

WEB: Suggested Readings

Chapter 1: Teaching

1.1. SUGGESTED READING: p. 12

Patricia A. Carter, *Everybody's Paid But the Teacher: the Teaching Profession and the Women's Movement* (New York: Teachers College Press, 2002); and Nancy Hoffman, *Woman's "True" Profession: Voices from the History of Teaching*, 2nd edn (Cambridge, MA: Harvard Education Press, 2003).

1.2. SUGGESTED READING: p. 31

Malcolm Gladwell, "Paul Van Riper's Big Victory: Creating Structure for Spontaneity," in *Blink: The Power of Thinking without Thinking* (New York: Little, Brown and Company, 2005), 99–146.

1.3. SUGGESTED READING: p. 34

For one prominent critical view of public schools and teacher preparation, see: Terry M. Moe, "A Highly Qualified Teacher in Every Classroom," in *Within Our Reach: How America Can Educate Every Child*, John E. Chubb, ed. (Lanham, MD: Rowman & Littlefield, 2005), 173–199.

1.4. SUGGESTED READING: p. 37

William Ayers, *Teaching Toward Freedom: Moral Commitment and Ethical Action in the Classroom* (Boston: Beacon Press, 2004).

Chapter 2: Governance

2.1. SUGGESTED READING: p. 89

For a case study of schools' difficulties in responding to NCLB, see Brad Olsen and Dena Saxton, "Threat Rigidity, School Reform, and How Teachers View Their Work Inside Current Education Policy Contexts." *American Educational Research Journal*, vol. 46, no. 1: 9–44 (March 2009).

2.2. SUGGESTED READING: p. 89

Diane Ravitch, *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education* (New York: Basic Books, 2010); Elizabeth DeBray-Pelot and Patrick

McGuinn, "Policy Landscape in the Post-NCLB Era: The New Politics of Education: Analyzing Federal Education," *Educational Policy*, vol. 23, no. 1: 15–48 (January 2009); and Adam Renner, "Teaching Community, Praxis, and Courage: A Foundations Pedagogy of Hope and Humanization," *Educational Studies*, vol. 45, no. 1: 59–79 (January–February 2009).

Chapter 3: Social Class

3.1. SUGGESTED READING: p. 133

For an American Association of University Professors (AAUP) point of view on the professorial workforce being affected by underpaid adjunct professors, see Peter Schmidt, "The AAUP's Cary Nelson Goes to War," *The Chronicle of Higher Education* (December 17, 2009) at <http://chronicle.com/article/The-AAUPs-Cary-Nelson-Goes/62619/> (accessed on March 4, 2010).

Chapter 4: Race

4.1. SUGGESTED READING: p. 164

For a seminal work on the Jim Crow era, see C. Vann Woodward, *The Strange Career of Jim Crow*. 3rd ed. (New York: Oxford University Press, 1974).

4.2. FOR READING: p. 196

Critical race theory (CRT) made race the central concept of critical analysis. See Mike Cole, *Critical Race Theory and Education: A Marxist Response* (New York: Palgrave Macmillan, 2009); Daria Roithmayer, "Introduction to Critical Race Theory in Educational Research and Practice," in *Race Is . . . Race Isn't: Critical Race Theory and Qualitative Studies in Education*, Laurence Parker and others, eds (Boulder, CO: Westview Press, 1999), 1–6.

4.3. FOR READING: p. 199

An examination of teacher education in the United States and South Africa as well as proposals for new ways of preparing teachers for effective multicultural education and social change can be found in Arnetha F. Ball, *Multicultural Strategies for Education and Social Change: Carriers of the Torch in the United States and South Africa* (New York: Teachers College Press, 2006).

Chapter 5: Ethnicity

5.1. SUGGESTED READING: p. 213

Carol Witherell and Nel Noddings, eds., *Stories Lives Tell: Narrative and Dialogue in Education* (New York: Teachers College Press, 1991).

5.2. SUGGESTED READING: p. 224

For a study of in-group differences among Chinese Americans, see Victor G. Nee and Brett de Bary Nee, *Longtime Californ': A Documentary Study of an American Chinatown* (Boston: Houghton and Mifflin, 1974).

