

# UP AGAINST WHITENESS

RACE, SCHOOL, AND  
IMMIGRANT YOUTH

**Stacey J. Lee**

Foreword by Lois Weis



# Up Against Whiteness Race School And Immigrant

**Terry-Ann Jones, Laura Nichols**



### **Up Against Whiteness Race School And Immigrant:**

*Up Against Whiteness* Stacey J. Lee, 2005 Pushing the boundaries of Asian American educational discourse this book explores the way a group of first and second generation Hmong students created their identities as new Americans in response to their school experiences Offering an opportunity to rethink the norm this important volume pays particular attention to how race class and gender informed their experiences Revealing the complex dynamics between immigration and Americanization this engaging volume shows how the culture of middle class whiteness at a public high school in Wisconsin excluded and alienated Hmong American students and how these students responded focuses on the ways the academic and social experience at school including peer relationships extracurricular participation relationships with teachers and academic achievement influenced identity construction makes connections between the experiences of one ethnic group of immigrant youth and the broader issues of race in the United States showing how schools can better serve immigrant students of colour

Research and Reflections on Southeast Asian American Education and Advancement Wayne E. Wright, Vikrant Chap, Phitsamay S. Uy, Chhany Sak-Humphry, Vichet Chhuon, Bryan Thao Worra, 2025-05-15 This book is in commemoration of the twentieth anniversary of the Journal of Southeast Asian American Education and Advancement JSAAEA and the fiftieth anniversary of Southeast Asian American refugee resettlement in the United States Pivotal research articles reviews and creative works from past issues of JSAAEA have been selected for this volume to document the history and experiences of Cambodian Laotian Hmong and Vietnamese Americans since initial refugee resettlement began in the United States in 1975 as well as the experiences of more recent Southeast Asian immigrant and refugee groups Reviews of academic books novels memoirs children s books and motion pictures further highlight Southeast Asian American perspectives and experiences Creative works including poetry and short stories by Cambodian Laotian Hmong Vietnamese Thai and Burmese American writers provide additional and often intimate insights and reflections on the Southeast Asian American experience

*Racism, Public Schooling, and the Entrenchment of White Supremacy* Sabina E. Vaught, 2011-04-22 The racial achievement gap in U S education is a pervasive and consistent problem an unavoidable fact of public schooling in this country Because This Is Not for Us is a multi site critical race ethnography of policy and institutional relationships in an large urban West Coast school district focused on the practices that created and sustain the achievement gap in that district s schools In this daring and provocative work author Sabina Elena Vaught examines how this gap and the policies and practices that sustain it is produced and reproduced by structures of racism and race attitudes operative in education She interweaves numerous interviews with and observations of teachers principals students school board members community leaders and others to describe the complex arrangement of racial power in schooling and concludes that the institutional relationships that create and support policy practices ensure the continued undereducation of Black and Brown youth

**Owning Up** Rosalind Wiseman, 2016-09-03 Empower students to stand up for what matters Created in collaboration with

children and teens Owing Up helps young people identify and be critical of social issues in their lives from bullying and harassment in the classroom to systems of power and oppression in the world around them While there is no one size fits all curriculum Owing Up takes us leaps forward by Designing sessions to be easily facilitated by a school counselor teacher leader or other professional in small group settings Combining discussions games and role playing to engage adolescents in the complexities of social culture Exploring critical topics such as media analysis gender sexual harassment racism gossip and self image Undocumented and in College Terry-Ann Jones, Laura Nichols, 2017-09-19 The current daily experiences of undocumented students as they navigate the processes of entering and then thriving in Jesuit colleges are explored alongside an investigation of the knowledge and attitudes among staff and faculty about undocumented students in their midst and the institutional response to their presence Cutting across the fields of U S immigration policy theory and history religion law and education Undocumented and in College delineates the historical and present day contexts of immigration including the role of religious institutions This unique volume based on an extensive two year study 2010 12 of undocumented students at Jesuit colleges in the United States and with contributions from various scholars working within these institutions incorporates survey research and in depth interviews to present the perspectives of students staff and the institutions

