

# Contents

---

ABOUT THE AUTHOR xi

PREFACE xiii

Introduction	1
STYLE, FORM, AND STRUCTURE OF THE BOOK	7
<i>Style—Simple but not Simplistic</i>	7
<i>Form</i>	7
<i>Organization</i>	8
<i>Education as an Example</i>	9
WHAT'S IN IT FOR YOU? THE PERSONAL BENEFITS OF DEVELOPING A RACE, CLASS, GENDER, AND SEXUALITY ANALYSIS	10
<i>Recognizing Limiting Views of Others</i>	10
<i>Recognizing the Oppressor within—Internalized Oppression</i>	11
<i>Recognizing the Cost of Dominance</i>	11
<i>Gaining a Realistic Assessment of Our Environment</i>	12
<i>Achieving Good Mental Health</i>	13
<i>When Society Improves, We All Gain</i>	13

## Section One LAYING THE FOUNDATION

---

1. Defining Contested Concepts	17
RACE, CLASS, GENDER, AND SEXUALITY AS COMPLEX SOCIAL SYSTEMS	17
PROCESSES THAT OBSCURE RACE, CLASS, GENDER, AND SEXUALITY	18

DOMAINS AND STRUCTURES OF OPPRESSION	33
<i>Social Institutions</i>	26
<i>Social Relations of Control</i>	28
<b>2. A Historical Time Line of Indicators of Oppression</b>	<b>31</b>
LIMITS OF THE TIME LINE	31
<i>War of Maneuvers</i>	32
<i>War of Position</i>	32
HIGHLIGHTS OF THE TIME LINE	34
HISTORICAL TIME LINE OF RACE, CLASS, GENDER, AND SEXUALITY CONTESTS IN THE UNITED STATES	35
<i>Education</i>	35
<i>Polity</i>	40
<i>Work/Economy</i>	48
<i>Marriage/Reproduction</i>	53
Section Two	
A CONCEPTUAL FRAMEWORK: Five Themes	
<b>3. The Story of Margaret Welch: A Case Study</b>	<b>61</b>
AN INTERVIEW BY STUDDS TERKEL	61
INTERPRETING MARGARET'S STORY	64
PARTIAL TRUTHS: RACE, CLASS, GENDER, AND SEXUALITY AS SEPARATE SYSTEMS	67
<i>Race</i>	67
<i>Class</i>	68
<i>Gender</i>	69
<i>Sexuality</i>	69
FIVE THEMES: AN OVERVIEW OF THE CONCEPTUAL FRAMEWORK	70
<b>4. Themes: Historically and Geographically/Globally Contextual, Socially Constructed Power Relations</b>	<b>73</b>
HISTORICALLY AND GEOGRAPHICALLY GLOBALLY CONTEXTUAL	73
<i>Race</i>	74
<i>Class</i>	76
<i>Gender</i>	77
<i>Sexuality</i>	78

SOCIALLY CONSTRUCTED	80
<i>Race</i>	81
<i>Gender</i>	82
<i>Sexuality</i>	84
<i>Social Class</i>	85
POWER RELATIONSHIPS	87
5. Themes: Macro Social Structural and Micro Social Psychological Levels, Simultaneously Expressed	93
MACRO-MICRO PROCESSES IN THE IDEOLOGICAL DOMAIN	95
<i>Macro Processes</i>	95
<i>Micro Processes</i>	97
MACRO-MICRO PROCESSES IN THE POLITICAL DOMAIN	98
<i>Macro Processes</i>	98
<i>Micro Processes</i>	99
MACRO-MICRO PROCESSES IN THE ECONOMIC DOMAIN	100
<i>Macro Processes</i>	100
<i>Micro Processes</i>	103
SIMULTANEOUSLY EXPRESSED	104
QUESTIONS TO ASK WHEN ANALYZING RACE, CLASS, GENDER AND SEXUALITY	106
<i>Historically and Geographically/Globally Contextual</i>	106
<i>Socially Constructed</i>	107
<i>Power Relationships</i>	107
<i>Macro and Micro Levels</i>	108
<i>Simultaneously Expressed</i>	109
<i>Implications for Social Action and Social Justice</i>	109

Section Three  
A RACE, CLASS, GENDER, AND SEXUALITY ANALYSIS  
OF EDUCATION

---

6. Theo Wilson and Lynn Johnson: Case Studies	113
THE CASE OF THEO WILSON	113
THE CASE OF LYNN JOHNSON	116

PARTIAL TRUTHS: RACE, CLASS, GENDER, AND SEXUALITY AS SEPARATE SYSTEMS	118
<i>Race</i>	118
<i>Class</i>	119
<i>Gender</i>	119
<i>Sexuality</i>	119
RACE, CLASS, GENDER, AND SEXUALITY AS INTERRELATED SYSTEMS: QUESTIONS TO ASK	120
7. Education and the American Dream	122
DREAMS AND OPPRESSION	122
PREMISES OF THE AMERICAN DREAM	123
PARADOXES OF THE AMERICAN DREAM	124
EDUCATION: THE CORNERSTONE OF THE AMERICAN DREAM	127
<i>Individuals, Education, and the Dream</i>	128
<i>Groups, Education, and the Dream</i>	128
8. Themes: Historically and Geographically/Globally Contextual, Socially Constructed	132
HISTORICAL CONSTRUCTION OF RACE, CLASS, GENDER, AND SEXUALITY IN EDUCATION	134
<i>The Educational Model</i>	135
<i>Testing</i>	136
<i>Educating "Others"</i>	137
<i>Higher Education and Credentials</i>	140
CONTEMPORARY SOCIAL CONSTRUCTIONS OF RACE, CLASS, GENDER, AND SEXUALITY IN EDUCATION	140
<i>School Segregation</i>	141
<i>Class Segregation</i>	142
<i>Race Segregation</i>	144
<i>Gender Segregation</i>	145
<i>Sexuality Segregation</i>	146
<i>Segregation within Schools: Tracking</i>	147
<i>Different School Continuation and Dropout Rates</i>	150
9. Themes: Power Relationships, Macro Social Structural and Micro Social Psychological Levels, Simultaneously Expressed	152
MACRO SOCIAL STRUCTURAL POWER RELATIONS	152
<i>Political Power and Education</i>	153

<i>Economic Power and Education</i>	156
<i>Ideological Power and Education</i>	158
MICRO SOCIAL PSYCHOLOGICAL POWER RELATIONS	160
<i>Preschool</i>	161
<i>First, Second, and Third Grades</i>	162
<i>Fourth, Fifth, and Sixth Grades</i>	166
<i>Junior High School and High School</i>	
SIMULTANEOUSLY EXPRESSED	168
IMPLICATIONS FOR ACTIVISM AND SOCIAL JUSTICE	169
<i>Recommendations for Educational Reform</i>	172
<b>10. Envisioning Social Justice</b>	175
VISON	177
UNDERSTANDING/KNOWLEDGE	178
ACTION	182
<b>APPENDIX: HISTORICAL TIME LINE REFERENCES</b>	183
<b>REFERENCES</b>	190
<b>PERMISSION ACKNOWLEDGMENTS</b>	204
<b>INDEX</b>	206