Learning Capitalist Culture - Douglas E. Foley
- 2010-06-04
Building on the author's thirty-six years of experience with North Town, this second edition of Learning Capitalist Culture presents an updated ethnographic study of the small, economically depressed, predominantly Mexican American south Texas town. Like many communities in the Southwest, North Town has undergone significant cultural and political change since the late 1960s, when the Chicano civil rights movement emerged and challenged the segregated racial order. The resulting racial confrontation between Mexicanos and Anglos created new tensions and problems for North Town youth. Douglas E. Foley examines the way in which these youth learn traditional American values through participation in sports, membership in formal and informal social groups, dating, and interactions with teachers in the classroom. Foley shows how the rituals involved in these activities tend to preserve or reproduce class and gender inequalities, even as Mexicanos transform the racial order. This edition contains updated sections on theory and field methods, as well as an epilogue that revisits many of the characters in the original ethnographic research.
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Learning Capitalist Culture - Douglas E. Foley - 1992

The Heartland Chronicles - Douglas E. Foley - 1995-09-01
A complex portrayal of the double structuring of the perceptions people have on opposite sides of a cultural border. Like most Native Americans, the Mesquakis have survived numerous popular and academic misrepresentations of their culture.

Leaders in the Sociology of Education - Alan R. Sadovnik - 2016-10-26
Leaders in the Sociology of Education: Intellectual Self-Portraits contains eighteen self-portraits written by some of the leading sociologists of education in the world. Representing the United States, the United Kingdom, and Hong Kong, the authors discuss a variety of factors that have affected their lifetime of scholarship, including their childhoods, their education and mentors, the state of the field during their “coming of age,” the institutions where they have worked, the major sociologists during their lifetimes, the political and economic conditions during their lifetimes, and the social and political movements during their lifetimes. These autobiographical essays reveal a great deal not only about their work and their influences, but also about themselves. Taken as a whole, the book provides sociology of knowledge about the creation of sociology of education research since the 1960s. It reveals a number of important themes central to all of the authors’ work, including educational inequality; the influence of the classical sociological theorists, Karl Marx, Max Weber and Emile Durkheim; and the influence of more recent classical sociologists of education, Basil Bernstein, Pierre Bourdieu and James Coleman. The authors’ research represents a variety of theoretical and methodological orientations including functionalism, conflict and critical theory, interactionist theory and feminist theory, as well as quantitative, qualitative and mixed-methods research. Finally, the editors discuss a number of lessons to be learned from the lives and works of these sociologists of education.

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**Chicano School Failure and Success** - Richard R. Valencia - 2011-02-01
The third edition of the best selling collection, Chicano School Failure and Success presents a complete and comprehensive review of the multiple and complex issues affecting Chicano students today. Richly informative and accessibly written, this edition includes completely revised and updated chapters that incorporate recent scholarship and research on the current realities of the Chicano school experience. It features four entirely new chapters on important topics such as la Chicana, two way dual language education, higher education, and gifted Chicano students. Contributors to this edition include experts in fields ranging from higher education, bilingual education, special education, gifted education, educational psychology, and anthropology. In order to capture the broad nature of Chicano school failure and success, contributors provide an in-depth look at topics as diverse as Chicano student dropout rates, the relationship between Chicano families and schools, and the impact of standards-based school reform and deficit thinking on Chicano student achievement. Committed to understanding the plight and improvement of schooling for Chicanos, this timely new edition addresses all the latest issues in Chicano education and will be a valued resource for students, educators, researchers, policy makers, and community activists alike.

The Encyclopedia of the Social and Cultural Foundations of Education provides a comprehensive introduction to this major discipline supported by documentary, photographic, and visual resources.

