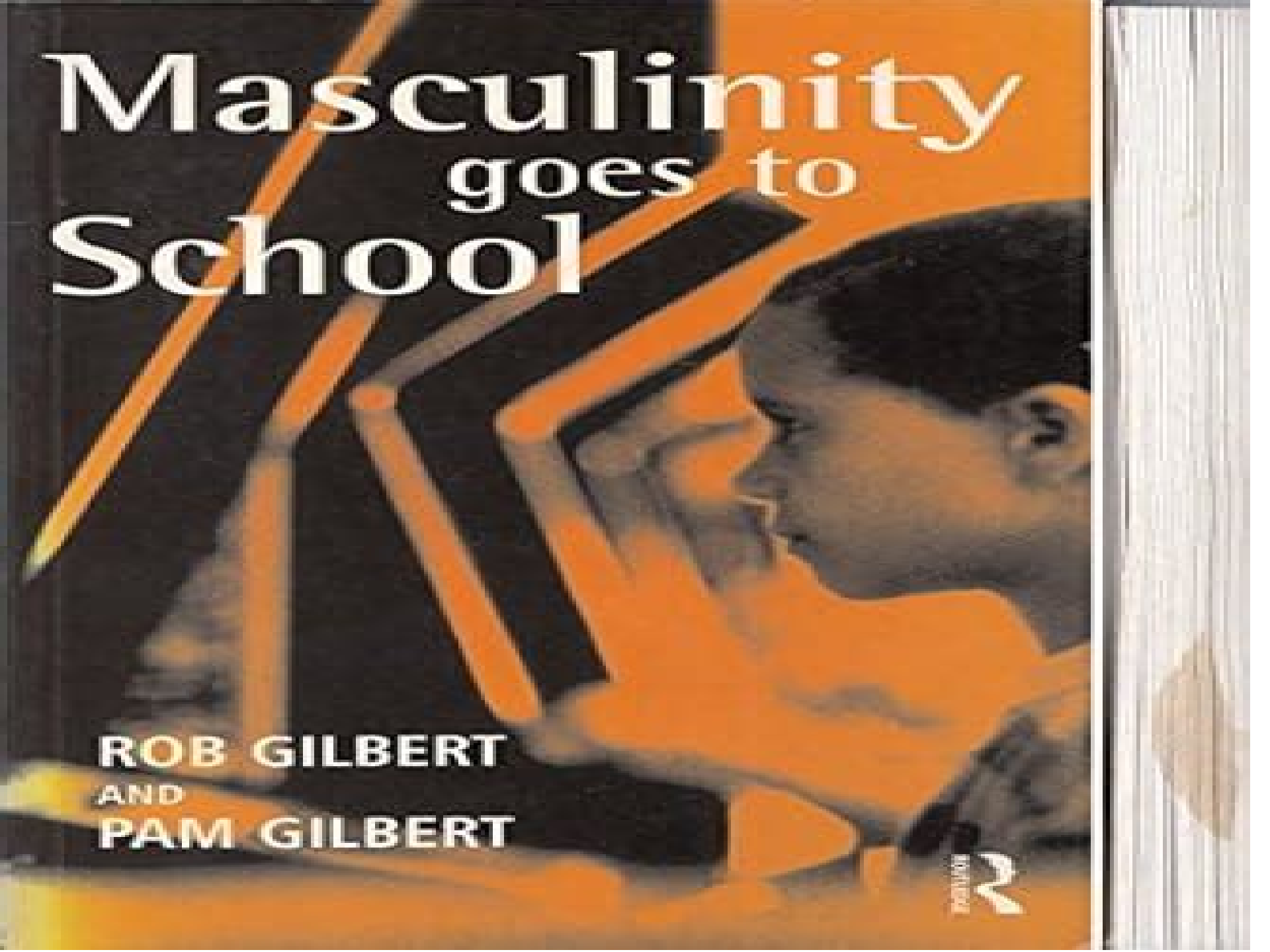


Masculinity goes to School

The book cover features a stylized illustration of a young boy in profile, looking towards the left. He is wearing a dark shirt. The background is a mix of dark and light orange. Overlaid on the illustration are several thick, dark orange lines that form a geometric, angular shape, possibly representing a school building or a stylized letter 'M'. The overall aesthetic is modern and graphic.

