Construction Of Racial Identity In Children Of Mixed Parentage Mixed Metaphors

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collection takes on the problem of representing race in the context of a master language and culture. These essays discuss this problem in terms of the ongoing struggle to redefine the self as speaker, that is, to reconstrue our understanding of history, sexuality, and speech itself in a continuing battle for self-definition. As a totality, these essays explode the notion of race as a natural boundary between groups and pose a variety of possible constructions that force us to accept race not as a category, but as a practice. Kostas and Linda Myrsiades have brought together scholars whose varied essays explore the issues of voice, history, and sexuality in such diverse venues as detective fiction, the Clarence Thomas hearings, the witches of Salem, the Harlem Renaissance, and the work of Toni Morrison, demonstrating that resistance to race-ing is both meaningfully engaged as a cultural possibility and rewritten as a linguistic practice.

Gender and the Social Construction of Illness Judith Lorber 1997-05-30 Judith Lorber and Lisa Jean Moore consider the interface between the social institutions of gender and Western medicine in this brief, lively textbook. They offer a distinct feminist viewpoint to analyze issues of power and politics concerning physical illness. For a creative, feminist-oriented alternative to traditional texts on medical sociology, medical anthropology, and the history of medicine, this is an ideal choice.

Blue-Chip Black Karyn R. Lacy 2007-07-03 “Blue-Chip Black expertly captures the diversity among African Americans, and particularly among African Americans in the middle class. Lacy’s exploration of how black families negotiate the murky and sometimes combustible terrains of race, class, and place illuminates the hard work that goes into forming and claiming a particular identity.”—Mary Pattillo-McCoy, author of Black Picket Fences: Privilege and Peril in a Black Middle Class Neighborhood "Blue-Chip
Black is an important and original book. It represents a terrific contribution to our understanding of the black middle class, and of its relationship to the white middle class and to blacks of other classes. Lacy offers analytical tools needed to capture the impact of neighborhoods and broader contexts on basic social processes, such as boundary work. Blue-Chip Black should become a “must read” for all students of inequality, culture, and race.”—Michael Leatham, author of The Dignity of Working Men: Morality and the Boundaries of Race, Class, and Immigration “Blue-Chip Black is an ambitious ethnographic intervention into the class analysis of the black population. By focusing on blacks in suburbs, and taking the time to get to know the residents of four different kinds of middle class communities, Karyn Lacy skillfully illuminates the surprising variation in the way her subjects view themselves, one another, and the whites with whom they interact. This is the most systematic examination to date of the everyday life of suburban middle class blacks.”—Mitchell Duneier, Department of Sociology, Princeton University “Lacy has given critical race scholars a theoretically groundbreaking comparative analysis of black middle class life in suburban communities. This multi-site ethnography innovates and renovates analyses of racial and ethnic belonging among middle class blacks. Lacy provides a rigorous comparative analysis of how demographics and post-civil rights racism activate the cultural logics and strategies employed by members of the black middle class to negotiate their racial identities and ethnic boundaries, and assert class-based identities as they move between segregated and racially stratified social worlds. This book should be required reading for courses on social inequality, contemporary US society, racial and ethnic studies and Black studies.”—France Winddance Twine, Visiting Professor of Sociology at The London School of Economics & Political Science, and Professor of Sociology at University of California at Santa Barbara

Multifaceted Identity of Interethnic Young People
Sultana Choudhry 2016-04-15 The number of interethnic individuals is one of the most striking demographic changes in Britain over the last decade. Demonstrating both that identity is fluid and multifaceted rather than fixed, and that people of Asian, Black, Chinese and White interethnic backgrounds do not necessarily experience identity conflict as proposed by some social scientists, Multifaceted Identity of Interethnic Young People explores the manner in which interethnic young people define their identities. In doing so, it also looks at their parents and their experiences as interethnic couples in society. Presenting rich new empirical information relating to young people of Black, White, Asian and Chinese interethnic backgrounds, this book also examines the impact that inter-religious relationships have upon young people’s sense of identity, whilst also discussing the implications of the election of America’s first interethic president. As such, it will be of interest to social scientists working in the fields of race, ethnicity and identity.

