

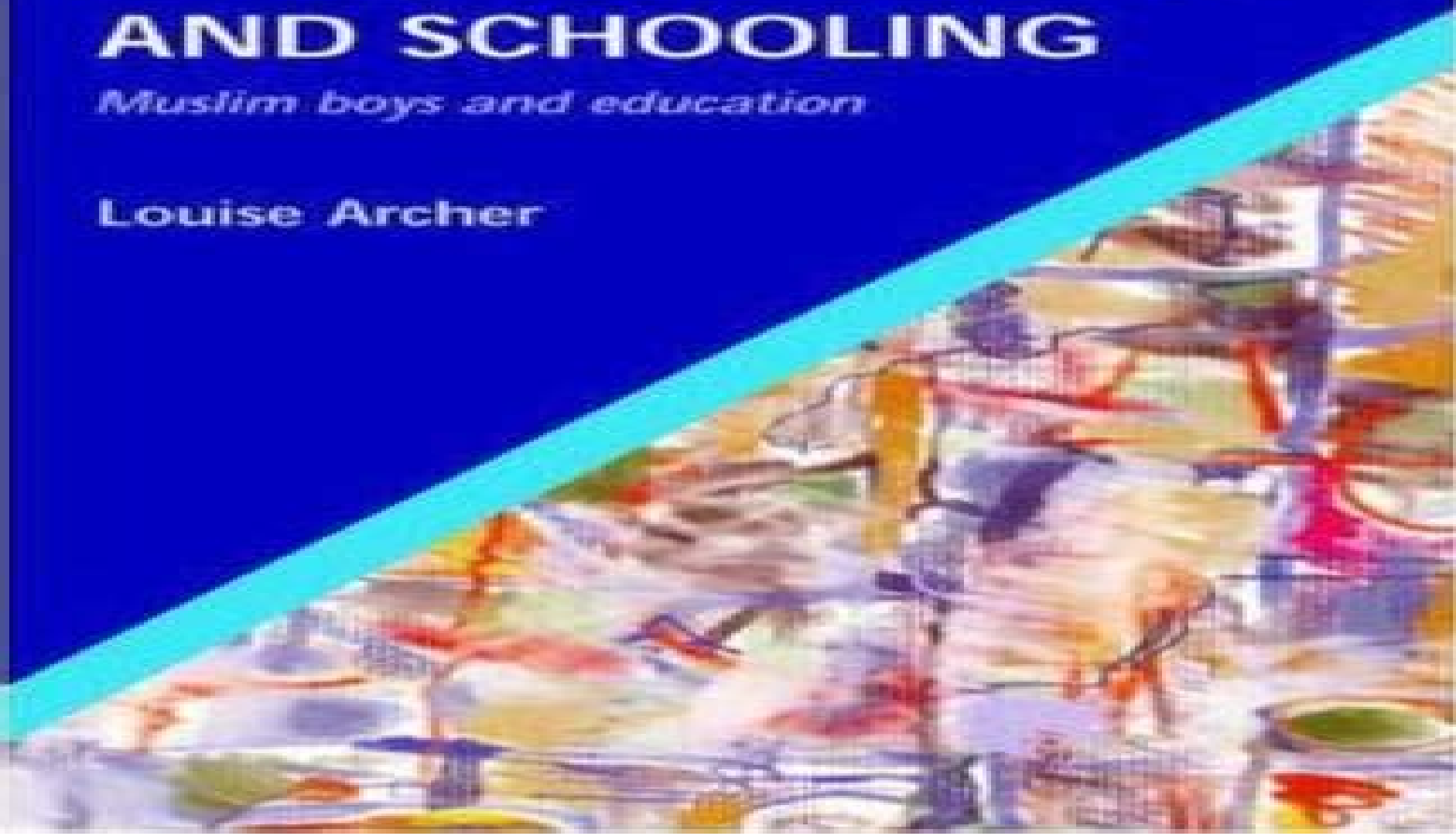
EDUCATING BOYS LEARNING GENDER

series editors: Debbie Epstein and Martin Maclean Ghaff

RACE, MASCULINITY AND SCHOOLING

Muslim boys and education

Louise Archer



Race Masculinity And Schooling

Nancy Lesko



Race Masculinity And Schooling:

