

## The Schooling Of Working Class Girls In Victorian Scotland (Woburn Education Series)

Why do we feel uncomfortable talking about class? Why is it taboo? Why do people often address class through coded terminology like trashy, classy, and snobby? How does discriminatory language, or how do conscious or unconscious derogatory attitudes, or the anticipation of such behaviors, impact those from poor and working class backgrounds when they straddle class? Through 26 narratives of individuals from poor and working class backgrounds - ranging from students, to multiple levels of administrators and faculty, both tenured and non-tenured - this book provides a vivid understanding of how people can experience and straddle class in the middle, upper, or even elitist class contexts of the academy. Through the powerful stories of individuals who hold many different identities--and naming a range of ways they identify in terms of race, ethnicity, gender, sexuality, age, ability, and religion, among others--this book shows how social class identity and classism impact people's experience in higher education and why we should focus more attention on this dimension of identity. The book opens by setting the foundation by examining definitions of class, discussing its impact on identity, and summarizing the literature on class and what it can tell us about the complexities of class identity, its fluidity, sometimes performative nature, and the sense of dissonance it can provoke. This book brings social class identity to the forefront of our consciousness, conversations, and behaviors and compels those in the academy to recognize classism and reimagine higher education to welcome and support those from poor and working class backgrounds. Its concluding chapter proposes means for both increasing social class consciousness and social class inclusivity in the academy. It is a compelling read for everyone in the academy, not least for those from poor or working class backgrounds who will find validation and recognition and draw strength from its vivid stories.

This book is a twist on the current discourse around 'inclusivity' and 'widening participation'. Higher education is welcoming students from diverse educational, social, and economic backgrounds, and yet it predominantly employs middle-class academics. Conceptually, there appears, on at least these grounds alone, to be a cultural and class mismatch. This work discusses empirical interviews with tenured academics from a working-class heritage employed in one UK university. Interviewees talk candidly about their childhood backgrounds, their school experiences, and what happened to them after leaving compulsory education. They also reveal their experiences of university, both as students and academics from their early careers to the present day. This book will be of interest to an international audience that includes new and aspiring academics who come from a working-class background themselves. The multifaceted findings will also be relevant to established academics and students of sociology, education studies and social class.

The portrayal of Scotland as a particularly patriarchal society has traditionally had the effect of marginalizing Scottish women, both teachers and students, in both Scottish and British history. The *Schooling of Working-Class Girls in Victorian Scotland* examines and challenges this assumption and analyzes in detail the course of events which has led to a more enlightened system. Education was, and is, seen as integral to Scottish distinctiveness, but the Victorian period saw anxious debate about the impact of outside influences at a time when Scottish society seemed to be fracturing. This book examines the gender-blindness of the educational tradition, with its notion of the 'democratic intellect', testing the claim of superiority for the Scottish system, and questioning the assumption that Scottish women were either passive victims or willing dupes of a peculiarly patriarchal ideal. Considering the influences of the related ideologies of patriarchy and domesticity, and the crucial importance of the local and regional economic context, in focusing on female education, this book provides a much wider comparative study of Scottish society during a period of tremendous upheaval and a perceived crisis in national identity, in which women, as well as men, participated.

An urgent testament to the trials of life for women living without a financial safety net Indie icon Michelle Tea -- whose memoir *The Chelsea Whistle* details her own working-class roots in gritty Chelsea, Massachusetts -- shares these fierce, honest, tender essays written by women who can't go home to the suburbs when ends don't meet. When jobs are scarce and the money has dwindled, these writers have nowhere to go but below the poverty line. The writers offer their different stories not for sympathy or sadness, but an unvarnished portrait of how it was, is, and will be for generations of women growing up working class in America. These wide-ranging essays cover everything from selling blood for grocery money to the culture shock of "jumping" class. Contributors include Dorothy Allison, Bee Lavender, Eileen Myles, and Daisy Hernández.

