



# *Reading Classes*

**On Culture and Classism in America**

**Barbara Jensen**



# Reading Classes On Culture And Classism In America

**Nancy Arthur**



## **Reading Classes On Culture And Classism In America:**

**Reading Classes** Barbara Jensen, 2012-05-15 Discussions of class make many Americans uncomfortable This accessible book makes class visible in everyday life Solely identifying political and economic inequalities between classes offers an incomplete picture of class dynamics in America and may not connect with people s lived experiences In **Reading Classes** Barbara Jensen explores the anguish caused by class in our society identifying classism or anti working class prejudice as a central factor in the reproduction of inequality in America Giving voice to the experiences and inner lives of working class people Jensen a community and counseling psychologist provides an in depth psychologically informed examination of how class in America is created and re created through culture with an emphasis on how working and middle class cultures differ and conflict This book is unique in its claim that working class cultures have positive qualities that serve to keep members within them and that can haunt those who leave them behind Through both autobiographical reflections on her dual citizenship in the working class and middle class and the life stories of students clients and relatives Jensen brings into focus the clash between the realities of working class life and middle class expectations for working class people Focusing on education she finds that at every point in their personal development and educational history working class children are misunderstood ignored or disrespected by middle class teachers and administrators Education while often hailed as a way to cross classes brings with it its own set of conflicts and internal struggles These problems can lead to a divided self resulting in alienation and suffering for the upwardly mobile student Jensen suggests how to increase awareness of the value of working class cultures to a truly inclusive American society at personal professional and societal levels

**Class Cultures and Social Mobility** Paul Dean, 2025-11-11 **Class Cultures and Social Mobility** tells the stories of people who grew up working class became the first members of their family to graduate from college and undertook professional work that serves working class people Drawing upon personal narratives to appeal to both academics and first gen students themselves this book charts the class journeys of people across a wide range of occupational fields Their stories illustrate how members of the professional workforce draw upon their working class roots to construct meaningful careers aimed at building stability mobility and fulfillment for the next generation of working class people While their working class origins presented significant barriers along their career trajectories they also found ways to leverage their roots in their professional work Through their stories the author reveals the power of working class cultural capital how their unique knowledge skillsets and dispositions enabled them to leverage their humble beginnings as a strength for both themselves and their communities

**Class Lives** Chuck Collins, Jennifer Ladd, Maynard Seider, Felice Yeskel, 2014-12-18 **Class Lives** is an anthology of narratives dramatizing the lived experience of class in America It includes forty original essays from authors who represent a range of classes genders races ethnicities ages and occupations across the United States Born into poverty working class the middle class and the owning class and every place in between the contributors describe their class journeys in narrative form

recounting one or two key stories that illustrate their growing awareness of class and their place changing or stable within the class system The stories in *Class Lives* are both gripping and moving One contributor grows up in hunger and as an adult becomes an advocate for the poor and homeless Another acknowledges the truth that her working class father's achievements afforded her and the rest of the family access to people with power A gifted child from a working class home soon understands that intelligence is a commodity but finds his background incompatible with his aspirations and so attempts to divide his life into separate worlds Together these essays form a powerful narrative about the experience of class and the importance of learning about classism class cultures and the intersections of class race and gender *Class Lives* will be a helpful resource for students teachers sociologists diversity trainers activists and a general audience It will leave readers with an appreciation of the poignancy and power of class and the journeys that Americans grapple with on a daily basis

**Teaching for Diversity and Social Justice** Maurianne Adams, Lee Anne Bell, 2016-01-22 For twenty years *Teaching for Diversity and Social Justice* has been the definitive sourcebook of theoretical foundations pedagogical and design frameworks and curricular models for social justice teaching practice Thoroughly revised and updated this third edition continues in the tradition of its predecessors to cover the most relevant issues and controversies in social justice education in a practical hands on format Filled with ready to apply activities and discussion questions this book provides teachers and facilitators with an accessible pedagogical approach to issues of oppression in classrooms The revised edition also focuses on providing students the tools needed to apply their learning about these issues Features new to this edition include A new bridging chapter focusing on the core concepts that need to be included in all SJE practice and illustrating ways of getting started teaching foundational core concepts and processes A new chapter addressing the possibilities for adapting social justice education to online and blended courses Expanded overview sections that highlight the historical contexts and legacies of oppression opportunities for action and change and the intersections among forms of oppression Added coverage of key topics for teaching social justice issues such as establishing a positive classroom climate institutional and social manifestations of oppression the global implications of contemporary SJE work and action steps for addressing injustice New and revised material for each of the core chapters in the book complemented by fully developed online teaching designs including over 150 downloadables activities and handouts on the book's Companion Website [www.routledge.com/textbooks/author/teachingfordiversity](http://www.routledge.com/textbooks/author/teachingfordiversity) A classic for teachers across disciplines *Teaching for Diversity and Social Justice* presents a thoughtful well constructed and inclusive foundation for engaging students in the complex and often daunting problems of discrimination and inequality in American society

