

## **Race Gender And Educational Desire Inaugural Professorial Lectures**

On Being Included  
The Health of Lesbian, Gay, Bisexual, and Transgender People  
Race and the Education of Desire  
Tackling the Roots of Racism  
The Wimp Factor  
Desegregating Desire  
The Psychosocial Implications of Disney Movies  
Educating Everybody's Children  
Black and Postcolonial Feminisms in New Times  
A Different Mirror  
The Diversity Delusion  
Dirt and Desire  
The History of Sexuality  
Women, Race, & Class  
Desire for Development  
Race, Ethnicity, Gender, and Class  
Dealing in Desire  
Sex, Skulls, and Citizens  
Everyday White People Confront Racial and Social Injustice  
Women without Class  
Race, Gender and Desire  
Medical Bondage  
Ending Discrimination Against People with Mental and Substance Use Disorders  
Reproducing Race  
Killing the Black Body  
Gender and Sexuality in Star Trek  
Race, Gender and Educational Desire  
Boys Don't Try? Rethinking Masculinity in Schools  
Race, Gender and Educational Desire  
Contesting Stereotypes and Creating Identities  
Racialized Politics of Desire in Personal Ads  
Measuring Racial Discrimination  
Young, Female and Black  
Imperial Leather  
Addicted to Rehab  
Communities in Action  
Teaching To Transgress  
World Social Report 2020  
Desire for Race  
Coyote Nation

### **On Being Included**

This report examines the links between inequality and other major global trends (or megatrends), with a focus on technological change, climate change, urbanization and international migration. The analysis pays particular attention to poverty and labour market trends, as they mediate the distributional impacts of the major trends selected. It also provides policy recommendations to manage these megatrends in an equitable manner and considers the policy implications, so as to reduce inequalities and support their implementation.

### **The Health of Lesbian, Gay, Bisexual, and Transgender People**

Examines the concept of race, suggesting ways in which it can free itself from outdated notions of biological essentialism.

### **Race and the Education of Desire**

The essays in Racialized Politics of Desire in Personal Ads explore complex intersections among the social categories of race, gender and sexuality within personal ads, revealing a dynamic tapestry of power relations and hierarchies. The ephemeral nature of personal ads, their anonymity, the space limitations, and the linguistic encoding characteristic of the genre make it an interesting and important opportunity to witness the performative nature of identity politics.

## **Tackling the Roots of Racism**

In this ethnographic examination of Mexican-American and white girls coming of age in California's Central Valley, Julie Bettie turns class theory on its head, asking what cultural gestures are involved in the performance of class, and how class subjectivity is constructed in relationship to color, ethnicity, gender, and sexuality. A new introduction contextualizes the book for the contemporary moment and situates it within current directions in cultural theory. Investigating the cultural politics of how inequalities are both reproduced and challenged, Bettie examines the discursive formations that provide a context for the complex identity performances of contemporary girls. The book's title refers at once to young working-class women who have little cultural capital to enable class mobility; to the fact that analyses of class too often remain insufficiently transformed by feminist, ethnic, and queer studies; and to the failure of some feminist theory itself to theorize women as class subjects. *Women without Class* makes a case for analytical and political attention to class, but not at the expense of attention to other social formations.

## **The Wimp Factor**

This captivating ethnography explores Vietnam's sex industry as the country ascends the global and regional stage. Over the course of five years, author Kimberly Kay Hoang worked at four exclusive Saigon hostess bars catering to diverse clientele: wealthy local Vietnamese and Asian businessmen, Viet Kieus (ethnic Vietnamese living abroad), Western businessmen, and Western budget-tourists. *Dealing in Desire* takes an in-depth and often personal look at both the sex workers and their clients to show how Vietnamese high finance and benevolent giving are connected to the intimate spheres of the informal economy. For the domestic super-elite who use the levers of political power to channel foreign capital into real estate and manufacturing projects, conspicuous consumption is a means of projecting an image of Asian ascendancy to potential investors. For Viet Kieus and Westerners who bring remittances into the local economy, personal relationships with local sex workers reinforce their ideas of Asia's rise and Western decline, while simultaneously bolstering their diminished masculinity. *Dealing in Desire* illuminates Ho Chi Minh City's sex industry as not just a microcosm of the global economy, but a critical space where dreams and deals are traded.