Readings on School, Family, and the Economy

Programs and Practices to Serve and Sustain Poor and Working-Class Students through Higher Education

Reshaping the Politics of Inclusion

Educational Failure and Working Class White Children in Britain

Working Class Without Work

How the Middle Class Secures Advantages in School

Unequal Childhoods

Learning to Forget

***In Negotiating Opportunities, Jessica McCrory Calarco argues that the middle class has a negotiated advantage in school. Drawing on five years of ethnographic fieldwork, Calarco traces that negotiated advantage from its origins at home to its consequences at school.***

Through their parents' coaching, working-class students learn to follow rules and work through problems independently. Middle-class students learn to challenge rules and request assistance, accommodations, and attention in excess of what is fair or required. Teachers typically grant those requests, creating advantages for middle-class students. Calarco concludes with recommendations, advocating against deficit-oriented programs that teach middle-class behaviors to working-class students. Those programs ignore the value of working-class students' resourcefulness, respect, and responsibility, and they do little to prevent middle-class families from finding new opportunities to negotiate advantages in school.

*Young Working Class Men in Transition* uses a unique blend of concepts from the sociologies of youth and masculinity combined with Bourdieusian social theory to investigate British young working-class men's transition to adulthood. Indeed, utilising data from biographical interviews as well as an ethnographic observation of social media activity, this volume provides novel insights by following young men across a seven-year time period. Against the grain of prominent popular discourses that position young working-class men as in 'crisis' or as adhering to negative forms of traditional masculinity, this book consequently documents subtle yet positive shifts in the performance of masculinity among this generation. Underpinned by a commitment to a much more expansive array of emotionality than has previously been revealed in such studies, young men are shown to be engaged in school, open to so called 'women's work' in the service sector, and committed to relatively egalitarian divisions of labour in the family home. Despite this, class inequalities inflect their transition to adulthood with the 'toxicity' of neoliberalism - rather than toxic masculinity - being core to this reality. Problematising how working-class masculinity is often represented, *Young Working Class Men in Transition* both demonstrates and challenges the portrayal of working class masculinity as a repository of homophobia, sexism and anti-feminine acting. It will appeal to students and researchers interested in fields such as youth studies, masculinity studies, gender studies, sociology of education and sociology of work. In recent years there has been growing concern over the pervasive disparities in academic

achievement that are highly influenced by ethnicity, class and gender. Specifically, within the neoliberal policy rhetoric, there has been concern over underachievement of working-class young males, specifically white working-class boys. The historic persistence of this pattern, and the ominous implication of these trends on the long-term life chances of white working-class boys, has led to a growing chorus that something must be done to intervene. This book provides an in-depth sociological study exploring the subjectivities within the neoliberal ideology of the school environment, in order to expand our understanding of white working-class disengagement with education. The chapters discuss how white working-class boys in three educational sites enact social and learner identities, focusing on the practices of 'meaning-making' and 'identity work' that the boys experienced, and the disjunctures and commonalities between them. The book presents an analysis of the varying tensions influencing the identity of each boy and the consequences of these pressures on their engagement with education. Drawing on Bourdieu's theoretical tools and a model of egalitarian habitus, *Identity, Neoliberalism and Aspiration: Educating white working-class boys* will be of interest to academics, researchers and postgraduate students in the field of sociology of education, and those from related disciplines studying class and gender.

Providing a historical development of the UK education system and its policies, Alex McInch offers insight on how structural decisions impact how working-class pupils view and navigate the educational field.

*Inequality, Education and the Working Classes*

*The Working-Class Student in Higher Education*

*College and the Working Class*

*Identity, Neoliberalism and Aspiration*

*How Working Class Kids Get Working Class Jobs*

*Ghosts of Childhood Habitus*

*Class Work*

*26 Stories of Students, Administrators, and Faculty from Poor and Working-Class*

*Backgrounds and Their Compelling Lessons for Higher Education Policy a*

*Are schools failing working class children or does working class life present alternative means for gaining social status that conflict with what it means to do well at school? Focusing on Southeast London, this book provides insight into class values and reveals the complex cultural politics of white working class pride.*