Race, Racism, and Multiraciality in American Education
Christopher Knaus 2006 A research monograph that analyses and describes how multiracial undergraduates have come to think about race, racism and the politics of identity and personal text. The Construction of Racial Identity in Children of Mixed Parentage Ilan Katz 1996 This book is a major contribution to the literature on race, identity and child development, and offers a radically new way of looking at some of these issues. Based on intensive research on interracial families, the book reviews the previous literature relating to racial identity development, and shows it to be based on flawed assumptions.

Different and Wonderful
Dr. Darlene Hopson 1992-02-15 Helps Black parents raise children with self-confidence and strong ethnic identities, and covers day care and school

The Oxford Handbook of Philosophy and Race
Naomi Zack 2017 The Oxford Handbook of Philosophy and Race provides up-to-date explanation and analyses by leading scholars in African American philosophy and philosophy of race. Fifty-one original essays cover major topics from intellectual history to contemporary social controversies in this emerging philosophical subfield that supports demographic inclusion and emphasizes cultural relevance.

Learning to be White
Thandeka 1999 No Marketing

Race, Ethnicity, and Gender
Joseph F. Healey 2007-05-08 This book of readings is designed to be both a stand alone reader as well as a companion title to Healey’s Diversity and Society, Second Edition. The book is a unique mix of first-person accounts, competing views on various issues, and it includes articles from the research literature. The Narrative Portraits and most of the Current Debates articles are from Healey’s Race, Ethnicity, and Gender, Fourth Edition. It will provide orientation on the issues which many instructors utilize when teaching the race and ethnicity course.

Mixed
Andrew Garrod 2013-12-15 Mixed presents engaging and incisive first-person experiences of what it is like to be multiracial in what is supposedly a postracial world. Bringing together twelve essays by college students who identify themselves as multiracial, this book considers what this identity means in a reality that occasionally resembles the post-racial dream of some and at other times recalls a familiar world of racial and ethnic prejudice. Exploring a wide range of concerns and anxieties, aspirations and ambitions, these young writers, who all attended Dartmouth College, come from a variety
of racial, ethnic, and socioeconomic backgrounds. Unlike individuals who define themselves as having one racial identity, these students have lived the complexity of their identity from a very young age. In Mixed, a book that will benefit educators, students, and their families, they eloquently and often passionately reveal how they experience their multiracial identity, how their parents’ race or ethnicity shaped their childhoods, and how perceptions of their race have affected their relationships.

Understanding and Evaluating Qualitative Educational Research Marilyn Lichtman 2010-04-13 Illustrating the techniques of qualitative research to help readers learn to read, analyze, and design studies themselves Taking a well-rounded and practical look at qualitative educational research, this book focuses on the diverse ways that qualitative researchers design their studies, and illustrates the wide range of techniques with myriad examples. Each example within a category of qualitative research—ethnography, grounded theory, phenomenology, case study, action research, narrative, and mixed methods—is accompanied by commentary from the editor regarding the particular approach used. The text concludes with an "Issues and Concepts" section that addresses issues that are at the forefront of this rapidly changing field. Key Features Distinguishes among major qualitative research approaches to help readers connect qualitative methods with completed research studies Shows students how to read, analyze, and design their own qualitative research studies Covers current issues in qualitative educational research Learning Race, Learning Place Erin Winkler 2012-11-15 In an American society both increasingly diverse and increasingly segregated, the signals children receive about race are more confusing than ever. In this context, how do children negotiate and make meaning of multiple and conflicting messages to develop their own ideas about race? Learning Race, Learning Place engages this question using in-depth interviews with an economically diverse group of African American children and their mothers. Through these rich narratives, Erin N. Winkler seeks to reorient the way we look at how children develop their ideas about race through the introduction of a new framework—comprehensive racial learning—that shows the importance of considering this process from children’s points of view and listening to their interpretations of their experiences, which are often quite different from what the adults around them expect or intend. At the children’s prompting, Winkler examines the roles of multiple actors and influences, including gender, skin tone, colorblind rhetoric, peers, family, media, school, and, especially, place. She brings to the fore the complex and understudied power of place, positing that while children’s racial identities and experiences are shaped by a national construction of race, they are also specific to a particular place that exerts both direct and indirect influence on their racial identities and ideas.