## **Desegregating Desire**

There is a significant problem in our schools: too many boys are struggling. The list of things to concern teachers is long. Disappointing academic results, a lack of interest in studying, higher exclusion rates, increasing mental health issues, sexist attitudes, an inability to express emotions. Traditional ideas about masculinity are having a negative impact, not only on males, but females too. In this ground-breaking book, Matt Pinkett and Mark Roberts argue that schools must rethink their

efforts to get boys back on track. *Boys Don't Try?* examines the research around key topics such as anxiety and achievement, behaviour and bullying, schoolwork and self-esteem. It encourages the reader to reflect on how they define masculinity and consider what we want for boys in our schools. Offering practical quick wins, as well as long-term strategies to help boys become happier and achieve greater academic success, the book: offers ways to avoid problematic behaviour by boys and tips to help teachers address poor behaviour when it happens highlights key areas of pastoral care that need to be recognised by schools exposes how popular approaches to "engaging" boys are actually misguided and damaging details how issues like disadvantage, relationships, violence, peer pressure, and pornography affect boys' perceptions of masculinity and how teachers can challenge these. With an easy-to-navigate three-part structure for each chapter, setting out the stories, key research, and practical solutions, this is essential reading for all classroom teachers and school leaders who are keen to ensure male students enjoy the same success as girls.

### **The Psychosocial Implications of Disney Movies**

While we are all familiar with the lives of prominent Black civil rights leaders, few of us have a sense of what is entailed in developing a White anti-racist identity. Few of us can name the White activists who joined the struggle against discrimination, let alone understand the complexities, stresses and contradictions of doing this work while benefiting from the privileges they enjoyed as Whites. This book fills that gap by vividly presenting – in their own words – the personal stories, experiences and reflections of fifteen prominent White anti-racists. They recount the circumstances that led them to undertake this work, describe key moments and insights along their journeys, and frankly admit their continuing lapses and mistakes. They make it clear that confronting oppression (including their own prejudices) – whether about race, sexual orientation, ability or other differences – is a lifelong process of learning. The chapters in this book are full of inspirational and lesson-rich stories about the expanding awareness of White social justice advocates and activists who grappled with their White privilege and their early socialization and decided to work against structural injustice and personal prejudice. The authors are also self-critical, questioning their motivations and commitments, and acknowledging that – as Whites and possessors of other privileged identities – they continue to benefit from White privilege even as they work against it. This is an eye-opening book for anyone who wants to understand what it means to be White and the reality of what is involved in becoming a White anti-racist and social justice advocate; is interested in the paths taken by those who have gone before; and wants to engage reflectively and critically in this difficult and important work. Contributing Authors Warren J. Blumenfeld Abby L. Ferber Jane K. Fernandes Michelle Fine Diane J. Goodman Paul C. Gorski Heather W. Hackman Gary R. Howard Kevin Jennings Frances E. Kendall Paul Kivel James W. Loewen Peggy McIntosh Julie O'Mara Alan Rabinowitz Andrea Rabinowitz Christine E. Sleeter

### **Educating Everybody's Children**

By the New York Times bestselling author: a provocative account of the attack on the humanities, the rise of intolerance, and the erosion of serious learning America is in crisis, from the university to the workplace. Toxic ideas first spread by higher education have undermined humanistic values, fueled intolerance, and widened divisions in our larger culture. Chaucer, Shakespeare and Milton? Oppressive. American history? Tyranny. Professors correcting grammar and spelling, or employers hiring by merit? Racist and sexist. Students emerge into the working world believing that human beings are defined by their skin color, gender, and sexual preference, and that oppression based on these characteristics is the American experience. Speech that challenges these campus orthodoxies is silenced with brute force. The Diversity Delusion argues that the root of this problem is the belief in America's endemic racism and sexism, a belief that has engendered a metastasizing diversity bureaucracy in society and academia. Diversity commissars denounce meritocratic standards as discriminatory, enforce hiring quotas, and teach students and adults alike to think of themselves as perpetual victims. From #MeToo mania that blurs flirtations with criminal acts, to implicit bias and diversity compliance training that sees racism in every interaction, Heather Mac Donald argues that we are creating a nation of narrowed minds, primed for grievance, and that we are putting our competitive edge at risk. But there is hope in the works of authors, composers, and artists who have long inspired the best in us. Compiling the author's decades of research and writing on the subject, The Diversity Delusion calls for a return to the classical liberal pursuits of open-minded inquiry and expression, by which everyone can discover a common humanity.

