

References

- Anderson, G.L. & Herr, K. (1999). The new paradigm wars: Is there room for rigorous practitioner knowledge in schools and universities? *Educational Researcher*, 28.5, 12–21.
- Anzaldúa, G. (1987). *Borderlands/La frontera: The new mestiza*. San Francisco: Aunt Lute.
- Baldwin, J. (1988). A talk to teachers. In R. Simonson & S. Walker (Eds.), *The graywolf annual five: Multi-cultural literacy* (pp. 3–12). St. Paul, MN: Graywolf Press. (Original work published 1963)
- Ball, A.F. (1992). Cultural preference and the expository writing of African-American adolescents. *Written Communication*, 9, 501–532.
- Ball, A.F. (1999). Evaluating the writing of culturally and linguistically diverse students: The case of the African American vernacular English speaker. In C.R. Cooper and L. Odell (Eds.), *Evaluating writing: The role of teachers' knowledge about text, learning, and culture* (pp. 225–248). Urbana: National Council of Teachers of English.
- Ball, A.F. (2000). Empowering pedagogies that enhance the learning of multi-cultural students. *Teachers College Record*, 102.6, 1006–1034.
- Bambara, T.C. (1984). Salvation is the issue. In M. Evans (Ed.), *Black women-writers (1950–1980): A critical evaluation* (pp. 41–47). Garden City, NY: Anchor Press.
- Banks, J.A. (1968). A profile of the Black American: Implications for teaching. *College Composition and Communication*, 19, 288–296.
- Barnett, T. (2000). Reading “Whiteness” in English studies. *College English*, 63, 9–37.
- Bartholomae, D. (1980). The study of error. *College Composition and Communication*, 31, 253–269.
- Bartholomae, D., & Petrosky, D. (1986). *Facts, artifacts, and counterfacts: Theory and method for a reading and writing course*. Portsmouth: Boynton/Cook Heinemann.
- Belcher, D., & Braine, G. (Eds.) (1995). *Academic writing in a second language: Essays on research and pedagogy*. Norwood, NJ: Ablex.

- Belenky, M.F., Clinchy, B.M., Goldberger, N.R., & Tarule, J.M. (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York: Basic Books.
- Bell, D. (1987). *And we are not saved: The elusive quest for racial justice*. New York: Basic Books.
- Bell, D. (1992). *Faces at the bottom of the well*. New York: Basic Books.
- Benesch, S. (1991). *ESL in America: Myths and possibilities*. Portsmouth, NH: Boynton/Cook.
- Berlin, I. (1970). *Four essays on liberty*. New York: Oxford University Press.
- Betz, J. (1992). John Dewey and Paulo Freire. *Transactions of the Charles S. Peirce Society*, 28.1, 107–126.
- Bode, B.H. (1938). Dr. Childs and education for democracy. *Social Frontier*, 5, 38–40.
- Bourdieu, P. (1982). The school as a conservative force: Scholastic and cultural inequalities. In E. Bredo & W. Feinberg (Eds.), *Knowledge and values in social and educational research* (pp. 391–407). Philadelphia: Temple University Press.
- Bourdieu, P., & Passeron, J.C. (1977). *Reproduction in education, society, and culture*. Thousand Oaks, CA: Sage.
- Bowles, S., & Gintis, H. (1976). *Schooling in capitalist America*. New York: Basic Books.
- Brint, S., & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity*. New York: Oxford University Press.
- Brown v Board of Education*. (1954). 347 U.S. 483.
- Butler, J. (1980). Remedial writers: The teacher's job as corrector of papers. *College Composition and Communication*, 31, 270–277.
- Campbell, K.E. (1997). "Real niggaz's don't die": African American students speaking themselves into their writing. In C. Severino, J.C. Guerra, & J.E. Butler (Eds.), *Writing in multicultural settings* (pp. 67–78). New York: Modern Language Association.
- Carmichael, S. (1995). Excerpt from What we want. In M. Hallman (Ed.), *Expanding philosophical horizons: A nontraditional philosophy reader* (pp. 193–199). Belmont CA: Wadsworth. (Original work published 1966)
- Christ, C. (1995). Why women need the goddess: Phenomenological, psychological and political reflections. In M. Hallman (Ed.), *Expanding philosophical horizons: A nontraditional philosophy reader* (pp. 268–278). Belmont CA: Wadsworth. (Original work published 1978)
- Christian, B. (1987). The race for theory. *Cultural Critique*, 6, 51–63.
- Cochran-Smith, M., & Lytle, S. (1993). *Inside/outside: Teacher research and knowledge*. New York: Teachers College Press.
- Cremin, L. (1951). *American common school*. New York: Teachers College Press.
- Cross, P. (1971). *Beyond the open door: New students to higher education*. San Francisco: Jossey-Bass.

- Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56, 18–36.
- Daly, M. (1995). Excerpt from *Beyond God the father*. In M. Hallman (Ed.) *Expanding philosophical horizons: A nontraditional philosophy reader* (pp. 159–171). Belmont CA: Wadsworth. (Original work published 1973)
- Darrow, C. (1973). Excerpt from *The story of my life*. In P. Edwards & A. Pap (Eds.), *A modern introduction to philosophy*, 3rd ed., pp. 446–453. New York: Free Press (Original work published 1932)
- Dean, T. (1999). Multicultural classrooms, monocultural teachers. In I. Shor & C. Pari (Eds.), *Critical literacy in action: Writing words, changing worlds* (pp. 87–102). Portsmouth NH: Boynton/Cook Heinemann. (Original work published 1986)
- de Beauvoir, S. (1995). Excerpt from *The second sex*. In M. Hallman, *Expanding philosophical horizons: A nontraditional philosophy reader* (pp. 25–31). Belmont CA: Wadsworth. (Original work published 1949)
- Delgado, R. (1989). Symposium: Legal storytelling. *Michigan Law Review*, 87, 2073.
- Delgado, R. (1990). When a story is just a story: Does voice really matter? *Virginia Law Review*, 76, 95–111.
- Delgado, R. (1995a). Legal storytelling: Storytelling for oppositionists and others: A plea for narrative. In R. Delgado (Ed.), *Critical race theory: The cutting edge*, pp. 64–74. Philadelphia: Temple University Press. (Original work published 1989)
- Delgado, R. (Ed.) (1995b). *Critical race theory: The cutting edge*. Philadelphia: Temple University Press.
- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.
- Demetrian, G. (1997). Adult literacy and the American political culture. In D.R. Walling (Ed.), *Under construction: The role of the arts and humanities in postmodern schooling* (pp. 169–192). Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Demetrian, G. (2001). Reading Giroux through a Deweyan lens: Pushing utopia to the outer edge. *Educational Philosophy and Theory*, 33.1 (pp. 57–76).
- Dewey, J. (1934). *A common faith*. New Haven: Yale University Press.
- Dewey, J. (1960). *How we think*. Rev. ed. Lexington: Heath. (Original work published 1933)
- Dewey, J. (1962). *Reconstruction in philosophy*. Boston: Beacon. (Original work published 1920)
- Dewey, J. (1963a). *Experience and education*. New York: Collier. (Original work published 1938)
- Dewey, J. (1964a). Ethical principles underlying education. In R. Archambault (Ed.), *John Dewey on education* (pp. 108–138). Chicago: University of Chicago Press. (Original work published 1897)

- Dewey, J. (1964b). The relation of theory to practice in education. In R. Archimbault (Ed.), *John Dewey on education* (pp. 313–338). Chicago: University of Chicago Press. (Original work published 1904)
- Dewey, J. (1967). *Democracy and education*. New York: The Free Press. (Original work published 1916)
- Dewey, J. (1976a). Nationalizing education. In J.A. Boydston (Ed.), *The collected works of John Dewey: The middle works, 1899–1924*, Vol. 10 (pp. 202–10). Carbondale: Southern Illinois University Press. (Original work published 1916)
- Dewey, J. (1976b). The principle of nationality. In J.A. Boydston (Ed.), *The collected works of John Dewey: The middle works, 1899–1924*, Vol. 10 (pp. 285–91). Carbondale: Southern Illinois University Press. (Original work published 1916)
- Dewey, J. (1983). Idealism and natural science. In J.A. Boydston (Ed.), *The collected works of John Dewey: The middle works, 1899–1924*, Vol. 13 (pp. 433–435). Carbondale: Southern Illinois University Press. (Original work published 1921)
- Dewey, J. (1986a). A great American prophet. In J.A. Boydston (Ed.), *The collected works of John Dewey: The later works, 1925–1953*, Vol. 9 (pp. 102–106). Carbondale: Southern Illinois University Press. (Original work published 1934)
- Dewey, J. (1986b). Education for a changing social order. In J.A. Boydston (Ed.), *The collected works of John Dewey: The later works, 1925–1953*, Vol. 9 (pp. 158–169). Carbondale, Southern Illinois University Press. (Original work published 1934)
- Dewey, J. (1987). Authority and social change. In J.A. Boydston (Ed.) *The collected works of John Dewey: The later works, 1925–1953*, Vol. 11 (pp. 130–145). Carbondale: Southern Illinois University Press. (Original work published 1936)
- Dewey, J. (1988a). *The public and its problems*. Athens, OH: Swallow. (Original work published 1927)
- Dewey, J. (1988b). Sources of a science of education. In J.A. Boydston (Ed.), *The collected works of John Dewey: The later works, 1925–1953*, Vol. 5 (pp. 3–40). Carbondale: Southern Illinois University Press. (Original work published 1929)
- Dewey, J. (1988c). *Individualism, old and new*. In J.A. Boydston (Ed.), *The collected works of John Dewey: The later works, 1925–1953*, Vol. 5 (pp. 41–123). Carbondale: Southern Illinois University Press. (Original work published 1930)
- Dewey, J. (1988d). I believe. In J.A. Boydston (Ed.), *The collected works of John Dewey: The later works, 1925–1953*, Vol. 14 (pp. 91–97). Carbondale: Southern Illinois University Press. (Original work published 1939)
- Dewey, J. (1989). *Experience and nature* (Rev. ed.). La Salle: Open Court. (Original work published 1925)