**Counselling in Cultural Contexts** Nancy Arthur, 2019-01-11 This accessible practice building reference establishes a clear social justice lens for providing culturally responsive and ethical multicultural counseling for all clients Rooted in the principles of Culture Infused Counseling the book's practical framework spotlights the evolving therapeutic relationship and diverse approaches to

working with clients personal and relational challenges including at the community and system levels Case studies illustrate interventions with clients across various identities from race gender and class to immigration status sexuality spirituality and body size emphasizing the importance of viewing client s presenting concerns within the contexts of their lives Chapters also model counselor self awareness so readers can assess their strengths identify their hidden assumptions and evolve past basic cultural sensitivity to actively infusing social justice as an ethical stance in professional practice Included in the chapters Culture infused counseling emphasizing context identities and social justice Decolonizing and indigenous approaches Social class awareness Intersectionality of identities Clients spiritual and religious beliefs Weight bias as a social justice issue Culturally responsive and socially just engagement in counselling women Life making in therapeutic work with transgender clients Socially just counseling for refugees Multi level systems approaches to interventions While Counseling in Cultural Contexts is geared toward a student training audience practicing professionals will also find the case study format of the book to be informative and stimulating

[These Walls Between Us](#) Wendy Sanford, 2021-10-05 From an author of the best selling women s health classic *Our Bodies Ourselves* comes a bracingly forthright memoir about a life long friendship across racial and class divides A white woman s necessary learning and a Black woman s complex evolution make *These Walls Between Us* a tender honest cringeworthy and powerful read Debby Irving author *Waking Up White* In the mid 1950s a fifteen year old African American teenager named Mary White now Mary Norman traveled north from Virginia to work for twelve year old Wendy Sanford s family as a live in domestic for their summer vacation by a remote New England beach Over the years Wendy s family came to depend on Mary s skilled service and each summer Mary endured the extreme loneliness of their elite white beachside retreat in order to support her family As the Black help and the privileged white daughter Mary and Wendy were not slated for friendship But years later each divorced each a single parent Mary now a rising officer in corrections and Wendy a feminist health activist they began to walk the beach together after dark talking about their children and their work and a friendship began to grow Based on decades worth of visits phone calls letters and texts between Mary and Wendy *These Walls Between Us* chronicles the two women s friendship with a focus on what Wendy characterizes as her oft stumbling efforts as a white woman to see Mary more fully and to become a more dependable friend The book examines obstacles created by Wendy s upbringing in a narrow white upper class world reveals realities of domestic service rarely acknowledged by white employers and draws on classic works by the African American writers whose work informed and challenged Wendy along the way Though Wendy is the work s primary author Mary read and commented on every draft and together the two friends hope their story will incite and support white readers to become more informed and accountable friends across the racial divides created by white supremacy and to become active in the ongoing movement for racial justice

*Industrial and Labor Relations Review* , 2012-07 **Studies in Latin American Popular Culture** , 1983 *Discovering Reality* Sandra G. Harding, Merrill B. Hintikka, 1983-02-28 Are Western epistemology metaphysics

methodology and the philosophy of science grounded only in men's distinctive understandings of themselves, others, and nature. Does this less than human understanding distort our models of reason and of scientific inquiry? In different ways, the papers in this collection explore the evidence for these increasingly reasonable and intriguing questions. They identify how it is distinctively masculine perspectives on masculine experience which have shaped the most fundamental and formal aspects of systematic thought in philosophy and the natural and social sciences, precisely the aspects of thought believed most gender neutral. They show how these understandings ground Aristotle's biology and metaphysics, the very definition of the problems of philosophy in Plato, Descartes, Hobbes, and Rousseau, the adversary method which is the paradigm of philosophic and scientific reasoning, principles of individuation in philosophical ontology and the philosophy of language, individualistic assumptions in psychology, functionalism in sociological and biological theory, evolutionary theory, the methodology of political science, Marxist political economy, and conceptions of objective inquiry in the social and natural sciences. These essays also begin to identify for us the distinctive aspects of women's experience which can provide the resources needed for the creation of a truly human understanding. Audience: The book will be of interest to those involved in epistemology and philosophy of the natural and social sciences, as well as feminist scholars in philosophy. The work will also be of value for theorists, methodologists, and feminist scholars in the natural and social sciences. **Current Index to Journals in Education**, 1991

