



Book Series

Research on Women and Education

Series Editors

Beverly Irby, *Texas A&M University*; Julia Ballenger, *Texas A&M University, Commerce*

Over the past two decades greater numbers of courses and programs in colleges and universities have emerged that explore the lives and roles of women who have been engaged in shaping and determining the cultural contexts in which we live, yet parity for women and girls within schools, the workplace, and the academy have changed only slightly. The differential treatment between males and females in classrooms from the nursery school to the postdoctoral experience impact females? academic and career opportunities, social treatment, and participation in power structures.

Simultaneous to the growth in courses, there has been a growing faction within the academy who have voiced the belief that the work on and for women and education has been accomplished. Perhaps because of this pervasive belief and because inequities have taken a subtler, but deeper form of expression, we have never been in greater need of a book series devoted to Research on Women and Education.

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- Girls and Women of Color In STEM
- Girls and Women of Color In STEM
- Leading from a Feminist Soul
- Women of Color in STEM
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Women of Color In STEM Navigating the Double Bind in Higher Education

Beverly Irby, Texas A&M University; Nahed Abdelrahman, Texas A&M University; Barbara Polnick, Texas A&M University; Julia Ballenger, Texas A&M University, Commerce

2021. Paperback 978-1-64802-369-9 \$45.99. Hardcover 978-1-64802-370-5 \$85.99. eBook 978-1-64802-371-2 \$65.

Though there has been a rapid increase of women's representation in law and business, their representation in STEM fields has not been matched. Researchers have revealed that there are several environmental and social barriers including stereotypes, gender bias, and the climate of science and engineering departments in colleges and universities that continue to block women's progress in STEM. In this book, the authors address the issues that encounter women of color in STEM in higher education.

CONTENTS: Foreword, *Sonia J. Garcia*. Introduction, *Beverly Irby, Barbara Polnick, Julia Ballenger, and Nahed Abdelrahman*. Advancing Black Female and Latina Collegians in STEM: Mitigating Challenges Through STEM Enrichment Program Opportunities, *Tonisha B. Lane, Melissa Soto, and Kyaien O'Conner*. The Affordances and Constraints of Social Networks Among Latina Engineering Students, *Erika Mein, Alberto Esquinca, Elsa Villa, and Angelica Monarrez*. Challenges and Sources of Support for Latina Undergraduate and Graduate Students in STEM Disciplines, *Liza Renee Lizcano and Rosalía Chávez Zárate*. Closing Faculty Ranks: Black Women Mathematics Education Faculty Navigating Across Career Stages, *Erika Bullock, Jacqueline Leonard, Joi Spencer, and Erica Walker*. Colorful Portraits of Success: Black Women With Doctorates in Science, Technology, Engineering, or Mathematics (STEM), *Virginia C. Tickles and Krystal A. Foxx*. "We Should All Help Each Other": Latina Undergraduates Overcoming Barriers in Computing, *Heather Thiry and Sarah Hug*. How an African American Female Accomplishes Her Goals to Get to Higher Education, *Solongo Chuluunbaatar*. Life in the Double Bind: An Investigation of How the Experiences of African American Females Influence Their Performance in Freshman Chemistry, *Natasha Hillsman Johnson*. Making STEM Real for African American Female Preservice Science Teachers: Issues of Learning and Teaching in Science and Math Education Courses in Virginia, *Clair Berube and Patti Horne*. About the Editors. About the Authors.



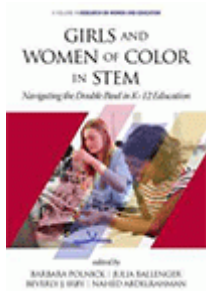
Girls and Women of Color In STEM Their Journeys in Higher Education

Nahed Abdelrahman, Texas A&M University; Beverly Irby, Texas A&M University; Julia Ballenger, Texas A&M University, Commerce; Barbara Polnick, Texas A&M University

2020. Paperback 978-1-64802-091-9 \$45.99. Hardcover 978-1-64802-092-6 \$85.99. eBook 978-1-64802-093-3 \$65.

The 11 chapters in this book provide a glimpse into the journeys that women from diverse backgrounds and ethnic differences take in their higher education undergraduate or graduate careers. The diverse women include ethnicities of Arabic, Asian, African-American, American Indian, and Latina.