**The Discourses of Capitalism** - Christian W. Chun - 2017-03-27
Since the global economic crisis of 2007–2008, ‘capitalism’ has been the topic of widespread general discussion in both mainstream and social media. In this book, Christian W. Chun examines the discourses of capitalism taken up by people in their responses to a street art installation created by Steve Lambert, entitled Capitalism.
cultural dominance, neoliberal socio-economic key questions, including: How do everyday people view and make sense of capitalism and its role in their work and personal lives? What are the discourses they use in their common-sense understandings of the economy to defend or reject capitalism as a system? Chun looks at how dominant discourses in social circulation operate to co-construct and support capitalism, and the accompanying counter-discourses that critique it. This is key reading for advanced students of discourse analysis, language and globalization/politics, media/communication studies, and related areas. A video lecture by the author can be accessed via the Routledge website (www.routledge.com/9781138807105) and the Routledge Language and Communication Portal (www.routledgetextbooks.com/textbooks/languageandcommunication).

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Transnational Perspectives on Culture, Policy, and Education - Cameron McCarthy - 2008
As multinational elites vie for economic and cultural dominance, neoliberal socio-economic policies are, in effect, not only reconfiguring political economies, but the ways in which culture is being produced and represented. In light of the global impact of these forms of domination, this collection of informed international scholarship examines world-hegemonic engagements with culture in all spheres of contemporary cosmopolitan life: the personal, the public, the popular, and the institutional.

Minority Status, Oppositional Culture, & Schooling - John U. Ogbu - 2008-06-30
This book is the definitive and final presentation of John Ogbu’s cultural ecological model and the many debates that his work has sparked during the past decade. The theory and empirical foundation of Ogbu’s scholarship, which some have mistakenly reduced to the “acting white hypothesis,” is fully presented and re-visited in this posthumous collection of his new writings plus the works of over 20 scholars. Ogbu’s own chapters present how his ideas about minority education and culture developed. Readers will find in these chapters the theoretical roots of his cultural ecological model. The book is organized as a dialogue between John Ogbu and the scholarly community, including his most ardent critics; Ogbu’s own work can be read at the same time as his critics have their say. Minority Status, Oppositional Culture, and Schooling examines content, methodological, and policy issues framing the debate on academic achievement, school engagement, and oppositional culture. It brings together in one volume, for the first time, some of the most critical works on these issues as well as examples of programs aimed at re-engagement. In addition to African Americans, it
education researchers, teachers, and scholars to American and Latino students. This book is essential reading for anyone interested in the study of the academic achievement gap.

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**Performance Theories in Education** - Bryant Keith Alexander - 2004-12-13
Performance Theories in Education: Power, Pedagogy, and the Politics of Identity breaks new ground by presenting a range of approaches to understanding the role, function, impact, and presence of performance in education. It is a definitive contribution to a beginning dialogue on how performance, as a theoretical and pragmatic lens, can be used to view the processes, procedures, and politics of education. The conceptual framework of the volume is the editors’ argument that performance and performativity help to locate and describe repetitive actions plotted within grids of power relationships and social norms that comprise the context of education and schooling. The book brings together performance studies and education researchers, teachers, and scholars to investigate such topics as: *the relationship between performance and performativity in pedagogical practice; *the nature and impact of performing identities in varying contexts; *cultural and community configurations that fall under the umbrella of teaching, education, and schooling; and *the hot button issues of educational policies and reform as performances. With the aim of developing a clearer understanding of the effect, affect, and role of performance in education, the volume provides a crucial starting point for discourse among theorists and teacher practitioners who are interested in understanding and acknowledging the politics of performance and the practices of performative social identities that always and already intervene in the educational endeavor.
Theory and Educational Research - Jean Anyon - 2008-08-18
Most empirical researchers avoid the use of theory in their studies, providing data but little or no social explanation. Theoreticians, on the other hand, rarely test their ideas with empirical projects. As this groundbreaking volume makes clear, however, neither data nor theory alone is adequate to the task of social explanation—rather they form and inform each other as the inquiry process unfolds. Theory and Educational Research bridges the age-old theory/research divide by demonstrating how researchers can use critical social theory to determine appropriate empirical research strategies, and extend the analytical, critical—and sometimes emancipatory—power of data gathering and interpretation. Each chapter models a theoretically informed empiricism that places the data research yields in constant conversation with theoretical arsenals of powerful concepts. Personal reflections following each chapter chronicle the contributors’ trajectories of struggle and triumph utilizing theory and its powers in research. In the end this rich collection teaches education scholars how to deliberately engage with critical social theory in research to produce work that is simultaneously theoretically inspired, politically engaged, and empirically evocative.

