

Language In The Inner City Studies In The Black English Vernacular Conduct And Communication

The inspiring, true coming-of-age story of a ferociously determined young man who, armed only with his intellect and his willpower, fights his way out of despair. In 1993, Cedric Jennings was a bright and ferociously determined honor student at Ballou, a high school in one of Washington D.C. ' s most dangerous neighborhoods, where the dropout rate was well into double digits and just 80 students out of more than 1,350 boasted an average of B or better. At Ballou, Cedric had almost no friends. He ate lunch in a classroom most days, plowing through the extra work he asked for, knowing that he was really competing with kids from other, harder schools. Cedric Jennings ' s driving ambition—which was fully supported by his forceful mother—was to attend a top college. In September 1995, after years of near superhuman dedication, he realized that ambition when he began as a freshman at Brown University. But he didn't leave his struggles behind. He found himself unprepared for college: he struggled to master classwork and fit in with the white upper-class students. Having traveled too far to turn back, Cedric was left to rely on his intelligence and his determination to maintain hope in the unseen—a future of acceptance and reward. In this updated edition, *A Hope in the Unseen* chronicles Cedric ' s odyssey during his last two years of high school, follows him through his difficult first year at Brown, and tells the story of his subsequent successes in college and the world of work. Eye-opening, sometimes humorous, and often deeply moving, *A Hope in the Unseen* weaves a crucial new thread into the rich and ongoing narrative of the American experience.

Examines the shifting paradigm of unmarried fatherhood in inner cities in the United States, citing how economic and cultural changes have transformed the meaning of fatherhood among the urban poor.

The Inner City, the Underclass, and Public Policy, Second Edition

Language in the Inner City ; Studies in the Black English Vernacu

Demythologizing the Inner-city Child

An Experiment to Investigate the Effectiveness of Organising English as a Second Language Support for Children in the Context of Mainstream Classrooms

Code of the Street: Decency, Violence, and the Moral Life of the Inner City

Aspects of Morphemics, Syntax, and Semology

Poems inspired by traditional nursery rhymes depict the grim reality of inner city life, including such topics as crime, drug abuse, unemployment, and inadequate housing.

After a heist on a freight train leads to murder, Johnny and his friends go to work for kingpin Duke Davis, but when Duke recruits Johnny's little sister Leslie for prostitution and later kills her, Johnny seeks revenge.

Becoming Teachers of Inner-city Students

Men Talk

Doing the Best I Can

Oral and Literate Strategies in an Inner City Community

Language in the Inner City. St. Ed

Inner City Issues

Language in the Inner City Studies in the Black English Vernacular University of Pennsylvania Press

Unsparing and important. . . . An informative, clearheaded and sobering book.—Jonathan Yardley, Washington Post (1999 Critic's Choice) Inner-city black America is often stereotyped as a place of random violence, but in fact, violence in the inner city is regulated through an informal but well-known code of the street. This unwritten set of rules—based largely on an individual's ability to command respect—is a powerful and pervasive form of etiquette, governing the way in which people learn to negotiate public spaces. Elijah Anderson's incisive book delineates the code and examines it as a response to the lack of jobs that pay a living wage, to the stigma of race, to rampant drug use, to alienation and lack of hope.

An American Odyssey from the Inner City to the Ivy League

Inner City Hoodlum

Research in Education

The Unrecognized Dilemma of Inner-city Schools

The Inner City Mother Goose

Investigation of the Oral Language Patterns of Black, Inner-city, Good, Average, and Poor Readers