Mixed Race Identities in Australia, New Zealand and the Pacific Islands Farida Fozdar 2016-12-08 This volume offers a “southern,” Pacific Ocean perspective on the topic of racial hybridity, exploring it through a series of case studies from around the Australo-Pacific region, a region unique as a result of its very particular colonial histories. Focusing on the intersection between “race” and culture, especially in terms of visibility and self-defined identity; and the particular characteristics of political, cultural and social formations in the countries of this region, the book explores the complexity of the lived mixed race experience, the structural forces of particular colonial and post-colonial environments and political regimes, and historical influences on contemporary identities and cultural expressions of mixed-ness.

Multiracial Identity in Children’s Literature Amina Chaudhri 2017-02-10 Racially mixed children make up the fastest growing youth demographic in the U.S., and teachers of diverse populations need to be mindful in selecting literature that their students can identify with. This volume explores how books for elementary school students depict and reflect multiracial experiences through text and images. Chaudhri examines contemporary children’s literature to demonstrate the role these books play in perpetuating and resisting stereotypes and the ways in which they might influence their readers. Through critical analysis of contemporary children’s fiction, Chaudhri highlights the connections between context, literature, and personal experience to deepen our understanding of how children’s books treat multiracial identity.

Constructing Race Nadine E. Dolby 2001-08-30 For modern urban South African youth, the concept of “race” persists and falters. White by Law Ian Haney Lopez 1997-08 Since it was first published in 1920, The Black Man’s Burden has been widely recognized as a prime source of education and influence in the field of African history.

Bridging Research and Practice to Support Asian American Students Dina C. Maramba 2018-02-02 An accessible yet comprehensive guide to understanding and working with Asian American college students—a diverse but often misunderstood population on college campuses. Linking theory and research with practice, this volume covers a range of topics that influence Asian American college student experiences, including: student and identity development, psychological health, religion and spirituality, academic and career issues, engagement and activism. The volume ends with an extensive list of resources and critical questions for readers to reflect on themselves, their departments, and their institutions to help better understand and appropriately serve Asian American students. This is the 160th volume of this Jossey-Bass higher education quarterly series.
indispensable resource for vice presidents of student affairs, deans of students, student counselors, and other student services professionals. New Directions for Student Services offers guidelines and programs for aiding students in their total development: emotional, social, physical, and intellectual.

**Race, Culture, and Identities in Second Language Education**

Ryuko Kubota 2009-06-02 The concept and construct of race is often implicitly yet profoundly connected to issues of culture and identity. Meeting an urgent need for empirical and conceptual research that specifically explores critical issues of race, culture, and identities in second language education, the key questions addressed in this groundbreaking volume are these: How are issues of race relevant to second language education? How does whiteness influence students' and teachers' sense of self and instructional practices? How do discourses of racialization influence the construction of student identities and subjectivities? How do discourses on race, such as colorblindness, influence classroom practices, educational interventions, and parental involvement? How can teachers transform the status quo? Each chapter is grounded in theory and provides implications for engaged practice. Topics cover a wide range of themes that emerge from various pedagogical contexts. Authors from diverse racial/ethnic/cultural backgrounds and geopolitical locations include both established and beginning scholars in the field, making the content vibrant and stimulating. Pre-reading Questions and Discussion Questions in each chapter facilitate comprehension and encourage dialogue.