5.3. SUGGESTED READING: p. 224

For brief accounts of the attempts of the Chinese immigrant Tape family to gain equal educational opportunity for their daughter, see "Racial Desegregation of Public Education in the U.S.," U.S. Department of the Interior, National Park Service, at <http://www.cr.nps.gov/history/school.pdf>, 18–19 (accessed on May 15, 2010); "Mary Tape, An Outspoken Woman," Organization of American Historians, at <http://www.oah.org/pubs/magazine/deseg/source1.html> (accessed on May 15, 2010); and Daniella Thompson, "The Tapes of Russell Street, an Accomplished Family of School Desegregation Pioneers," BAHA (Berkeley Architectural History Association), at http://www.berkeleyheritage.com/essays/tape_family.html (accessed on May 15, 2010).

5.4. SUGGESTED READING: p. 236

Olga A. Vásquez, *La Clase Mágica: Imagining Optimal Possibilities in a Bilingual Community of Learners* (Mahwah, NJ: Lawrence Erlbaum Associates, 2003).

5.5. SUGGESTED READING: p. 237

Stacey J. Lee, *Unraveling the "Model Minority" Stereotype: Listening to Asian American Youth* (New York: Teachers College Press, 1996).

5.6. SUGGESTED READINGS: p. 238

Amy Tan, *The Joy Luck Club* (New York: Putnam, 1989); and Maxine Hong Kingston, *The Woman Warrior: Memoirs of a Girlhood among Ghosts* (New York: Vintage International, 1977).

5.7. SUGGESTED READING: p. 242

To learn more about dual language education, which is one model of bilingual education, see Sonia White Soltero, *Dual Language: Teaching and Learning in Two Languages* (Boston: Pearson, 2004).

5.8. SUGGESTED READING: p. 243

Tara Goldstein, *Teaching and Learning in a Multilingual School: Choices, Risks, and Dilemmas* (Mahwah, NJ: Lawrence Erlbaum Associates, 2003).

5.9. SUGGESTED READINGS: p. 243

Gloria Swindler Bouttee, *Resounding Voices: School Experiences of People from Diverse Ethnic Backgrounds* (Boston: Allyn and Bacon, 2002); a lesson-based resource for multicultural education is Carl A. Grant and Christine E. Sleeter, *Turning on Learning: Five Approaches on Multicultural Teaching Plans for Race, Class, Gender, and Disability*, 5th edn (San Francisco: Wiley, 2009), 177.

5.10. SUGGESTED READING: p. 245

Lori Langer de Ramirez, *Take Action! Lesson Plans for the Multicultural Classroom* (Upper Saddle River, NJ: Pearson Education, 2009) and Catherine Compton-Lilly, *Breaking the Silence: Recognizing the Social and Cultural Resources Students Bring to the Classroom* (Newark, DE: The International Reading Association, 2009).

Chapter 6: Gender

6.1. SUGGESTED READING: p. 267

Connie Titone and Karen E. Maloney, eds, *Women's Philosophies of Education: Thinking Through Our Mothers* (Upper Saddle River, NJ: Merrill/Prentice Hall, 1999).

6.2. SUGGESTED READINGS: p. 276

Nancy Chodorow, *The Reproduction of Mothering* (Berkeley: University of California Press, 1978); Sigmund Freud, "Some Psychological Consequences of the Anatomical Distinction Between the Sexes," vol. XIX, James Strachey, trans. and ed., *The Standard Edition of the Complete Psychological Works of Sigmund Freud* (London: Hogarth Press, 1961).

6.3. SUGGESTED READING: p. 281

1. American Association of University Women, *Beyond the "Gender Wars": A Conversation about Girls, Boys, and Education* (Washington, DC: American Association of University Women Educational Foundation, 2001).
2. Shira Tarrant, *Men Speak out: Views on Gender, Sex, Power* (New York: Taylor and Francis, 2008).

6.4. SUGGESTED READING: p. 282

Leonard Sax, *Why Gender Matters: What Parents and Teachers Need to Know about the Merging Science of Sex Differences* (New York: Doubleday, 2005).

6.5. SUGGESTED READING: p. 283

For debates about the cause of homosexuality (roughly equivalent to nature versus nurture debates), see Terry S. Stein, "The Essentialist/Social Constructionist Debate about Homosexuality and Its Relevance for Psychotherapy," in *Textbook of Homosexuality and Mental Health*, Robert P. Cabaj and Terry S. Stein, eds (Washington, DC: American Psychiatric Press 1996), 83–99.

6.6. SUGGESTED READING: p. 285

For information on how to prepare teachers for sexual diversity in the classroom, see Rita M. Kissen, ed., *Getting Ready for Benjamin: Preparing Teachers for Sexual Diversity in the Classroom* (Lanham, MD: Rowman and Littlefield, 2002).

