachers

Use this comprehensive resource to explore how comprehensive school improvement really works!

Papers from a conference organised for undergraduates at University College Chester, November 2002. The papers explore the nature of discrimination in a variety of different contexts. Topics covered include religion and belief in relation to ethnicity, the portrayal of old age by the media, gender in post-industrial Britain, stigma in health care settings, social class in contemporary Britain, disability and alternative lifestyle.

Noted scholar Lois Weis first visited the town of "Freeway" in her 1990 book, *Working Class Without Work*. In that book we met the students and teachers of Freeway's high school to understand how these working-class folks made sense of their lives. Now, fifteen years later, Weis has gone back to Freeway for *Class Reunion*. This time her focus is on the now grown-up students who are, for the most part, still working class and now struggling to survive the challenges of the global economy. *Class Reunion* is a rare and valuable longitudinal ethnographic study that provides powerful, provocative insight into how the lives of these men and women have changed over the last two decades--and what their prospects

might be for the future.

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2018 Morris Rosenberg Award, DC Sociological Society In recent years, questions such as “what are kids eating?” and “who’s feeding our kids?” have sparked a torrent of public and policy debates as we increasingly focus our attention on the issue of childhood obesity. The Centers for Disease Control and Prevention estimates that while 1 in 3 American children are either overweight or obese, that number is higher for children living in concentrated poverty. Enduring inequalities in communities, schools, and homes affect young people’s access to different types of food, with real consequences in life choices and health outcomes. *Fast-Food Kids* sheds light on the social contexts in which kids eat, and the broader backdrop of social change in American life, demonstrating why attention to food’s social meaning is important to effective public health policy, particularly actions that focus on behavioral change and school food reforms. Through in-depth interviews and observation with high school and college students, Amy L. Best provides rich narratives of the everyday life of youth, highlighting young people’s voices and perspectives and the places where they eat. The book provides a thorough account of the role that food plays in the lives of today’s youth, teasing out the many contradictions of food as a cultural object—fast food portrayed as a necessity for the poor and yet, reviled by upper-middle class parents; fast food restaurants as one of the few spaces that kids can claim and effectively ‘take over’ for several hours each day; food corporations spending millions each year to market their food to kids and to lobby Congress against regulations; schools struggling to deliver healthy food young people will actually eat, and the difficulty of arranging family dinners, which are known to promote family cohesion and stability. A conceptually-driven, ethnographic account of youth and the places where they eat, *Fast-Food Kids* examines the complex relationship between youth identity and food consumption, offering answers to those straightforward questions that require crucial and comprehensive solutions.

First Published in 1996. Routledge is an imprint of Taylor & Francis, an informa company.

Weaving the brackish humor of Chuck Palahniuk’s *Fight Club* with the empathy of Barbara Ehrenreich’s *Nickel and Dimed*, J. R. Helton brings to life an obscured, all-too-often ignored slice of the American psyche in this unflinching memoir of blue-collar Texas. In the 1980s, somewhere in Austin, Helton was young, married, and jobless. After a few strung-out years trying to make it as a writer, he was caught in a cycle of drunken, coked-up nights, crashing on friends’ couches and looking for money in the morning. Succumbing to the daunting reality of what it means to support both himself and a troubled marriage, he became a housepainter. He sold pumpkins on the side of the road, delivered firewood, ran a crew of illegal immigrants hauling railroad ties across the empty

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plains of Kansas, and then he painted even more. Despair is transformed into resilience as Helton insightfully narrates his wayward years, enduring hateful employers and mind-numbing manual labor. Along the way, the people toiling beneath the saccharine veneer of wealth that was the Reagan years are brought to vivid life: the ambitious and the lazy, the potheads and the racists, as well as Vietnam vets too shaken to hold a paintbrush and deadbeat fathers straining to pay child support. With intoxicating, blasé-faire sentiment, Helton shows that everyone—from the beauties at the rodeo to the lowest laborers—is tethered by a common desire to just pay the bills and balm the loneliness. A raw and moving account, *Bad Jobs and Poor Decisions* captures a microcosm of left-behind America that straddles a dangerous line between ruin and redemption.

This text sets out to challenge the traditional power basis of the policy decision makers in education. It contests that others who have an equal right to be consulted and have their opinions known have been silenced, declared irrelevant, postponed and otherwise ignored. Policies have thus been formed and implemented without even a cursory feminist critical glance. The chapters in this text illustrate how to incorporate critical and feminist lenses and thus create policies to meet the lived realities, the needs, aspirations and values of women and girls. A particular focus is the primary and secondary sectors of education.