*This book provides an inclusive and incisive analysis of the experiences of working-class young people in education. While there is an established literature on education and the working class stretching back decades, comparatively there has been something of a neglect of class-based inequality – with questions of gender, ‘race’ and other forms of identity attracting significant attention. However, events including Britain's 2016 decision to leave the European Union, have thrown social class into sharp focus, both in the UK and elsewhere. Featuring leading thinkers in the sociology of education, this book examines the different ways in which young people relate to various parts of the education system, including different forms of schooling, post-compulsory and university education. They maintain that the issue of social class goes beyond the walls of specific institutions to affect young people in a variety of ways: not only in the UK, but across the globe. This book will be of great value and interest to students and scholars of the sociology of education, working-class youth, and equality of opportunity.*

*College Aspirations and Access in Working Class Rural Communities: The Mixed Signals, Challenges, and New Language First-Generation Students Encounter explores how a working class, rural environment influences rural students’ opportunities to pursue higher education and engage in the college choice process. Based on a case study with accounts from rural high school students and counselors, this book examines how these communities perceive higher education and what challenges arise for both rural students and counselors. The book addresses how college knowledge and university jargon illustrate the gap between rural cultural capital and higher education cultural capital. Insights about approaches to reduce barriers created by college knowledge and university jargon are shared and strategies for offering rural students pathways to learn academic language and navigate higher education are presented for both secondary and higher education institutions.*

*When first published this book had a significant influence on the campaign for comprehensive schools and it spoke to generations of working-class students who were either deterred by the class barriers erected by selective schools and elite universities, or, having broken through them to gain university entry, found themselves at sea. The authors admit at the end of the book they have raised and failed to answer many questions, and in spite of the disappearance of the majority of grammar schools, many of those questions still remain unanswered.*

*Working-class Girls in Nineteenth-century England*

*College Aspirations and Access in Working-Class Rural Communities*

*Teenage Identities, Masculinities and Urban Schooling*

*How to win hearts, minds and votes*

*Some General Notions Raised by a Series of Studies in Northern England*

*Teaching Working Class*

*Education and the Working Class (RLE Edu L Sociology of Education)*

*Young Working-Class Men in Transition*

School-smart and Mother-wise illustrates how and why American education disadvantages working-class women when they are children and adults. In it we hear working-class women--black and white, rural and urban, southern and northern--recount their childhood experiences, describing the circumstances that led them to drop out of school. Now enrolled in adult education programs, they seek more than a diploma: respect, recognition, and a public identity. Drawing upon the life stories of these women, Wendy Luttrell sensitively describes and analyzes the politics and psychodynamics that shape working-class life, schooling, and identity. She examines the paradox of women's education, particularly the relationship between schooling and mothering, and offers practical suggestions for school reform. Since the 1980s, the relationship between social class and education has been overshadowed by scholarship more generally targeting issues of race, gender, and representation. Today, with the global economy deeply immersed in social inequalities, there is pressing need for serious class-based analyses of schooling, family life and social structure. *The Way Class Works* is a collection of twenty-four groundbreaking essays on the material conditions of social class and the ways in which class is produced "on the ground" in educational institutions and families. Written by the most visible and important scholars in education and the social sciences, these timely essays explore the production of class in and through the economy, family, and school, while simultaneously interrogating and challenging our understandings of social class as linked to race, gender, and nation. With essays by distinguished scholars and questions for further reflection and discussion, *The Way Class Works* will be an invaluable resource for students and scholars in education, sociology, and beyond.

First Published in 1990. Routledge is an imprint of Taylor & Francis, an informa company.

Drawing on in-depth observations of black and white middle-class, working-class and poor families, this study explores the fact that class does make a difference in the lives and futures of American children and offers a picture of childhood in the 21st century.

Only Schools and Courses

Education and Working-Class Youth

The Female Experience of Growing Up Working Class

Working-Class Schooling in Post-Industrial Britain

Using Social, Economic, and Educational Reform to Close the Black-white Achievement Gap

Class, Race, and Family Life

White Working Class

Negotiating Opportunities

""This seminal work . . . establishes a persuasive new paradigm. Contemporary Sociology. No book since *Schooling in Capitalist America* has taken on the systemic forces hard at work undermining our education system. This classic reprint is an invaluable resource for radical educators. Samuel Bowles is research professor and director of the behavioral sciences program at the S Fe Institute, and professor emeritus of economics at the University of Massachusetts. Herbert Gintis is an external professor at S Fe Institute and emeritus professor of economics at the University of Massachusetts"-- Provided by publisher.