### **Black and Postcolonial Feminisms in New Times**

Thirty years after the Race Relations Act, racism remains endemic in British society. How successful have policy measures been in addressing the causes of racism? What lessons can we learn from countries outside Britain? This important and timely book reviews the evidence and asks 'what really works?'

### **A Different Mirror**

A study of race and sexuality and their interdependencies in American literature from 1945 to 1955, Desegregating Desire examines the varied strategies used by eight American poets and novelists to integrate sexuality into their respective depictions of desegregated places and emergent identities in the aftermath of World War II. Focusing on both progressive and conventional forms of cross-race writing and interracial intimacy, the book is organized around four pairs of writers. Chapter one examines reimagined domestic places, and the ambivalent desires that define them, in the southern writing of Elizabeth Bishop and Zora Neale Hurston. The second chapter; focused on poets Gwendolyn Brooks and Edwin Denby, analyzes their representations of the postwar American city, representations which often transpose private desires into a public imaginary. Chapter three explores how insular racial communities in the novels of Ann Petry and William Demby

were related to non-normative sexualities emerging in the early Cold War. The final chapter, focused on damaged desires, considers the ways that novelists Jo Sinclair and Carl Offord, relocate the public traumas of desegregation with the private spheres of homes and psyches. Aligning close textual readings with the segregated histories and interracial artistic circles that informed these Cold War writers, this project defines desegregation as both a racial and sexual phenomenon, one both public and private. In analyzing more intimate spaces of desegregation shaped by regional, familial, and psychological upheavals after World War II, Tyler T. Schmidt argues that “queer” desire—understood as same-sex and interracial desire—redirected American writing and helped shape the Cold War era’s integrationist politics.

### **The Diversity Delusion**

In *Desire for Development: Whiteness, Gender, and the Helping Imperative*, Barbara Heron draws on poststructuralist notions of subjectivity, critical race and space theory, feminism, colonial and postcolonial studies, and travel writing to trace colonial continuities in the post-development recollections of white Canadian women who have worked in Africa. Following the narrative arc of the development worker story from the decision to go overseas, through the experiences abroad, the return home, and final reflections, the book interweaves theory with the words of the participants to bring theory to life and to generate new understandings of whiteness and development work. Heron reveals how the desire for development is about the making of self in terms that are highly raced, classed, and gendered, and she exposes the moral core of this self and its seemingly paradoxical necessity to the Other. The construction of white female subjectivity is thereby revealed as contingent on notions of goodness and Othering, played out against, and constituted by, the backdrop of the NorthSouth binary, in which Canada’s national narrative situates us as the “good guys” of the world.

### **Dirt and Desire**

First published in 1994. Routledge is an imprint of Taylor & Francis, an informa company.

### **The History of Sexuality**

With the arrival of the transcontinental railroad in the 1880s came the emergence of a modern and profoundly multicultural New Mexico. Native Americans, working-class Mexicans, elite Hispanos, and black and white newcomers all commingled and interacted in the territory in ways that had not been previously possible. But what did it mean to be white in this multiethnic milieu? And how did ideas of sexuality and racial supremacy shape ideas of citizenry and determine who would govern the region? *Coyote Nation* considers these questions as it explores how New Mexicans evaluated and categorized racial identities through bodily practices. Where ethnic groups were numerous and—in the wake of miscegenation—often

difficult to discern, the ways one dressed, bathed, spoke, gestured, or even stood were largely instrumental in conveying one's race. Even such practices as cutting one's hair, shopping, drinking alcohol, or embalming a deceased loved one could inextricably link a person to a very specific racial identity. A fascinating history of an extraordinarily plural and polyglot region, Coyote Nation will be of value to historians of race and ethnicity in American culture.