Making Capitalism - Roger L. Janelli - 1995-03-01
This pathbreaking work extends the boundaries of contemporary anthropological research by presenting in one cohesive, meticulously researched work: an original theoretical perspective on the relationships between the cultural, political, and economic dimensions of a large modern business organization; the first anthropological work on South Korean management and its white-collar workers, in a case study of one of South Korea’s "big four" conglomerates; and an innovative delineation of how modern business practices are enmeshed in past and present, structure and agency, and local and international systems. "Based largely on the author’s nine months of participant-observation in the offices of one of South Korea’s largest conglomerates (with annual sales of about $15 billion and approximately 80,000 employees), the book is also enriched by the author’s previous fieldwork in rural Korea, where many of the conglomerate’s white-collar personnel spent their formative years. These vantage points are used to explore constructions of "traditional" Korean culture and transformations of cultural knowledge prompted by new political-economic conditions, and how both inform practices prevailing in the large conglomerates - and ultimately shape South Korea’s capitalism." "The work focuses on South Korea’s new middle class. It explains how office workers’ identities and often contradictory interests present them with choices between alternative interpretations and actions affecting both themselves and their conglomerates. Much attention is paid to ideological and more coercive means of controlling white-collar employees, to subordinates’ strategies of resistance, and to ways in which cultural understandings and moral claims inform the assessment and pursuit of material advantage.

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Encyclopedia of Diversity in Education - James A. Banks - 2012-05-24
With 695 signed entries with cross-references and recommended readings, the Encyclopedia of Diversity in Education, Four-Volume Set, in both print and electronic formats, presents research and statistics, case studies and best practices, policies and programs at pre- and post-secondary levels.

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Resources in Education - - 1998

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Rituals and Student Identity in Education - R. Quantz - 2011-01-31
An exploration of how the nonrational aspects of schooling, especially ritual(s), have been harnessed to construct a commonsense which serves the interests of transnational corporations, leaving those educators committed to democracy to develop a new pedagogy that rejects the technical solutions that present reforms demand.

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Schooling the Symbolic Animal - Bradley A. U. Levinson - 2000-11-22
This anthology introduces some of the most influential literature shaping our understanding of the social and cultural foundations of education today. Together the selections provide students a range of approaches for interpreting and designing educational experiences worthy of the multicultural societies of our present and future. The reprinted selections are contextualized in new interpretive essays written specifically for this volume.

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Cultural Anthropology - Richard H. Robbins - 2020-07-16
In a first-of-its-kind format, Cultural Anthropology: A Problem-Based Approach is organized by problems and questions rather than topics, creating a natural discussion of traditional anthropological concerns such as kinship, caste, gender roles, and religion. This brief text promotes critical thinking through meaningful exercises, case studies, and simulations. Readers will learn how to analyze their own culture and gain the tools to understand the cultures of other societies. The Eighth Edition has been thoroughly updated and reorganized to emphasize contemporary issues around social and economic inequality, gender identity, and more.

Learning in Morocco - Charis Boutieri - 2016-04-18
Learning in Morocco offers a rare look inside public education in the Middle East. While policymakers see a crisis in education based on demographics and financing, Moroccan high school students point to the effects of a highly politicized Arabization policy that has never been implemented coherently. In recent years, national policies to promote the use of Arabic have come into conflict with the demands of a neoliberal job market in which competence in French is still a prerequisite for advancement. Based on long-term research inside and outside classrooms, Charis Boutieri describes how students and teachers work within, or try to circumvent, the system, whose contradictory demands ultimately lead to disengagement and, on occasion, to students taking to the streets in protest.