**Jacked Up and Unjust** Katherine Irwin, Karen Umemoto, 2016-08-23 In the context of two hundred years of American colonial control in the Pacific Katherine Irwin and Karen Umemoto shed light on the experiences of today's inner city and rural girls and boys in Hawai'i who face racism sexism poverty and political neglect Basing their book on nine years of ethnographic research the authors highlight how legacies of injustice endure prompting teens to fight for dignity and the chance to thrive in America a nation that the youth describe as inherently jacked up rigged and unjust While the story begins with the youth battling multiple contingencies it ends on a hopeful note with many of the teens overcoming numerous hardships often with the guidance of steadfast caring adults Risk, Schooling, and Equity Vivian L. Gadsden, Alfredo Artiles, James E. Davis, 2009-03-15 Risk Schooling and Equity offers insights from a range of theoretical and practical viewpoints into current conceptions of risk and its effect on access to opportunity The authors challenge existing frameworks and approaches discuss how children and youth experience and live with risk in and out of school and suggest ways to reduce institutional barriers to students full engagement in school By examining risk at different levels and through different lenses the volume provides a critical look at both the issues and the venues that allow us to understand the problems that persist as well as the opportunities spaces and places for change **Re-membering Culture** Bic Ngo, 2024-11-12 The untold stories of resilience in Hmong American education Re-membering Culture is a deep exploration of the intricate dynamics of cultural memory and education centering the experiences of Hmong American students and educators Arguing that the school as a product of coloniality perpetuates the marginalization and erasure of non Western epistemologies author Bic Ngo sheds light on the subtle yet impactful process of structured forgetting within the American education system This politics of forgetting

in turn contributes to the fragmentation of Hmong cultural heritage identity and community Based on a high school in an urban center with a considerable Hmong immigrant community Ngo's work draws on extensive ethnographic research with Hmong American community leaders school administrators parents teachers staff and high school students to understand how they navigate the terrain of Western pedagogy while attempting to retain and preserve Hmong knowledge systems Exploring a range of school experiences Ngo traverses students challenges in balancing school with family life and the everyday cultural racism encountered in the classroom as well as grassroots efforts to preserve culture including the establishment of a Hmong Cultural Club Highlighting these experiences and voices Ngo provides a nuanced understanding of the challenges Hmong Americans face within an assimilationist society while contesting the dominant anti immigrant narratives of refugee suffering and poverty Through these practices of re storytelling resurgence and refusal she underscores the agency of the Hmong American community illuminating how the critical consciousness fostered by re membering serves as a powerful tool in confronting white hegemonic ideologies in education Retail e book files for this title are screen reader friendly *Beyond Stereotypes*, 2010-01-01 In an era of ever increasing anti immigrant sentiment and in the face of the worst economic recession since the great depression this book presents a timely compassionate and often moving glimpse into the lives of second generation children of immigrants in urban schools The editors and distinguished immigration scholars researchers and educators in this book provide compelling research and data that focuses on the effects of ethnic stereotyping on the educational outcomes of youth whose roots span the globe from Puerto Rico to Japan and from Mexico to India as they struggle to construct identities and make a place for themselves in these United States These young people mostly born in America and attending American schools must never the less carry the burden of the stereotypes imposed upon their parents and ethnic groups How they manage to navigate an often biased and unjust system circumvent roadblocks and recreate themselves as bicultural or hybrid American citizens makes for a story of courage resiliency and transformation that restores hope in the fulfillment of the American dream and lends credence to the Emma Lazarus quote inscribed on the mother of exiles statue that graces the New York skyline Send these the homeless tempest tost to me I lift my lamp beside the golden door Additionally the authors present sane and knowledgeable solutions for supporting the education and emotional psychological social growth of these young people in our schools our classrooms and our lives **Critical Feminism and Critical Education** Jennifer De Saxe, 2016-03-31 Challenging the current state of public education and teacher preparation this book argues for a re imagination of teacher education through a critical feminist and critical education perspective Offering a rich discussion of the promise and pedagogy of self reflexivity and testimonio which emerges from critical feminism this book brings together theory and practice in critical feminism critical education and testimonio to serve as a platform in which to reconceptualize the philosophy of traditional teacher education arguing that too many programs prepare teachers who often preserve rather than challenge the status quo **Resisting Asian American**

