LEAVING CHILDREN BEHIND
How “Texas-style” Accountability Fails Latino Youth
ANGELA VALENZUELA, EDITOR

Argues for a more valid and democratic approach to assessment and accountability.

The federal government has based much of its education policies on those adopted in Texas. This book examines how “Texas-style” accountability—the notion that decisions governing retention, promotion, and graduation should be based on a single test score—fails Latina/o youth and their communities. The contributors, many of them from Texas, scrutinize state policies concerning high-stakes testing and provide new data that demonstrate how Texas’s current system of testing results in a plethora of new inequalities. They argue that Texas policies exacerbate historic inequities, fail to accommodate the needs and abilities of English language learners, and that the dramatic educational improvement attributed to Texas’s system of accountability is itself questionable. The book proposes a more valid and democratic approach to assessment and accountability that would combine standardized examinations with multiple sources of information about a student’s academic performance.

“With all of the emphasis on accountability and testing in our schools, too many of us have forgotten to ask what the real effects of such movements actually are. Leaving Children Behind is a powerful analysis of why such questions must be asked by anyone who cares about the relationship between current school reforms and the production of inequalities.” — Michael W. Apple

“U.S. schools have been engaged in a gigantic effort to impose Texas-style test-driven reform on all U.S. schools. This book reports things are very different than they seem in Texas and helps explain the major problems in implementing President Bush’s No Child Left Behind law. The richness of the contributions by major Latino scholars to this analysis should help us understand the tremendous need to diversify our faculties if we are to understand our changing society and its schools.” — Gary Orfield

Angela Valenzuela is Associate Professor of Curriculum and Instruction and Mexican American Studies at the University of Texas at Austin.

A volume in the SUNY series, The Social Context of Education
Christine E. Sleeter, editor

October ■ 320 pp.
Illustrated: 16 tables, 6 figures
$24.95 pb ISBN 0-7914-6240-4
$73.50 hc ISBN 0-7914-6239-0

For a list of contributors, see page 63.

RISKING DIFFERENCE
Identification, Race, and Community in Contemporary Fiction and Feminism
JEAN WYATT

Looks at the dynamics of multicultural feminist community in both fictional and nonfictional works.

Risking Difference revises the dynamics of multicultural feminist community by exploring the ways that identification creates misrecognitions and misunderstandings between individuals and within communities. Drawing on Lacanian psychoanalysis, Jean Wyatt argues not only that individual psychic processes of identification influence social dynamics, but also that social discourses of race, class, and culture shape individual identifications. In addition to examining fictional narratives by Margaret Atwood, Angela Carter, Sandra Cisneros, Toni Morrison, and others, Wyatt also looks at nonfictional accounts of cross-race relations by white feminists and feminists of color.

“Risking Difference is a trenchant, lucid, and daring inquiry into the power and dangers of identification in recent feminist discourse and practice. Wyatt thoughtfully unravels the desires that fuel idealizing identifications, especially those that cross racial boundaries, and examines the damage these fantasies inflict on the possibility of an enduring and diverse feminist community. This is an important book for anyone committed to keeping the conceptual and social boundaries of the female subject open.” — Elizabeth Abel, coeditor of Female Subjects in Black and White: Race, Psychoanalysis, Feminism

“Simultaneously bold and delicate, Jean Wyatt’s Risking Difference fuses psychoanalytic theory, feminism, narrative theory, anti-racist discourse, and concerns within multicultural politics to propose an original praxis for feminist intersubjectivity … This is a vigorous, careful, lucid, and thoroughly readable contribution to feminist ethics and politics.” — Kalpana Seshadri-Crooks, author of Desiring Whiteness: A Lacanian Analysis of Race

Jean Wyatt is Professor of English and Comparative Literary Studies at Occidental College and the author of Reconstructing Desire: The Role of the Unconscious in Women’s Reading and Writing.

A volume in the SUNY series in Psychoanalysis and Culture
Henry Sussman, editor
A volume in the SUNY series in Feminist Criticism and Theory
Michelle A. Masse, editor

June ■ 320 pp.
$23.95 pb ISBN 0-7914-6128-9
$71.50 hc ISBN 0-7914-6127-0
FIT TO TEACH
Same-Sex Desire, Gender, and School Work in the Twentieth Century
JACKIE M. BLOUNT

Examines the construction of gender in public school employment.

