

NEW DIRECTIONS IN
EDUCATIONAL ETHNOGRAPHY:
SHIFTS, PROBLEMS, AND
RECONSTRUCTION

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STUDIES IN EDUCATIONAL ETHNOGRAPHY VOLUME 13

**NEW DIRECTIONS IN
EDUCATIONAL
ETHNOGRAPHY: SHIFTS,
PROBLEMS, AND
RECONSTRUCTION**

EDITED BY

RODNEY HOPSON

George Mason University, Fairfax, VA, USA

WILLIAM RODICK

George Mason University, Fairfax, VA, USA

AKASHI KAUL

George Mason University, Fairfax, VA, USA



United Kingdom – North America – Japan
India – Malaysia – China

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LIST OF CONTRIBUTORS

<i>Arshad I. Ali</i>	George Washington University, Washington, DC, USA
<i>Ayana Allen</i>	Drexel University, Philadelphia, PA, USA
<i>Maria Mercedes “Ched” Estigoy Arzadon</i>	University of the Philippines, Quezon City, Philippines
<i>Aviva Bower</i>	University at Albany, State University of New York, Albany, NY, USA
<i>Jesse Davie-Kessler</i>	Stanford University, Stanford, CA, USA
<i>Marguerite Anne Fillion Wilson</i>	Binghamton University, Binghamton, NY, USA
<i>Stephen D. Hancock</i>	UNC Charlotte, Charlotte, NC, USA
<i>Diane M. Hoffman</i>	University of Virginia, Charlottesville, VA, USA
<i>Rodney Hopson</i>	George Mason University, Fairfax VA
<i>Lionel C. Howard</i>	George Washington University, Washington, DC, USA
<i>Shameka Powell</i>	Tufts University, Medford, MA, USA
<i>Anne T. Vo</i>	University of Southern California, Los Angeles, CA, USA
<i>Denise Gray Yull</i>	Binghamton University, Binghamton, NY, USA

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PREFACE

Volume 13 begins the re-launch of the series after a nine-year hiatus.

From 1998 (Volume 1: *Children Learning in Context*) until 2007 (Volume 12: *Methodological Developments in Ethnography*), Geoffrey Walford served as Series Editor for *Studies in Educational Ethnography*. During this initial period, the series served as an extension of several ethnography and education conferences that began in the late 1970s, held at St. Hilda's College, Oxford University. This series has maintained its focus on particular themes related to the ethnographic investigation of education, from its historic location in the Department of Educational Studies at Oxford University (UK) to its current location in the Division of Educational Psychology, Research Methods, and Education Policy at George Mason University (USA).

Although the series is no longer directly linked to the annual two-day residential Oxford Ethnography Conference (OEC) that continues to take place (now at New College, Oxford University), typically near the European Conference of Educational Research (ECER) and The British Educational Research Association (BERA), the series continues the tradition of welcoming participants from OEC and other conferences to contribute papers. The opportunities to showcase ethnography are now plethora: interest in ethnography expands through professional associations such as the Qualitative Research Special Interest Group of the American Educational Research Association (AERA); through standalone conferences such as the Ethnography Forum at the Graduate School of Education, University of Pennsylvania and the Council on Anthropology and Education/American Anthropological Association; and through journals like *Ethnography and Education*, *Qualitative Inquiry*, *International Journal of Qualitative Research*, and *Anthropology and Education Quarterly*.

The primary objective of *Studies in Educational Ethnography* is to present original research monographs or edited volumes based on ethnographic perspectives, theories, and methodologies. Such research will advance the development of theory, practice, policy, and praxis for improving schooling and education in neighborhood, community, and global contexts.

In complex neighborhood, community, and global contexts, educational ethnographies should situate themselves beyond isolated classrooms or single sites and concern themselves with more than narrow methodological pursuits. Rather, the ethnographic research, perspectives, and methodologies featured in this series should extend our understandings of sociocultural educational phenomena and their global and local meanings. Studying classrooms and educational communities without concomitant understanding of the dynamics of broader structural forces renders ethnographic analyses incomplete.

We seek schooling and educational ethnographies from around the world that also concern themselves with larger questions addressing poverty, power, language, race, underachievement, public health, immigration, juvenile in/justice, inequality, homelessness, housing, neighborhood and community re/development, un/employment, and the environment. Volume proposals embracing any of the aforementioned issues, or issues closely related to the core themes of the volume, are welcome.

Further details about the book series are available through the Emerald website or from the Series Editor.

Rodney Hopson
Editor