Claims the rebellion of poor and working class children against school authority prepares them for working class jobs.

"[Book title] analyzes the way in which women's educational experience influences their involvement in their children's schooling. The author highlights the crucial part mothers play in social reproduction and argues for the need to recognize their centrality to our understandings of social class. The book also includes an examination of the role played by fathers in their children's schooling. [View book cover.](#)

This book examines how a working-class habitus interacts with the elite culture of academia in higher education. Drawing on qualitative data and informed by the work of Pierre Bourdieu, the author presents new ways of examining impostor syndrome, alienation and microaggressions: all common to the working-class experience of academia. The book demonstrates that the term 'working-class academic' is not homogenous, and instead illuminates the entanglements of class and academia. Through an examination of such intersections as ethnicity, gender, dis/ability, and place, the author demonstrates the complexity of class in academia in the UK and asks how we can move forward so working-class academics can support both each other and students from diverse backgrounds.

Working-Class Women's Identity and Schooling

Educational Reform and the Contradictions of Economic Life

Schooling in Capitalist America

Managing Working-Class Identities in College

The Way Class Works

Social Haunting, Education, and the Working Class

Routledge International Handbook of Working-Class Studies

Working-Class Boys and Educational Success

***This book brings Brian Jackson and Dennis Marsden's pioneering Education and the Working Class from 1962 up to date for the 21st century and reveals what we can do to achieve a fairer education system.***

***In The Working Class: Poverty, education and alternative voices, Ian Gilbert unites educators from across the UK and further afield to call on all those working in schools to adopt a more enlightened and empathetic approach to supporting children in challenging circumstances. One of the most intractable problems in modern education is how to close the widening gap in attainment between the haves and the have-nots. Unfortunately, successive governments both in the UK and abroad have gone about solving it the wrong way. Independent Thinking founder Ian Gilbert's increasing frustration with educational policies that favour 'no excuses' and 'compliance', and that ignore the broader issues of poverty and inequality, is shared by many others across the sphere of education - and this widespread disaffection has led to the assembly of a diverse cast of teachers, school leaders, academics and poets who unite in this book to challenge the status quo. Their thought-provoking commentary, ideas and impassioned anecdotal insights are presented in the form of essays, think pieces and poems that draw together a wealth of research on the issue and probe and discredit the current view on what is best for children from poorer socio-economic backgrounds. Exploring themes such as inclusion, aspiration, pedagogy and opportunity, the contributions collectively lift the veil of feigned***

*'equality of opportunity for all' to reveal the bigger picture of poverty and to articulate the hidden truth that there is always another way. This book is not about giving you all the answers, however. The contributors are not telling teachers or schools leaders how to run their schools, their classroom or their relationships - the field is too massive, too complex, too open to debate and to discussion to propose 'off-the-shelf' solutions. Furthermore, the research referred to in this book is not presented in order to tell educators what to think, but rather to inform their own thinking and to challenge some of the dominant narratives about educating the 'feckless poor'. This book is about helping educators to ask the right questions, and its starting question is quite simple: how can we approach the education of young people from disadvantaged backgrounds in a way that actually makes a difference for all concerned? Written for policy makers and activists as well as school leaders and educators, The Working Class is both a timely survey of the impact of current policies and an invaluable source of practical advice on what can be done to better support disadvantaged children in the school system. Edited by Ian Gilbert with contributions from Nina Jackson, Tim Taylor, Dr Steven Watson, Rhythmical Mike, Dr Ceri Brown, Dr Brian Male, Julia Hancock, Paul Dix, Chris Kilkenny, Daryn Egan-Simon, Paul Bateson, Sarah Pavey, Dr Matthew McFall, Jamie Thrasivoulou, Hywel Roberts, Dr Kevin Ming, Leah Stewart, (Real) David Cameron, Sir Al Aynsley-Green, Shona Crichton, Floyd Woodrow, Jonathan Lear, Dr Debra Kidd, Will Ryan, Andrew Morrish, Phil Beadle, Jaz Ampaw-Farr, Darren Chetty, Sameena Choudry, Tait Coles, Professor Terry Wrigley, Brian Walton, Dave Whitaker, Gill Kelly, Roy Leighton, Jane Hewitt, Jarlath O'Brien, Crista Hazell, Louise Riley, Mark Creasy, Martin Illingworth, Ian Loynd, David Rogers, Professor Mick Waters and Professor Paul Clarke.*