CONTENTS: Foreword. Introduction. I Started to Know the Feeling of Being an Outsider: An Arab-American Muslim Woman's Narrative of Her STEM Education Journey, *Woong Lim and Katherine Crawford-Garrett*. Comparative Analysis of Enrollment and Degrees Awarded in STEM Field Among Gender, Race, and Ethnicity in Doctoral Universities in Texas, *Julia Ballenger, Delores Rice, and Johyun Kim*. Focus: Females of Color in STEM, *Padmanabhan Seshaiyer, Claudette Davis, Kelly Knight, and Danielle Blunt Craddock*. From Theory to Practice: Building a Knowledge-Sharing Community of Female Engineering Technology Students, *Yen C. Verhoeven, Chelsea BaileyShea, and Elizabeth Dell*. Is This Really What I Have to Deal With?! A Critical Exploration of Science Doctoral Culture by Underrepresented Women of Color, *Senetta Bancroft*. Self-Reflection on Engagement in Virtual Classrooms as the Dual Role: An Asian Woman Graduate Student and Middle-Grade Girl Avatar in STEM, *Haiping Hao, Gerald Kulm, and Trina J. Davis*. The Community College Experience: Enrollment and Persistence of African American and Latina Women in Computer Science, *Jill Denner and Linda Werner*. Through Her Eyes: Exploring the Longitudinal Perspectives of Women of Color in STEM Education Programs, *Anthony Collatos, Spring Cooke, and Monika McKnight*. Turning Points in the Pursuit of STEM Careers: A Mixed-Methods Analysis Focusing on Women of Color, *Rachael D. Robnett, Omar Ruvalcaba, Barbara K. Goza, Martin M. Chemers, and Moin Syed*. Understanding Equity in Postsecondary STEM: A Transformative Self-Study, *Francesca A. White and Gayle A. Buck*. What Are the Stakes? Academic Politics and Intersectionality in STEM, *Margaret Graham and Jessica L. Lavariega Monforti*. About the Editors. About the Contributors.



Girls and Women of Color In STEM Navigating the Double Bind in K-12 Education

Barbara Polnick, Texas A&M University; Julia Ballenger, Texas A&M University, Commerce; Beverly Irby, Texas A&M University; Nahed Abdelrahman, Texas A&M University

2020. Paperback 978-1-64802-097-1 \$45.99. Hardcover 978-1-64802-098-8 \$85.99. eBook 978-1-64802-099-5 \$65.

Though there has been a rapid increase of women's representation in law and business, their representation in STEM fields has not been matched. Researchers have revealed that there are several environmental and social barriers including stereotypes, gender bias, and the climate of science and engineering departments in colleges and universities that continue to block women's progress in STEM. In this book, the authors address the issues that encounter women of color in STEM in higher education.

