

## Educational Inequality Mapping Race Class And Gender

*Inequality in Education: Comparative and International Perspectives* is a compilation of conceptual chapters and national case studies that includes a series of methods for measuring education inequalities. The book provides up-to-date scholarly research on global trends in the distribution of formal schooling in national populations. It also offers a strategic comparative and international education policy statement on recent shifts in education inequality, and new approaches to explore, develop and improve comparative education and policy research globally. Contributing authors examine how education as a process interacts with government finance policy to form patterns of access to education services. In addition to case perspectives from 18 countries across six geographic regions, the volume includes six conceptual chapters on topics that influence education inequality, such as gender, disability, language and economics, and a summary chapter that presents new evidence on the pernicious consequences of inequality in the distribution of education. The book offers (1) a better and more holistic understanding of ways to measure education inequalities; and (2) strategies for facing the challenge of inequality in education in the processes of policy formation, planning and implementation at the local, regional, national and global levels.

In this groundbreaking volume, scholars examine the achievement/opportunity gaps from both historical and contemporary perspectives, as well as the overrepresentation of minority students in special education and the school-to-prison pipeline. Chapters also address school reform and the impact on students based on race, class, and dis/ability and the capacity of law and policy to include (and exclude).

"Diversity" has become a key term in contemporary social theory, politics and practice and is often used as both a description of complex social realities and a prescription for how those realities should be valued, assessed and managed. As "diversity" is increasingly invoked in changing educational landscapes it is pulled in different directions: as capital, cure, caveat and check. In considering diversity in education this collection explores the relationship between new equality regimes and continued societal inequalities, exploring change, ambivalence and resistance as negotiated and differently inhabited in and through policies, institutional practices and everyday encounters. Uniquely, it brings together a focus on (post)compulsory education, seeking to more fully situate educational journeys and experiences of staff, students and pupils. Current considerations of diversity are placed within different changing educational contexts from the UK, Ireland, Australia and Taiwan. These perspectives aim to situate discussion of diversity across time and place - including discussion of who is diverse, the feeling of diversity, legislating for diversity, and enabling diverse pedagogies.

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Most classrooms contain children from a variety of backgrounds, where home culture, religious beliefs and the family's economic situation all impact on achievement. This needs to be recognized by teachers in order to establish fair, respectful, trusting and constructive relationships with children and their families, which will allow every child to reach their full potential. Dealing with some of the less widely addressed aspects of diversity and inclusion, this book looks at real issues that affect teachers in the classroom, and examines a variety of influences affecting child development. It provides you with the theoretical and practical information you need to ensure you understand the complex factors which affect the children in your care, and it encourages good, thoughtful teaching.

An original comparative account of racialized and gendered student experiences, drawing on research in the UK and Australia.

In this groundbreaking critique of neoliberalism in schooling and education, an international cast of education policy analysts, educational activists and scholars deftly analyze the ideologies underlying the global, national and local neoliberalisation of schooling and education. The thrilling scholarship that makes up *Global Neoliberalism and Education and its Consequences* exposes the machinations, agenda and impacts of the privatising and 'merchandisation' of education by the World Bank, the General Agreement on Trade in Services (GATS), biased think tanks, global and national corporations and capital, and the full political spectrum of Neoliberal governments. Including such topics as the increasing polarization of racialized and gendered social classes as a consequence of neoliberal policies, the role and shape of markets and education in the era of globalised Capitalism, the effects of the profit motive in higher education, the impact of the Heritage Foundation in the USA, and even a critical evaluation of education in Cuba--readers are sure to find startling insight and provocative arguments throughout *Global Neoliberalism and Education and its Consequences*.

In the 21st century, new ethnic groups are forming faster than ever before and the role of race and ethnicity studies has evolved in response to this. From policy issues around housing and crime, through to debates about asylum and media representations, sociologists must encounter and explore a vast range of issues in this ever changing field. This book gives an overview of the most important topics that affect the making of race and ethnic relations in contemporary societies. It goes beyond general definitions to explain exactly how and what these issues and debates can tell us about modern society. Using research and statistics to shed light on the most cutting-edge issues, the book takes each major topic in turn and helps readers to think through race and ethnicity on the basis of the most recent thinking in the field. Each chapter explains a range of theoretical and conceptual perspectives, whilst approaching complex ideas in an accessible and insightful way. Written and edited by recognized experts in the field, *Race and Ethnicity in the 21st*

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Century will be an essential point of reference for researchers and practitioners and key reading for all students of race and ethnicity.