**Invisibility** Stacey J. Lee, 2022 Resisting Asian American Invisibility highlights one group's struggle for educational justice. Based on in-depth ethnographic research in formal and informal educational spaces, this book argues that Hmong American youth are rendered invisible by dominant racial discourses and current educational policies and practices. The book illustrates the way that Hmong American students are erased by the Black and White racial paradigm and the Asian American pan-ethnic category that perpetuates the model minority stereotype. Furthermore, Lee and a team of Southeast Asian American graduate student researchers explore how current educational policies around English learners marginalize Hmong youth. Far from being passive or silent victims, Hmong American communities actively resist their invisibility through various forms of educational advocacy and community-based education. In the tradition of critical ethnography, the author and her research team also look at what these individual and local stories expose about larger social forces, norms, and institutions.

**Book Features:** Focuses on a Southeast Asian American group that has gotten little attention in education literature. Highlights the unique histories and educational experiences, concerns, and challenges facing Hmong American students in a Midwest city. Examines both school and community-based educational spaces. Draws on research conducted as a follow-up study to the author's book *Up Against Whiteness: Race, School, and Immigrant Youth*. **Bounding Greed** René O. Guillaume, 2023-03-01 Building on the work of Guillaume (2021), the collection of autoethnographies and testimonios in this book highlight positive coping mechanisms, strategies, and healthy boundaries that early middle and late career Faculty of Color at comprehensive universities have deployed to negotiate home and work. As beautifully stated by Aerial A. Ashlee, whose story you will find in chapter two: "It is not a formula, a blueprint to copy, or a recipe to repeat; however, we hope that the stories about relying on faith, family, mentors, culture, and community presented in the following chapters will support Faculty of Color in their own well-being and work-life integration efforts. Certainly, work-life balance or integration is not the solution to deeply entrenched systemic issues in higher education; however, research in the area of work-life balance integration has affirmed the need for postsecondary institutions to place significant importance on the topic of work-life in particular, the need for increased support at both the department and institutional levels." (Denson et al., 2018). Thus, it is also our hope that this book will serve as a resource for educational leaders in the area of faculty development, as well as academic administrators whose role is to recruit, retain, and evaluate Faculty of Color at comprehensive universities. Youth Cultures, Language, and Literacy Stanton Wortham, 2011-03-15 Drawing upon international research, *Review of Research in Education*, Volume 35 examines the interplay between youth cultures and educational practices. Although the articles describe youth practices across a range of settings, a central theme is how gender, class, race, and national identity mediate both adult perceptions of youth and youths' experiences of schooling. When Middle-Class Parents Choose Urban Schools Linn Posey-Maddox, 2024-05-31 In recent decades, a growing number of middle-class parents have considered sending their children to, and often end up becoming active in, urban public schools. Their presence can bring long-needed material

resources to such schools but as Linn Posey Maddox shows in this study it can also introduce new class and race tensions and even exacerbate inequalities Sensitively navigating the pros and cons of middle class transformation When Middle Class Parents Choose Urban Schools asks whether it is possible for our urban public schools to have both financial security and equitable diversity Drawing on in depth research at an urban elementary school Posey Maddox examines parents efforts to support the school through their outreach marketing and volunteerism She shows that when middle class parents engage in urban school communities they can bring a host of positive benefits including new educational opportunities and greater diversity But their involvement can also unintentionally marginalize less affluent parents and diminish low income students access to the improving schools In response Posey Maddox argues that school reform efforts which usually equate improvement with rising test scores and increased enrollment need to have more equity focused policies in place to ensure that low income families also benefit from and participate in school change