CONTENTS: Foreword. Introduction: An Overview of K-12 Issues Related Women and Girls of Color in STEM. **PART I: BUILDING CAPACITY OUTSIDE THE SCHOOL WALLS.** Cultivating Hispanic/Latina and African American Females in Reading, Mathematics, and Science (Charms) for STEM at the Elementary School: Results of One Project, *Patricia J. Larke, Gwendolyn Webb-Hasan, Teresa Jimarez, and Yeping Li*. Plugging the Leaks in the STEM Pipeline: Nurturing Early Interest in Science, Technology, Engineering, and Mathematics Among Girls of Color, *Charlease Kelly-Jackson*. UNO EUREKA!-STEM: Doing Something About the Double Bind, *Carol T. Mitchell and Amelia Tangeman*. **PART II: BUILDING CAPACITY INSIDE THE SCHOOL WALLS.** "We Stumble, Fall, Get Up, and Continue Walking": Latina Students' Attitudes Towards Science, *Kathryn Scantlebury and Beth Wassell*. Developing STEM Ambitions: An Examination of Inequality by Gender and Race/Ethnicity, *Catherine Riegler-Crumb, Karisma Morton, and Sarah Blanchard*. Black Women and Girls, Science Achievement, and Education Policy: Black Feminist and Critical Race Feminist Perspectives, *Theodora Regina Berry and Reanna S. Roby*. African American Female Achievement in STEM: AP Courses Provide a Different Story? *Jemimah L. Young and Jamaal Young*. Kenyan Secondary School Students' Perceptions of Their Science Classroom: Influence of Gender, School Type, and Instructional Context, *Lee Shumow and Teresa A. Wasonga*. African American Middle School Girls in a Community-Based Informal Program: Mining Rare Gems to Pursue STEM, *Natalie S. King, Rose M. Pringle, Mayra L. Cordero, and Natalie Ridgewell*. Latina Parental Involvement: Contributions to Persistence in STEM Fields, *Katie Brkich, Alejandro J. Gallard Martinez, Alma D. Stevenson, Gillian Bayne, Wesley Pitts, Beth Wassell, Lorena Claeys, and Belinda Bustos Flores*. Participation in the Advancing Out-of-School Learning in Mathematics and Engineering Project: Supporting Middle School Latinas' Bilingual and STEM Identities, *Carlos Lópezleiva, Sylvia Celedón-Pattichis, and Marios S. Pattichis*. Exploring How School Counselors Position: Low-Income African American Girls As Mathematics and Science Learners: Findings From Year Two Data, *Cirecie West-Olatunji, Eunhui Yoon, Lauren Shure, Rose Pringle, and Thomasenia Adams*. STEM-ing the Tide: Women of Color Reimagining Their "Place" Through Sociocultural Action, *Aria Razfar and Zayoni Torres*. About the Editors. About the Contributors.



Leading from a Feminist Soul

Catherine E. Hackney, Kent State University

2018. Paperback 978-1-64113-495-8 \$45.99. Hardcover 978-1-64113-496-5 \$85.99. eBook 978-1-64113-497-2 \$65.

Most of the literature involving the work of women leaders has addressed barriers that historically have required women to struggle to "get to the top," the "styles" of women leaders, and gender issues women leaders continue to face in society and the workplace. Nearly missing in the literature is the perspective that women who possess positional power also have a responsibility to make a positive, constructive difference with that power. Though many women have made that kind of a difference, the purpose of this book is to prompt other women leaders to ask themselves the question: "So, how does my leading make a positive difference to my organization, to my society, to my world?"

This book will offer inspiration, guidance, and affirmation to women who seek to lead from goodness, justice, and the power of difference they bring to the organization.

The book will include references to the authors' autobiographical experiences as leaders in K-12 and higher education as well as to women whose stories of leadership are of particular interest: an artist, a philanthropist, a community activist,

teacher and school leadership educators. These references will scaffold the construction of a theory of leadership that circles around awareness of self and others, and the social consciousness, courage, humility, and generosity of spirit that is characteristic of leading from the feminist soul.