Is the United States justified in seeing itself as a meritocracy, where stark inequalities in pay and employment reflect differences in skills, education, and effort? Or does racial discrimination still permeate the labor market, resulting in the systematic under hiring and underpaying of racial minorities, regardless of merit? Throughout the 1980s and early 1990s African Americans have lost ground to whites in the labor market, but this widening racial inequality is most often attributed to economic restructuring, not the racial attitudes of employers. It is argued that the educational gap between blacks and whites, though narrowing, carries greater penalties now that we are living in an era of global trade and technological change that favors highly educated workers and displaces the low-skilled. *Stories Employers Tell* demonstrates that this conventional wisdom is incomplete. Racial discrimination is still a fundamental part of the explanation of labor market disadvantage. Drawing upon a wide-ranging survey of employers in Atlanta, Boston, Detroit, and Los Angeles, Moss and Tilly investigate the types of jobs employers offer, the skills required, and the recruitment, screening and hiring procedures used to fill them. The authors then follow up in greater depth on selected employers to explore the attitudes, motivations, and rationale underlying their hiring decisions, as well as decisions about where to locate a business. Moss and Tilly

show how an employer's perception of the merit or suitability of a candidate is often colored by racial stereotypes and culture-bound expectations. The rising demand for soft skills, such as communication skills and people skills, opens the door to discrimination that is rarely overt, or even conscious, but is nonetheless damaging to the prospects of minority candidates and particularly difficult to police. Some employers expressed a concern to race-match employees with the customers they are likely to be dealing with. As more jobs require direct interaction with the public, race has become increasingly important in determining labor market fortunes. Frequently, employers also take into account the racial make-up of neighborhoods when deciding where to locate their businesses. Ultimately, it is the hiring decisions of employers that determine whether today's labor market reflects merit or prejudice. This book, the result of years of careful research, offers us a rare opportunity to view the issue of discrimination through the employers' eyes. A Volume in the Multi-City Study of Urban Inequality

What do effective youth organizations offer inner-city youngsters that schools do not? This book suggests that educators can learn much from inner-city social and youth organizations, which reach at-risk youngsters by developing a sense of family that many of them fail to get at home. Addressing a variety of issues—collaboration across organizations, the role of gangs in social control, the historical roles of ethnicity and gender in youth organizations—Heath and McLaughlin describe frames for identity that extend beyond ethnicity and gender.

A Language Stimulation Guide for Inner-city Children

Life Histories and Teacher Stories of Committed White Teachers

A Challenge for Inner City Schools to Consider Integrated Language, Music, Drama and Dance Experience as Compensatory Curriculum for At-risk Urban Minorities in Elementary School

The Oral Language of the Inner City Black Child

The Politics of Language Change

Language in the Inner City

Explores the daily lives of a group of inner city residents, focusing particularly upon their language use and other types of literate strategies used to gain resources, access to social institutions, and respect.

Becoming Teachers of Inner-city Students takes on the continuing challenges of White teachers in increasingly de facto re-segregated schools of the present. Drawing on the author's eighteen years of experience as a classroom teacher and his research on White teachers of inner-city students, Becoming Teachers provides key discussions on professional identity for preservice teachers, professional educators, and researchers interested in diversity education or urban education. Driving at complex recognitions of race, class, culture, language, and gender as a basis for teaching and learning with diverse urban students, the author's and other White teachers' life and teaching stories move beyond prescriptive models of professional identity for preservice and professional teachers to "follow." Instead, life and teaching stories in Becoming Teachers demonstrate again and again that in teaching the personal is political, professional knowledges are forged in practice, and – overall – that becoming a professional teacher is a process that draws on one's experiences and inner-most convictions. Becoming Teachers, updating Vivian Paley's White Teacher and reworking Christine Sleeter's multicultural research on White teachers' race-evasive identities, moves discussions on White teacher identity toward a second wave of race-visible professional identity for White teachers in the present. James Jupp's book is an instruction on how to keep the democratic educational experiment on the workbench... – Roger Slee, Professor and Director of the Victoria Institute for Education, Diversity, and Life Long Learning at Victoria University, Melbourne James Jupp thoughtfully explicates the complexity of the social justice literature in education related to race, class, culture, language, gender and other differences in classrooms. Jupp is one of the leading scholars in education who challenges static notions of difference and opens up new curriculum spaces for a second wave of critical race work. Challenging the field to consider more nuanced possibilities that will advance social justice in the present, Jupp provides generous readings for new intercultural alliances. Jupp's Becoming Teachers of Inner-city Students offers a fresh understanding for those who are looking for new ways to understand teachers' lives and professional identities. – Patrick Slattery, Professor of Curriculum, Texas A&M University Jupp does the hard work, here, of understanding where we have been in conceptualizing the racial identities of White teachers. And then he does something harder. With abundant intelligence, courage, and generosity, Jupp opens up new pathways for our thinking and feeling and action. Read this book. – Timothy Lensmire, Associate Professor of Curriculum & Instruction, University of Minnesota