Readings for Learning to Teach in the Secondary School brings together key articles to develop and support student teachers' understanding of the theory, research and evidence base that underpins effective practice. Designed for all students engaging with M Level study, each reading is contextualised and includes questions to encourage reflection and help you engage with material critically. Annotated further reading for every section supports your own research and writing. Readings are structured to make links with the practical guidance in the accompanying core textbook, Learning to Teach in the Secondary School. Topics covered include: motivation troublesome classroom behaviour ability grouping inclusive education personalised learning testing achievement and underachievement. Edited by the team that brings us Learning to Teach in the Secondary School, this Reader is an indispensable 'one-stop' resource that will support all students studying, researching and writing at M level on PGCE courses, as well as those on all other secondary education courses and masters degrees.

'This book is a great genealogy of black women's unrecognised contributions within both education and the wider 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

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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).

This stunning new edition retains the book's broad aims, intended audience, and multidisciplinary approach. New chapters take into account the more current backdrop of globalization, particularly events such as 9/11, and attendant developments that make a reconsideration of race relations in education quite urgent.

Although Critical Race Theory (CRT) has been used to analyze difficult issues of race and racism in education for over ten years, the function of CRT in educational research is still not entirely clear. By bringing together the voices of various CRT scholars and education experts, this volume presents a comprehensive chorus of answers to the question of how and why CRT should be applied to educational scholarship. The collected chapters address CRT's foundations in legal theory, current applications of CRT, and possible new directions for CRT in education. Appropriate for both students curious about CRT and established CRT scholars, *Critical Race Theory in Education* is a valuable guide to how CRT can help us better understand and seek solutions to educational inequity.

In contrast to research that focuses on the underperformance of young Black males in the British education system, the dominant notion of this volume is educational success. By aiming to understand how young, Black—notably African and Caribbean—male education plays out in different educational spaces, this book provides new insights around intersections between, and across, different structural forces and educational contexts. Examining the political, cultural, and structural factors that shape the educational journey of young Black men in the British education system, the book will cover topics such as: Race, gender, and class, and the attainment gap Contextualising Black men's educational narratives The role of family and parenting in achieving success The role of community resource in achieving success *Young British African and Caribbean Men Achieving Educational Success* will be of interest to researchers, academics, and postgraduate students in the fields of multicultural education and gender and sexuality in education, as well as educators concerned with how Black male masculinities play out in educational discourses. Cecile Wright is Professor in the School of Sociology and Social Work, University of Nottingham, UK. Uvanney Maylor is Professor of Education in the Institute for Research in Education, at the University of Bedfordshire, UK. Thomas Pickup is a Principal Policy and Project Officer in local government in the UK.

This authoritative, state-of-the-art reference work builds on its first edition to provide a cutting-edge systematic review of

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the relationship between race/ethnicity and educational inequality. Studying 25 different national contexts drawn from every inhabited continent on earth and building upon material from the earlier edition, the work analyses educational policies, practices and research on minority students, immigrants and refugees. The editors and contributors explore principal research traditions from countries as diverse as Argentina, China, Norway and South Africa, examining the factors promoting social cohesion as well as considerations regarding the use of international test score data. Seamlessly integrating findings of national reviews, the editors and contributors analyse how national contexts of race/ethnic relations shape the character and content of educational inequalities, and deftly map out new directions for future research in the area. Global in its perspective and definitive in content, this one-stop volume will be an indispensable reference resource for a wide range of academics, students and researchers in the fields of education, sociology, race and ethnicity studies and social policy. Chapter 20 of this book is available open access under a CC BY 4.0 license at SpringerLink ([https://link.springer.com/chapter/10.1007/978-3-319-94724-2\\_20](https://link.springer.com/chapter/10.1007/978-3-319-94724-2_20))