CONTENTS: Introduction, *Catherine E. Hackney*. Beginning and Becoming, *Catherine E. Hackney*. Vignette—The Fourth Draft: My Path Toward Recovery and Healing, *Mandy Cenker*. Leadership, the Feminist Ethic, and Leading From a Feminist Soul, *Carol Winter*. Vignette—Mulling Over Becoming: Being Shaped and Being a Shaper, *Jennifer L. Scheider*. Waking Up: Reflections of an Early Career Principal, *Merritt F. Waters*. Vignette—I Am ... and You Are Too, *Wendy Samford*. I Am and You Are, *Alexa L. Sandman*. Vignette—Struggles and Storms, *Carol Winter*. Gently Shaking the World, *Rosemary Gornik*. Vignette—The Beach, *Alexa L. Sandmann*. Protecting the Good Work, *Wendy Samford and Catherine E. Hackney*. Vignette—Love, *Unexpected*, *Merritt F. Waters*. Flesh, Feathers, and Feet: Meditations on Living the Feminist Ethic, *Jennifer L. Schneider*. It Boils Down to Gratitude, Which Flows As Generosity, *Catherine E. Hackney*. The Strong Feminist Souls of Our Book.



Women of Color in STEM Navigating the Workforce

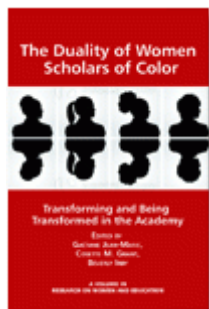
Julia Ballenger, Texas A&M University, Commerce; Barbara Polnick, Sam Houston State University; Beverly Irby, Texas A&M University

2016. Paperback 9781681237060 \$45.99. Hardcover 9781681237077 \$85.99. eBook 9781681237084 \$65.

Women of Color in STEM: Navigating the Workforce is an opportunity for making public the life stories of women of color who have persevered in STEM workplace settings. The authors used various critical theories to situate and make visible the lives of women of color in such disciplines and workplace contexts like mathematics, science, engineering, NASA, academia, government agencies, and others. They skillfully centered women and their experiences at the intersection of their identity dimensions of race, class, gender, and their respective discipline.

While the disciplines and career contexts vary, the oppression, alienation, and social inequities were common realities for all. Despite the challenges, the women were resilient and persevered with tenacity, a strong sense of self as a person of color, and reliance on family, community, mentors, and spirituality. While we celebrated the successes, it is critical that organizational leaders, whether in education or other workplace settings, draw from narratives and counter-narratives of these women to improve the organizational climate where individuals can thrive, despite their racial, class and gender identity. This book will assist educational communities, professional communities, and families to understand their roles and responsibilities in increasing the number of women of color in STEM.

CONTENTS: Foreword, *Mary Alfred*. Introduction, *Julia Ballenger*. **PART I: WOMEN OF COLOR IN STEM: RESILIENCE AND OPPORTUNITY.** What Plato Took for Granted: An Examination of the First Five African American Female Mathematicians and What That Says About Resistance to the Western Epistemological Canon, *Nicole M. Joseph*. Women of Color in the STEM Academic Workplace, *Lindsay Johnson, Kecia M. Thomas, and Lindsay Brown*. Breaking Barriers: Inspiring Stories About NASA Women of Color, *Lisa Brown, Andrea Foster, and Barbara Polnick*. Mathematics Literacy, Identity Resilience, and Opportunity Sixty Years Since Brown v. Board of Education: Counter-narratives of a Five-Generation Family, *Jacqueline Leonard, Erica N. Walker, Victoria R. Cloud, and Nicole M. Joseph*. **PART II: WOMEN OF COLOR IN STEM: STORIES OF STRUGGLES AND SUCCESS** The Fulfillment of a Mother's Dream: An African American Woman's Story of Struggle and Success in Science, *Cailisha L. Petty and Catherine Dinitra White*. Navigating the STEM Landscape: Examining the Role of Spatial Reasoning for Women of Color, *Samina Hadi-Tabassum*. Diversity in STEM? Challenges Influencing the Experiences of African American Female Engineers, *Delores Rice*. Present But Not Accounted For: Examining How Intersectional Identities Create a Double Bind for and Affect Leadership of Women of Color in Educational Settings, *Adrienne R. Carter-Sowell, Danielle D. Dickens, Gabe H. Miller, and Carla A. Zimmerman*. About the Editors. About the Contributors.