- Dewey, J. (1990a). Attention. In J.A. Boydston (Ed.), *The collected works of John Dewey: The later works, 1925–1953*. Vol. 17 (pp. 269–283). Carbondale: Southern Illinois University Press. (Original work published 1902)
- Dewey, J. (1990b). Construction and criticism. In J.A. Boydston (Ed.), *The collected works of John Dewey: The later works, 1925–1953*. Vol. 5 (pp. 127–143). Carbondale: Southern Illinois University Press. (Original work published 1930)
- Dewey, J. (1990c). *The school and society*. In *The child and the curriculum. The school and society*. Intro. P. Jackson. Chicago: University of Chicago Press. (Original work published 1902)
- Dewey, J. (1991). *Liberalism and social action*. In J.A. Boydston (Ed.), *The collected works of John Dewey: The later works, 1925–1953*, Vol. 11 (pp. 5–65). Carbondale: Southern Illinois University Press. (Original work published 1935)
- Dewey, J. (1997a). Excerpt from *The child and the curriculum*. In S.M. Cahn (Ed.), *Classic and contemporary readings in the philosophy of education* (pp. 274–288). New York: McGraw-Hill. (Original work published 1902)
- Dewey, J. (1997b). Excerpt from *Democracy and education*. In S.M. Cahn (Ed.), *Classic and contemporary readings in the philosophy of education* (pp. 288–324). New York: McGraw-Hill. (Original work published 1916)
- Dewey, J. (1997c). Excerpt from *Experience and education*. In S.M. Cahn (Ed.), *Classic and contemporary readings in the philosophy of education* (pp. 225–363). New York: McGraw-Hill. (Original work published 1938).
- Dewey, J. (1999). Letter to Horace Kallen, March 31, 1915. In L. Hickman (Ed.), *The correspondence of John Dewey, Vol. 1: 1871–1918* (CD-ROM, 03222). Charlottesville, VA: Intalex Corp.
- Dewey, J., & Bentley, A.F. (1949). *Knowing and the known*. Boston: Beacon Press.
- Draper, T. (1957). *The roots of American communism*. New York: Viking.
- Dreiser, T. (1981). *Sister Carrie: The Pennsylvania edition*. Philadelphia: University of Pennsylvania Press.
- Du Bois, W.E.B. (1973). Education and work. In H. Aptheker (Ed.), *The education of black people: Ten critiques, 1906–1960* (pp. 61–82). New York: Monthly Review Press. (Original work published 1930)
- Durst, R. (1999). *Collision course: Conflict, negotiation, and learning in college composition*. Urbana: National Council of Teachers of English.
- Dyer, R. (1997). *White*. New York: Routledge.
- Eastman, M. (1959). *Great companions: Critical memoirs of some famous friends*. New York: Farrar, Straus and Cudahy.
- Elbow, Peter. (1999). Inviting the mother tongue: Beyond “mistakes,” “bad English,” and “wrong language.” *Journal of Advanced Composition*, 19.3, 359–88.
- Fanon, F. (1995). Excerpt from *Wretched of the earth*. In M. Hallman (Ed.), *Expanding philosophical horizons: A nontraditional philosophy reader* (pp. 188–193). Belmont, CA: Wadsworth. (Original work published 1965)

- Feagin, J.R., Vera, H., & Imanim N. (1996). *The agony of education: Black students at White colleges and universities*. New York: Routledge.
- Feinberg, W. (1998). *Common schools/uncommon identities*. New Haven: Yale University Press.
- Feinberg, W., & Torres, C.A. (2001). Democracy and education: John Dewey and Paulo Freire. *Educational Practice and Theory*, 23.1, pp. 25–37.
- Fine, M., Weis, L., & Powell, L.C. (1997). Communities of difference: A critical look at desegregated spaces created for and by youth. *Harvard Educational Review*, 67.2, 247–284.
- Fishman, S.M., & McCarthy, L. (1995). Community in the expressivist classroom: Juggling liberal and communitarian visions. *College English*, 57, 62–81.
- Fishman, S.M., & McCarthy, L. (1998). *John Dewey and the challenge of classroom practice*. New York: Teacher College Press and Urbana: National Council of Teachers of English.
- Fishman, S.M., & McCarthy, L. (2000). *Unplayed tapes: A Personal history of collaborative teacher research*. Urbana: National Council of Teachers of English and New York: Teachers College Press.
- Fordham, S. (1988). Racelessness as a factor in Black students' school success: Pragmatic strategy or pyrrhic victory? *Harvard Educational Review*, 58.1, 54–84.
- Fordham, S. (1997). Those loud Black girls: (Black) women, silence, and gender “passing” in the academy. In M. Seller and L. Weis (Eds.), *Beyond black and white: New faces and voices in U.S. Schools*, (pp. 81–111). Albany: SUNY Press.
- Fox, Tom. (1990). *The social uses of writing: Politics and pedagogy*. Norwood, NJ: Ablex.
- Frankenberg, R. (1993). *The social construction of whiteness: White women, race matters*. Minneapolis: University of Minnesota Press.
- Freire, P. (1973). Education as the practice of freedom. In P. Freire, *Education for critical consciousness* (pp. 1–84). New York: Continuum. (Original work published 1967)
- Freire, P. (1976). Literacy and the possible dream. *Prospects*, 6.1, 68–71.
- Freire, P. (1983). The importance of the act of reading. Trans. L. Slover. *Journal of Education*, 165, 5–11.
- Freire, P. (1987). Letter to North-American teachers. Trans. C. Hunter. In I. Shor (Ed.), *Freire for the classroom: A sourcebook for liberatory teaching* (pp. 211–214). Portsmouth, NH: Boynton/Cook.
- Freire, P. (1993). *Pedagogy of the city*. Trans. D. Macedo. New York: Continuum.
- Freire, P. (1994). *Pedagogy of hope*. Trans. R. Barr. New York: Continuum.
- Freire, P. (1996). *Letters to Cristina: Reflections on my life and work*. Trans. D. Macedo. New York: Routledge.
- Freire, P. (1997). *Pedagogy of the oppressed*. Trans. M. Bergman Ramos. New York: Continuum. (Original work published 1970)

