

# Unequal Childhoods Class Race And Family Life Annette Lareau

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*Unequal Childhoods Class Race And Family Life Annette Lareau*

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## BREANNA AYERS

**Trapped in a Maze** National Academies Press

On the surface, Riverview High School looks like the post-racial ideal. Serving an enviably affluent, diverse, and liberal district, the school is well-funded, its teachers are well-trained, and many of its students are high achieving. Yet Riverview has not escaped the same unrelenting question that plagues schools throughout America: why is it that even when all of the circumstances seem right, black and Latino students continue to lag behind their peers? Through five years' worth of interviews and data-gathering at Riverview, John Diamond and Amanda Lewis have created a rich and disturbing portrait of the achievement gap that persists more than fifty years after the formal dismantling of segregation. As students progress from elementary school to middle school to high school, their level of academic achievement increasingly tracks along racial lines, with white and Asian students maintaining higher GPAs and standardized testing scores, taking more advanced classes, and attaining better college admission results than their black and Latino counterparts. Most research to date has focused on the role of poverty, family stability, and other external influences in explaining poor performance at school, especially in urban contexts. Diamond and Lewis instead situate their research in a suburban school, and look at what factors within the school itself could be causing the disparity. Most crucially, they challenge many common explanations of the 'racial achievement gap,' exploring what race actually means in this situation, and why it matters. An in-depth study with far-reaching consequences, *Despite the Best Intentions* revolutionizes our understanding of both the knotty problem of academic disparities and the larger question of the color line in American society.

**How Status Divides Us** Springer

A series of policy shifts over the past decade promises to change how Americans decide where to send their children to school. In theory, the boom in standardized test scores and charter schools will allow parents to evaluate their assigned neighborhood school, or move in search of a better option. But what kind of data do parents actually use while choosing schools? Are there differences among suburban and urban families? How do parents' choices influence school and residential segregation in America? *Choosing Homes, Choosing Schools* presents a breakthrough analysis of the new era of school choice, and what it portends for American neighborhoods. The distinguished contributors to *Choosing Homes, Choosing Schools* investigate the complex relationship between education, neighborhood social networks, and larger patterns of inequality. Paul Jargowsky reviews recent trends in segregation by race and class. His analysis shows that segregation between blacks and whites has declined since 1970, but remains extremely high. Moreover, white families with children are less likely than childless whites to live in neighborhoods with more minority residents. In her chapter, Annette Lareau draws on interviews with parents in three suburban neighborhoods to analyze school-choice decisions. Surprisingly, she finds that middle- and upper-class parents do not rely on active research, such as school tours or test scores. Instead, most simply trust advice from friends and other people in their network. Their decision-making process was largely informal and passive. Eliot Weinginer complements this research when he draws from his data on urban parents. He finds that these families worry endlessly about the selection of a school, and that parents of all backgrounds actively consider alternatives, including charter schools. Middle- and upper-class parents relied more on federally mandated report cards, district websites, and online forums, while working-class parents use network contacts to gain information on school quality. Little previous research has explored what role school concerns play in the preferences of white and minority parents for particular neighborhoods. Featuring innovative work from more than a dozen scholars,

*Choosing Homes, Choosing Schools* adroitly addresses this gap and provides a firmer understanding of how Americans choose where to live and send their children to school.

*Women in the Age of Welfare Reform* Oxford University Press

*Annotation* An exploration of how race is explicitly and implicitly handled in school.

*How the Middle Class Secures Advantages in School* Princeton University Press

There are two narratives of the American class structure: one of a country with boundless opportunities for upward mobility and one of a rigid class system in which the rich stay rich while the poor stay poor. Each of these narratives holds some truth, but each overlooks another. In *Privilege Lost*, Jessi Streib traces the lives of over 100 youth born into the upper-middle-class. Following them for over ten years as they transition from teens to young adults, Streib examines who falls from the upper-middle-class, how, and why don't they see it coming. In doing so, she reveals the patterned ways that individuals' resources and identities push them onto mobility paths--and the complicated choices youth make between staying true to themselves and staying in their class position. Engaging and eye-opening, *Privilege Lost* brings to life the stories of the downwardly mobile and highlights what they reveal about class, privilege, and American family life.