Jackie M. Blount offers a history of school workers in the United States who have desired persons of the same sex as well as those who have transgressed conventional gender bounds. Despite recent impressive social and political gains for lesbian, gay, bisexual, and transgender (LGBT) persons, schools remain a zone of great vulnerability for the larger LGBT movement. This thoroughly researched, vivid, and engaging book details the largely untold story of how this state of affairs developed during the twentieth century. It also profiles some of the remarkable people who have risked their careers by brilliantly organizing for LGBT rights, openly challenging discriminatory laws and practices, and educating their communities about conditions for LGBT school workers and students alike.

“There is no more significant topic in the field of teaching and teacher education today than the one addressed in this book. Blount offers a thorough and sensitive examination of this controversial topic.” — Wayne J. Urban, coauthor of American Education: A History, Third Edition

“The author’s use and description of ‘same-sex desire’ allows for an entire reframing of significant questions related to the history and sociology of education. This work taps into an area that, collectively, we (educators and the society at large) know very little about. The author makes a convincing case for our need to know and begins to suggest the policy implications and pedagogical implications of the possession of such knowledge. This is a groundbreaking book.” — Thalia M. Mulvihill, Ball State University

Jackie M. Blount is Professor of Historical, Philosophical, and Comparative Studies in Education at Iowa State University and the author of Destined to Rule the Schools: Women and the Superintendency, 1873–1995, also published by SUNY Press.

November ■ 272 pp.
Illustrated: 1 table, 2 figures
$45.00 hc only ISBN 0-7914-6267-6

MIXED RACE STUDENTS IN COLLEGE
The Ecology of Race, Identity, and Community on Campus
KIRSTEN A. RENN

Portrays the diverse experiences and identities of mixed race college students.

“It’s kind of an odd thing, really, because it’s not like I’m one or the other, or like I fit here or there, but I kind of also fit everywhere. And nowhere. All at once. You know?” — Florence

“My racial identity, I would have to say, is multiracial. I am of the future. I believe there is going to come a day when a very, very large majority of everybody in the world is going to be mixed with more than one race. It’s going to be multiracial for everybody. Everybody and their mother!” — Jack

Kristen A. Renn offers a new perspective on racial identity in the United States, that of mixed race college students making sense of the paradox of deconstructing racial categories while living on campuses sharply divided by race and ethnicity. Focusing on how peer culture shapes identity in public and private spaces, the book presents the findings of a qualitative research study involving fifty-six undergraduates from a variety of institutions. Renn uses an innovative ecology model to examine campus peer cultures and documents five patterns of multiracial identity that illustrate possibilities for integrating notions of identity construction (and deconstruction) with the highly salient nature of race in higher education. One of the most ambitious scholarly attempts to date to portray the diverse experiences and identities of mixed race college students, the book also discusses implications for higher education practice, policy, theory, and research.

Kristen A. Renn is Assistant Professor of Higher, Adult, and Lifelong Education at Michigan State University.

A volume in the SUNY series, Frontiers in Education
Philip G. Altbach, editor

July ■ 320 pp.
Illustrated: 13 tables, 6 figures
$68.50 hc ISBN 0-7914-6163-7
THE EMANCIPATORY PROMISE OF CHARTER SCHOOLS
Toward a Progressive Politics of School Choice
ERIC ROFES AND LISA M. STULBERG, EDITORS
FOREWORD BY HERBERT GINTIS

Offers a broad, multidisciplinary, and progressive look at school choice.

This book opens up a critical conversation among progressive educators of various generations, races, perspectives, and social locations about one specific school reform initiative—charters. Eric Rofes and Lisa M. Stulberg bring together scholars who both study and actively participate in school choice reform and charge them to be “bold in their questioning and assertive in their own ambivalence” about this complex, racially charged public issue. The editors argue that unlike school vouchers, charter school reform during its first decade illustrates that these institutions can play a powerful role in reviving participation in public education, expanding opportunities for progressive methods in public school classrooms, and providing new energy to community-based, community-controlled school initiatives. The result is a groundbreaking volume that pushes boundaries, questions assumptions, and rocks foundations of progressive thought.

