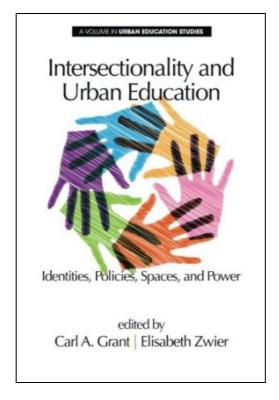
# Intersectionality and Urban Education: Identities, Policies, Spaces Power (Paperback)



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# Reviews

I just started looking over this ebook. It is actually rally fascinating throgh reading period of time. You wont really feel monotony at anytime of your time (that's what catalogues are for about when you request me).

(Miss Naomie Kohler PhD)

# INTERSECTIONALITY AND URBAN EDUCATION: IDENTITIES, POLICIES, SPACES POWER (PAPERBACK)



Information Age Publishing, United States, 2014. Paperback. Condition: New. Language: English . Brand New Book \*\*\*\*\* Print on Demand \*\*\*\*\*. We perceive a continued lack of attention to intersectionality in education, despite growing interest in popular media and ongoing investment in intersectional-type work in the social sciences. Our collection invites urban educators, and educators in general to ask: How can our work benefit by incorporating intersectionality theories in research and in practice? What might we be able to better see using an intersectional lens? Though in many ways the literature on intersectionality and education echoes recommendations from studies of diversity over the years, we believe there is the potential for intersectionality to produce a serendipitous effect, revitalizing our theory and praxis around race, class, gender, and other identity axes in urban education. In addition, intersectionality can help and support theories based on a social justice by further illuminating research analysis, including shining a light on nuances that often remain in the shadow during analysis. We hope to engage readers with a range of possibilities for applying intersectionality theories in their own educational settings; urban or otherwise. In urban education, urban is a floating signifier that is imbued with meaning, positive or negative by its users. Urban can be used to refer to both the geographicalcontext of a city and a sense of less than, most often in relation to race and/or socioeconomic status (Watson, 2011). For Noblit and Pink (2007), Urban, rather, is a generalization as much about geography as it is about the idea that urban centers have problems: problems of too many people, too much poverty, too much crime and violence, and ultimately, too little hope (p. xv). Recently, urban education scholars such as Anyon (2005), Pink and Noblit (2007), Blanchett, Klinger and Harry (2009), and Lipman (2013) have...



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