"I recommend a book by Professor Williams, it is really worth a read, it's called *White Working Class*." -- Vice President Joe Biden on Pod Save America An Amazon Best Business and Leadership book of 2017 Around the world, populist movements are gaining traction among the white working class. Meanwhile, members of the professional elite—journalists, managers, and establishment politicians--are on the outside looking in, left to argue over the reasons. In *White Working Class*, Joan C. Williams, described as having "something approaching rock star status" by the *New York Times*, explains why so much of the elite's analysis of the white working class is misguided, rooted in class cluelessness. Williams explains that many people have conflated "working class" with "poor"--but the working class is, in fact, the elusive, purportedly disappearing middle class. They often resent the poor and the professionals alike. But they don't resent the truly rich, nor are they particularly bothered by income inequality. Their dream is not to join the upper middle class, with its different culture, but to stay true to their own values in their own communities--just with more money. While white working-class motivations are often dismissed as racist or xenophobic, Williams shows that they have their own class consciousness. *White Working Class* is a blunt, bracing narrative that sketches a nuanced portrait of millions of people who have proven to be a potent political force. For anyone stunned by the rise of populist, nationalist movements, wondering why so many would seemingly vote against their own economic interests, or simply feeling like a stranger in their own country, *White Working Class* will be a convincing primer on how to connect with a crucial set of workers--and voters.

The author wxplores issues of race, class, and gender among white working

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class youths, and she considers the roles of school and family in the production of the self. The book also examines the working class teens' attitudes toward and readiness for "postfeminist" thinking and the emerging American New Right. Presenting the first sustained ethnographic investigation of white working class youth in the context of deindustrialization, Weis offers a complex portrait of how these young people produce themselves in a society vastly different from that of their parents and grandparents.

Most educators might agree that the hidden agendas on class, race, and gender, to a large extent, condition and determine the form and the content of schooling. But, how much of this situation is due to school factors, and how much to social background factors, is heatedly discussed and debated by scholars working within both the mainstream and critical traditions in the field of education. *Class, Race, and Gender in American Education* represents a groundbreaking overview of current issues and contemporary approaches involved in the areas of class, race, and gender in American education. In this book, the first to combine a consideration of these issues and to investigate the manner in which they connect in the school experience, authors consider the particular situations of males and females of divergent racial and class backgrounds from their earliest childhood experiences through the adult university years. While providing valuable original in-depth ethnographic and statistical analyses, the volume also incorporates some of the important current theoretical debates; the debate between structuralists and culturalists is highlighted, for example.

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.

As part of SAGE's "Sociology in Action" series, *Sociology In Action: Social Problems* will engage students in active learning in class, on their own, and in their local communities, as they explore a range of social problems and consider sociological solutions to issues facing society today. The text is ideal for instructors who want to rely less on lecturing and more on discussion,

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collaboration, self-directed investigation, observation, analysis, and reflection. Acrylic oil, glue stick and layered canvas 1830 x 2075 (Collection of the artist). What does it mean to learn and educate in these social and historical times? This edited collection engages an international group of education thinkers in a series of ongoing intercultural conversations that speak to the challenges and possibilities of engaging with education, difference and diversity in a globalised world.

"This analysis is among the first in its field to account for racial and ethnic distinctions, broadening the application of state theory in the study of educational history, and exposing an array of contradictions and conflicts in the educational systems of these two societies."--BOOK JACKET.

Americans are taught to believe that upward mobility is possible for anyone who is willing to work hard, regardless of their social status, yet it is often those from affluent backgrounds who land the best jobs. *Pedigree* takes readers behind the closed doors of top-tier investment banks, consulting firms, and law firms to reveal the truth about who really gets hired for the nation's highest-paying entry-level jobs, who doesn't, and why. Drawing on scores of in-depth interviews as well as firsthand observation of hiring practices at some of America's most prestigious firms, Lauren Rivera shows how, at every step of the hiring process, the ways that employers define and evaluate merit are strongly skewed to favor job applicants from economically privileged backgrounds. She reveals how decision makers draw from ideas about talent—what it is, what best signals it, and who does (and does not) have it—that are deeply rooted in social class.

Displaying the "right stuff" that elite employers are looking for entails considerable amounts of economic, social, and cultural resources on the part of the applicants and their parents. Challenging our most cherished beliefs about college as a great equalizer and the job market as a level playing field, *Pedigree* exposes the class biases built into American notions about the best and the brightest, and shows how social status plays a significant role in determining who reaches the top of the economic ladder.

First Published in 1990. Routledge is an imprint of Taylor & Francis, an informa company.

This book uses detailed case studies of two secondary schools to examine the relationship between curriculum choice and gender identity among fourteen-year-old pupils making their first choices about what subjects to pursue at exam level. It reveals a two way process. Pupils' decisions on what subject to take are influenced by how they perceive themselves in gender terms, and the curriculum once chosen reinforces their sense of gender divisions. The author looks at the influences on pupils at this stage in their lives from peers, family and the labour market as well as from teachers. She argues that the belief in freedom of choice and school neutrality espoused by many teachers can become an important factor in the reproduction of gender divisions, and that unless the introduction of the national curriculum is accompanied by systematic efforts to eradicate sexism

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from the hidden curriculum it will fail in its aim of creating greater equality of educational opportunity among the sexes.

Reading Girls captures the voices and literacy experiences of a diverse group of urban adolescent girls. The author—an experienced researcher and middle school teacher—intertwines investigations of multiple literacies, technologies, race, class, gender, sexuality, and gender expression to provide a provocative look at what helps and what hurts adolescent girls in school. Through engaging case studies, we see how traditional schooling fails to make room for crucial life topics, such as grappling with sexual or racial identity, understanding gang culture, or coming of age in urban America. Each chapter concludes with concrete strategies for improving both in- and out-of-school practices to better serve young girls, especially marginalized students.

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