The Duality of Women Scholars of Color Transforming and Being Transformed in the Academy

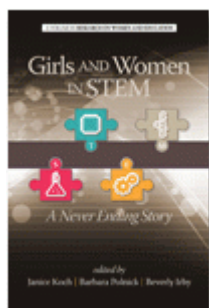
Gaëtane Jean-Marie, University of Oklahoma; Cosette M. Grant, University of Cincinnati; Beverly Irby, Texas A&M University

2014. Paperback 9781623965020 \$45.99. Hardcover 9781623965037 \$85.99. eBook 9781623965044 \$65.

The seven chapters address long-standing concerns from first-hand perspectives regarding women of color faculty in the academy, the marginalization of women of color scholars in the academy and the benefits of mentoring support. Discussion of such are threaded throughout this book. Mentoring has been a practice of leadership since Greek times, and research has documented the advantages of mentoring. Aligned with the authors espoused mentoring perspectives in this book, is the coined concept of “synergistic mentoring” Accordingly, “Synergistic mentoring is defined as a mentor and mentee working together collaboratively to (a) generate a greater good for both, (b) integrate diverse perspectives into the context, and (c) construct together an otherwise unattainable goal attempted independently.

The authors of this book seek to enlighten, dynamic and critical discussions by and about women of color in the academy. Conceivably the most intriguing part of each chapter is the methodological approaches used to address race, gender, and social justice in the academy. Qualitative methods dominate the chapters with effective use of personal narratives and the lived experiences of the participants. The voices of those often ignored or forgotten are examined building on the legacy of women of color in the academy who paved the way for this generation and future scholars of color. Moreover, the chapters presented herein challenge assumptions, perspectives and beliefs about the significance of women of color scholars in the academy. They are provocative and provide direction for future research that advance knowledge and understanding for a better society based on social justice, equity and equal opportunity. They also give voice to both the shared diverse and common experiences of this group of women scholars of color and provide useful guidance and new perspectives on transforming the world’s academics into more inclusive and equitable environments around the globe (Thomas & Hollenshead, 2001). Ultimately, outcomes from these collections of scholarly discourse, may have important implications for effective policy and program practice that raise important questions about institutional commitments that advocate for the advancement of women of color in the academy.

CONTENTS: Acknowledgments. Introduction: Historical and Contemporary Milieu on Women of Color Scholars in the Academy, *Cosette M. Grant, Gaëtane Jean-Marie, and Beverly Irby*. From Chair to Podium: A Narrative Experience of an African American Female Emerging Scholar’s Entry Into the Academy, *Cosette M. Grant*. Navigating the Academy: Exploring Barriers and Possibilities in Scholarship Through the Lens of an American Indian Scholar, *Hollie Mackey*. Call, *Natalie A. Tran*. Transcending “Other” by Building Bridges in Pursuit of Social Justice: Experience of a Caribbean Female Faculty in the Academy, *Gaëtane Jean-Marie*. Interrupting the Usual in the Academy: Creating a Sense of Belonging Among Latina Faculty, *AnneMarie Nuñez, Elizabeth Murakami-Ramalho, and Elsa Ruiz*. Grace at the Top: A Black Feminist Perspective on Critical Leadership in the Academy, *Lorri Johnson Santamaría*. Remaining Connected to the Sociocultural Experiences of Underserved Populations: Volunteering and Advocacy in Research and Practice in the Academy, *Brenda Lloyd-Jones*. About the Authors.