“In The Emancipatory Promise of Charter Schools, an impressive group of activist educators have gathered together to rethink the debate and redraw the lines of struggle. This may become a guide to reframe debates about other issues: standards, equity, justice.” — Bill Ayers, University of Illinois at Chicago

“At last, a critical analysis of charters rooted in the experiences of the schools and the educators who lead them. Charter schools are by no means a panacea for the problems that beset public education, but this collection of essays shows why they represent a legitimate strategy for reviving this vital American institution. For those who are tired of the failed policies and fads that drive school reform in this country, here is a book that provides you with a basis for hope and optimism.” — Pedro Noguera, author of City Schools and the American Dream: Reclaiming the Promise of Public Education

Eric Rofes is Assistant Professor of Education at Humboldt State University. Lisa M. Stulberg is Assistant Professor of Educational Sociology at New York University.

October ■ 304 pp.
Illustrated: 1 table, 5 figures
$24.95 pb ISBN 0-7914-6236-6
$73.50 hc ISBN 0-7914-6235-8

For a list of contributors, see page 63.

PREPARING FOR COLLEGE
Nine Elements of Effective Outreach
WILLIAM G. TIERNEY, ZOE B. CORWIN, AND JULIA E. COLYAR, EDITORS

Analyzes and defines the parameters of effective college outreach programs.

The remarkable diversity in college preparation programs raises a compelling question: With a finite amount of time and resources, which activities are most likely to improve educational achievement for underrepresented youth in the United States? This book defines and analyzes the parameters of effective college outreach programs. Instead of looking at college preparation writ large, contributors focus on various program components, examining how elements such as academic preparation, culture, family, and mentoring operate within the context of preparation programs and how each contributes—or does not contribute—to program success. By engaging with individual program elements, the contributors provide a means for studying, evaluating, and improving them.

“Limitations in educational funding make measurable outcomes even more critical for outreach programs. The authors’ arguments for programs that are based on sound theoretical arguments and effective program outcomes will not go unheeded. This is a valuable text for administrators, counselors, researchers, and faculty members who study or participate in programs to improve the achievement of underrepresented youths.” — Ken Kempner, coeditor of The Social Role of Higher Education: Comparative Perspectives

At the Center for Higher Education Policy Analysis at the University of Southern California, William G. Tierney is Director and the Wilbur-Kieffer Professor of Higher Education, Zoë B. Corwin is Research Assistant, and Julia E. Colyar is Postdoctoral Research Associate. Tierney has written many books, including Increasing Access to College: Extending Possibilities for All Students (coedited with Linda Serra Hagedorn), also published by SUNY Press.

A volume in the SUNY series, Frontiers in Education
Philip G. Altbach, editor

November ■ 288 pp.
Illustrated: 6 tables, 2 figures
$73.50 hc ISBN 0-7914-6275-7

For a list of contributors, see page 63.
Acknowledging the dual notions of danger and opportunity that present themselves in contemporary social and ecological crises, this book explores how both peace and environmental education can transform the way we think and what we value. The book outlines the link between social violence and ecological degradation and the need to educate for the purpose of achieving social and ecological peace. Specialists in peace and environmental education offer a holistic and integrated approach on educating about these problems and challenges. They also provide educational strategies, such as curricular frameworks and pedagogical innovations appropriate for both formal and informal settings, and case studies and examples that illustrate their application.

“This book offers the most comprehensive and cogently argued case for conjoining environmental, social justice, and peace education that I have encountered. The authors present a multifaceted vision of why such education is needed and what it might look like. I finished each chapter with a sense of intellectual excitement and gratitude. I look forward to using the book in my classes.” — Gregory A. Smith, coeditor of Ecological Education in Action: On Weaving Education, Culture, and the Environment

Anita L. Wenden is Professor Emerita of Research and Academic Writing and Professor Emerita of Cultural Diversity at York College, The City University of New York, as well as the Director of Peace Education and Research at Earth and Peace Education Associates International. She is the coeditor (with Christina Schäffner) of Language and Peace.