**ROB GILBERT
AND
PAM GILBERT**



Masculinity Goes To School

Rob Gilbert, Pam Gilbert



Masculinity Goes To School:

Masculinity Goes to School Rob Gilbert, Pam Gilbert, 1998 Reports claim that gender reform in schools has benefited girls at the expense of boys They are supported with statistics showing that boys perform less well during examinations than girls outlining the cost of programs developed to support girls At the same time many educationalists have become concerned that the school system is not serving some boys as well as it should In this book the authors present an overview of the issues surrounding boys and education They argue that popular constructions of masculinity affect boys in all parts of their lives in families peer groups and work cultures at home at school at work and at leisure **Elite Schools** Aaron Koh, Jane Kenway, 2016-02-19 Geography matters to elite schools to how they function and flourish to how they locate themselves and their Others Like their privileged clientele they use geography as a resource to elevate themselves They mark and market place This collection as a whole reads elite schools through a spatial lens It offers fresh lines of inquiry to the new sociology of elite schools Collectively the authors examine elite schools and systems in different parts of the world They highlight the ways that these schools and their clients operate within diverse local national regional and global contexts in order to shape their own and their clients privilege and prestige The collection also points to the uses of the transnational as a resource via the International Baccalaureate study tours and the discourses of global citizenship Building on research about social class meritocracy privilege and power in education it offers inventive critical lenses and insights particularly from the Global South As such it is an intervention in global power knowledge geographies **Going to School in Oceania** Craig Campbell, Geoffrey Sherington, 2007-10-30 The history and current practices for school systems in the countries of the Oceanic region depend on the economic political and cultural circumstances of their countries Divided into four chronological sections pre nineteenth century nineteenth century twentieth century and present times each chapter traces the factors that have impacted educational philosophy and goals for each country Identifying available options for students of all economic backgrounds each chapter also includes a Day in the Life feature that shares with readers what a typical student in that country will experience at their school Australia Fiji New Zealand Papua New Guinea Samoa **Queer Masculinities** John Landreau, Nelson Rodriguez, 2011-09-28 Queer Masculinities A Critical Reader in Education is a substantial addition to the discussion of queer masculinities of the interplay between queer masculinities and education and to the political gender discourse as a whole Enriching the discourse of masculinity politics the cross section of scholarly interrogations of the complexities and contradictions of queer masculinities in education demonstrates that any serious study of masculinity hegemonic or otherwise must consider the theoretical and political contributions that the concept of queer masculinity makes to a more comprehensive and nuanced understanding of masculinity itself The essays adopt a range of approaches from empirical studies to reflective theorizing and address themselves to three separate educational realms the K 12 level the collegiate level and the level in popular culture which could be called cultural pedagogy The wealth of detailed analysis

includes for example the notion that normative expectations and projections on the part of teachers and administrators unnecessarily reinforce the values and behaviors of heteronormative masculinity creating an institutionalized loop that disciplines masculinity. At the same time and for this very reason schools represent an opportunity to provide a setting where a broader menu can be introduced and gender sexual meanings expressions and experiences boys encounter can create new possibilities of what it can mean to be male. At the collegiate level chapters include analysis of what the authors call homosexualization of heterosexual men on the university dance floor while the chapters of the third section on popular culture include a fascinating analysis of the construction of queer counternarratives that can be constructed watching TV shows of apparently hegemonic bent. In all this volume's breadth and detail make it a landmark publication in the study of queer masculinities and thus in critical masculinity studies as a whole.

Handbook of the Sociology of Gender Barbara J. Risman, Carissa M. Froyum, William J. Scarborough, 2018-06-05 This handbook provides a comprehensive view of the field of the sociology of gender. It presents the most important theories about gender and methods used to study gender as well as extensive coverage of the latest research on gender in the most important areas of social life including gendered bodies sexuality carework paid labor social movements incarceration migration gendered violence and others. Building from previous publications this handbook includes a vast array of chapters from leading researchers in the sociological study of gender. It synthesizes the diverse field of gender scholarship into a cohesive theoretical framework gender structure theory in order to position the specific contributions of each author chapter as part of a complex and multidimensional gender structure. Through this organization of the handbook readers do not only gain tremendous insight from each chapter but they also attain a broader understanding of the way multiple gendered processes are interrelated and mutually constitutive. While the specific focus of the handbook is on gender the chapters included in the volume also give significant attention to the interrelation of race class and other systems of stratification as they intersect and implicate gendered processes.