6.7. SUGGESTED READINGS: p. 285

For a discussion of what the “exodus of both sexes” from the home means for children and how schools might respond by creating a “moral equivalent to the home,” see Jane Roland Martin, “A Philosophy of Education for the Year 2000,” in *Transforming Public Education: A New Course for America’s Future*, Evans Clinchy, ed. (New York: Teachers College Press, 1997), 15–26; and Jane Roland Martin, *Changing the Educational Landscape* (New York: Routledge, 1993), 187–199.

6.8. SUGGESTED READING: p. 286

Jeffrey J. Kuzmic, “Textbooks, Knowledge, and Masculinity,” in *Masculinities at School*, Nancy Lesko, ed. (Thousand Oaks, CA: Sage Publications, 2000), 105–126.

6.9. SUGGESTED READING: p. 290

Gwynedd Lloyd, *Problem Girls: Understanding and Supporting Troubled and Troublesome Girls and Young Women* (London and New York: Routledge Falmer, 2005).

6.10. SUGGESTED READING: p. 291

For more information on girls and women in STEM disciplines, see American Association of University Women, “Improve Girls’ and Women’s Opportunities in Science, Technology, Engineering, and Math.” May 2010, at http://www.aauw.org/act/issue_advocacy/action_MS_p_s/upload/STEM_111_050310.pdf (accessed on July 16, 2010). For females and computer technology, see Mary Frank Fox and others, eds, *Women, Gender, and Technology* (Urbana: University of Illinois Press, 2006).

6.11. SUGGESTED READINGS: p. 294

Roberta Wetzel and Nina W. Brown, *Student-Generated Sexual Harassment in Secondary Schools* (Westport, CT: Bergin and Garvey, 2000); Catherine Hill and Elena Silva for the AAUW Educational Foundation, *Drawing the Line: Sexual Harassment on Campus* (Washington, DC: American Association of University Women, 2006).

6.12. SUGGESTED READING: p. 295

Recent research in middle schools had findings that might be helpful to those who wish to experiment with single-sex education. See Karen Rogers, “Now What? Practical Implications,” in *Debating Single-Sex Education: Separate and Equal?*, Frances R. Speilshagen, ed. (Lanham, MD: Rowman and Littlefield Education, 2008), 126–135. For examples of successful single-sex classrooms, see: Michael Gurian and others, *Successful Single-sex Classrooms: A Practical Guide to Teaching Boys and Girls Separately* (San Francisco: Jossey-Bass, 2009). On the topic of single-sex education in general, see Rosemary C. Salomone, *Same, Different, Equal: Rethinking Single-Sex Schooling* (New Haven, CT: Yale University Press, 2003).

Chapter 7: Disabilities

7.1. SUGGESTED READING: p. 310

Edward M. Levinson, ed., *Transition from School to Post-School Life for Individuals with Disabilities* (Springfield, Ill.: Charles Thomas Publisher, 2004), for an in-depth discussion of how well schools prepare students with disabilities for the transition from school to postschool life.

7.2. SUGGESTED READING: p. 320

For additional analysis of how intelligence testing helped psychology emerge as an important discipline, see JoAnne Brown, *The Definition of a Profession: The Authority of Metaphor in the History of Intelligence Testing, 1890–1930* (Princeton, NJ: Princeton University Press, 1992).

7.3. SUGGESTED READING: p. 321

For an in-depth account of how eugenics affected life and education in the United States, see Steven Selden, *Inheriting Shame: The Story of Eugenics and Racism in America, with a foreword by Ashley Montagu* (New York: Teachers College Press, 1999).

7.4. SUGGESTED READING: p. 334

For an account of how sorting was used to meet government policy objectives, see Joel Spring, *The Sorting Machine Revisited: National Educational Policy Since 1945*, updated edn (New York: Longman, 1989).

7.5. SUGGESTED READING: p. 335

Diana B. Hiatt-Michael, ed., *Promising Practices Connecting Schools to Families of Children with Special Needs* (Greenwich, CT: Information Age Publishing, 2004).

Chapter 8: Religion

8.1. SUGGESTED READING: p. 362

For a short biographical treatment, see “Alcuin,” *New Advent*, at <http://www.newadvent.org/cathen/01276a.htm> (accessed on August 16, 2010).

8.2. SUGGESTED READING: p. x

Both love and sorrow can be found in the story of Peter Abelard and Heloise. See Abelard’s own account in Peter Abelard, “Historia Calamitatum (The Story of My Misfortunes),” Henry Adams Bellows, trans., *The Medieval Sourcebook*, at <http://www.fordham.edu/halsall/basis/abelard-hist-cal.html> (accessed on August 16, 2010).