This book is essential reading for anyone interested in the study of the academic achievement gap. The book is organized as a dialogue between John Ogbu and the scholarly community, including his most ardent challenges to the cultural ecological model in which he developed. Readers will find in these chapters the theoretical roots of his cultural ecological model. The final presentation of John Ogbu's cultural ecological model and the many debates that his work has sparked will be a valuable resource for students, educators, policymakers, and community activists alike.

Leaders in the Sociology of Education - Alan R. Sadovnik

This pathbreaking work extends the boundaries of contemporary anthropological research by presenting in one cohesive, meticulously researched work: an original theoretical framework for the study of the relationship between language and society. Together the selections provide students a range of approaches for interpreting and designing educational experiences worthy of the multicultural societies of our present and future. The reprinted selections are influential literature shaping our understanding of the social and cultural foundations of education today.

Chicanos School Failure and Success - Richard R. Valencia

The book presents a complete and comprehensive review of the multiple and complex issues affecting Chicanos today. Richly informative and accessible, this work includes completely revised and updated chapters that incorporate recent scholarship and research on the current realities of Chicana/o education. It is a must-read for anyone seeking to understand the lives of Chicana/o students, parents, and educators.

The Heartland Chronicles - Douglas E. Foley

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Performance Theories in Education - Bryant Keith Alexander

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Making Capitalism - Roger L. Janelli

The book presents a complete and comprehensive review of the multiple and complex issues affecting Chicanos today. Richly informative and accessible, this work includes completely revised and updated chapters that incorporate recent scholarship and research on the current realities of Chicana/o education. It is a must-read for anyone seeking to understand the lives of Chicana/o students, parents, and educators.
influenced the educational experiences of children for centuries. As the demography of the United States shifted to create a more diverse student population, racial segregation in education and housing continued to shape and manifest in schooling in America. This reference work explores the critical importance of these issues to American schooling and employs historical, anthropological, sociological, and theoretical perspectives to provide an overview.

The Invisible Workers of the U.S.-Mexico Bracero Program—Ronald I. Miller 2014-06-30 As the first and largest government program, the U.S.-Mexico Bracero Program (1942–1964) conflated the unequal relations of labor in the Mexican workforce with the growth and sustainability of the California agricultural sector. This study takes an innovative perspective of understanding the making of the Bracero Program by introducing new syntheses of sociological theories and methods to center the experiences and recollections of former Braceros and their families.

Learning Difference—Amereen Stagner 2006-11-13 The ethnographic study of an urban high school in one of the most diverse cities in the United States examines the role that race plays in the lives of students. At a school that incorporates both American and Mexican students, the author explores the racial story: that of continuing internal segregation and racial conflicts. Examining the role of race in neighborhood relations, de segregating processes, and school violence, the author uncovers competing racial orders. A gulf manifests between traditional education and expectations, while white middle-class students experience a racial bipolarization where Cambodian Americans identify as blacks and Latins as whites. Applying racial formations theory to ethnographic research, the author explores how deficit thinking is internalized in the school systems and how these forms of change are not just passive victims of such structural forms. They also creatively shape the way in which race is organized, imagined, and experienced.

Learning Difference—Adam Howard 2013-01-11 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 lesson 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 school about the world in their place, 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 reproduce privilege as a collective identity. This book illustrates the ways that affluent students construct their own privileges, not fundamentally, as what they have, but, rather, as who they are.

Language, Ethnicity, and Education—Michael Gretzel 2006-11-17 “This frontier volume contributes to the sociolinguistic, linguistic, and theoretical sociocultural studies of language, ethnicity, and education. Integrating New Literacy Studies and Bourdieusian sociology with ethnographic approaches to the study of classroom practice, it offers an original and useful reference point for scholars, education students, and practitioners in the fields of language and literacy education. It is the first book to bring together Bourdieu's ideas into the school work. The book developed and unfolded diagnostically across three sections: Bridging New Literacy Studies and Bourdieusian sociology, Language and Power, and Power and the Construction of Class—Ethnography—Theory and Practice. The authors posit: ‘Classroom Language Ethnography’ as a genuinely new perspective with rich and developed traditions behind it, but that distinct from conventional approaches to literacy and education— an approach that bridges the gap between these fresh insights and current educational needs providing a pathway to more robust research on language in education”—Provided by publisher.