Class, Culture, and Race in American Schools - Stanley William Rothstein - 1995
Class, culture, and race have influenced the educational experiences of children for centuries. As the demography of the United States shifts to create an even more diverse society, socioeconomic, racial, and ethnic issues gain growing importance to 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 L. Mize - 2016-08-30
As the first and largest guestworker program, the U.S.–Mexico Bracero Program (1942-1964)
and school violence, the author uncovers between the two nations. This book interrogates the articulations of race and class in the making of the Bracero Program by introducing new syntheses of sociological theories and methods to center the experiences and recollections of former Braceros and their families.

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**Learning Difference** - Annegret Daniela Staiger - 2006-11-13
This 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 publicly celebrated for its integration, academic excellence, and racial harmony, the reality is a different story: that of continuing internal segregation and racial conflicts. Examining the role of race in neighborhood relations, desegregation programs, and school violence, the author uncovers competing racial orders. A gifted magnet program reinforces the notion that being white means being gifted. Conflicts in the schoolyard show a racial bipolarization where Cambodian Americans identify as blacks and Latinos as whites. Applying racial formation theory to ethnographic research, this study reveals how a school racializes its students. But students are not just passive victims of such structural forces. They also creatively shape the way in which race is organized, imagined, and experienced.

**Learning Privilege** - 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 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.

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Ethnicity, Race, and Nationality in Education - N. Ken 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 analyzed from the perspective of seven nations: China, Israel, Japan, South Africa, Ukraine, Wales, and the United States. While different, these perspectives are not mutually exclusive lenses through which to review the discourse between ethnic and educational dynamics. The chapters in this book illustrate how these seven perspectives differ, as well as overlap. *Part I explores ethnicity and race as important variables in explaining minority students’ academic performance and schooling in the United States and China. *Part II focuses on ethnic and racial identity issues in Israel, Japan, and South Africa. *Part III addresses ethnic and racial identity as it affects racial integration at different levels of education in post-apartheid South Africa, and the effects on schooling of a rapidly changing ethnic map in the United States. *Part IV focuses on issues of language and national identity in three countries: Ukraine and Wales, where a national language is central to nation-building, and China, where 61 languages are in use and bilingual education is essential in enhancing national literacy and communication. The questions this book addresses are highly significant in today’s global economy and culture. Scholars and professionals in the fields of comparative, international, and multicultural education and educational policy will find the volume particularly pertinent.

International Deficit Thinking - Richard R. Valencia - 2019-12-20
International Deficit Thinking: Educational Thought and Practice explores the incontrovertible reality of the persistent and pervasive academic achievement gap in many countries between marginalized students (primarily of color) and their economically advantaged White counterparts. For example, International Deficit Thinking discusses the cases of low-socioeconomic Black and Mexican American students in the United States, Indigenous Māori students in New Zealand, and immigrant Moroccan and Turkish pupils in Belgium. The predominant theoretical perspective that has been advanced to explain the school failure of marginalized students is the deficit thinking paradigm—a parsimonious, endogenous, and pseudoscientific model that blames such students as the makers of their own school failure. Deficit thinking asserts that the low academic achievement of many marginalized students is due to their limited intellectual ability, poor academic achievement motivation, and being raised in dysfunctional families and

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Fostering Collaborations Between African American Communities and Educational Institutions - Jones, Patrice Wynette - 2019-12-13
Historically, African American communities were marked by a strong sense of community, promoted by limited resources and racial segregation. However, with integration, African American populations grew less concentrated in the same areas, and this population of people began to rely less on each other. In an effort to attain equality, which still at times feels elusive and challenged, the sense of community and impact of education once prevalent among African Americans has suffered. Fostering Collaborations Between African American Communities and Educational Institutions is a pivotal reference source that explores pre-segregation experiences of community and education, as well as the changes among HBCUs and public education in predominately African American and poor areas. The book sheds light on the relationship between racial and educational disparities and reveals the impact of community and cultural co-dependence in moving African Americans toward a more socially equitable place within American culture. Covering topics such as the achievement gap, community relationships, and teacher education, this publication is ideally designed for educators, higher education faculty, HBCUs, researchers, policymakers, non-profit organizers, historians, sociologists, academicians, and students.