### **Women, Race, & Class**

'This book is a great genealogy of black women's unrecognised contributions within both education and the wide social context. I think it constitutes an important piece of work that is totally missing from the existing literature' - Diane Reay, Professor of Education, Cambridge University

Race, Gender and Educational Desire reveals the emotional and social consequences of gendered difference and racial division as experienced by black and ethnicised women teachers and students in schools and universities. It explores the intersectionality of race and gender in education, taking the topic in new, challenging directions and asking How does race and gender structure the experiences of black and ethnicised women in our places of learning and teaching? Why, in the context of endemic race and gender inequality, is there a persistent expression of educational desire among black and ethnicised women? Why is black and ethnicised female empowerment important in understanding the dynamics of wider social change? Social commentators, academics, policy makers and political activists have debated the causes of endemic gender and race inequalities in education for several decades. This important and timely book demonstrates the alternative power of a black feminist framework in illuminating the interconnections between race and gender and processes of educational inequality. Heidi Safia Mirza, a leading scholar in the field, takes us on a personal and political journey through the debates on black British feminism, genetics and the new racism, citizenship and black female cultures of resistance. Mirza addresses some of the most controversial issues that shape the black and ethnic female experience in school and higher education, such as multiculturalism, Islamophobia, diversity, race equality and equal opportunities

Race, Gender and Educational Desire makes a plea for hope and optimism, arguing that black women's educational desire for themselves and their children embodies a feminised prospectus for a successful multicultural future. This book will be of particular interest to students, academics and researchers in the field of education, sociology of education, multicultural education and social policy. Heidi Safia Mirza is Professor of Equalities Studies in Education at the Institute of Education, University of London, and Director of the Centre for Rights, Equalities and Social Justice (CRESJ). She is also author of *Young, Female and Black* (Routledge).

### **Desire for Development**

Imperial Leather chronicles the dangerous liaisons between gender, race and class that shaped British imperialism and its bloody dismantling. Spanning the century between Victorian Britain and the current struggle for power in South Africa, the

book takes up the complex relationships between race and sexuality, fetishism and money, gender and violence, domesticity and the imperial market, and the gendering of nationalism within the zones of imperial and anti-imperial power.

### **Race, Ethnicity, Gender, and Class**

Reproducing Race, an ethnography of pregnancy and birth at a large New York City public hospital, explores the role of race in the medical setting. Khiara M. Bridges investigates how race—commonly seen as biological in the medical world—is socially constructed among women dependent on the public healthcare system for prenatal care and childbirth. Bridges argues that race carries powerful material consequences for these women even when it is not explicitly named, showing how they are marginalized by the practices and assumptions of the clinic staff. Deftly weaving ethnographic evidence into broader discussions of Medicaid and racial disparities in infant and maternal mortality, Bridges shines new light on the politics of healthcare for the poor, demonstrating how the "medicalization" of social problems reproduces racial stereotypes and governs the bodies of poor women of color.

### **Dealing in Desire**

Known for its clear and engaging writing, the bestselling Race, Ethnicity, Gender, and Class by Joseph F. Healey, Andi Stepnick, and Eileen O'Brien has been thoroughly updated to make it fresher, more relevant, and more accessible to undergraduates. The Eighth Edition retains the same use of sociological theory to tell the story of race and other socially constructed inequalities in the U.S. and for examining the variety of experiences within each minority group, particularly differences between those of men and women. This edition also puts greater emphasis on intersectionality, gender, and sexual orientation that will offer students a deeper understanding of diversity. New to this Edition New co-author Andi Stepnick adds fresh perspectives to the book from her teaching and research on race, gender, social movements, and popular culture. New coverage of intersectionality, gender, and sexual orientation offer students a deeper understanding of diversity in the U.S. The text has been thoroughly updated from hundreds of new sources to reflect the latest research, current events, and changes in U.S. society. 80 new and updated graphs, tables, maps, and graphics draw on a wide range of sources, including the U.S. Census, Gallup, and Pew. 35 new internet activities provide opportunities for students to apply concepts by exploring oral history archives, art exhibits, video clips, and other online sites.

### **Sex, Skulls, and Citizens**

A professor of psychology shows how "anxious masculinity" is a factor in many wars and conflicts, offering a sweeping treatment of the subject, from the contentious politics of ancient Greece through the backlash against Hillary Clinton and

the current War in Iraq.