Ethnicity, Race, and Nationality in Education—N. Koo Shimahara 2001-07-01 This volume explores contemporary issues of ethnic, cultural, and national identities and their influence on the social construction of identity. These issues are analysed from the perspective of seven nations: China, Israel, Japan, South Africa, Ukraine, Wales, and the United States. The book begins with a historical account of language and national identity in three countries: Ukraine and Wales, where a national language is central to national identity, and China, where official and school standards are influenced by the education system. As the demography of the United States shifts to include more ethnically diverse students, the need to understand the social and cultural processes of language and national identity is even more critical than ever before.

International Deficit Thinking—Richard R. Valencia 2019-12-02 International Deficit Thinking: Educational Theory and Practice explores the inextricable reality of the persistent and pervasive academic achievement gap in many countries between marginalized students (primarily of color) and their economically advantaged White peers. For example, in the United States the International Deficit Thinking examines the cases of low-achieving Black and Mexican American students in the United States, Indigenous Māori students in New Zealand, and immigrant Mozambican students in Sweden. At the heart of this new interdisciplinary and transnational book is the idea that has been consistently overlooked: students who fail in school are the same students who are structurally excluded from the dominant educational system—students who are part of marginalized populations. The book explains the school failure of marginalized students in the deficit thinking paradigm—a pernicious, endemic, and structuralistic model in which marginalized students are unnamed, unheard, and never given any credit for their own school failure. Throughout the book, the authors argue that the low academic achievement of marginalized students is due to their limited intellectual ability, poor academic achievement motivation, and being raised in dysfunctional families and cultures. Drawing from a wide variety of social roles and cultural contexts, the authors call for a new model of educational and social theory in which individuals are empowered to become agents in their own success. The authors argue that marginalized students who fail in school are the students who are systematically engaged with the multiplicity and difference that globalization has professed. Overall, the book offers new perspectives on how to bridge the gap between theory and practice, and provides a stronger foundation for future research on the education of marginalized students.

Fostering Collaborations Between African American Communities and Educational Institutions—James, Patricia A. 2008-11-19 Fostering Collaborations between African American Communities and Educational Institutions: The Case of Wetumpka Area describes the educational efforts of two African American communities, both of which have been subject to the same historical processes and the impact of education. The communities are characterized by strong community involvement, promoted by limited resources and racial segregation. However, with integration, African American groups generally concentrated less in some areas, and this population began to rely less on each other. The book demonstrates the importance of community involvement, especially in schools and universities, and the role of community-based organizations in supporting educational programs and initiatives. It is a valuable resource for educators, community leaders, and policymakers who are interested in fostering successful partnerships between African American communities and educational institutions.

Comparative Education—Robert F. Armer 2013 Now in its fourth edition, this book provides new perspectives on the global and national, and local social contexts by which these social and political interactions are shaped. The book examines the ways in which school systems are organized, imagined, and experienced.

Pedagogies of Culture—Dilyara Suleymanova 2020-02-14 Through an ethnographic study of schooling in the Republic of Tajikistan, this book explores how competing notions of nationhood and belonging are constructed, activated, and negotiated with the nation and the state. The book examines the role that race plays in the lives of students. At a school of diversified students, the author explores the racial story: that of continuing internal segregation and racial conflicts. Examining the role of race in neighborhood relations, de segregating processes, and school violence, the author uncovers competing racial orders. A gulf manifests between traditional education and expectations, while white middle-class students experience a racial bipolarization where Cambodian Americans identify as blacks and Latins as whites. Applying racial formations theory to ethnographic research, the author explores how deficit thinking is internalized in the school systems and how these forms of change are not just passive victims of such structural forms. They also creatively shape the way in which race is organized, imagined, and experienced.