- Freire, P. (1997a). Excerpt from *Pedagogy of the oppressed*. Trans. M. Bergman Ramos. In S.M. Cahn (Ed.), *Classic and contemporary readings in the philosophy of education* (pp. 460–470). (Original work published 1970)
- Freire, P. (2000). *Cultural action for freedom*. Trans. L. Slover. Boston: Harvard Educational Review. (Original work published 1970)
- Frieire, P., & Macedo, D. (1987). *Literacy: Reading the word and the world*. Westport, CT: Bergin and Garvey.
- Gibbs, J.T. (1988). *Young, Black, and male in America: An endangered species*. New York: Auburn House.
- Gilyard, K. (1991). *Voices of the self: A study of language competence*. Detroit: Wayne State University Press.
- Gilyard, K. (1997). Cross-Talk: Toward transcultural writing classrooms. In C. Severino, J.C. Guerra, & J.E. Butler (Eds.), *Writing in multicultural settings* (pp. 325–332). New York: Modern Language Association.
- Gilyard, K. (1999). *Race, rhetoric, and composition*. Portsmouth, NH: Heinemann.
- Giroux, H.A. (1991). Postmodernism as border pedagogy: Redefining the boundaries of race and ethnicity. In Henry A. Giroux (Ed.), *Postmodernism, feminism, and cultural politics: Redrawing educational boundaries* (pp. 217–56). Albany, NY: State University of New York Press.
- Giroux, H.A. (1992). *Border crossings: Cultural workers and the politics of education*. New York: Routledge.
- Glass, R.D. (2001). On Paulo Freire’s philosophy of praxis and the foundations of liberation education. *Educational Researcher*, 30.2, 15–26.
- Glaser, B.G., & Strauss, A.L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. New York: Aldine de Gruyter.
- Gleason, B. (2000). Remediation phase-out at CUNY: The “equity versus excellence” controversy. *College Composition and Communication*, 51, 488–491.
- Goldblatt, E. (1995). *Round my way: Authority and double-consciousness in three urban high school writers*. Pittsburgh: University of Pittsburgh Press.
- Gonsalves, L.M. (2002). Making connections: Addressing the pitfalls of White faculty/Black male student communication. *College Composition and Communication*, 53.3, 435–465.
- Gottlieb, R.S. (1992). *Marxism 1844–1990: Origins, betrayal, rebirth*. New York: Routledge.
- Gramsci, A. (1971). *Selections from the prison notebooks*. Eds. Q. Hoare & G.N. Smith. New York: International Publishers.
- Greenberg, K.L. (1993). The politics of basic writing. *The Journal of Basic Writing*, 12.1, 64–71.
- Greenberg, K.L. (1997). A response to Ira Shor’s “Our apartheid”: Writing instruction and inequality. *Journal of Basic Writing*, 16.2, 90–94.
- Grego, R., & Thompson, N. (1996). Repositioning remediation: Renegotiating composition’s work in the academy. *College Composition and Communication*, 47, 62–84.

- Grumet, M. (1988). *Bitter milk: Women and teaching*. Amherst: University of Massachusetts Press.
- Guerra, J.C. (1997). The place of intercultural literacy in the writing classroom. In C. Severino, J.C. Guerra, & J.E. Butler (Eds.), *Writing in multicultural settings* (pp. 248–260). New York: Modern Language Association.
- Habermas, J. (1972). *Knowledge and human interests*. Trans. J.J. Shapiro. Boston: Beacon Press.
- Hadden, J.E. (2000). A charter to educate or a mandate to train: Conflicts between theory and practice. *Harvard Educational Review*, 70.4, 524–537.
- Hallman, M. (1995). Introduction. In M. Hallman (Ed.), *Expanding philosophical horizons: A nontraditional philosophy reader* (pp. 1–6). Belmont CA: Wadsworth.
- Hansen, D.T. (1995). *The call to teach*. New York: Teachers College Press.
- Harrington, S., & Adler-Kassner, L. (1998). “The dilemma that still counts”: Basic writing at a political crossroads. *Journal of Basic Writing*, 17.2, 3–24.
- Harris, C. (1993). Whiteness as property. *Harvard Law Review*, 106, 1707–1791.
- Heller, L.G. (1973). *The death of the American university: With special reference to the collapse of City College of New York*. New Rochelle, NY: Arlington House.
- Hicks, E. (1981). Cultural Marxism: Nonsynchrony and feminist practice. In L. Sargent (Ed.), *Women and Revolution* (pp. 219–238). Boston: South End Press.
- Higham, J. (1963). *Strangers in the land: Patterns of American nativism, 1860–1925*. New York: Atheneum
- Hirvela, A. (1999). Teaching immigrant students in the college writing classroom. In M.H. Kells & V. Balester (Eds.), *Attending to the margins: Writing, researching, and teaching on the front lines* (pp. 150–164). Portsmouth: Boynton/Cook Heinemann.
- Holland, D.C., & Eisenhart, M.A. (1988). Women’s ways of going to school: Cultural reproduction of women’s identities as workers. In L. Weis (Ed.), *Class, race, and gender in American education* (pp. 266–301). Albany, NY: State University of New York Press.
- Holmes, J.H. (1973). Ten reasons for believing in immortality. In P. Edwards & A. Pap (Eds.), *A modern introduction to philosophy*, 3rd ed. (pp. 250–260). New York: Free Press. (Original work published 1929)
- Hook, S. (1995). *John Dewey: An intellectual portrait*. Amherst, NY: Prometheus Books. (Original work published 1939)
- hooks, b. (1989). *Talking back: Thinking feminist, thinking black*. Boston: South End Press.
- hooks, b. (1995). Excerpt from *Ain’t I a woman: Black women and feminism*. In M. Hallman (Ed.), *Expanding philosophical horizons: A nontraditional philosophy reader* (pp. 199–209). Belmont, CA: Wadsworth. (Original work published 1981)
- Horner, B., & Lu, M-Z. (1999). *Representing the “other”: Basic writers and the teaching of basic writing*. Urbana: National Council of Teachers of English.