EBOOK: Race, Masculinity and Schooling Louise Archer, 2003-12-16 a welcome and valuable contribution because of Archer's ability to reveal for her readers the complex and dynamic ways in which young Muslim Asian boys in England construct their identities. Through a careful analysis she demonstrates how stereotypes and inequalities have a real impact on the ways in which these young people negotiate their identities, reminding us of the importance of reading identities within their different contexts. An important and refreshing book. Journal of Education Policy Muslim boys are currently hot topics of social and educational debate. They have been associated with global terrorism, fundamentalism, urban rioting and within the context of schooling they appear to be suffering from disproportionately high rates of exclusion and low rates of achievement and post-16 progression. This timely and innovative book examines the issues in detail, foregrounding Muslim boys' own views of their lives and schooling. The book explores the complex interplay between race, ethnicity, religion, masculinity and social class within Muslim boys' lives. Attention is also given to the role of the teacher-researcher within the boys' production of masculine identities. The book draws on illuminating new research data and reviews a wide range of literature on masculinity and race/ethnicity to enable readers to engage with complex social inequalities within the context of secondary schooling.

The Agony of Masculinity Pierre W. Orelus, 2010 Drawing on critical race theory and empirical data from case studies involving fifty men of African descent, this book presents a new perspective on black masculinity, maleness, sexism and institutional racism. The book situates black masculinity in a racial, socio-historical and postcolonial context to provide innovative ways of understanding the profound effects of institutional racism. Although its focus is primarily on people of African descent, the book addresses issues concerning all races and ethnicities, explores the harmful effects of sexism and homophobia on women and queer people and proposes practical steps that can be taken to fight against socio-economic inequality and injustice that is racially, gender and sexually based. Given the practical nature and interdisciplinary dimension of this book, readers and educators studying race, racism, sexism and gender issues will find it germane to their needs and their classes.

Black Masculinities and Schooling Tony Sewell, 1997 This is a book about sex and gender as much as race and racism. That these concepts are interrelated in the experience of African Caribbean boys is demonstrated by this ethnographic study of an inner-city boys' comprehensive school.

Masculinities at School Nancy Lesko, 2000 Despite the trend toward gender studies in the social sciences, studies of masculinity have been largely absent from educational research. This volume presents a collection of the current critical scholarship on the creation of masculinities in schools, relations among competing definitions of masculinity and femininity and linkages between masculinity and school practices. With contributions from the leading scholars in the field, Nancy Lesko studies masculinities in North American, Australian and British schools. This book covers all levels of schooling from preschool to graduate school and school settings from computer labs to football fields. This fascinating addition to Sage's Research in Men and Masculinities Series provides a thoughtful