## **Everyday White People Confront Racial and Social Injustice**

Michel Foucault's History of Sexuality has been one of the most influential books of the last two decades. It has had an enormous impact on cultural studies and work across many disciplines on gender, sexuality, and the body. Bringing a new set of questions to this key work, Ann Laura Stoler examines volume one of History of Sexuality in an unexplored light. She asks why there has been such a muted engagement with this work among students of colonialism for whom issues of sexuality and power are so essential. Why is the colonial context absent from Foucault's history of a European sexual discourse that for him defined the bourgeois self? In Race and the Education of Desire, Stoler challenges Foucault's tunnel vision of the West and his marginalization of empire. She also argues that this first volume of History of Sexuality contains a suggestive if not studied treatment of race. Drawing on Foucault's little-known 1976 College de France lectures, Stoler addresses his treatment of the relationship between biopower, bourgeois sexuality, and what he identified as "racisms of the state." In this critical and historically grounded analysis based on cultural theory and her own extensive research in Dutch and French colonial archives, Stoler suggests how Foucault's insights have in the past constrained—and in the future may help shape—the ways we trace the genealogies of race. Race and the Education of Desire will revise current notions of the connections between European and colonial historiography and between the European bourgeois order and the colonial treatment of sexuality. Arguing that a history of European nineteenth-century sexuality must also be a history of race, it will change the way we think about Foucault.

## **Women without Class**

Young black women bear all the hallmarks of a fundamentally unequal society. They do well at school, contribute to society, are good efficient workers yet, as a group they consistently fail to secure the economic status and occupational prestige they deserve. This book presents a serious challenge to the widely held myth that young black women consistently underachieve both at school and in the labour market. In a comparative study of research and writing from America, Britain and the Caribbean Young, Female and Black re-examines our present understanding of what is meant by educational underachievement, the black family and, in particular, black womanhood in Britain.

## **Race, Gender and Desire**

Takaki traces the economic and political history of Indians, African Americans, Mexicans, Japanese, Chinese, Irish, and Jewish people in America, with considerable attention given to instances and consequences of racism. The narrative is laced

with short quotations, cameos of personal experiences, and excerpts from folk music and literature. Well-known occurrences, such as the Triangle Shirtwaist Factory Fire, the Trail of Tears, the Harlem Renaissance, and the Japanese internment are included. Students may be surprised by some of the revelations, but will recognize a constant thread of rampant racism. The author concludes with a summary of today's changing economic climate and offers Rodney King's challenge to all of us to try to get along. Readers will find this overview to be an accessible, cogent jumping-off place for American history and political science plus a guide to the myriad other sources identified in the notes.

### **Medical Bondage**

After decades of the American “war on drugs” and relentless prison expansion, political officials are finally challenging mass incarceration. Many point to an apparently promising solution to reduce the prison population: addiction treatment. In *Addicted to Rehab*, Bard College sociologist Allison McKim gives an in-depth and innovative ethnographic account of two such rehab programs for women, one located in the criminal justice system and one located in the private healthcare system—two very different ways of defining and treating addiction. McKim’s book shows how addiction rehab reflects the race, class, and gender politics of the punitive turn. As a result, addiction has become a racialized category that has reorganized the link between punishment and welfare provision. While reformers hope that treatment will offer an alternative to punishment and help women, McKim argues that the framework of addiction further stigmatizes criminalized women and undermines our capacity to challenge gendered subordination. Her study ultimately reveals a two-tiered system, bifurcated by race and class.

### **Ending Discrimination Against People with Mental and Substance Use Disorders**

### **Reproducing Race**

The accomplishments of pioneering doctors such as John Peter Mettauer, James Marion Sims, and Nathan Bozeman are well documented. It is also no secret that these nineteenth-century gynecologists performed experimental caesarean sections, ovariectomies, and obstetric fistula repairs primarily on poor and powerless women. *Medical Bondage* breaks new ground by exploring how and why physicians denied these women their full humanity yet valued them as “medical superbodies” highly suited for medical experimentation. In *Medical Bondage*, Cooper Owens examines a wide range of scientific literature and less formal communications in which gynecologists created and disseminated medical fictions about their patients, such as their belief that black enslaved women could withstand pain better than white “ladies.” Even as they were advancing medicine, these doctors were legitimizing, for decades to come, groundless theories related to whiteness and

blackness, men and women, and the inferiority of other races or nationalities. Medical Bondage moves between southern plantations and northern urban centers to reveal how nineteenth-century American ideas about race, health, and status influenced doctor-patient relationships in sites of healing like slave cabins, medical colleges, and hospitals. It also retells the story of black enslaved women and of Irish immigrant women from the perspective of these exploited groups and thus restores for us a picture of their lives.