- Horwitz, M.J. (1992). *The transformation of American law, 1870–1960: The crisis of legal orthodoxy*. New York: Oxford University Press, 1992.
- James, W. (1973). The dilemma of determinism. In P. Edwards & A. Pap (Eds.), *A modern introduction to philosophy*, 3rd ed. (pp. 34–46). New York: Free Press. (Original work published 1884)
- Johns, A.M. (2001). ESL students and WAC programs: Varied populations and diverse needs. In S.M. McLeod, E. Miraglia, M. Soven, & C. Thaiss (Eds.), *WAC for the new millenium: Strategies for continuing writing-across-the-curriculum programs* (pp. 141–164). Urbana: National Council of Teachers English.
- Johnson-Bailey, J., & Cervero, R.M. (1996). An analysis of the educational narratives of reentry black women. *Adult Education Quarterly*, 46.3, 142–157.
- Kallen, H. (1924). *Culture and democracy in the United States*. New York: Boni & Liveright.
- Karier, C. (1975). *Shaping the American educational state: 1900 to the present*. New York: Free Press.
- Karier, C. (1986). *The individual, society, and education*. Urbana, IL: University of Illinois Press.
- Katz, M. (1971). *Class, bureaucracy, and schools: The illusion of educational change in America*. New York: Praeger.
- Katz, S.R. (1999). Teaching in tensions: Latino immigrant youth, their teachers, and the structures of schooling. *Teachers College Record*, 100, 809–840.
- Kliebard, H.M. (1995). *The struggle for the American curriculum, 1893–1958*. New York: Routledge.
- Kochman, T. (1981). *Black and White styles in conflict*. Chicago: University of Chicago Press.
- Kozol, J. (1992). *Savage inequalities: Children in American's schools*. New York: Harper Collins.
- Kutz, E. (1986). Between students' language and academic discourse: Interlanguage as middle ground. *College English*, 48, 385–396.
- Kutz, E., Groden, S.Q., & Zamel, V. (1993). *The discovery of competence: Teaching and learning with diverse student writers*. Portsmouth, NH: Heinemann.
- Laden, B.V., & Turner, C.S.V. (1995). Viewing community college students through the lenses of gender and color. In B.K. Townsend (Ed.), *Gender and power in the community college* (pp. 15–28). San Francisco: Jossey-Bass.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass.
- Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *Qualitative Studies in Education*, 11.1, 7–24.
- Ladson-Billings, G., & Tate, W.F. IV. (1995). Toward a critical race theory of education. *Teachers College Record*, 97.1, 47–68.
- Landsman, J. (2001). *A White teacher talks about race*. Lanham, MD: Scarecrow Press.