International Handbook of Student Experience in Elementary and Secondary School D. Thiessen, Alison Cook-Sather, 2007-06-03 The International Handbook of Student Experience in Elementary and Secondary School brings together in a single volume the groundbreaking work of scholars who have conducted studies of student experiences of school in Afghanistan Australia Canada England Ghana Ireland Pakistan and the United States. Drawing extensively on students' interpretations of their experiences in school as expressed in their own words chapter authors offer insight into how students conceptualize and approach school understand and address the ongoing social opportunities for and challenges in working with other students and teachers and the multiple ways in which they shape and contribute to school improvement. The individual chapters are framed by an opening chapter which provides background on bases of and trends in research on students' experiences of school and a final chapter which uses the interpretive framework translation provided to explore how researching students' experiences of school challenges those involved to translate their qualitative research methods the

terms they evoke to describe and define students experiences of schools and in fact themselves as researchers **The Routledge International Handbook of Critical Education** Michael W. Apple, Wayne Au, Luís Armando Gandin, 2009 This title provides a comprehensive analysis of the relationship between power knowledge education and schooling **What about The Boys?** Wayne Martino, Bob Meyenn, 2001-10-16 How can teachers address the challenge of educating boys for life in the 21st century What aspects of schooling are particularly problematic for boys How do issues of class race and sexuality impact upon boys educational experiences This edited collection brings together leading researchers from Australia United Kingdom and the United States to explore issues of boys schooling and masculinities within the context of the current concern about the education of boys The contributors draw on detailed empirical research to highlight some important issues that are not addressed in public debates about boys in the media Chapter topics include international perspectives on debates about boys teaching boys programs for boys in schools boys and risk taking boys and discipline boys and sexuality Afro American boys indigenous boys in Australian schools boys and reading boys and maths boys dance and sport boys and science girls talk about boys The book will be important and compelling reading for all teachers concerned with the education of boys *The Politics of Policy in Boys' Education* M. Weaver-Hightower, 2008-11-10 An accessible and original look into the education policy of Australia that considers how it came about how it was steered to the political right how some educators struggled to implement or resist it in their schools and how it applies to other systems *Girls and Exclusion* Audrey Osler, Kerry Vincent, 2003-12-16 The widespread view that girls are succeeding in education and are therefore not a problem is a myth By drawing directly on girls own accounts and experiences of school life and those of professionals working with disaffected youth this book offers startling new perspectives on the issue of exclusion and underachievement amongst girls This book demonstrates how the social and educational needs of girls and young women have slipped down the policy agenda in the UK and internationally Osler and Vincent argue for a re definition of school exclusion which covers the types of exclusion commonly experienced by girls such as truancy self exclusion or school dropout as a result of pregnancy Drawing on girls own ideas the authors make recommendations as to how schools might develop as more inclusive communities where the needs of both boys and girls are addressed equally The book is essential reading for postgraduate students teachers policy makers and LEA staff dedicated to genuine social and educational inclusion

Contemporary Debates in the Sociology of Education R. Brooks, M. McCormack, K. Bhopal, 2013-07-12 Some of the most prominent sociologists working in education today have collaborated to address a wide range of empirical and theoretical issues Adopting an international perspective this book foregrounds cutting edge research that highlights both the diversity and complexity of understanding education in society **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

Multiple Perspectives on Mathematics Teaching and Learning Jo Boaler, 2000-07-30 *Multiple Perspectives on Mathematics Teaching and Learning* offers a collection of chapters that take a new look at mathematics education. Leading authors such as Deborah Ball, Paul Cobb, Jim Greeno, Stephen Lerman, and Michael Apple draw from a range of perspectives in their analyses of mathematics teaching and learning. They address such practical problems as the design of teaching and research that acknowledges the social nature of learning, maximizing the impact of teacher education programs, increasing the learning opportunities of students working in groups, and ameliorating the impact of male domination in mixed classrooms. These practical insights are combined with important advances in theory. Several of the authors address the nature of learning and teaching, including the ways in which theories and practices of mathematics education recognize learning as simultaneously social and individual. The issues addressed include teaching practices, equity, language, assessment, group work, and the broader political context of mathematics reform. The contributors variously employ sociological, anthropological, psychological, sociocultural, political, and mathematical perspectives to produce powerful analyses of mathematics teaching and learning.