**International Handbook of Research on Teachers' Beliefs** Helenrose Fives, Michele Gregoire Gill, 2014-08-21 Teacher beliefs play a fundamental role in the education landscape Nevertheless most educational researchers only allude to teacher beliefs as part of a study on other subjects This book fills a necessary gap by identifying the importance of research on teacher beliefs and providing a comprehensive overview of the topic It provides novices and experts alike a single volume with which to understand a complex research landscape Including a review of the historical foundations of the field this book identifies current research trends and summarizes the current knowledge base regarding teachers specific beliefs about content instruction students and learning For its innumerable applications within the field this handbook is a necessity for anyone interested in educational research

Navigating Model Minority Stereotypes Rupam Saran, 2015-08-11 Though Asian Indians are typically thought of as a model minority not much is known about the school experiences of their children Positive stereotyping of these immigrants and their children often masks educational needs and issues creates class divides within the Indian American community and triggers stress for many Asian Indian students This volume examines second generation America born and 1.5 generation foreign born Asian Indians as they try to balance peer culture home life and academics It explores how through the acculturation process these children either take advantage of this positive stereotype or refute their stereotyped ethnic image and move to downward mobility Focusing on migrant experiences of the Indian diasporas in the United States this volume brings attention to highly motivated Asian Indian students who are overlooked because of their cultural dispositions and outlooks on schooling and those students who are more likely to underachieve It highlights the assimilation of Asian Indian students in mainstream society and their understandings of Americanization social inequality diversity and multiculturalism

Urban Girls Bonnie J. Leadbeater, Niobe Way, 1996-06 Contributors present a portrait of low income urban American adolescent girls based on fact rather than stereotype aiming to fill the gap in research about adolescent girls They explore girls attitudes and alternatives in areas such as identity family and peer relationships sexuality

health and career development often allowing the girls to speak for themselves For undergraduate and graduate students in psychology sociology economics and women s studies as well as policymakers Annotation copyright by Book News Inc Portland OR

**Urban Girls Revisited** Bonnie J. Leadbeater, Niobe Way, 2007-02-12 Urban girls are marginalised by poverty ethnic discrimination and stereotypes suggesting that they have deficits compared to their peers This book explores the diversity of urban adolescent girls development and the sources of support and resilience that help them to build the foundations of strength that they need as they enter adulthood

Intercultural Responsiveness in the Second Language Learning Classroom Jones, Kathryn, Mixon, Jason R., 2016-12-28 The population of English language learners has substantially grown over the years As such it is increasingly important to properly educate culturally diverse students in such a manner that promotes inclusion and global acceptance Intercultural Responsiveness in the Second Language Learning Classroom is an essential reference source for the latest research on the importance of multicultural professional development for the progression of educating a diverse student population Featuring expansive coverage across a broad range of topics such as cultural bias self identity and language programs this publication is ideally designed for academicians researchers and students seeking current research on methods to solve the cultural incongruence between student and teacher

**Social Class and Education** Lois Weis, Nadine Dolby, 2012 Social Class and Education Global Perspectives is the first empirically grounded volume to explore the intersections of class social structure opportunity and education on a truly global scale Fifteen essays from contributors representing the US Europe China Latin America and other regions offer an unparalleled examination of how social class differences are made and experienced through schooling By underscoring the consequences of our new global reality this volume takes seriously the transnational migration of commerce capital and peoples and the ramifications of such for education and social structure Moving beyond national confines internationally recognized scholars Lois Weis and Nadine Dolby offer a set of emblematic essays that break new theoretical and empirical ground on the ways class is produced and maintained through education around the world



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