examination of how masculinities are constructed among teachers students and administrators locating these analyses within broader social economic and ideological contexts Masculinities at School is a must read for scholars of education sociology men s studies and gender studies *Race, Masculinity and Schooling* Louise Archer,2003 This work explores the complex interplay between race ethnicity religion masculinity and social class within Muslim boys lives Attention is also given to the role of the teacher researcher in relation to the boys constructions of Muslim masculinities *Feminism and 'The Schooling Scandal'* Christine Skelton,Becky Francis,2009-01-13 Brings together feminist contributions from two generations of educational researchers to provide a comprehensive overview of contemporary research and theory emerging from second wave feminism and assesses their impact on pupils and teachers in today s schools and classrooms *International Encyclopedia of Men and Masculinities* , *Migrant Youth, Schooling and Identity* Nils Hammarén,Biörn Ivemark,Live Stretmo,2024-07-08 This volume provides a broad outlook on migrant youth and schooling in Sweden Denmark Norway Iceland and the United Kingdom It explores empirically how these young people who range from the first to the third generation position themselves in relation to school friendships language use aspirations and the expectations placed upon them The book also examines the role of a variety of professionals street level bureaucrats and other key actors in framing representing problematizing and ultimately contributing to shaping the experiences of these young people Contemporary contextual challenges for educational advancement are particularly highlighted as are key issues of cultural representation and recognition Several contributions also focus on sub groups within the immigrant origin population that have so far only received a limited attention in the literature such as youth in rural areas LGBT youth first in family college students and youth who transition out of anti school subcultures The contributors stem from a variety of disciplines ranging from Education and Youth Studies to Social Work and Sociology and tackle many innovative themes such as peer violence special needs education and artistic interventions among many others Through this original perspective and comparative outlook the book makes an important contribution to the literature on youth migration identity and education It will interest undergraduate students in several areas of the social sciences teachers and other professionals who work with children and young people *Understanding and Teaching Holocaust Education* Paula Cowan,Henry Maitles,2016-12-05 The Holocaust is a controversial and difficult teaching topic that needs to be approached sensitively and with an awareness of the complex and emotive issues involved This book offers pragmatic pedagogical and classroom based guidance for teachers and trainee teachers on how to intelligently teach holocaust education in a meaningful and age appropriate way Key coverage includes Practical approaches and useful resources for teaching in schools Holocaust education and citizenship Holocaust remembrance as an educational opportunity How to explore the topic of anti semitism in the classroom Exploring international perspectives on holocaust education *Masculinities In Mathematics* Mendick, Heather,2006-06-01 We desperately need more people with good mathematical qualifications to fill many posts in numerate occupations yet the

numbers choosing to continue studying mathematics have fallen over the last 10 years This book is important as it investigates how mathematics is aligned with masculinity and hence is not attractive to a significant part of the population It is also challenging scholarly and a thoroughly good read It reports the results of carefully designed research on gender and choice and includes some fascinating individual case studies It should make us all reflect on what we are doing and how we can repair the damage Margaret Brown Professor of Mathematical Education King's College London The book speaks to me as one of those texts that will become seminal in mathematics education It is original refreshing and despite a complicated plot points to some ways forward It is engagingly written if at times perhaps a little bit no nonsense in tone It will be of interest to teachers and teacher educators as well as providing a theoretical stance that should inform future research British Educational Research Journal The study of mathematics together with other gendered subjects such as science and engineering usually attracts more male than female pupils particularly at more advanced levels In this book Heather Mendick explores this phenomenon addressing the important question of why more boys than girls choose to study mathematics She combines new research with an original theoretical approach to argue that doing mathematics is doing masculinity The book illuminates what studying mathematics means for both students and teachers and offers a broad range of insights into students' views and practices In addition to the words of young people learning mathematics the masculinity of mathematics is explored through historical material and cinematic representations Heather Mendick discusses the ways in which the alignment of mathematics with masculinity creates tensions for girls and women doing the subject These tensions are sensitively explored through interviews with young men and women to show how doing mathematics fits or conflicts with their gender identities Finally the book explores the implications for teachers including ways to promote gender equity in mathematics education This is key reading for students on courses in gender and education mathematics education gender and curriculum and social justice

Understanding Education Sharon Gewirtz, Alan Cribb, 2009-09-28 Who should be educated when by whom and how What purposes should education serve Why does education matter These fundamental questions of value are not always seen as central to the sociology of education However this book argues that they are pivotal and provides a sophisticated and engaging introduction to the field that is designed to open up these important debates It draws attention to the many points of disagreement that exist between major thinkers in the sociology of education and the values on which their ideas are based By involving readers in crucial questions about the potential contribution of sociology to education policies and practices it aims to bridge the divide between education as it is talked about by academics and the concerns of policymakers and educators who have to make practical decisions about what is to be done Chapter by chapter the book introduces competing approaches in the sociology of education structural functionalism symbolic interactionism Marxism feminism critical race theory and poststructuralism It shows how these can be applied to major themes such as social reproduction the politics of knowledge multicultural education identity and teachers' work Throughout the authors

emphasise the importance of understanding social and educational values and the ways in which these underpin and impact upon the work of both academics and educators