**Class, Race, and Family Life, Second Edition with an Update a Decade Later** Oxford University Press, USA

This handbook unifies access and opportunity, two key concepts of sociology of education, throughout its 25 chapters. It explores today's populations rarely noticed, such as undocumented students, first generation college students, and LGBTQs; and emphasizing the intersectionality of gender, race, ethnicity and social class. Sociologists often center their work on the sources and consequences of inequality. This handbook, while reviewing many of these explanations, takes a different approach, concentrating instead on what needs to be accomplished to reduce inequality. A special section is devoted to new methodological work for studying social systems, including network analyses and school and teacher effects. Additionally, the book explores the changing landscape of higher education institutions, their respective populations, and how labor market opportunities are enhanced or impeded by differing postsecondary education pathways. Written by leading sociologists and rising stars in the field, each of the chapters is embedded in theory, but contemporary and futuristic in its implications. This Handbook serves as a blueprint for identifying new work for sociologists of education and other scholars and policymakers trying to understand many of the problems of inequality in education and what is needed to address them.

*Parenting Culture Studies* Oxford University Press

Learning how to carry out research projects using participant observation and in-depth interviews has become a priority for scholars in a wide range of fields, including anthropology, sociology, education, social work, nursing, and psychology. This book, a collection of well-known fieldwork accounts covering the qualitative research process, aims to help undergraduate students, graduate students, and scholars in the social sciences understand common problems in the research process and learn strategies for resolving them. Unlike methods books that treat research issues in a superficial or prescriptive fashion, this book realistically portrays, through researchers own accounts, the process of discovery and resolution of conflicts involved in fieldwork. It also shows the costs involved in the choice of solutions. Students and seasoned scholars alike will find the collection a source of knowledge, inspiration, and comfort concerning the complexity of conducting fieldwork. } Learning how to carry out research projects using participant observation and in-depth interviews has become a priority for scholars in a wide range of fields, including anthropology, sociology, education, social work, nursing, and psychology. This book, a collection of well-known fieldwork accounts covering the qualitative research process, aims to help undergraduate students, graduate students, and scholars in the social sciences understand common problems in the research process and learn strategies for resolving them. Unlike methods books that treat research issues in a

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An updated edition of a standard in its field that remains relevant more than thirty years after its original publication. Over thirty years ago, sociologist and University of California, Berkeley professor Arlie Hochschild set off a tidal wave of conversation and controversy with her bestselling book, *The Second Shift*. Hochschild's examination of life in dual-career households finds that, factoring in paid work, child care, and housework, working mothers put in one month of labor more than their spouses do every year. Updated for a workforce that is now half female, this edition cites a range of updated studies and statistics, with an afterword from Hochschild that addresses how far working mothers have come since the book's first publication, and how much farther we all still must go.

**Parenting in Privilege Or Peril** Penguin

Our children mean the world to us. They are so central to our hopes and dreams that we will do almost anything to keep them healthy, happy, and safe. What happens, then, when a child has serious problems? In *Family Trouble*, a compelling portrait of upheaval in family life, sociologist Ara Francis tells the stories of middle-class men and women whose children face significant medical, psychological, and social challenges. Francis interviewed the mothers and fathers of children with such problems as depression, bi-polar disorder, autism, learning disabilities, drug addiction, alcoholism, fetal alcohol syndrome, and cerebral palsy. Children's problems, she finds, profoundly upset the foundations of parents' everyday lives, overturning taken-for-granted expectations, daily routines, and personal relationships. Indeed, these problems initiated a chain of disruption that moved through parents' lives in domino-like fashion, culminating in a crisis characterized by uncertainty, loneliness, guilt, grief, and anxiety. Francis looks at how mothers and fathers often differ in their interpretation of a child's condition, discusses the gendered nature of child rearing, and describes how parents struggle to find effective treatments and to successfully navigate medical and educational bureaucracies. But above all, *Family Trouble* examines how children's problems disrupt middle-class dreams of the "normal" family. It captures how children's problems "radiate" and spill over into other areas of parents' lives, wreaking havoc even on their identities, leading them to reevaluate deeply held assumptions about their own sense of self and what it means to achieve the good life. Engagingly written, *Family Trouble* offers insight to professionals and solace to parents. The book offers a clear message to anyone in the throes of family trouble: you are in good company, and you are not as different as you might feel...