- Larson, R.L. (1991). Using portfolios in the assessment of writing in the academic disciplines. In P. Belanoff & M. Dickson (Eds.), *Portfolios: Process and product* (pp. 137–149). Portsmouth, NH: Boynton/Cook Heinemann.
- Lazere, D. (1992). Back to basics: A force for oppression or liberation? *College English*, 54, 7–21.
- Leki, I. (1990). Coaching from the margins: Issues in written response. In B. Kroll (Ed.), *Second language writing*. Cambridge: Cambridge University Press.
- Leki, I. (1991). Preferences of ESL students for error correction in college-level writing classes. *Foreign Language Annals*, 24.3, 203–218.
- Leki, I. (1992). *Understanding ESL writers: A guide for teachers*. Portsmouth, NY: Boynton/Cook Heinemann.
- Leki, I. (1995). Good writing: I know it when I see it. In D. Belcher & G. Braine (Eds.), *Academic writing in a second language: Essays on research and pedagogy* (pp. 23–46). Norwood, NJ: Ablex.
- Lewis, L.H. (Ed.). (1988). *Addressing the needs of returning women*. San Francisco: Jossey- Bass.
- Lichtenstein, P.M. (1984). Some theoretical coordinates of radical liberalism. *American Journal of Economics and Sociology*, 43.3, 333–339.
- Lincoln, Y.S. (1990). The making of a constructivist: A remembrance of transformations past. In E.G. Guba (Ed.), *The paradigm dialog* (pp. 67–87). Newbury Park, CA: Sage Publications.
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Beverly Hills: Sage Publications.
- Locke, J. (1997). Excerpt from *Some thoughts concerning education*. In S.M. Cahn (Ed.), *Classic and contemporary readings in the philosophy of education* (pp. 144–61). New York: McGraw-Hill. (Original work published 1693)
- Lu, M-Z. (1999a). Conflict and struggle: The enemies or preconditions of basic writing? In B. Horner & M-Z. Lu, *Representing the “other”: Basic writers and the teaching of basic writing* (pp. 30–55). Urbana: National Council of Teachers of English. (Original work published 1992)
- Lu, M-Z. (1999b). Professing multiculturalism: The politics of style in the contact zone. In B. Horner & M-Z. Lu, *Representing the “other”: Basic writers and the teaching of basic writing* (pp. 166–190). Urbana: National Council of Teachers of English. (Original work published 1994)
- Luttrell, W. (1989). Working-class women’s ways of knowing: Effects of gender, race, and class. *Sociology of Education*, 62, 33–46.
- Mackie, R. (1981). Contributions to the thought of Paulo Freire. In R. Mackie (Ed.), *Literacy and revolution: The pedagogy of Paulo Freire* (pp. 93–119). New York: Continuum. (Original work published 1980)
- MacLean, M.S. & Mohr, M.M. (1999). *Teacher-researchers at work*. Berkeley: The National Writing Project.
- Mahiri, J. (1998). *Shooting for excellence: African Americans and youth culture in new century schools*. Urbana: National Council of Teachers of English.

- Marshall, I., & Ryden, W. (2000). Interrogating the Monologue: Making whiteness visible. *College Composition and Communication*, 52.2, 240–259.
- Marx, K. (1967). *Capital: A critique of political economy*. Vol. 1. (Ed.) F. Engels. Trans. S. Moore & E. Aveling. New York: International Publishers. (Original work published 1867)
- Marx, K. (1978). The German ideology. In R.C. Tucker (Ed.), *The Marx-Engels Reader* (pp. 146–200). New York: W.W. Norton. (Original work published 1932)
- McCarthy, C. (1988). Rethinking liberal and radical perspectives on racial inequality in schooling: Making the case of nonsynchrony. *Harvard Educational Review*, 58.2, 265–280.
- McCarthy, C. (1993). Beyond the poverty of theory in race relations: Nonsynchrony and social difference in education. In M. Fine & L. Weis (Eds.), *Beyond silenced voices: Class, race and gender in United States schools* (pp. 325–346). Albany: State University of New York Press.
- McCrary, D. (2001). Womanist theology and its efficacy for the writing classroom. *College Composition and Communication*, 52, 521–552.
- McLaren, P.L. (1994). Postmodernism and the death of politics: A Brazilian reprieve. In P.L. McLaren & C. Lankshear (Eds.) *Politics of Liberation: Paths from Freire* (pp. 193–215). New York: Routledge.
- McLeod, S.H. (1997). *Notes on the heart: Affective issues in the writing classroom*. Carbondale: Southern Illinois University Press.
- Miles, R. (1993). *Racism after “race relations”*. New York: Routledge.
- Miles, M.B., & Huberman, A.M. (1984). *Qualitative data analysis*. Beverly Hills: Sage Publications.
- Mill, J.S. (1973). Of liberty and necessity. In P. Edwards & A. Pap (Eds.), *A modern introduction to philosophy*, 3rd ed. (pp. 52–58). New York: Free Press. (Original work published 1843)
- Mura, D. (1988). Strangers in the village. In R. Simonson & S. Walker (Eds.), *The graywolf annual five: Multi-cultural literacy* (pp. 135–54). St. Paul, MN: Graywolf Press.
- Mutnick, D. (1996). *Writing in an alien world: Basic writing and the struggle for equality in higher education*. Portsmouth, NH: Heinemann.
- Mutnick, D. (2000). The strategic value of basic writing: An analysis of the current moment. *Journal of Basic Writing*, 19.1, 69–83.
- Nelson, J. (1990). This was an easy assignment: Examining how students interpret academic writing tasks. *Research in the Teaching of English*, 24, 362–396.
- Nieto, S. (1996). *Affirming diversity: The sociopolitical context of multicultural education*, 2nd ed. White Plains, NY: Longman.
- Noddings, N. (1996). On community. *Educational Theory*, 44, 245–267.
- Oakes, J. (1985). *Keeping track: How schools structure inequality*. New Haven: Yale University Press.