International Perspectives on Theorizing Aspirations offers new insights and guidance for those looking to use Bourdieu's tools in an educational context, with a focus on how the tools can be applied to issues of aspiration. Written by contributors from the UK, USA, Australia, Nigeria, Jamaica and Spain, the book explores how Bourdieu's tools have been applied in recent cutting-edge educational research on a range of topics, including widening participation, migration, ethnicity, and class. The contributors consider how aspirations are theorized in sociology, as well as exploring the structure/agency debates, before recapitulating Bourdieu's tools and their applicability in educational contexts. A key question running through the chapters is: how does social theory shape research? Including recommended readings, this is essential reading for anyone looking to use Bourdieu in their research and for those studying aspiration in an educational research setting.

Educational inequality mapping race, class and gender : a synthesis of research evidence Education Inequality: Mapping Race, Class and Gender A Synthesis of Research Evidence Children, Welfare and the State SAGE

This comprehensive, state-of-the-art reference work provides the first systematic review to date of how sociologists have studied the relationship between race/ethnicity and educational inequality over the last thirty years in eighteen different national contexts.

Education Studies continues to grow as a popular undergraduate area of study. This core text addresses themes common to all Education Studies courses. It benefits from a large list of chapters from key contributors at key institutions. This third edition has been completely revised and updated with the addition of seven new chapters. Themes newly explored include gender, research, the power of money and status and alternatives to schooling. This fully comprehensive text is accessibly written, with learning features throughout to encourage

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students to approach issues critically. Fully up-to-date and covering a huge range of themes for Education Studies students.

Never has a book on social justice and equitable education been so relevant. Recent events have highlighted the huge attainment gaps that exist for many pupils within the education system because of factors outside of their control. As the diversity of the pupil population increases, it is more important than ever to develop the skills, knowledge and understanding within the teaching profession around issues of equality and inclusion. This book provides trainees and teachers with an in-depth understanding of the complex issues related to the attainment of key groups of disadvantaged pupils, and practical strategies that can be deployed to address these gaps. Chapters focus on social class, gender, English as an additional language, minority ethnic achievement, gypsy, Roma and travellers, refugee and asylum seekers, and those with special educational needs and disabilities. The book takes a stark look at the evidence and statistics, provides an overview of the key issues and considerations for each particular group, and suggests key resources and examples of good practice, along with case studies and points for reflection. Ultimately it encourages you to have high expectations of your pupils and to truly believe that you can help them realise their ambitions and aspirations.

Presenting comparative, cross-national analyses of ethnic inequalities and policy interventions, *Ethnicity and Education in England and Europe* makes a significant contribution to debates in the fields of migration, ethnicity and education, and will be of interest to both scholars and policy makers concerned with questions of race and educational outcome.

*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.

While there is considerable literature on social inequality and education, there is little recent work which explores notions of difference and diversity in relation to "race," class and gender. This edited text aims to bring together researchers in the field of education located across many international contexts such as the UK, Australia, USA, New Zealand and Europe. Contributors investigate the ways in which dominant perspectives on "difference," intersectionality and institutional structures underpin and reinforce educational inequality in schools and higher education. They emphasize the importance of international perspectives and innovative methodological approaches to examining these areas, and seek to locate the dimensions of difference within recent theoretical discourses, with an emphasis on "race," class and gender as key categories of analysis.

Inequality is a marked and persistent feature of education systems, both in the developed and the developing worlds. Major gaps in

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opportunity and in outcomes have become more critical than in the past, thanks to the knowledge economy and globalization. The pursuit of equity as a goal of public policy is examined in this book through a series of national case-studies. The book covers many different global contexts from the wealthiest to some of the poorest nations on earth. It therefore offers a broad range of different theoretical and methodological approaches, and brings together extensive international experience in equity policy.