**Race and Colorism in Education**

Carla Monroe 2016-12-08 As one of the first scholarly books to focus on colorism in education, this volume considers how connections between race and color may influence school-based experiences. Chapter authors question how variations in skin tone, as well as related features such as hair texture and eye color, complicate perspectives on race and they demonstrate how colorism is a form of discrimination that affects educational stakeholders, especially students, families, and professionals, across P–16 institutions. This volume provides an outline of colorism's contemporary relevance within the United States and shares considerations for international dimensions that are linked to immigration, refugee populations, and Canada. By situating colorism in an educational context, this book offers suggestions for how educators may engage and confront this form of discrimination.

**Shades of White**

Pamela Perry 2002-01-24 What does it mean to be young, American, and white at the dawn of the twenty-first century? By exploring this question and revealing the everyday social processes by which high schoolers define white identities, Pamela Perry offers much-needed insights into the social construction of race and whiteness among youth. Through ethnographic research and in-depth interviews of students in two demographically distinct U.S. high schools—one suburban and predominantly white; the other urban, multiracial, and minority white—Perry shares students' candor about race and self-identification. By examining the meanings students attached (or didn't attach) to their social lives and everyday cultural practices, including their taste in music and clothes, she shows that the ways white students defined white identity were not only markedly different between the two schools but were considerably diverse and ambiguous within them as well. Challenging reductionist notions of whiteness and white racism, this study suggests how we might go "beyond whiteness" to new directions in antiracist activism and school reform. Shades of White is emblematic of an emerging second wave of whiteness studies that focuses on the racial identity of whites. It will appeal to scholars and students of anthropology, sociology, and cultural studies, as well as to those involved with high school education and antiracist activities.

**Racially Equitable Teaching**

Mary E. Earick 2009 "Racially Equitable Teaching is a call to action for early childhood professionals dedicated to closing the achievement gap. Using a critical race theory lens, the book presents outcomes that exist among current professional development paradigms, ideology and public education, specifically looking at how racial ideologies are used as tools to maintain the over-empowerment and privileging of whites. Beyond theory, Racially Equitable Teaching provides practical classroom applications for teachers and administrators in an effort to move towards racial authenticity, racial balance, and positive racial in-group messaging, challenging the current reproduction of White racial hegemony in United States public schools:--BOOK JACKET.