- Ogbu, J.U. (1988). Class stratification, racial stratification, and schooling. In L. Weis (Ed.), *Class, race, and gender in American education* (pp. 163–82). Albany: State University of New York Press.
- Omi, M., & Winant, H. (1994). *Racial formation in the United States: From the 1960s to the 1990s*. New York: Routledge.
- Orner, M. (1992). Interrupting the calls for student voice in “liberatory” education: A feminist postructuralist perspective. In C. Luke & J. Gore (Eds.), *Feminisms and critical pedagogy* (pp. 74–89). New York: Routledge.
- Paley, W. (1973). The watch and the human eye. In P. Edwards & A. Pap (Eds.), *A modern introduction to philosophy*, 3rd ed. (pp. 419–434). New York: Free Press. (Original work published 1802)
- Plato. (1993). *The last days of Socrates*. Trans. H. Tredennick & H. Tarrant. London: Penguin Books.
- Plato (1997). *The republic*. Excerpt in S.M. Cahn (Ed.), *Classic and contemporary readings in the philosophy of education* (pp. 39–109). New York: McGraw-Hill.
- Perl, S. (1980). A look at basic writers in the process of composing. In L.N. Kasden & D.R. Hoerber (Eds.), *Basic writing: Essays for teachers, researchers, and administrators* (pp. 13–32). Urbana: National Council of Teachers of English.
- Phillips, D.L. (1993). *Looking backward: A critical appraisal of communitarian thought*. Princeton: Princeton University Press.
- Pratt, M.L. (1987). Linguistic utopias. In N. Fabb, D. Attridge, A. Durant, & C. MacCabe (Eds.), *The linguistics of writing* (pp. 48–66). New York: Methuen.
- Pratt, M.L. (1991). Arts of the contact zone. *Profession 91* (pp. 33–40). New York: Modern Language Association.
- Prendergast, C. (1998). Race: The absent presence in composition studies. *College Composition and Communication*, 50.1, 36–53.
- Ree, P. (1973). Determinism and the illusion of moral responsibility. In P. Edwards & A. Pap (Eds.), *A modern introduction to philosophy*, 3rd ed. (pp. 10–27). New York: Free Press. (Original work published 1885)
- Reed, I. (1988). America: The multinational society. In R. Simonson & S. Walker (Eds.), *The graywolf annual five: Multi-cultural literacy* (pp. 155–160). St. Paul: Graywolf Press.
- Rodby, J. (1996). What’s it worth and what’s it for? Revisions to basic writing revisited. *College Composition and Communication*, 47, 107–111.
- Rodriguez, R. (1982). *Hunger for memory: The education of Richard Rodriguez*. New York: Bantam.
- Roediger, D.R. (1991). *The wages of whiteness: Race and the making of the American working class*. New York: Verso.
- Roediger, D.R. (2002). *Colored white: Transcending the racial past*. Berkeley: University of California Press.
- Rose, M. (1989). *Lives on the boundary: The struggles and achievements of America’s underprepared*. New York: Penguin.

- Royster, J.J., & Taylor, R.G. (1997). Constructing teacher identity in the basic writing classroom. *Journal of Basic Writing*, 16.1, 27–50.
- Royster, J.J., & Williams, J.C. (1999). History in the spaces left: African American presence and narratives of composition studies. *College Composition and Communication*, 50, 563–584.
- Russell, B. (1970). *Marriage and morals*. New York: Liveright Publishing Corporation. (Original work published 1929)
- Russell, M.G. (1983). Black-eyed blues connections: From the inside out. In C. Bunch & S. Pollack (Eds.), *Learning our way: Essays in feminist education* (pp. 272–284). Trumansburg, NY: Crossing Press.
- Sandel, M. (Ed.) (1984). *Liberalism and its critics*. New York: New York University Press.
- Santos, T. (1988). Professors' reactions to the academic writing of non-native speaking students. *TESOL Quarterly*, 22, 69–90.
- Schlegel, J.H. (1995). *American legal realism and empirical social science*. Chapel Hill: University of North Carolina Press.
- Schlesinger, A., Jr. (1992). *The disuniting of America: Reflections on a multi-cultural society*. New York: Norton.
- Schneidewind, N. (1985). Cooperatively structured learning: Implications for feminist pedagogy. *Journal of Thought*, 20.3–4, 74–87.
- Shaughnessy, M. (1977). *Errors and expectations: A guide for the teacher of basic writing*. New York: Oxford University Press.
- Shor, I. (1987). Monday morning fever: Critical literacy and the generative theme of “work.” In I. Shor (Ed.), *Freire for the classroom: A sourcebook for liberatory teaching* (pp. 104–121). Portsmouth, NH: Boynton/Cook Heinemann.
- Shor, I. (1992). *Empowering education: Critical teaching for social change*. Chicago: University of Chicago Press.
- Shor, I. (1997). Our apartheid: Writing instruction and inequality. *Journal of Basic Writing*, 16.1, 91–104.
- Shor, I. (1999). What is critical literacy? In I. Shor & C. Pari (Eds.), *Critical literacy in action: Writing words, changing worlds* (pp. 1–30). Portsmouth, NH: Boynton/Cook Heinemann.
- Shor I., & Freire, P. (1987). *A pedagogy for liberation: Dialogues on transforming education*. Westport, CT: Bergin & Garvey.
- Shrewsbury, C. (1993). What is feminist pedagogy? *Women's Studies Quarterly*, 21.3–4, 8–16.
- Sleeter, C., & Grant, C. (1988). A rationale for integrating race, gender, and social class. In L. Weis (Ed.), *Class, race, and gender in American education* (pp. 144–160). Albany: SUNY Press.
- Smith, J. (1997). Students' goals, gatekeeping, and some questions of ethics. *College English*, 59, 299–320.
- Smitherman, G. (1977). *Talkin and testifyin: The language of Black America*. Detroit: Wayne State University Press.