EBOOK: Girls And Education 3-16: Continuing Concerns, New Agendas Carolyn Jackson, Carrie Paechter, Emma Renold, 2010-01-16 This is a book to own read and re read for its insights and which should then provoke us to act so that all children at school are able to enjoy and benefit from education Professor Debbie Epstein Cardiff University UK Editor Gender and Education This excellent book offers evidence from a rich vein of research covering all aspects of girls and young women s experiences of education in and out of school and is therefore an absolute must for all involved in teaching learning researching and policy making on gender Professor Gaby Weiner University of Edinburgh UK Countering claims that we live in post feminist times in which girls have it all and can do and be whatever they like this book explores some of the current concerns of and about girls today Issues relating to girls schooling and femininities have been sidelined and depoliticised in recent education agendas Yet questions and concerns relating to schoolgirls lives and experiences deserve immediate attention Not all girls are academically successful many girls face exclusion in schools career aspirations are still gendered rates of smoking and drinking alcohol are high amongst some groups of girls With contributions from leading researchers in gender and education this book Draws on cutting edge research to consider ongoing problems and explore new agendas Includes contributions relating to the entire 3 16 year age range Considers both the within and out of school experiences of girls and locates them within wider debates about gender anxieties in contemporary education This topical collection highlights the main issues faced by girls in Britain today and endeavours to put girls back on the educational agenda It is essential reading for students academics and researchers in education sociology and girls studies as well as for school teachers and education policy makers Contributors Alexandra Allan Sheryl Clark Fin Cullen Jannette Elwood Becky Francis Rosalyn George Valerie Hey Laura Hills Jean Kane Gwynedd Lloyd Jackie Marsh Barbara Martin Gillean McCluskey Emma Renold Sheila Riddell Jessica Ringrose Farzana Shain Joan Stead Elisabet Weedon

Ebook: Brining the Curriculum to Life: Engaging Learners in the English Education System Janice Wearmouth, Karen Lindley, 2021-06-18 How can we bring the curriculum to life so that all young people of compulsory school age are fully engaged in their learning and achieve to their maximum Professor Janice Wearmouth and Dr Karen Lindley bring together contributions from practising teachers researchers and academics to answer this question for a range of educational contexts and demonstrate the positive impact that can be achieved on student learning at all levels This edited volume highlights challenges and opportunities within the current English education system With reflective questions and ideas for teachers to implement in the classroom this important book bridges the gap between theory and practice and will be invaluable reading for trainee teachers teacher trainers qualified teachers and others with an interest in education and the curriculum The intrinsic value of the book is that it seeks to illuminate the discussions surrounding the issues identified from differing and alternative perspectives in education Dr Barry Paraskeva Costas Senior Lecturer in Physical Education

University of Hertfordshire UK A highly engaging and refreshing look at how a diverse range of learners might be immersed in their learning this book provides an imaginative and thought provoking consideration of creative curricula to involve and inspire learners Julie Wharton Senior Lecturer University of Winchester UK This book does an excellent job of drawing together a wide range of contributions and contexts that collectively put the challenges and opportunities of curriculum centre stage Dr Warren Kidd School of Education and Communities University of East London UK Janice Wearmouth is Professor of Education at the University of Bedfordshire UK Dr Karen Lindley is Senior Lecturer in Education at the University of Bedfordshire UK Both editors are experienced teachers and researchers with continuing close links to Education students trainee teachers teacher trainers and practising teachers

Educating the Gendered Citizen

Madeleine Arnot, 2009 Globalisation and global human rights are the two major forces in the twenty first century which are likely to shape the sort of learner citizen created by the educational system Schools will be expected to prepare young men and women for national as well as global citizenship Male and female citizens will need to adapt to new social conditions only some of which will encourage gender equality This book offers a unique introduction to the contribution that sociological research on the education of the citizen can make to these national and global debates It brings together for the first time a selection of influential new and previously published papers by Madeleine Arnot on the theme of gender education and citizenship It describes feminist challenges to liberal democracy the gendered construction of the good citizen and citizenship education it explores the implications of social change for the learner citizen and offers alternative gender sensitive models of global citizenship education Reaching right to the heart of current debates the chapters focus on feminist democratic values in education teachers constructions of the gendered citizen European languages of citizenship the inclusion of women s rights into English citizenship textbooks gender struggles for equality in school pedagogy and curriculum the implications of personalised learning for the individualised learner citizen globalisation and the construction of a global ethic for citizenship education It will be an invaluable text for all those interested in citizenship education gender studies sociology of education educational policy studies critical pedagogy and curriculum studies and international or comparative education