Girls and Women in STEM A Never Ending Story

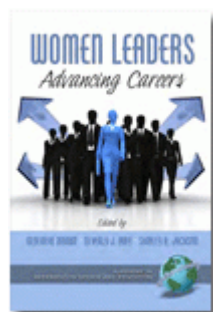
Janice Koch, Hofstra University; Barbara Polnick, Sam Houston State University; Beverly Irby, Texas A&M University

2014. Paperback 9781623965563 \$45.99. Hardcover 9781623965570 \$85.99. eBook 9781623965587 \$65.

Encouraging the participation of girls and women in science, technology, engineering and mathematics (STEM) remains as vital today as it was in the 1970s. ... hence, the sub-title: “A Never Ending Story.” This volume is about ongoing advocacy on behalf of the future workforce in fields that lie on the cutting edge of society’s future. Acknowledging that deeply embedded beliefs about social and academic entitlement take generations to overcome, the editors of this volume forge forward in the knowledge that these chapters will resonate with readers and that those in positions of access will learn more about how to provide opportunities for girls and women that propel them into STEM fields. This volume will give the reader insight into what works and what does not work for providing the message to girls and women that indeed STEM

fields are for them in this second decade of the 21st century. Contributions to this volume will connect to readers at all levels of STEM education and workforce participation. Courses that address teaching and learning in STEM fields as well as courses in women's studies and the sociology of education will be enhanced by accessing this volume. Further, students and scholars in STEM fields will identify with the success stories related in some of these chapters and find inspiration in the ways their own journeys are reflected by this volume.

CONTENTS: Introduction, *Janice Koch and Beverly Irby*. **Part One: Stories of Girls and Women Pursuing STEM.** Intersections of African American Women in STEM and Lingering Racial and Gender Bias, *Catherine Martin-Dunlap and Whitney Johnson*. African American Women's Resilience in Hard Science Majors, *Ezella McPherson*. Reflections of Eight Latinas and the Role of Language in the Middle School Science Classroom, *Carolyn Parker*. Maternal Perspectives on Getting a Degree in Computer Science: Does Class Trump Race? *Louise Ann Lyon*. The Evolution of the Chilly Climate for Women in Science, *Roxanne Hughes*. **Part Two: Interventions on Behalf of Girls and Women Pursuing STEM Fields.** The Effect of Alternative Assessments in Natural Science on Attitudes Toward Science in Grade 8 Girls in South Africa, *Nicole N. Wallace and Annemarie Hattingh*. The Role of Out-of-School Time in Encouraging Girls in STEM, *Merle Froschl and Barbara Sprung*. STEM Summer Institute: A Model Program for Stem Integration for Girls, *Crystal T. Chukwurah and Stacy S. Klein-Gardner*. Robotics Programs: Inspiring Young Women in STEM, *Cecilia (Ceal) D. Craig*. Looking Through a Mirror With a Third Eye: Improving Mathematics Teaching in Culturally Diverse Classrooms, *Sylvia Taube and Barbara Polnick*. The FORWARD Program, *Catherine Mavriplis, Rachelle S. Heller, Paul Sabila, and Charlene Sorensen*. About the Editors. About the Contributors.



Women Leaders Advancing Careers

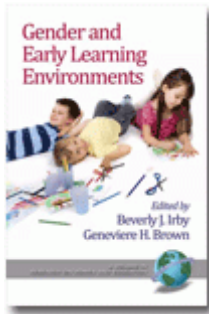
Genevieve H. Brown, Sam Houston State University; Beverly Irby, Sam Houston State University; Dr. Shirley A. Jackson, Sam Houston State University

2012. Paperback 978-1-61735-641-4 \$45.99. Hardcover 978-1-61735-642-1 \$85.99. eBook 978-1-61735-643-8 \$65.

Women Leaders: Advancing Careers recognizes that while the majority of students enrolled in educational leadership preparation programs continue to be women; women's advancement to top school executive roles is still not comparable to that of men. Despite significant gains in the past decade, the biased treatment of women continues to be a barrier to their advancement to key administrative positions.

The authors in Women Leaders: Advancing Careers have contributed significantly to the growing body of literature aimed at assisting the career advancement of women. Their research indicates that the concepts presented herein are critical to women's leadership preparations, advancement, and success. Women Leaders: Advancing Careers melds history, theory, research, and practice to provide guidance to aspiring women administrators in developing a career path and in attaining and successfully performing in executive roles.