International Deficit Thinking - Richard R. Valencia - 2019-12-20
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**Students' Identities and Literacy Learning** - Sarah J. McCarthey - 2013-09-13
Educators will find in this book an opportunity to examine the multiple, dynamic identities of the students they instruct and to consider the ways in which all teachers and students are shaped by their social and cultural settings. The volume is the first to examine theories of identity and elementary literacy practices by presenting data in a teacher-friendly format. The chapters highlight the influences of school and, to some extent, home contexts on students' identities as readers and writers, and give numerous implications for practice. McCarthey collected data from three sites in which teachers implemented writing workshop and literature-based instruction in grades 3-6. This book focuses on the students in these sites, who were from diverse cultural and social backgrounds. By providing information about the contexts in which students read and wrote, McCarthey demonstrates the power of the teacher-student relationship, the importance of the classroom curriculum, and the influence of parents and peers on students. Published by International Reading Association

**A Companion to the Anthropology of Education** - Bradley A. Levinson - 2016-01-19
A Companion to the Anthropology of Education presents a comprehensive and state-of-the-art overview of the field, exploring the social and cultural dimension of educational processes in both formal and nonformal settings. Explores theoretical and applied approaches to cultural practice in a diverse range of educational settings around the world, in both formal and non-formal contexts Includes contributions by leading educational anthropologists Integrates work from and on many different national systems of scholarship, including China, the United States, Africa, the Middle East, Colombia, Mexico, India, the United Kingdom, and Denmark Examines the consequences of history, cultural diversity, language policies, governmental mandates, inequality, and literacy for everyday educational processes

**Diversions and Divergences in Fields of Play** - Margaret Carlisle Duncan - 1998
Diversions and Divergences in Fields of Play reflects the critical efforts of its editors. They have organized recent, quality play scholarship into six thematic sections, including Theorizing Play, Traditional Play, Children's Play, Playful Primates, Resistant Play, and Intertextual Play.

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**Students' Identities and Literacy Learning** - Sarah J. McCarthey - 2013-09-13
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**Handbook of Education Policy Research**

Gary Sykes - 2012-09-10

Co-published by Routledge for the American Educational Research Association (AERA)

Educational policy continues to be of major concern. Policy debates about economic growth and national competitiveness, for example, commonly focus on the importance of human capital and a highly educated workforce. Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive, AERA-sponsored Handbook. Organized into seven sections, the Handbook focuses on (1) disciplinary foundations of educational policy, (2) methodological perspectives, (3) the policy process, (4) resources, management, and organization, (5) teaching and learning policy, (6) actors and institutions, and (7) education access and differentiation. Drawing from multiple disciplines, the Handbook’s over one hundred authors address three central questions: What policy issues and questions have oriented current policy research? What research strategies and methods have proven most fruitful? And what issues, questions, and methods will drive future policy research?

Topics such as early childhood education, school choice, access to higher education, teacher accountability, and testing and measurement cut across the 63 chapters in the volume. The politics surrounding these and other issues are objectively analyzed by authors and commentators. Each of the seven sections concludes with two commentaries by leading scholars in the field. The first considers the current state of policy design, and the second addresses the current state of policy research. This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic, government, and think-tank researchers engaged in policy research. For more information on the American Educational Research Association, please visit: http://www.aera.net/.
Globalizing Cultural Studies - Cameron McCarthy - 2007
The contributors to Globalizing Cultural Studies: Ethnographic Interventions in Theory, Method, and Policy take as their central topic the problematic status of «the global» within cultural studies in the areas of theory, method, and policy, and particularly in relation to the intersections of language, power, and identity in twenty-first century, post-9/11 culture(s). Writing against the Anglo-centric ethnographic gaze that has saturated various cultural studies projects to date, contributors offer new interdisciplinary, autobiographical, ethnographic, textual, postcolonial, poststructural, and political economic approaches to the practice of cultural studies. This edited volume foregrounds twenty-five groundbreaking essays (plus a provocative foreword and an insightful afterword) in which the authors show how globalization is articulated in the micro and macro dimensions of contemporary life, pointing to the need for cultural studies to be more systematically engaged with the multiplicity and difference that globalization has proffered.