Young Inner City Families: Development of Ego Strength Under Stress

The Truly Disadvantaged

The Struggle and the Tools

An Exploratory Study of the Language of Black Inner-city Elementary School Children

Fatherhood in the Inner City

The Language Circle

With the recent controversy in the Oakland, California school district about Ebonics—or as it is referred to in sociolinguistic circles, African American Vernacular English or Black English Vernacular—much attention has been paid to the patterns of speech prevalent among African Americans in the inner city. In January 1997, at the height of the Ebonics debate, author and prominent sociolinguist William Labov testified before a Senate subcommittee that for most inner city African American children, the relation of sound to spelling is different, and more complicated than for speakers of other dialects. He suggested that it was time to apply this knowledge to the teaching of reading. The testimony harkened back to research contained in his groundbreaking book Language in the Inner City, originally published in 1972. In it, Labov probed the question "Does 'Black English' exist?" and emerged with an answer that was well ahead of his time, and that remains essential to our contemporary understanding of the subject. Language in the Inner City firmly establishes African American Vernacular English not simply as slang but as a well-formed set of rules of pronunciation and grammar capable of conveying complex logic and reasoning. Studying not only the normal processes of communication in the

inner city but such art forms as the ritual insult and ritualized narrative, Labov confirms the Black vernacular as a separate and independent dialect of English. His analysis goes on to clarify the nature and processes of linguistic change in the context of a changing society. Perhaps even more today than two decades ago, Labov's conclusions are mandatory reading for anyone concerned with education and social change, with African American culture, and with the future of race relations in this country.

*Throughout the 1980s and into the 1990s, policy for inner city regeneration underwent a transformation from a reliance on central and local government activity and the use of public funds, to a much heavier dependence on private sector activities and private investment. In *The Enterprise Culture and the Inner City*, the authors offer a vigorous and critical investigation of government policy and, in response to the result of the 1992 general election and the implications of the Olympia and York Canary Wharf project, present a credible prediction for the future (or lack of future) of the inner city.*

Teaching Standard English in the Inner City

Between Good and Ghetto

Crime, Curriculum and the Performing Arts

Stories Employers Tell

The Enterprise Culture and the Inner City

Ethnography, Linguistics, Narrative Inequality

Men Talk draws on rich conversational material from a wide range of contexts to illuminate our understanding of men and masculinities at the turn of the millennium. Draws on rich conversational material to illuminate our understanding of men and masculinities at the turn of the millennium. Collects data from a wide range of conversations, including garage mechanics on a break, carpenters at the pub after work, and university academics chatting after hours. Focuses on stories, which occur within all-male conversations. Makes a distinctive contribution to our understanding of the intersection of language and masculinity.

*Renowned American sociologist William Julius Wilson takes a look at the social transformation of inner city ghettos, offering a sharp evaluation of the convergence of race and poverty. Rejecting both conservative and liberal interpretations of life in the inner city, Wilson offers essential information and a number of solutions to policymakers. *The Truly Disadvantaged* is a wide-ranging examination, looking at the relationship between race, employment, and education from the 1950s onwards, with surprising and provocative findings. This second edition also includes a new afterword from Wilson himself that brings the book up to date and offers fresh insight into its findings. "The Truly Disadvantaged should spur critical thinking in many quarters about the causes and possible remedies for inner city poverty. As policymakers grapple with the problems of an enlarged underclass they—as well as community leaders and all concerned Americans of all races—would be advised to examine Mr. Wilson's incisive analysis."—Robert Greenstein, *New York Times Book Review**