Identity, Neoliberalism and Aspiration Garth Stahl, 2015-01-09 In recent years there has been growing concern over the pervasive disparities in academic achievement that are highly influenced by ethnicity, class, and gender. Specifically within the neoliberal policy rhetoric, there has been concern over underachievement of working-class young males, specifically white working-class boys. The historic persistence of this pattern and the ominous implication of these trends on the long-term life chances of white working-class boys has led to a growing chorus that something must be done to intervene. This book provides an in-depth sociological study exploring the subjectivities within the neoliberal ideology of the school environment in order to expand our understanding of white working-class disengagement with education. The chapters discuss how white working-class boys in three educational sites enact social and learner identities, focusing on the practices of meaning-making and identity work that the boys experienced and the disjunctures and commonalities between them. The book presents an analysis of the varying tensions influencing the identity of each boy and the consequences of these pressures on their engagement with education. Drawing on Bourdieu's theoretical tools and a model of egalitarian habitus, *Identity, Neoliberalism and Aspiration* will be of interest to academics, researchers, and postgraduate students in the field of sociology of education and those from related disciplines studying class and gender.

So What's a Boy? Wayne Martino, Maria Pallotta-Chiarolli, 2003-04-16 This book bears the hallmark of Open University Press texts. It is well laid out and nicely produced. It manages a good balance between textbook and cutting-edge research. The book is impressive in its command of a wide range of writings on sexuality, gender, masculinity, and schooling. Educational Review. Secondary school teachers, principals, and school counsellors would be the primary audience for this book, although youth workers and other workers with adolescent males should also find the boys' perceptions of school and adolescent culture of great interest and

considerable use Youth Studies Australia This book focuses on the impact and effects of masculinities on the lives of boys at school Through interviews with boys from diverse backgrounds the authors explore the various ways in which boys define and negotiate their masculinities at school The following questions and issues are addressed What does it mean to be a normal boy and who decides this How do issues of masculinity impact on boys from culturally diverse backgrounds indigenous boys those with disabilities and boys of diverse sexualities What issues of power impact on these boys lives and relationships at school What effects do these issues have on boys learning at school Through problematizing and interrogating the question of what makes a boy a boy this fascinating title offers recommendations and indicates future directions for working with boys in school Single-Gender Schools and the Inner City- Can they Work? Dr. Mateen Diop,

Today s public schools are in peril High drop out rates among our youth teen pregnancy at an all time high and parental apathy pervade mainstream American schools Many schools and school districts are beginning to offer alternative means of educating students An option which has gained momentum over the years is that of a single gender setting Not hailed as a panacea however many studies are suggesting that the single gender setting can have a positive effect on school variables This book goes in depth into how one school district in San Antonio TX is experimenting with such a setting and are having great success Dr Diop s study suggests that although there is much work to be done in educating America s youth to offer alternatives in the way of educating our children can only yield positive results **Social Justice, Education and Identity** Carol Vincent,2003-12-16 This book answers key questions regarding social justice in education Its central theme is how the education system through its organization and practices is implicated in the realisation of just or unjust social outcomes In particular the writers examine the ways in which the identities of individuals and groups are formed and transformed in schools colleges and universities The book contains examples drawn from early years through to higher education It has a dual focus addressing theoretical debates in social justice including how the concept of social justice can be understood and theoretical issues around social capital and class and gender reproduction the formation of learner identities focusing on how these are differentiated by class ethnicity gender sexuality and dis ability Carol Vincent has assembled a wide ranging collection of lucidly argued essays by a panel of internationally respected contributors The authors draw on their current and recent research to inform their writing and so theory is balanced with extensive empirical evidence Therefore the debates continued here have implications for policy and practice as well as being theoretically and analytically rich This book will provide unrivalled coverage of the subject for researchers academics practitioners and policymakers in education

Resources in Education ,1999-10 **Boys and Schooling** B. Lingard,W. Martino,M. Mills,2008-11-12 Exploring current approaches to addressing boys education in schools this book highlights the limitations of structural reform initiatives and the failure to address the impact of socioeconomic status race sexuality disability and hegemonic masculinity on both boys and girls participation in schooling **The Problem with Boys' Education** Wayne Martino,Michael D. Kehler,Marcus B.

Weaver-Hightower, 2009-08-03 This book offers an illuminating analysis of the theories, politics, and realities of boys' education around the world: an insightful and often disturbing account of various educational systems' successes and failings in fostering intellectual and social growth in male students. Examining original research on the impact of implementing boys' education programs in schools, the book also discusses the role of male teachers in educating boys, strategies for aiding marginalized boys in the classroom, and the possibilities for gender reform in schools that begins at the level of pedagogy. Complete with case studies of various classrooms, school districts, and governmental policy programs, the detailed essays collected provide a look into education's role in the development of masculinities, paying special attention to the ways in which these masculinities intersect with race, class, and sexuality to complicate the experience of boys within and outside of a classroom setting.

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