Migrant, Roma and Post-Colonial Youth in Education across Europe J. Szalai, C. Schiff, 2014-06-25

This book compares the educational experiences of adolescents from a variety of visible ethnic minority groups across Europe Focusing on underprivileged urban contexts it reveals the structural inequalities as well as the often conflicting inter ethnic relations which develop in classrooms playgrounds and larger communities

Neoliberalism and Education

Kalwant Bhopal, Farzana Shain, 2017-10-02 Neoliberalism and Education Rearticulating Social Justice and Inclusion offers a critical reflection on the establishment of neoliberalism as the new global orthodoxy in the field of education and considers what this means for social justice and inclusion It brings together writers from a number of countries who explore notions of inclusion and social justice in educational settings ranging from elementary schools to higher education Contributors

examine policy practice and pedagogical considerations covering different dimensions of inequality including disability race gender and class They raise questions about what social justice and inclusion mean in educational systems that are dominated by competition benchmarking and target driven accountability and about the new forms of imperialism and colonisation that both drive and are a product of market driven reforms While exposing the entrenchment under current neoliberal systems of educational provision of longstanding patterns of racialised classed and gendered privilege and disadvantage the contributions presented in this book also consider the possibilities for hope and resistance drawing attention to established and successful attempts at democratic education or community organisation across a number of countries This book was originally published as a special issue of the British Journal of Sociology of Education *Becoming a Teacher* Justin Dillon, Meg Maguire, 2011-07-01 This edition addresses important educational questions It is designed to represent a coherent challenging thoughtful set of articles that will help readers to firm up their own ideas give a factual basis for discussion debate

Science Education, Career Aspirations and Minority Ethnic Students Billy Wong, 2016-04-08 Is science typically for White men Is science for people like us What are the barriers and opportunities This book explores the science career aspirations of minority ethnic students It investigates the views experiences and identities of British Black Caribbean Bangladeshi Chinese Indian and Pakistani youths in relation to science *Learning in Contemporary Culture* Will Curtis, Alice Pettigrew, 2009-05-18 This book provides an accessible undergraduate level introduction to the central educational concepts of learning and culture In examining these themes it addresses key issues including what is meant by culture characteristics commonly associated with contemporary culture relationships between culture and learning changing understandings of how what where and when we learn the relationship between learning national identity and citizenship and the impact of all these on our way of life today These ideas are approached from historical philosophical sociological political and psychological perspectives the traditional disciplines of Education Studies

Understanding Early Years Inequality Alice Bradbury, 2013-09-02 Understanding Early Years Inequality uses critical sociological perspectives to examine the impact of changing assessment policy on primary school classrooms with a particular focus on issues of inequality Drawing on accounts of life in early years classrooms Alice Bradbury suggests that a specific model of the good learner operates and that this model works to exclude some groups of students from positions of educational success Key themes examined throughout this book relate to The relationship between assessment policy and children's identities as learners The complexity of classroom life The power of assessment to shape definitions of learning and learners The impact of discourses of class race religion and the inner city on how children are assessed and how assumptions about inner city schools and low attainment can put pressure on teachers to assess children in particular ways In this important text the author argues that assessment policies can have a huge impact on classrooms and teachers as well as having potentially damaging effects for young children particularly those from minoritised and economically

disadvantaged backgrounds The book explores in detail the complex interaction of education policies with discourses of attainment and expectation and the resulting reproduction of patterns of inequality Understanding Early Years Inequality will have an immediate impact on current debates about educational policy and practice in Early Years education and will be of particular interest to academics and students in educational studies sociology of education and early childhood studies

Race Masculinity And Schooling Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the power of words has are more evident than ever. They have the capability to inspire, provoke, and ignite change. Such is the essence of the book **Race Masculinity And Schooling**, a literary masterpiece that delves deep to the significance of words and their affect our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall affect readers.

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