### **Killing the Black Body**

At a time when lesbian, gay, bisexual, and transgender individuals--often referred to under the umbrella acronym LGBT--are becoming more visible in society and more socially acknowledged, clinicians and researchers are faced with incomplete information about their health status. While LGBT populations often are combined as a single entity for research and advocacy purposes, each is a distinct population group with its own specific health needs. Furthermore, the experiences of LGBT individuals are not uniform and are shaped by factors of race, ethnicity, socioeconomic status, geographical location, and age, any of which can have an effect on health-related concerns and needs. The Health of Lesbian, Gay, Bisexual, and Transgender People assesses the state of science on the health status of LGBT populations, identifies research gaps and opportunities, and outlines a research agenda for the National Institute of Health. The report examines the health status of these populations in three life stages: childhood and adolescence, early/middle adulthood, and later adulthood. At each life stage, the committee studied mental health, physical health, risks and protective factors, health services, and contextual influences. To advance understanding of the health needs of all LGBT individuals, the report finds that researchers need more data about the demographics of these populations, improved methods for collecting and analyzing data, and an increased participation of sexual and gender minorities in research. The Health of Lesbian, Gay, Bisexual, and Transgender People is a valuable resource for policymakers, federal agencies including the National Institute of Health (NIH), LGBT advocacy groups, clinicians, and service providers.

### **Gender and Sexuality in Star Trek**

In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape

health in powerful ways. *Communities in Action: Pathways to Health Equity* seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

### **Race, Gender and Educational Desire**

A powerful, thought-provoking indictment of America's continuing assault on the reproductive rights of black women ranges from the era of slavery to the welfare reform acts of the 1990s that penalize women on welfare for having babies. Reprint. 15,000 first printing.

### **Boys Don't Try? Rethinking Masculinity in Schools**

Many racial and ethnic groups in the United States, including blacks, Hispanics, Asians, American Indians, and others, have historically faced severe discrimination—pervasive and open denial of civil, social, political, educational, and economic opportunities. Today, large differences among racial and ethnic groups continue to exist in employment, income and wealth, housing, education, criminal justice, health, and other areas. While many factors may contribute to such differences, their size and extent suggest that various forms of discriminatory treatment persist in U.S. society and serve to undercut the achievement of equal opportunity. *Measuring Racial Discrimination* considers the definition of race and racial discrimination, reviews the existing techniques used to measure racial discrimination, and identifies new tools and areas for future research. The book conducts a thorough evaluation of current methodologies for a wide range of circumstances in which racial discrimination may occur, and makes recommendations on how to better assess the presence and effects of discrimination.

### **Race, Gender and Educational Desire**

Michel Foucault offers an iconoclastic exploration of why we feel compelled to continually analyze and discuss sex, and of the social and mental mechanisms of power that cause us to direct the questions of what we are to what our sexuality is.

### **Contesting Stereotypes and Creating Identities**

A powerful study of the women's liberation movement in the U.S., from abolitionist days to the present, that demonstrates how it has always been hampered by the racist and classist biases of its leaders. From the widely revered and legendary

political activist and scholar Angela Davis.

### **Racialized Politics of Desire in Personal Ads**

Ahmed argues that a commitment to diversity is frequently substituted for a commitment to actual change. She traces the work that diversity does, examining how the term is used and the way it serves to make questions about racism seem impertinent. Her study is based in universities and her research is primarily in the UK and Australia, but the argument is equally valid in North America and beyond.