Chicana/Latina Education in Everyday Life - -
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Pedagogies of Culture - Dilyara Suleymanova - 2020-02-14
Through an ethnographic study of schooling in the Republic of Tatarstan, this book explores how competing notions of nationhood and belonging are constructed, articulated and negotiated within educational spaces. Amidst major political and ideological moves toward centralization in Russia under the Putin presidency, this small provincial town in Tatarstan provides a unique case of local attempts to promote and preserve minority languages and cultures through education and schooling. Ultimately, the study reveals that while schooling can be an effective instrument of the state to transform individuals as well as society as a whole, school also encompasses various spaces where the agency of local actors unfolds and official messages are contested. Looking at what happens inside schools and beyond—in classrooms, hallways and playgrounds to private households or local Islamic schools—Dilyara Suleymanova here offers a detailed ethnographic account of the way centrally devised educational policies are being received, negotiated and contested on the ground.

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

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**Corridor Cultures** - Maryann Dickar - 2008-11-01
For many students, the classroom is not the central focus of school. The school’s corridors and doorways are areas largely given over to student control, and it is here that they negotiate their cultural identities and status among their peer groups. The flavor of this “corridor culture” tends to reflect the values and culture of the surrounding community. Based on participant observation in a racially segregated high school in New York City, Corridor Cultures examines the ways in which school spaces are culturally produced, offering insight into how urban students engage their schooling. Focusing on the tension between the student-dominated halls and the teacher-dominated classrooms and drawing on insights from critical geographers and anthropology, it provides new perspectives on the complex relationships between Black students and schools to better explain the persistence of urban school failure and to imagine ways of resolving the contradictions that undermine the educational prospects of too many of the nations’ children. Dickar explores competing discourses about who students are, what the purpose of schooling should be, and what knowledge is valuable as they become spatialized in daily school life. This spatial analysis calls attention to the contradictions inherent in official school discourses and those generated by students and teachers more locally. By examining the form and substance of student/school engagement, Corridor Cultures argues for a more nuanced and broader framework that reads multiple forms of resistance and recognizes the ways students themselves are conflicted about schooling.

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**Learning and Not Learning English**
Guadalupe Valdes -

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**Dilemmas of Culture in African Schools**
Cati Coe - 2005-11

In working to build a sense of nationhood, Ghana has focused on many social engineering projects, the most meaningful and fascinating of which has been the state’s effort to create a national culture through its schools. As Cati Coe reveals in Dilemmas of Culture in African Schools, this effort has created an unusual paradox: while Ghana encourages its educators to teach about local cultural traditions, those traditions are transformed as they are taught in school classrooms. The state version of culture now taught by educators has become objectified and nationalized—vastly different from local traditions. Coe identifies the state’s limitations in teaching cultural knowledge and discusses how Ghanaians negotiate the tensions raised by the competing visions of modernity that nationalism and Christianity have created. She reveals how cultural curricula affect authority relations in local social organizations—between teachers and students, between Christians and national elite, and between children and elders—and raises several questions about educational processes, state-society relations, the production of knowledge, and the making of Ghana’s citizenry.

**Handbook of Education Politics and Policy**
Bruce S. Cooper - 2008-06-30

Written by a mix of established and rising stars in school politics, policy, law, finance, and reform this comprehensive Handbook provides a three part framework that helps organize this relatively new and loosely organized field of study. A central theme running through the book is how to harness politics to school equity and improvement. Key features include: Thematic Discussions – detailed discussions of key topics in educational politics are organized by themes and competing perspectives. The overarching themes are 1) the goals of the U.S. political system (justice, equity, opportunity, efficiency and choice); 2) the means and resources for reaching these goals; and 3) the political behaviors and compromises that seek to mitigate ideological differences and conflicts of interest. Research Oriented – in addition to summarizing the latest research connected to key topics, each chapter exemplifies and reports on the methods and
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**Cultural Production of the Educated Person, The** - Bradley A. Levinson - Examines the ways in which cultural practices and knowledges are produced in and out of schools around the world.

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