'A good foundation for those intent on further research' - ChildRight  
'It is intelligent, lively, clear, and well written' - Professor Hugh Cunningham, University of Kent at Canterbury  
'This is an excellent source book which is up-to-date and covers key debates on childhood in an accessible way' - Professor Andy Furlong, University of Glasgow  
In recent years there has been a growing interest in the study of 'children' and 'childhood' within the social sciences. *Children, Welfare and the State* provides readers with a comprehensive critical introduction to modern childhood studies. In addition to engaging with the broad theoretical debates within the 'new' sociology of childhood and developmental psychology the book: - Explores key questions in relation to researching childhood, children's agency and social constructionist perspectives; - Traces historical and contemporary developments in social policy responses to children and childhood; - Examines the primary sites of state intervention in regulating and shaping children's lives. - Re-states the primary significance of social class and other structural divisions in understanding children's experiences of childhood; - Systematically assesses the impact of inequality and poverty on children and childhood. *Children, Welfare and the State* has been tailored to appeal to those studying children and childhood within social policy, sociology, psychology, criminology, history, social work and youth and community work courses.

Bringing together the latest empirical evidence with a discussion of sociological debates surrounding inequality, this book explores a broad range of inequalities in people's lives. As well as treating the core sociological topics of class, ethnicity and gender, it examines how inequalities are experienced across a variety of settings, including education, health, geography and housing, income and wealth, and how they cumulate across the life course. Richly illustrated with graphs and figures showing the extent of inequalities and the differences between social groups, the book demonstrates how people's lives are structured by inequalities across multiple dimensions of their lives. Throughout, the text pays attention to how we know what we know about inequality: what is measured and how, what is left out of the picture, and what implications this has for our understanding of specific inequalities. Importantly, the book also highlights the intersections between different sources or forms of inequality, and the ways that bringing an intersectional lens to bear on topics can highlight and challenge the assumptions about how they operate. Designed for second-year undergraduates and above, this book provides an engaging overview of social stratification and challenges readers to think about how inequalities are embedded across society.

*Immigration, Integration and Education* offers a unique comparative analysis of the views and experiences of children of immigrants in school in France and England. It showcases how the theorization of children's narratives can offer new methodological tools and insights in comparative education and help understand the different role of educational systems and discourses around issues of immigration, integration, race, language and religion. Presenting an in-depth analysis of children's own narratives, this book offers a close comparative examination of the French and English educational systems, and the ways in which they impact on the experiences and identities of children of immigrants. The narratives of the children reveal the multiple forms of othering, discrimination and exclusion that shape their experiences in school, but also the multiple strategies they deploy to navigate these complex educational landscapes. It stresses that beyond national ideologies and philosophies of integration, structural and cultural aspects need to be explored to understand the role played by schools in the inclusion of immigrant populations. This book is an essential resource for academics, researchers and graduate students in the fields of

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sociology of education, migration studies, intercultural education, educational policy and comparative and international education. It will also appeal to those who are committed to addressing inequalities and discrimination in education.

This state-of-the-art, comprehensive Handbook is the first of its kind to fully explore the interconnections between social justice and education for citizenship on an international scale. Various educational policies and practices are predicated on notions of social justice, yet each of these are explicitly or implicitly shaped by, and in turn themselves shape, particular notions of citizenship/education for citizenship.

Showcasing current research and theories from a diverse range of perspectives and including chapters from internationally renowned scholars, this Handbook seeks to examine the philosophical, psychological, social, political, and cultural backgrounds, factors and contexts that are constitutive of contemporary research on education for citizenship and social justice and aims to analyse the transformative role of education regarding social justice issues. Split into two sections, the first contains chapters that explore central issues relating to social justice and their interconnections to education for citizenship whilst the second contains chapters that explore issues of education for citizenship and social justice within the contexts of particular nations from around the world. Global in its perspective and definitive in content, this one-stop volume will be an indispensable reference resource for a wide range of academics, students and researchers in the fields of Education, Sociology, Social Policy, Citizenship Studies and Political Science.

This book explains the role of ethnicity in group differences across social and psychopathological settings.