**Race in the Schoolyard** Harvard University Press

This book provides selections from the seminal works of Karl Marx, Max Weber, W.E.B. Du Bois, and Charlotte Perkins Gilman that reveal some of the reasons why class, race, and gender inequalities have proven very adaptive and can flourish even today in the 21st century.

**Unequal Childhoods** Oxford University Press

In the United States, some populations suffer from far greater disparities in health than others. Those disparities are caused not only by fundamental differences in health status across segments of the population, but also because of inequities in factors that impact health status, so-called determinants of health. Only part of an individual's health status depends on his or her behavior and choice; community-wide problems like poverty, unemployment, poor education, inadequate housing, poor public transportation, interpersonal violence, and decaying neighborhoods also contribute to health inequities, as well as the historic and ongoing interplay of structures, policies, and norms that shape lives. When these factors are not optimal in a community, it does not mean they are intractable: such inequities can be mitigated by social policies that can shape health in powerful ways. *Communities in Action: Pathways to Health Equity* seeks to delineate the causes of and the solutions to health inequities in the United States. This report focuses on what communities can do to promote health equity, what actions are needed by the many and varied stakeholders that are part of communities or support them, as well as the root causes and structural barriers that need to be overcome.

**Negotiating Opportunities** Univ of California Press

The book covers the research on economic inequality, including the social construction of racial categories, the uneven and stalled gender revolution, and the role of new educational forms and institutions in generating both equality and inequality.

**American Families** Routledge

"In the decades it takes to bring up a child, parents face challenges that are both helped and hindered by the fact that they are living through a period of unprecedented digital innovation. Drawing on extensive research with diverse parents, this book reveals how digital technologies give personal and political parenting struggles a distinctive character, as parents determine how to forge new territory with little precedent, or support. The book reveals the pincer movement of parenting in late modernity. Parents are both more burdened with responsibilities and charged with respecting the agency of their child-leaving much to negotiate in today's "democratic" families. The book charts how parents now often enact authority and values through digital technologies-as "screen time," games, or social media become ways of both being together and setting boundaries. The authors show how digital technologies introduce both valued opportunities and new sources of risk. To light their way, parents comb through the hazy memories of their own childhoods and look toward varied imagined futures. This results in deeply diverse parenting in the present, as parents move between embracing, resisting, or balancing the role of technology in their own and their children's lives. This book moves beyond the panicky headlines to offer a deeply researched exploration of what it means to parent in a period of significant social and technological change. Drawing on qualitative and quantitative research in the United Kingdom, the book offers conclusions and insights relevant to parents, policymakers, educators, and researchers everywhere"--

**Being Gendered in the Twenty-First Century** Russell Sage Foundation

An insightful examination of why we compare ourselves to those above and below us. The United States was founded on the principle of equal opportunity for all, and this ethos continues to inform the nation's collective identity. In reality, however, absolute equality is elusive. The gap between rich and poor has widened in recent decades, and the United States has the highest level of economic inequality of any developed country. Social class and other differences in status reverberate throughout American life, and prejudice based on another's perceived status persists among individuals and groups. In *Envy Up, Scorn Down*, noted social psychologist Susan Fiske examines the psychological underpinnings of interpersonal and intergroup comparisons, exploring why we compare ourselves to those both above and below us and analyzing the social consequences of such comparisons in day-to-day life. What motivates individuals, groups, and cultures to envy the status of some and scorn the status of others? Who experiences envy and scorn most? *Envy Up, Scorn Down* marshals a wealth of recent psychological studies as well as findings based on years of Fiske's own research to address such questions. She shows that both envy and

scorn have distinctive biological, emotional, cognitive, and behavioral characteristics. And though we are all "wired" for comparison, some individuals are more vulnerable to these motives than others. Dominant personalities, for example, express envy toward high-status groups such as the wealthy and well-educated, and insecurity can lead others to scorn those perceived to have lower status, such as women, minorities, or the disabled. Fiske shows that one's race or ethnicity, gender, and education all correlate with perceived status. Regardless of whether one is accorded higher or lower status, however, all groups rank their members, and all societies rank the various groups within them. We rate each group as either friend or foe, able or unable, and accordingly assign them the traits of warmth or competence. The majority of groups in the United States are ranked either warm or competent but not both, with extreme exceptions: the homeless or the very poor are considered neither warm nor competent. Societies across the globe view older people as warm but incompetent. Conversely, the very rich are generally considered cold but highly competent. *Envy Up, Scorn Down* explores the nuances of status hierarchies and their consequences and shows that such prejudice in its most virulent form dehumanizes and can lead to devastating outcomes—from the scornful neglect of the homeless to the envious anger historically directed at Tutsis in Rwanda or Jews in Europe. Individuals, groups, and even cultures will always make comparisons between and among themselves. *Envy Up, Scorn Down* is an accessible and insightful examination of drives we all share and the prejudice that can accompany comparison. The book deftly shows that understanding envy and scorn—and seeking to mitigate their effects—can prove invaluable to our lives, our relationships, and our society.