*What are the meanings, experiences, and impact of college for working-class people? The author of this book addresses the two questions, what is college like for working-class students, and what is college for the working class? In The Other Three Percent, the author draws on a wealth of previous research to tell the stories of five very different working-class college students as they apply to, enter, successfully navigate, and complete college. Through these stories readers will learn about the obstacles working-class students face and overcome, the costs and effectiveness of higher education as a mechanism of social mobility, and the problems caused on our college campuses by our reticence to meaningfully confront the class divide. Readers will be invited to compare their own experiences of higher education with those of the students here described, and to evaluate their own institutions' openness towards working-class students through a series of checklists provided in the book's conclusion. Allison L. Hurst is Assistant Professor in the Department of Sociology at Furman University in Greenville, South Carolina. She is a member of the Association of Working-Class Academics.*

*This book exposes an education class divide that is threatening the American dream of upward social mobility and sowing resentment among those shut out or staggering under crushing debt. The book addresses ways to reduce college costs and shares the inspiring accounts of those who have endured all sorts of hardship "homelessness, an incarcerated parent, dangerously low self-esteem--and fought their way to college and commencement.*

*Higher Education and Working-Class Academics*

*Social Class Supports*

*Class and Schools*

*Prearity and Diversity in Academia*

*Inside the College Gates*

*Addressing a Class-Based Understanding*

*A Critical Marxist Ethnography in a Former Mining Community*

This book offers an insightful view of the complex relations between home and school in the working-class immigrant Italian community of New Haven, Connecticut. Through the lenses of history, sociology, and education, *Learning to Forget* presents a highly readable account of cross-generational experiences during the period from 1870 to 1940, chronicling one generation's suspicions toward public education and another's need to assimilate. Through careful research Lassonde finds that not all working class parents were enthusiastic supporters of education. Not only did the time and energy spent in school restrict children's potential financial contributions to the family, but attitudes that children encountered in school often ran counter to the family's traditional values. Legally mandated education and child labor laws eventually resolved these conflicts, but not without considerable reluctance and resistance. /DIV

First published in 1998. Routledge is an imprint of Taylor & Francis, an informa company.

Historically, higher education was designed for a narrow pool of privileged students. Despite national, state and institutional policies developed over time to improve access, higher education has only lately begun to address how its unexamined assumptions, practices and climate create barriers for poor and working class populations and lead to significant disparities in degree completion across social classes. The data shows that higher education substantially fails to provide poor and working class students with the necessary support to achieve the social mobility and success comparable to the attainments of their middle and upper class peers. This book presents a comprehensive range of strategies that provide the fundamental supports that poor and working-class students need to succeed while at the same time dismantling the inequitable barriers that make college difficult to navigate. Drawing on the concept of the student-ready college, and on emerging research and practices that colleges and universities can use to explore campus-specific social class issues and identify barriers, this book provides examples of support programs and services across the field of higher education — at both two- and four-year, public and private institutions — that cover: Access supports. Examples and recommendations for how institutions can assist students as they make decisions about applications and admission. Basic needs supports. Covering housing and food security, necessary clothing, sense of belonging through co-curricular engagement, and mental health resources. Academic and learning supports. Describes courses and academic programs to promote full engagement among poor and working class students. Advising supports. Illustrates advising that acknowledges poor and working class students' identities, and recommends continued training for both staff and faculty advisors. Supports for specific populations at the intersection of social class