An Introduction to Education Studies presents a concise overview for students who are new to this area of academic study. Part 1 introduces the reader to the main themes they will encounter in their study of education such as the sociology of education, the philosophy of education, comparative education, and ethics for educators. Part 2 explores the contexts within which education takes place in order to stimulate further thinking about education in action. Issues such as disaffection, pupil voice and breaking barriers to learning are introduced to give the reader a feel for such issues and how they might approach them. Through discussions of relevant literature and research, and the use of case studies and exploratory activities, students are encouraged to actively engage with their learning about theories and disciplines within the study of education and the contexts in which learners live and work. Each chapter is written in an accessible style and provides the reader with start points for further study. This book serves as a true course companion to meet the needs of students and lecturers working on Education Studies programmes. Prospective teachers may also find the book of interest as the subject matter is discussed in terms of theory and practical applications in a range of educational contexts.

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

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and impact upon the work of both academics and educators.

Provides crucial information on key educational issues, events and conflicts in Britain from the 1960s to the present day.

What is education? This core textbook will help students in pursuit of this question by providing a comprehensive, gentle and reflective introduction to the initial study of education. Updated in line with the latest policies, reforms and issues within education, this third edition includes: full exploration of the historical, sociological, philosophical and psychological roots of education a focus on all levels of education – pre-school, primary, secondary, post-16 and lifelong learning the latest controversies and debates within education new material on compulsory education, special educational needs and post-16 developments clear insights into the role and background of research within education.

Education is a controversial subject in which difficult and contested discourses are the norm. Individuals in education experience multiple inequalities and have diverse identifications that cannot necessarily be captured by one theoretical perspective alone. This edited collection draws on empirical and theoretical research to examine the intersections of "race," gender and class, alongside other aspects of personhood, within education. Contributors from the fields of education and sociology seek to locate the dimensions of difference and identity within recent theoretical discourses such as Critical Race Theory, Judith Butler and 'queer' theory, post-structural approaches and multicultural models, as they analyze whiteness and the education experience of minority ethnic groups. By combining a mix of intellectually rigorous, accessible, and controversial chapters, this book presents a distinctive and engaging voice, one that seeks to broaden the understanding of education research beyond the confines of the education sphere into an arena of sociological and cultural discourse.

Ask any moderately interested Briton to name a black intellectual and chances are the response will be an American name: Malcolm X or Barack Obama, Toni Morrison or Cornel West. Yet Britain has its own robust black intellectual traditions and its own master teachers, among them C.L.R. James, Claudia Jones, Ambalavaner Sivanandan, Stuart Hall and Paul Gilroy. However, while in the USA black public intellectuals are an embedded, if often embattled, feature of national life, black British thinkers remain routinely marginalized. Black British Intellectuals and Education counters this neglect by exploring histories of race, education and social justice through the work of black British public intellectuals: academics, educators and campaigners. The book provides a critical history of diverse currents in black British intellectual production, from the eighteenth century, through post-war migration and into the 'post-multicultural' present, focusing on the sometimes hidden impacts of black thinkers on education and social justice. Firstly, it argues that black British thinkers have helped fundamentally to shape educational policy, practice and philosophy, particularly in the post-war period. Secondly, it suggests that education has been one of the key spaces in which the mass consciousness of being black and British has emerged, and a key site in which black British intellectual positions have been defined and differentiated. Chapters explore: • the early development of black British intellectual life, from the slave narratives to the anti-colonial movements of the early twentieth century • how African-Caribbean and Asian communities began to organize against racial inequalities in schooling in the post-Windrush era of the 1950s and 60s • how, from out of these