CONTENTS: Preface. **PART I: WOMEN LEADERS: PANORAMA.** Historical Pathways of Women in School Executive Positions, *Jackie M. Blount*. Feminist Approaches to Educational Leadership: Relationships Based on Care, *Margaret Grogan*. The Rise of the Feminine: What Women of Color Bring to Leadership Roles, *Linda Hampton Wesson and Johnetta Hudson*. **PART II: WOMEN LEADERS: POWER.** Women as Successful Assistant Principals, *Elaine L. Wilmore*. Leadership Role of Academic Chairpersons in Higher Education: Issues and Recommendations, *Sandra Lee Gupton*. Women Leaders: What They Bring to Today's Executive School Positions, *Barbara Polnick, Luana Zellner, and Carole Funk Haynie*. **PART III: WOMEN LEADERS: PATHWAYS.** Pathways to Administrative Roles, *Marilyn Grady, Bernita Krumm, and Kaye Peery*. Strategies for Advancing Your Career and Obtaining Your First School Executive Position, *Genevieve Brown and Beverly J. Irby*. Professional Development: A Paradigm Designed for Women, *Carolyn S. Carr*. The Balance Between Professional and Personal Life, *Sandra L. Tonnsen and Aretha B. Pigford*. **PART IV: WOMEN LEADERS: PRACTICE.** Riding the Glass Elevator, *Trudy Salsberry and Kay Ann Taylor*. Central Office Career Choices for Women, *Anita M. Pankake and Ava J. Muñoz*. A Coach's Lessons on Career Shifts and Leadership, *Beverly E. Jones*. Narrowing the Wage Gap One Negotiation at a Time, *Kate C. Farrar and Annie S. Houle*. About the Editors. About the Contributors.



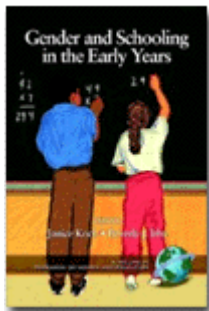
Gender and Early Learning Environments

Beverly Irby, Sam Houston State University; Genevieve H. Brown, Sam Houston State University

2011. Paperback 978-1-61735-327-7 \$45.99. Hardcover 978-1-61735-328-4 \$85.99. eBook 9781617353291 \$65.

The Research on Women and Education SIG of the American Educational Research Association presents the third book in its series, *Gender and Early Learning Environments*. Finding after the publication of *Gender and Schooling in the Early Years*, the second book in the series, that there was and is a paucity of published literature on early childhood gender issues, the editors determined that one additional book on early childhood and gender issues was warranted in this series. The latest book in the series, *Gender and Early Learning Environments*, is encompassing of a wide range of topics addressing early childhood influences on gender and development of the whole child. For early childhood educators, this book aides in making visible and exploring the definition of what gender means in contemporary culture.

CONTENTS: Preface 1 *Their Play Is Different: Power, Language, and Gender Socialization at a Waldorf Daycare*, Marguerite Wilson 2 *Girls and Boys, Work and Play: Gendered Meanings and Participation in Early Childhood Education*, Sue Nichols 3 *Young Children's Gendered Positioning and Emotional Scenarios in Play Narratives*, Samara Madrid, Laurie Katz 4 *May I Still Call You Honey-Man: One Child, Vacillating Gender, and the Experiences of Home, School, and Community*, Robin Fox 5 *On Being a Boy or a Girl in Mrs. Sanders' First Grade Classroom*, Paula P. Guerra Lombardi, Andrea S. Foster 6 *How South African Teachers Construct Gender in the Early Years of Schooling*, Deevia Bhana 7 *Race, Space, and Girls' Interactions on Urban Playgrounds*, Eleanor R. Spindler 8 *A Hallmark Moment?* Barbara E. Polnick, Gene Polnick 9 *Child Abuse: Traumatic Influences and Treatment*, Sandra Johnson 10 *Teacher Education Students' Perceptions of Gender Differences in Children*, Linda M. Creighton About the Contributors



Gender and Schooling in the Early Years

Beverly Irby, Sam Houston State University; Janice Koch, Hofstra University

2005. Paperback 1-59311-255-6 978-1-59311-255-4 \$45.99. Hardcover 1-59311-440-0 978-1-59311-440-4 \$85.99. eBook 9781607527695 \$65.