**Ethnic Identity**

Martha E. Bernal 1993-01-01 This book provides broad coverage of the various research approaches that have been used to study the development of ethnic identity in children and adolescents and the transmission of ethnic identity across generations. The authors address topics of acculturation and the development and socialization of ethnic minorities—particularly Mexican-Americans. They stress the roles of social and behavioral scientists in government multicultural policies, and the nature of possible ethnic group responses to such policies for cultural maintenance and adaptation. We are a People Professor Paul Spickard 2000 As the twentieth century closes, ethnicity stands out as a powerful force for binding people together in a sense of shared origins and worldview. But this emphasis on a people’s uniqueness can also develop into a distorted rationale for insularity, inter-ethnic animosity, or, as we have seen in this century, armed conflict. Ethnic identity clearly holds very real
understandings are rooted in intriguing social, different racial identities and how these self-document how Biracial people develop a number of in-depth interviews and survey data, the authors Beyond Black those findings into practical care-giving strategies. mixed-race identity development and to translate accessible framework for understanding healthy development for mixed-race children. Raising Biracial Children provides parents, educators, social workers, and communities. Some individuals who have inherited multiple group affiliations from their families view themselves not as this or that but all at once. So too with ethnic groups. The so-called hyphenated Americans are not the only people in the world to recognize or embrace their plurality. This relatively recent acknowledgment of multiplicity has potentially wide implications, destabilizing the limited (and limiting) categories inscribed in, for example, public policy and discourse on race relations. We Are a People is a path-breaking volume, boldly illustrating how ethnic identity works in the real world. Author note: Paul Spickard is Professor and Chair of Asian American Studies at UC Santa Barbara and is author of Mixed Blood. W. Jeffrey Burroughs is Professor of Psychology at Brigham Young University, Hawaii. Souls Looking Back. Andrew Garrod 2002-09-11 First published in 1999, Routledge is an imprint of Taylor & Francis, an informa company. Raising Biracial Children Kerry Ann Rockquemore 2005-11-10 As the multiracial population in the United States continues to rise, new models for our understanding of mixed-race children and how their conception of racial identity must be developed. A wide divide between academics who research biracial identity, and the everyday world of parents and practitioners who raise and deal with mixed-race children exists. This book aims to fill this gap by providing an extensive synthesis of the existing research in the field, as well as a model for better understanding the unique process of racial identity development for mixed-race children. Raising Biracial Children provides parents, educators, social workers, and anyone interested in multiracial issues with an accessible framework for understanding healthy mixed-race identity development and to translate those findings into practical care-giving strategies. Beyond Black Kerry A. Rockquemore 2002 Using both in-depth interviews and survey data, the authors document how Biracial people develop a number of different racial identities and how these self-understandings are rooted in intriguing social, psychological, and cultural processes. The findings from this groundbreaking study provide a new and complex empirical foundation for future debates about the efficacy of multiracialism and the future of racial categorization in America. Equity and Justice in Developmental Science: Implications for Young People, Families, and Communities 2016-07-26 Equity and Justice in Developmental Science: Implications for Diverse Young People, Families, and Communities, a two volume set, focuses on the implications of equity and justice (and other relevant concepts) for a myriad of developmental contexts/domains relevant to the lives of young people and families (e.g. education, juvenile justice), also including recommendations for ensuring those contexts serve the needs of all young people and families. Both volumes bring together a growing body of developmental scholarship that addresses how issues relevant to equity and justice (or their opposites) affect development and developmental outcomes, as well as scholarship focused on mitigating the developmental consequences of inequity, inequality, and injustice for young people, families, and communities. Contains a wide array of topics on equity and justice which are discussed in detail. Focuses on mitigating the developmental consequences of inequity, inequality, and injustice for young people, families, and communities includes chapters that highlight some of the most recent research in the area serves as an invaluable resource for developmental or educational psychology researchers, scholars, and students Why Are All the Black Kids Sitting Together in the Cafeteria? Beverly Daniel Tatum 2017-09-05 The classic, bestselling book on the psychology of racism -- now fully revised and updated. Walk into any racially mixed high school and you will see Black, White, and Latino youth clustered in their own groups. Is this self-segregation a problem to address or a coping strategy? Beverly Daniel Tatum, a renowned authority on the psychology of racism, argues that straight talk about our racial identities is essential if we are serious about enabling communication across racial and ethnic divides. These topics have only become more urgent as the national conversation about race is increasingly acrimonious. This fully revised edition is essential reading for anyone seeking to understand the dynamics of race in America. Racial Identity Theory Chalmer E. Thompson 2013-04-15 Racial identity theories have been in the psychological literature for nearly thirty years. Unlike most references to racial identity, however, Thompson and Carter demonstrate the value of integrating RACE and IDENTITY as systematic components of human functioning. The editors and their contributors show how the infusion of racial identity theory with other psychological models can successfully yield more holistic considerations of
client functioning and well-being. Fully respecting the mutual influence of personal and environmental factors to explanations of individual and group functioning, they apply complex theoretical notions to real-life cases in psychological practice. These authors contend that race is a pervasive and formidable force in society that affects the development and functioning of individuals and groups. In a recursive fashion, individuals and groups influence and, indeed, nurture the notion of race and societal racism. Arguing that mental health practitioners are in key, influential positions to pierce this cycle, the authors provide evidence of how meaningful change can occur when racial identity theory is integrated into interventions that attempt to diminish the distress people experience in their lives. The interventions illustrated in this volume are applied in various contexts, including psychotherapy and counseling, supervision, family therapy, support groups, and organizational and institutional environments. This book can serve the needs and interests of advanced-level students and professionals in all mental health fields, as well as researchers and scholars in such disciplines as organizational management and forensic psychology. It can also be of value to anyone interested in the systematic implementation of strategies to overcome problems of race.