with other identities, such as Students of Color, foster youth, LGBTQ, and doctoral students. Gaining support through external partnerships with social services, business entities, and fundraising. This book is addressed to administrators, educators and student affairs personnel, urging them to make the institutional commitment to enhance the college experience for poor and working class students who not only represent a substantial proportion of college students today, but constitute a significant future demographic. Based on a critical Marxist ethnography, conducted at a state primary school in a former coalmining community in the north of England, this book provides insight into teachers' perceptions of the effects of deindustrialisation on education for the working class. The book draws on the notion of social haunting to help understand the complex ways in which historical relations and performances, reflective of the community's industrial past, continue to shape experiences and processes of schooling. The arguments presented enable us to engage with the "goodness" of the past as well as the pain and suffering associated with deindustrialisation. This, it is argued, enables teachers and pupils to engage with rhythms, relations, and performances that recognise the heritage and complexities of working-class culture. Reckoning and harnessing with the fullness of ghosts is essential if schooling is to be refashioned in more encouraging and relational ways, with and for the working class. This text will benefit researchers, academics, and educators with an interest in the sociology of education, and social class and education in particular. Those interested in schooling, ethnography, and qualitative social research will also benefit from the book

Working Class Community

Miseducation

Educating white working-class boys

The Working Class

The Mixed Signals, Challenges, and New Language First-Generation Students Encounter

Overcoming Class Cluelessness in America

School-smart and Mother-wise

The new working class

**This book examines the complex relationship between working-class masculinities and educational success. Drawing on a small sample of young men attending either a selective grammar or a secondary school in the same urban area of Belfast, the author demonstrates that contrary to popular belief, some working-class boys are engaged with education, are motivated to succeed and have high aspirations. However, the structures of schooling in a society where working class-ness is seen as feckless, tasteless and cultureless make the processes of becoming successful more challenging than they need to be. This volume reveals the unique processes of reconciling success and identities for individual working-class boys, and the important role schools have to play**

**in this negotiation. Highly relevant to those engaged in teacher training in socially unequal societies, this book will also appeal to practitioners, sociologists of education, scholars of social justice and Bourdieusian theorists. The Routledge International Handbook of Working-Class Studies is a timely volume that provides an overview of this interdisciplinary field that emerged in the 1990s in the context of deindustrialization, the rise of the service economy, and economic and cultural globalization. The Handbook brings together scholars, teachers, activists, and organizers from across three continents to focus on the study of working-class peoples, cultures, and politics in all their complexity and diversity. The Handbook maps the current state of the field and presents a visionary agenda for future research by mingling the voices and perspectives of founding and emerging scholars. In addition to a framing Introduction and Conclusion written by the co-editors, the volume is divided into six sections: Methods and principles of research in working-class studies; Class and education; Work and community; Working-class cultures; Representations; and Activism and collective action. Each of the six sections opens with an overview that synthesizes research in the area and briefly summarizes each of the chapters in the section. Throughout the volume, contributors from various disciplines explore the ways in which experiences and understandings of class have shifted rapidly as a result of economic and cultural globalization, social and political changes, and global financial crises of the past two decades. Written in a clear and accessible style, the Handbook is a comprehensive interdisciplinary anthology for this young but maturing field, foregrounding transnational and intersectional perspectives on working-class people and issues and focusing on teaching and activism in addition to scholarly research. It is a valuable resource for activists, as well as working-class studies researchers and teachers across the social sciences, arts, and humanities, and it can also be used as a textbook for advanced undergraduate or graduate courses.**

**The Burden of Academic Success: Loyalists, Renegades, and Double Agents explores working-class college students' understandings of class and social mobility through in-depth interviews rich in ethnographic detail. This book is a compelling read for students and a much-needed addition to our understanding of how class operates today, both inside and outside of the classroom.**

**This book is intended to bring greater nuance to the study of inequality and higher education. Rather than focusing on human capital and students' experiences inside the classroom, the author highlights the ways in which the experiential core of college life-the social and extra-curricular worlds of higher education-operates as a setting in which social class inequalities manifest and get reproduced.**