African American Girls and Inner-City Violence

Stories in the Making of Masculinities

Identity and Inner-City Youth

A Challenge for Inner City Schools to Consider Language, Music, Drama and Dance Experiences as Compensatory Curriculum for At-risk Urban Minorities in Elementary School

The Language of the Black Inner City School Community with Implications for Teaching

Becoming Literate in an Inner City, Whole Language School

This collection of work addresses the contribution that ethnography and linguistics make to education, and the contribution that research in education makes to anthropology and linguistics.; The first section of the book pinpoints characteristics of anthropology that most make a difference to research in education. The second section describes the perspective that is needed if the study of language is to contribute adequately to problems of education and inequality. Finally, the third section takes up discoveries about narrative, which show that young people's narratives may have a depth of form and skill that has gone largely unrecognized.

With an outward gaze focused on a better future, *Between Good and Ghetto* reflects the social world of inner city African American girls and how they manage threats of personal violence. Drawing on personal encounters, traditions of urban ethnography, Black feminist thought, gender studies, and feminist criminology, Nikki Jones gives readers a richly descriptive and compassionate account of how African American girls negotiate schools and neighborhoods governed by the so-called "code of the street"—the form of street justice that governs violence in distressed urban areas. She reveals the multiple strategies they use to navigate interpersonal and gender-specific violence and how they reconcile the gendered dilemmas of their adolescence. Illuminating struggles for survival within this group, *Between Good and Ghetto* encourages others to move African American girls toward the center of discussions of "the crisis" in poor, urban neighborhoods.

Teaching English as a Second Language in an Inner City Junior School

Ribbin', Jivin', and Playin' the Dozens

Toward An Understanding Of Voice

Inner City Blues: A Charlotte Justice Novel (Charlotte Justice Novels)

Dialect Diversity in America

Inside the Teaching and Learning of Language in an Inner City Elementary School

African-American LAPD homicide detective Charlotte Justice saves Dr. Lance Mitchell during a violent confrontation with police when he's mistaken for a car thief. However, the body of a former radical who murdered Charlotte's husband and baby girl years ago is found nearby--with the doctor's wallet beneath it. Defying her superiors, Charlotte sets out to uncover the twisted truth connecting the two men. (July)

The sociolinguist William Labov has worked for decades on change in progress in American dialects and on African American Vernacular English (AAVE). In Dialect Diversity in America, Labov examines the diversity among American dialects and presents the counterintuitive finding that geographically localized dialects of North American English are increasingly diverging from one another over time. Contrary to the general expectation that mass culture would diminish regional differences, the dialects of Los Angeles, Dallas, Chicago, Birmingham, Buffalo, Philadelphia, and New York are now more different from each other than they were a hundred years ago. Equally significant is Labov's finding that AAVE does not map with the geography and timing of changes in other dialects. The home dialect of most African American speakers has developed a grammar that is more and more different from that of the white mainstream dialects in the major cities studied and yet highly homogeneous throughout the United States. Labov describes the political forces that drive these ongoing changes, as well as the political consequences in public debate. The author also considers the recent geographical reversal of political parties in the Blue States and the Red States and the parallels between dialect differences and the results of recent presidential elections. Finally, in attempting to account for the history and geography of linguistic change among whites, Labov highlights fascinating correlations between patterns of linguistic divergence and the politics of race and slavery, going back to the antebellum United States. Complemented by an online collection of audio files that illustrate key dialectical nuances, Dialect Diversity in America offers an unparalleled sociolinguistic study from a preeminent scholar in the field.

Race, Skill, and Hiring in America

The Inner-city Child

Review of Language in the Inner City

'Merican, an Inner City Dialect

A Comparison of the Language Development of Middle Class and Inner-city Black Children

Target in on Speech and Language