**Anti-bias Education for Young Children and Ourselves**

Linda C. Tillman 2013-08-21

The rapid growth of diversity within U.S. schooling and the heightened attention to the lack of equity in student achievement, school completion, and postsecondary attendance has made equity and diversity two of the principle issues in education, educational leadership, and educational leadership research. The Handbook of Research on Educational Leadership for Equity and Diversity is the first research-based handbook that comprehensively addresses the broad diversity in U.S. schools by race, ethnicity, culture, language, gender, disability, sexual identity, and class. The Handbook both highly values the critically important strengths and assets that diversity brings to the United States and its schools, yet at the same time candidly critiques the destructive deficit thinking, biases, and prejudices that undermine school success for many groups of students. Well-known chapter authors explore diversity and related inequities in schools and the achievement problems these issues present to school leaders. Each chapter reviews theoretical and empirical evidence of these inequities and provides research-based recommendations for practice and for future research. Celebrating the broad diversity in U.S. schools, the Handbook of Research on Educational Leadership for Equity and Diversity critiques the inequities connected to that diversity, and provides evidence-based practices to promote student success for all children.

**What If All the Kids are White?**

Louise Derman-Sparks 2006

In this compelling volume, distinguished educators tackle a frequently asked question about multicultural education: How do I teach about racial and cultural diversity if all my students are white? The authors propose seven learning themes to help young white children resist messages of racism and build identity and skills for thriving in a multicultural country and world. The text includes strategies, resources, and classroom examples for implementing the learning themes in early childhood settings. Taking multicultural education to a new level, this practical guide places the development of white children’s racial identity in the context of the historical construction of “whiteness” and racism in America, and suggests strategies for nurturing a new white identity as the starting place for anti-bias/multicultural work with children. It includes activities for families and staff, reflection questions, a review of white anti-racism activists, lists of suggested children’s books, and organizational and website resources.

**The Construction of Whiteness**

Stephen Middleton 2016-04-13

A CHOICE Outstanding Academic Title, 2017

This volume collects interdisciplinary essays that examine the crucial intersection between whiteness as a privileged racial category and the various material practices (social, cultural, political, and economic) that undergird white ideological influence in America. In truth, the need to examine whiteness as a problem has rarely been grasped outside academic circles. The ubiquity of whiteness—its pervasive quality as an ideal that is at once omnipresent and invisible—makes it the very epitome of the mainstream in America. And yet the undeniable relationship between whiteness and inequality in this country necessitates a thorough interrogation of its formation, its representation, and its reproduction. Essays here seek to do just that work. Editors and contributors interrogate whiteness as a social construct, revealing the underpinnings of narratives that foster white skin as an ideal of beauty, intelligence, and power. Contributors examine whiteness from several disciplinary perspectives, including history, communication, law, sociology, and literature. Its breadth and depth makes The Construction of Whiteness a refined introduction to the critical study of race for a new generation of scholars, undergraduates, and graduate students. Moreover, the interdisciplinary approach of the collection will appeal to scholars in African and African American studies, ethnic studies, cultural studies, legal studies, and more. This collection delivers an important contribution to the field of whiteness studies in its multifaceted impact on...
American history and culture. The Magic Children Roger Echo-Hawk 2016-05-23

One day at the end of the twentieth century, Roger Echo-Hawk decided to give up being an Indian. After becoming an American Indian historian, he started to question our widespread reliance on a concept of race that the academy had long-since discredited, and embarked on a personal and professional journey to giving up race himself. This passionate book offers a powerful meditation on racialism and a manifesto for creating a world without it. Echo-Hawk examines personal identity, social movements, and policy—NAGPRA, Indian law, Red Pride, indigenous archaeology—showing how they rely on race and how they should move beyond it.