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grassroots struggles, black intellectuals and activists of the 1970s, 80s and 90s developed radical critiques of education, youth and structural racism • the influence of multiculturalism, black cultural studies and black feminism on education • current developments in black British educational work, including 'post-racial' approaches, Critical Race Theory and black social conservatism. Black British Intellectuals and Education will be of key relevance to undergraduates, postgraduates and academics engaged in research on race, ethnicity, education, social justice and cultural studies. How do race and class intersect to shape the identities and experiences of Black middle-class parents and their children? What are Black middle-class parents' strategies for supporting their children through school? What role do the educational histories of Black middle-class parents play in their decision-making about their children's education? There is now an extensive body of research on the educational strategies of the white middle classes but a silence exists around the emergence of the Black middle classes and their experiences, priorities, and actions in relation to education. This book focuses on middle-class families of Black Caribbean heritage. Drawing on rich qualitative data from nearly 80 in-depth interviews with Black Caribbean middle-class parents, the internationally renowned contributors reveal how these parents attempt to navigate their children successfully through the school system, and defend them against low expectations and other manifestations of discrimination. Chapters identify when, how and to what extent parents deploy the financial, cultural and social resources available to them as professional, middle class individuals in support of their children's academic success and emotional well-being. The book sheds light on the complex, and relatively neglected relations, between race, social class and education, and in addition, poses wider questions about the experiences of social mobility, and the intersection of race and class in forming the identity of the parents and their children. The Colour of Class: The educational strategies of the Black middle classes will appeal to undergraduates and postgraduates on education, sociology and social policy courses, as well as academics with an interest in Critical Race Theory and Bourdieu. The Colour of Class was awarded 2nd prize by the Society for Educational Studies: Book Prize 2016. The uncertain, complex and problematic relationships between masculinity and education have come to occupy a prominent position within the sociology of education in recent years. This collection of articles brings together a range of different perspectives, offering both empirical and theoretical contributions to our understanding of this subject. The articles seek to broaden our sociological understanding by considering masculinities in relation to a variety of educational setting and contexts. These include the role of football in the playground of a junior school, the question of why more boys study AS-level mathematics in England, the changing rhetoric of education ministers, and attempts to increase the number of male primary school teachers in Australia. The collection also engages with the broader context of gender politics and educational theory and the volume concludes with a study of the move away from class analysis within

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educational theories in recent decades, taking English white working class masculinity as its main focus. The collection offers a perceptive insight into a crucial and current area within the sociology of education. This book was originally published as a special issue of the British Journal of Sociology of Education.

This book, now in its second edition, focuses on the challenge to Marxism posed by Critical Race Theory as this relates to educational theory, policy, and practices with respect to both the US and UK. Critical Race Theory (CRT) in the realm of Education has a long history in the US, and is now a burgeoning field of inquiry in the UK. Critical Race Theory and Education is the first book-length response to CRT from a Marxist perspective and looks at CRT's origins in Critical Legal Studies, critiques the work of major US and UK Critical Race theorists, and also looks at some of CRT's strengths. CRT and Marxism are contextualized with respect to both neo-liberal global capitalism and imperialism and to anti-racist socialist developments in South America. The book concludes with some suggestions for classroom practice.

Are the disciplines of education ghosts of a productive past or creative and useful forms of inquiry? Are they in a demographic and organisational crisis today? The contribution of the 'foundation disciplines' of sociology, psychology, philosophy, history and economics to the study of education has always been contested in the UK and in much of the English-speaking world. But such debates are now being brought to a head in education by the demographic crisis. Recent research has shown that with the an ageing population of education academics, in ten years' time, there could be very few disciplinary specialists left working within faculties of education in UK universities. But does that matter and is the UK no more than a special case? How does this 'crisis' look from Europe where the disciplines of education are more embedded, and from the USA with its more diverse higher education system? In this book, leading scholars – including A.H. Halsey, David Bridges, John Furlong, Hugh Lauder, Martin Lawn and Sheldon Rothblatt – consider the changing fortunes of each discipline as education moved away from the dominance of psychology in the 1930s, 1940s and 1950s as a result of the growing importance of the other disciplines and new social questions, and how the changing epistemological and political debates of the last twenty years have resulted in their progressive demise. Finally, the book confronts the question as to whether the disciplines have a place in education in the twenty-first century. The book brings the coming crisis into the public view and explores the issue of the past, current and future relevance of the disciplines to the study of education. It will be of interest to all international academics and researchers in the field of education and the contributory disciplines as well as to students on educational research methods courses.

How do education systems shape educational inequalities and differences in educational outcomes? And how do advantages and disadvantages in educational attainment translate into privileges and shortcomings in labour market and general life chances? Education systems and inequalities compares different education systems and their impact on

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creating and sustaining social inequalities. The book considers key questions such as how education systems impact educational inequalities along such variables as social origin, gender, ethnicity, migration background or ability and what social mechanisms are behind the links between education system and educational inequalities and provides vital evidence to inform debates in policy and reform.

An exploration of case-focused methods as a means of bridging the quantitative-qualitative divide and the key methodological issues.

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