**Unequal City** Rutgers University Press

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.

**Class Work** Unequal Childhoods Class, Race, and Family Life, Second Edition with an Update a Decade Later

Why have the minutiae of how parents raise their children become routine sources of public debate and policy making? This book provides in-depth answers to these features drawing on a wide range of sources from sociology, history, anthropology and psychology, covering developments in both Europe and North America.

**Inequality in the Promised Land** Russell Sage Foundation

Social class is often seen as an intractable barrier to success, yet a number of children from disadvantaged backgrounds still manage to show resilience and succeed against the odds. This book presents the findings from fifty Child and Family Case Studies (CFCS) conducted with 13-16 year olds. The authors look specifically at the roles that people and experiences - at home, in schools and in the wider community - have played in the learning life-courses of these children; how these factors have affected their achievement; and explanations and meanings given by respondents to the unique characteristics, experiences and events in their lives. Featuring the voices of real parents and children, and backed up by a decade of quantitative data, this is a compelling record that will help readers to understand the complex nature of social disadvantage and the interplay between risk and protective factors in homes and schools that can make for a transformational educational experience.

**Choosing Homes, Choosing Schools** Rowman & Littlefield

*Trapped in a Maze* provides a window into families' lived experiences in poverty by looking at their complex interactions with institutions such as welfare, hospitals, courts, housing, and schools. Families are more intertwined with institutions than ever as they struggle to maintain their eligibility for services and face the possibility that involvement with one institution could trigger other types of institutional oversight. Many poor families find themselves trapped in a multi-institutional maze, stuck in between several systems with no clear path to resolution. Tracing the complex and often unpredictable journeys of families in this maze, this book reveals how the formal rationality by which these institutions ostensibly operate undercuts what they can actually achieve. And worse, it demonstrates how involvement with multiple institutions can perpetuate the conditions of poverty that these families are fighting to escape.

**How Does It Work?** Cambridge University Press

With the original 1987 publication of *Ain't No Makin' It* Jay MacLeod brought us to the Clarendon Heights housing project where we met the "Brothers" and "Hallway Hangers." Their story of poverty, race, and defeatism moved readers and challenged ethnic stereotypes. MacLeod's return eight years later, and the resulting 1995 revision, revealed little improvement in the lives of these men as they struggled in the labor market and crime-ridden underground economy. This classic ethnography addresses one of the most important issues in modern social theory and policy: how social inequality is reproduced from one generation to the next. Now republished with a preface by Joe Feagin, *Ain't No Makin' It* remains an admired and invaluable text.

**Social Stratification** Macmillan

This new edition contextualizes Lareau's original ethnography in a discussion of the most pressing issues facing educators at the beginning of the new millennium.

**Education Research On Trial** Routledge

In the past forty years, American families have become more racially and ethnically diverse than ever before. Different family forms and living arrangements have also multiplied, with single-parent families, cohabiting couples with children, divorced couples with children, stepfamilies, and newly-visible same-sex families. During the same period, socioeconomic inequality among families has risen to levels not seen since the 1920s. This second edition of *American Families* offers several benefits: clear conceptual focus new attention to the historical origins of contemporary family diversity well-chosen essays by leading names from across the curriculum explores the interactions between race-ethnicity, class, gender, and sexuality in shaping family life cCompletely updated and expanded bibliography of related sources new companion website with student and instructor resources to enhance learning. Leading off with a comprehensive and teachable introduction to the topic, this completely updated, revised, and expanded second edition of Stephanie Coontz's classic collection *American Families* remains the best resource available on family diversity in America. For additional information and classroom resources please visit the *American Families* companion website at [www.routledge.com/textbooks/9780415958219](http://www.routledge.com/textbooks/9780415958219).

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