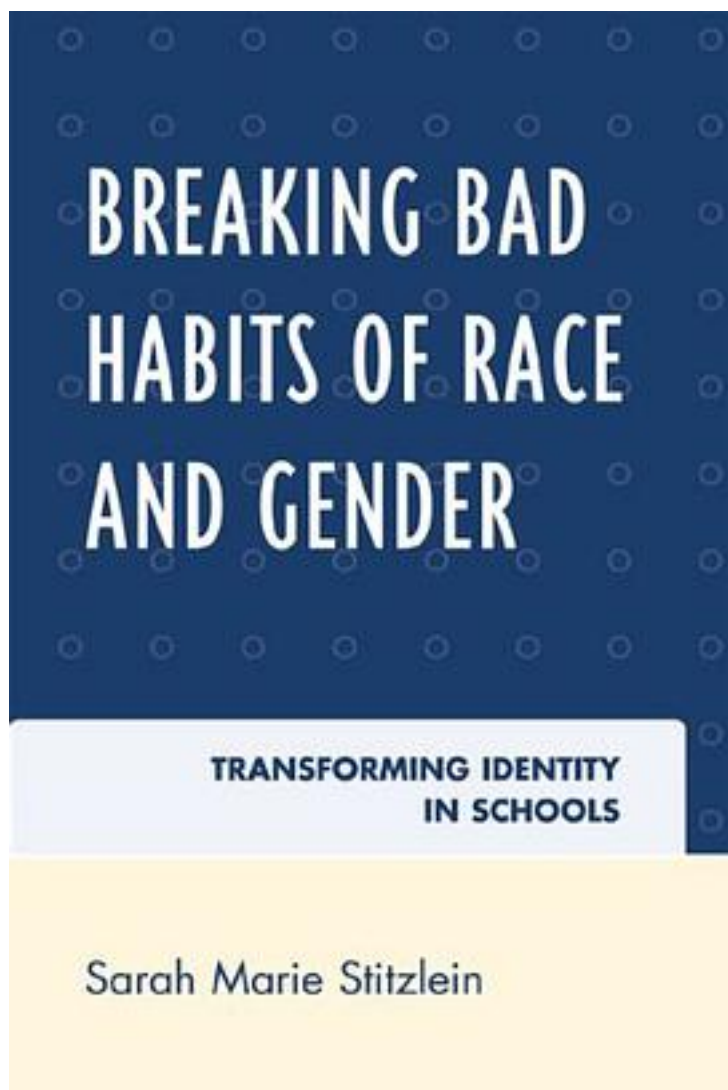


Breaking Bad Habits of Race and Gender



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Every day teachers encounter moments of racial and gender tension in their classrooms. In the most drastic cases, these situations erupt into overt conflict or violence, while in other instances they go largely unnoticed. Such incidents reveal that despite equality legislation and the good intentions of many teachers, racial and gender problems persist. How can teachers more effectively handle these moments? How can they prevent them in the future? This book is the first to unite two major schools of educational philosophy, traditional American pragmatism and contemporary poststructuralism, to offer both theoretical and concrete suggestions for dealing with actual classroom race and gender related events. While schools are one of the most common settings of race and gender discord, this book upholds schools as the primary location for alleviating systems of oppression. For it is within schools that children learn how to enact and respond to race and gender through the cultivation of habits, including dispositions, bodily comportment, and ways of interacting. In a spirit of social transformation, this book argues that when students learn to inhabit their races and genders more flexibly, many classroom problems can be prevented and current social structures of identity-based oppression can be alleviated.

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