### **Measuring Racial Discrimination**

Designed to promote reflection, discussion, and action among the entire learning community, *Educating Everybody's Children* encapsulates what research has revealed about successfully addressing the needs of students from economically, ethnically, culturally, and linguistically diverse groups and identifies a wide range of effective principles and instructional strategies. Although good teaching works well with all students, educators must develop an extensive repertoire of instructional tools to meet the varying needs of students from diverse backgrounds. Those tools and the knowledge base behind them are the foundation of this expanded and revised second edition of *Educating Everybody's Children*. Each strategy discussed in the book includes classroom examples and a list of the research studies that support it. The most important thing we have learned as a result of the education reform movement is that student achievement stands or falls on the motivation and skills of teachers. We must ensure that all teachers are capable of delivering a standards-based curriculum that describes what students should know and be able to do, and that these standards are delivered by means of a rich and engaging "pedagogy of plenty." By these two acts we can ensure that all schools will be ready and able to educate everybody's children.

### **Young, Female and Black**

Studying the Star Trek myth from the original 1960s series to the 2009 franchise-reboot film, this book challenges frequent accusations that the Star Trek saga refuses to represent queer sexuality. Arguing that Star Trek speaks to queer audiences through subtle yet provocative allegorical narratives, the analysis pays close attention to representations of gender, race, and sexuality to develop an understanding of the franchise's queer sensibility. Topics include the 1960s original's deconstruction of the male gaze and the traditional assumptions of male visual mastery; constructions of femininity in *Star Trek: Voyager*, particularly in the relationship between Captain Janeway and Seven of Nine; and the ways in which *Star Trek: Enterprise's* adoption of neoconservative politics may have led to its commercial and aesthetic failure.

## **Imperial Leather**

Analyzing a wide variety of late-nineteenth-century sources, *Sex, Skulls, and Citizens* argues that Argentine scientific projects of the era were not just racial encounters, but were also conditioned by sexual relationships in all their messy, physical reality. The writers studied here (an eclectic group of scientists, anthropologists, and novelists, including Estanislao Zeballos, Lucio and Eduarda Mansilla, Ramón Lista, and Florence Dixie) reflect on Indigenous sexual practices, analyze the advisability and effects of interracial sex, and use the language of desire to narrate encounters with Indigenous peoples as they try to scientifically pinpoint Argentina's racial identity and future potential. Kerr's reach extends into history of science, literary studies, and history of anthropology, illuminating a scholarly time and place in which the lines betwixt were much blurrier, if they existed at all.

## **Addicted to Rehab**

Estimates indicate that as many as 1 in 4 Americans will experience a mental health problem or will misuse alcohol or drugs in their lifetimes. These disorders are among the most highly stigmatized health conditions in the United States, and they remain barriers to full participation in society in areas as basic as education, housing, and employment. Improving the lives of people with mental health and substance abuse disorders has been a priority in the United States for more than 50 years. The Community Mental Health Act of 1963 is considered a major turning point in America's efforts to improve behavioral healthcare. It ushered in an era of optimism and hope and laid the groundwork for the consumer movement and new models of recovery. The consumer movement gave voice to people with mental and substance use disorders and brought their perspectives and experience into national discussions about mental health. However over the same 50-year period, positive change in American public attitudes and beliefs about mental and substance use disorders has lagged behind these advances. Stigma is a complex social phenomenon based on a relationship between an attribute and a stereotype that assigns undesirable labels, qualities, and behaviors to a person with that attribute. Labeled individuals are then socially devalued, which leads to inequality and discrimination. This report contributes to national efforts to understand and change attitudes, beliefs and behaviors that can lead to stigma and discrimination. Changing stigma in a lasting way will require coordinated efforts, which are based on the best possible evidence, supported at the national level with multiyear funding, and planned and implemented by an effective coalition of representative stakeholders. *Ending Discrimination Against People with Mental and Substance Use Disorders: The Evidence for Stigma Change* explores stigma and discrimination faced by individuals with mental or substance use disorders and recommends effective strategies for reducing stigma and encouraging people to seek treatment and other supportive services. It offers a set of conclusions and recommendations about successful stigma change strategies and the research needed to inform and evaluate these efforts in the United States.

## **Communities in Action**

This book is a compelling collection of essays on the intersection of race, gender and class in education written by leading black and postcolonial feminists of colour from Asia, Africa and the Caribbean living in Britain, America, Canada, and Australia. It addresses controversial issues such as racism in the media, exclusion in higher education, and critical multiculturalism in schools. Introducing new debates on transglobal female identity and cultures of resistance the book asks: How does black and postcolonial feminisms illuminate race and gender identity in new global times? How are race, gender and class inequalities reproduced and resisted in educational sites? How do women of colour experience race and gender differences in schools and universities? This book is a must for political and social commentators, academic researchers and student audiences interested in new feminist visions for new global times. This book was published as a special issue of Race, Ethnicity and Education.