**Mothers' Involvement in Their Children's Primary Schooling  
Life, Work and Schooling  
Learning to Labor**

## **The Schooling of Working-Class Girls in Victorian Scotland**

### **Gender, Education and Identity**

### **Poverty, education and alternative voices**

### **Straddling Class in the Academy**

### **Experiences of Academics from a Working-Class Heritage**

*This book presents a qualitative investigation of community college faculty members' perceptions of working-class students, focusing on their inability to acknowledge, discuss, and consider the influence of class within the experience of higher education.*

*Working Class Community Some General Notions Raised by a Series of Studies in Northern England* Taylor & Francis

*Since the 1970s, working-class individuals have made up an increasing proportion of students enrolled in institutions of higher education. At the same time, working-class studies has emerged as an academic discipline, updating a long tradition of scholarship on labour history and proletarian literature to include discussions of working-class culture, intersections of class with ethnicity, and studies of the representation of the working class in popular culture. These developments have generated ideas about teaching that incorporate both a sensitivity to the working-class roots of many students and the inclusion of course content informed by an awareness of class culture.*

*Recent events such as the Brexit vote and the 2017 general election result highlight the erosion of traditional class identities and the decoupling of class from political identity. The majority of people in the UK still identify as working class, yet no political party today can confidently articulate their interests. So who is now working class and how do political parties gain their support? Based on the opinions and voices of lower and middle income voters, this insightful book proposes what needs to be done to address the issues of the 'new working class'. Outlining the composition, values, and attitudes of the new working class, it provides practical recommendations for political parties to reconnect with the electorate and regain trust.*

*The Promise and Peril Facing Blue-collar America*

*The Burden of Academic Success*

*Working Class to College*

*How Class and Culture Matter in Higher Education*

*High School Students in A De-Industrializing Economy*

*Schooling and Family Life in New Haven's Working Class, 1870-1940*

*Without a Net*

*Contemporary public policy assumes that the achievement gap between black and white students could be closed if only*

*schools would do a better job. According to Richard Rothstein, "Closing the gaps between lower-class and middle-class children requires social and economic reform as well as school improvement. Unfortunately, the trend is to shift most of the burden to schools, as if they alone can eradicate poverty and inequality." In this book, Rothstein points the way toward social and economic reforms that would give all children a more equal chance to succeed in school. This book features: a summary of numerous studies linking school achievement to health care quality, nutrition, childrearing styles, housing stability, parental economic security, and more ; a look at erroneous and misleading data that underlie commonplace claims that some schools "beat the demographic odds and therefore any school can close the achievement gap if only it adopted proper practices." ; and an analysis of how the over-emphasis of standardized tests in federal law obscures the true achievement gap and makes narrowing it more difficult.*

*"I recommend a book by Professor Williams, it is really worth a read, it's called White Working Class." -- Vice President Joe Biden on Pod Save America An Amazon Best Business and Leadership book of 2017 Around the world, populist movements are gaining traction among the white working class. Meanwhile, members of the professional elite—journalists, managers, and establishment politicians--are on the outside looking in, left to argue over the reasons. In White Working Class, Joan C. Williams, described as having "something approaching rock star status" by the New York Times, explains why so much of the elite's analysis of the white working class is misguided, rooted in class cluelessness. Williams explains that many people have conflated "working class" with "poor"--but the working class is, in fact, the elusive, purportedly disappearing middle class. They often resent the poor and the professionals alike. But they don't resent the truly rich, nor are they particularly bothered by income inequality. Their dream is not to join the upper middle class, with its different culture, but to stay true to their own values in their own communities--just with more money. While white working-class motivations are often dismissed as racist or xenophobic, Williams shows that they have their own class consciousness. White Working Class is a blunt, bracing narrative that sketches a nuanced portrait of millions of people who have proven to be a potent political force. For anyone stunned by the rise of populist, nationalist movements, wondering why so many would seemingly vote against their own economic interests, or simply feeling like a stranger in their own country, White Working Class will be a convincing primer on how to connect with a crucial set of workers--and voters.*