**Creating America** Jan Cohn, 1989. Before movies, radio, and television challenged the hegemony of the printed word, the Saturday Evening Post was the preeminent vehicle of mass culture in the United States. And to the extent that a mass medium can be the expression of a single individual, this magazine, with a peak circulation of almost three million copies a week, was the expression of its editor, George Horace Lorimer. Cohn shows how Lorimer made the Post into a uniquely powerful magazine that both celebrated and helped form the values of the time. *Subject Guide to Books in Print*, 1991

*The Rhetoric of Appropriation* Jill McKay Chrobak, 2007. **Ten Percent**, 1980-10. **Mirror Images** Webster Groves Writing Project, 1994. In the midwestern suburb of Webster Groves, Missouri, a team of middle and high school teachers, all female, all but one White, refused to accept the chronic underachievement of African American student writers. *Mirror Images* is their story. Through six years of action research, they realized that instead of trying to fix the kids, they needed to fix some other things: their teaching methods, the ambiance of their classrooms, and their own cultural awareness. The teachers' journey is one of self-reflection, painful at times, as they question, hypothesize, act, analyze results, and ultimately change. Hand in hand with their changes, readers follow the story of Antwan, James, and Damon, students who were seemingly disengaged from their classrooms, curriculum, and teacher. They change, too, becoming involved, active, guiding forces in their English classes. *Mirror Images* offers no recipes, no quick-fix solutions. Instead, it presents rich classroom experiences and a process that will help readers see their own hard-to-reach students with new eyes. Along with principles for good writing instruction, the authors explain key strategies for success with dozens of their own lessons and projects. Classroom teachers, as well as

instructional and staff development leaders who want to get beyond the standard advice on cultural sensitivity and students at risk must read this book Readers will be challenged as well as inspired by this view into real classrooms through mirrors of race class gender and self

*Literacy and Empowerment* Patrick L. Courts,1991-10-30 The first volume of the series Language and Ideology this work explores mature literacy Patrick L Courts argues that while by society s standards many people can read well they are unable to create meaning from the world of oral and written language His theory derives from psycho and sociolinguistics cognitive psychology philosophy literary criticism and whole language theory Courts criticizes programmed activities texts and workbooks challenging the control that commercial textbook publishers and test makers exert on education He shuns overemphasis on methods and offers an alternative approach firmly grounded in theory and aimed at empowering teachers and students Courts begins with a discussion of liberatory pedagogy drawing from whole language theory the social semiotics of Halliday reader response theory and the ideas of Heidegger and Derrida The subsequent methodological chapters build a case for what Courts calls a conservative revolution in literacy education teachers combining a sound base of theory with methodologies to tap students generative creative powers Courts s methodology aims to empower people as meaning makers This book is valuable to teachers and administrators textbook publishers and students of education

NWSAction ,1989

*St. James Encyclopedia of Popular Culture* Tom Pendergast,Sara Pendergast,2000 The millenium inspired fascination with 20th century studies cannot be fully satisfied without a comprehensive and scholarly look at popular culture With its emphasis on ideas people events and products that symbolize America the St James Encyclopedia of Popular Culture is a cross curriculum resource that will find use among a wide variety of users Major topics include television movies theater art books magazines radio music sports fashion health politics trends community life and advertising

**Chicana Lesbians** Carla Trujillo,1991 Literary Nonfiction LGBT Studies CHICANA LESBIANS is a love poem a bible a dictionary nothing so simple as a manifesto this book is yet another reason to believe to believe in the girls our mothers warned us about brown girls lesbians making their own love poems bibles dictionaries manifestoes reasons to believe Dorothy Allison When I was selling books at a Chicana conference I noticed book buyers were literally afraid to touch this anthology I say now what I said then Don t be scared Sexuality is not contagious but ignorance is If you ve ever been curious been there been voyeur been tourist or just plain under informed misinformed or unaffirmed here is a book to listen to and learn from Sandra Cisneros

*A New English Dictionary on Historical Principles* Sir William Alexander Craigie,Charles Talbut Onions,1933

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