In this volume, *gender and schooling in the early years* addresses a broad range of issues including, but not limited, to gender equity in education. We explore, for example, the complex world of play in Fromberg's chapter and are reminded that for young children, play involves issues of power and hierarchy in ways that parallel the role of gender in society. Miletta's study of preschool children in northern Italy, at Reggio Emilia, reveals a story of classroom interactions where gender differences are not part of the equation for the youngsters. Her chapter begs the question, "How does this environment empower all children, regardless of gender?" Two chapters provide a lens to the Montessori setting for young children. Wilgus studies the gendered patterns of young women teaching at a Montessori school, while Irby, Rodriguez, and Lara-Alecio explore the intersections of culture and gender at a bilingual Montessori public school. Further examining the preschool years, Plaster and Schiller address the current brain research and examine the ways in which the adults that staff early child care programs, and the environments that they offer, play an important role in the development of our children.

CONTENTS: *Gender Differentiation in Day Care Environments- Where is the Research? Equity Issues in Pre-K: Gender, Language and Ethnicity. The Role of Play in Early Childhood Learning: Boys' Play; Girls' Play. Deconstructing The Traditional Early Childhood Classroom: What Are Alternative Models? Science Conversations in First Grade. Early Mathematics Development and the Block Corner. Literacy Development Differentiated by Gender. Early Signs of School Violence Through The Lens of Gender. Arts Education in Early Childhood Environments: Who is Being Marginalized? Role of Parents and School Communication in Gender Development. Early Identification of Girls and Boys in Gifted and Special Education Programs. How Do Assessments in Early Childhood Authentically Reflect Achievement for Girls and Boys?*



Defining and Redefining Gender Equity in Education

Beverly Irby, Sam Houston State University; Janice Koch, Hofstra University

2002. Paperback 1-931576-42-4 978-1-931576-42-0 \$45.99. Hardcover 1-931576-43-2 978-1-931576-43-7 \$85.99. eBook 9781607525516 \$65.

In the past 25 years there has been an enormous increase in the amount of research exploring issues of gender and schooling. New journals have been established, and in the older journals, special issues have been devoted to addressing gender equity in education.

For the editors this has raised some questions and concerns as we organized the topics for this first volume of the Research on Women and Education book series.

CONTENTS: Preface, *Maxine Greene*. Introduction, *Janice Koch and Beverly Irby*. Part I: Defining Gender Equity. What is the Field of Gender Equity in Education? Questions & Answers, *Susan Klein, Patricia Ortman, and Beth Friedman*. Research and Evaluation on Gender Equity in Education, *Pat Campbell, Lesli Hoey, and Lesley Perlman*. Part II: Advancing Gender Equity. Women Leaders: Creating Equitable School Environments, *Cryss Brunner, Madison and Genevieve Brown*. Gender Equity in the Academy, *Joanne Cooper*. Gender Equity in Science and Mathematics Education: Barriers of the Mind, *Penny Hammrich*. Gender Equity in Technology Education, *Jo Sanders*. Sexual Violence in Schools, *Charol Shakeshaft*. Part III: Redefining Gender Equity. Black Women: Winning or Losing?, *Charlotte Harris*. Latinas in the Ivory Tower: The Road to Restructuring Tenure Policies, *Rosita Marciano*. Going Beyond Sex Equity, *Patricia Schmuck, Celeste Brody and Nancy Nagel*. Redefining Gender Equity, *Janice Koch, and Beverly Irby*. About the Contributors



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