## **Teaching To Transgress**

The story of southern writing—the Dixie Limited, if you will—runs along an iron path: an official narrative of a literature about community, about place and the past, about miscegenation, white patriarchy, and the epic of race. Patricia Yaeger dynamites the rails, providing an entirely new set of categories through which to understand southern literature and culture. For Yaeger, works by black and white southern women writers reveal a shared obsession with monstrosity and the grotesque and with the strange zones of contact between black and white, such as the daily trauma of underpaid labor and the workings of racial and gender politics in the unnoticed yet all too familiar everyday. Yaeger also excavates a southern fascination with dirt—who owns it, who cleans it, and whose bodies are buried in it. Yaeger's brilliant, theoretically informed readings of Zora Neale Hurston, Harper Lee, Carson McCullers, Toni Morrison, Flannery O'Connor, Alice Walker, and Eudora Welty (among many others) explode the mystifications of southern literary tradition and forge a new path for southern studies. The book won the Barbara Perkins and George Perkins Award given by the Society for the Study of Narrative Literature.

## **World Social Report 2020**

In this volume of 15 articles, contributors from a wide range of disciplines present their analyses of Disney movies and Disney music, which are mainstays of popular culture. The power of the Disney brand has heightened the need for academics to question whether Disney's films and music function as a tool of the Western elite that shapes the views of those less empowered. Given its global reach, how the Walt Disney Company handles the role of race, gender, and sexuality in social structural inequality merits serious reflection according to a number of the articles in the volume. On the

other hand, other authors argue that Disney productions can help individuals cope with difficult situations or embrace progressive thinking. The different approaches to the assessment of Disney films as cultural artifacts also vary according to the theoretical perspectives guiding the interpretation of both overt and latent symbolic meaning in the movies. The authors of the 15 articles encourage readers to engage with the material, showcasing a variety of views about the good, the bad, and the best way forward.

### **Desire for Race**

Since the end of legal segregation in schools, most research on educational inequality has focused on economic and other structural obstacles to the academic achievement of disadvantaged groups. But in *Contesting Stereotypes and Creating Identities*, a distinguished group of psychologists and social scientists argue that stereotypes about the academic potential of some minority groups remain a significant barrier to their achievement. This groundbreaking volume examines how low institutional and cultural expectations of minorities hinder their academic success, how these stereotypes are perpetuated, and the ways that minority students attempt to empower themselves by redefining their identities. The contributors to *Contesting Stereotypes and Creating Identities* explore issues of ethnic identity and educational inequality from a broad range of disciplinary perspectives, drawing on historical analyses, social-psychological experiments, interviews, and observation. Meagan Patterson and Rebecca Bigler show that when teachers label or segregate students according to social categories (even in subtle ways), students are more likely to rank and stereotype one another, so educators must pay attention to the implicit or unintentional ways that they emphasize group differences. Many of the contributors contest John Ogbu's theory that African Americans have developed an "oppositional culture" that devalues academic effort as a form of "acting white." Daphna Oyserman and Daniel Brickman, in their study of black and Latino youth, find evidence that strong identification with their ethnic group is actually associated with higher academic motivation among minority youth. Yet, as Julie Garcia and Jennifer Crocker find in a study of African-American female college students, the desire to disprove negative stereotypes about race and gender can lead to anxiety, low self-esteem, and excessive, self-defeating levels of effort, which impede learning and academic success. The authors call for educational institutions to diffuse these threats to minority students' identities by emphasizing that intelligence is a malleable rather than a fixed trait. *Contesting Stereotypes and Creating Identities* reveals the many hidden ways that educational opportunities are denied to some social groups. At the same time, this probing and wide-ranging anthology provides a fresh perspective on the creative ways that these groups challenge stereotypes and attempt to participate fully in the educational system.

### **Coyote Nation**

This title reveals the emotional and social consequences of gendered difference and racial division as experienced by black

and ethnicised women, teachers and students in schools and universities, taking the topic in new, challenging directions.

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