- Smitherman, G. (1999). CCCC's role in the struggle for language rights. *College Composition and Communication*, 50, 349–76.
- Smitherman, G. (2000). "A new way of talkin'": Language, social change, and political theory. In G. Smitherman, *Talkin that talk: Language, culture, and education in African America*. New York: Routledge. (original work published 1989)
- Soliday, M. (1996). From the margins to the mainstream: Reconceiving remediation. *College Composition and Communication*, 47, 85–100.
- Soliday, M. (1999). Class dismissed. *College English*, 61, 731–741.
- Spack, Ruth. (1997). The acquisition of academic literacy in a second language: A longitudinal case study. *Written Communication*, 14, 3–62.
- Spradley, J. (1980). *Participant observation*. New York: Holt, Rinehart, and Winston.
- Spring, J. (1996). *American education*, 7th ed. New York: McGraw Hill.
- Starhawk. (1995). Witchcraft and women's culture. In M. Hallman (Ed.), *Expanding philosophical horizons: A nontraditional philosophy reader* (pp. 279–286). Belmont CA: Wadsworth. (Original work published 1979)
- Stein, G. (1933). *The autobiography of Alice B. Toklas*. New York: Vintage.
- Stenhouse, L. (1985). *Research as a basis for teaching: Readings from the work of Lawrence Stenhouse*. Eds. J. Ruddick & D. Hopkins. Portsmouth: Heinemann.
- Stoldowski, S.S., & Grossman, P.L. (2000). Changing students, changing teaching. *Teachers College Record*, 102.1, 125–172.
- Sternglass, M. (1993). Writing development as seen through longitudinal research: A case study exemplar. *Written Communication*, 10.2, 235–261.
- Sternglass, M. (1997). *Time to know them: A longitudinal study of writing and learning at the college level*. Nahwah, NJ: Lawrence Erlbaum Associates.
- Stygall, G. (1999). Unraveling at both ends: Anti-undergraduate education, anti-affirmative action, and basic writing at research schools. *Journal of Basic Writing*, 18.2, 4–22.
- Suarez-Orozco, M.M. (2001). Globalization, immigration, and education: The research agenda. *Harvard Educational Review*, 71.3, 345–365.
- Summers, R.S. (1982). *Instrumentalism and American legal theory*. Ithaca: Cornell University Press, 1982.
- Swann v. Charlotte-Mecklenburg Board of Education*. (1971). 402 U.S. 1.
- Sylvester, P.S. (1994). Elementary school curricula and urban transformation. *Harvard Educational Review*, 64.3, 309–331.
- Tarule, J.M. (1988). Voices of returning women: Ways of knowing. In L. Lewis (Ed.) *Addressing the needs of returning women* (pp. 19–33). San Francisco: Jossey-Bass.
- Tatum, B.D. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. *Harvard Educational Review*, 62.1, 1–24.
- Taylor, P.V. (1993). *The texts of Paulo Freire*. Buckingham: Open University Press.

- Thompson, A. (1998). Not the color purple: Black feminist lessons for educational caring. *Harvard Educational Review*, 68.4, 522–554.
- Torres, C.A. (1993). From the *Pedagogy of the Oppressed* to *A Luta Continua*: The political pedagogy of Paulo Freire. In P. McLaren & P. Leonard (Eds.), *Paulo Freire: A critical encounter* (pp. 119–145). New York: Routledge.
- Traub, J. (1994). *City on a hill: Testing the American dream at City College*. New York: Addison Wesley.
- Villanueva, V. (1993). *Bootstraps: From an American academic of color*. Urbana: National Council of Teachers of English.
- Violas, P. (1973). The indoctrination debate. In C. Karier, P. Violas, & J. Spring (Eds.), *Roots of crisis: American education in the twentieth century*. Chicago: Rand McNally.
- Walker, A. (1983). *In search of our mothers' gardens: Womanist prose*. New York: Harcourt Brace.
- Weiler, K. (1994). Freire and a feminist pedagogy of difference. In P.L. McLaren & C. Lankshear (Eds.), *Politics of liberation: Paths from Freire* (pp. 12–40). New York: Routledge.
- Weiler, K. (1996). Myths of Paulo Freire. *Educational Theory*, 46.3, 353–371.
- Weis, L. (1985). *Between two worlds*. New York: Routledge.
- Weis, L. (1992). Discordant voices in the urban community college. In L.S. Zwerling & H.B. London (Eds.), *First-generation students: Confronting the cultural issues* (pp. 13–28). San Francisco: Jossey-Bass.
- West, C. (1993). *Race matters*. New York: Vintage.
- Westbrook, R. (1991). *John Dewey and American democracy*. Ithaca: Cornell University Press.
- Wiener, H.S. (1998). The attack on basic writing—and after. *Journal of Basic Writing*, 17.1, 96–103.
- Williams, P. (1991). *The alchemy of race and rights: Diary of a law professor*. Cambridge: Harvard University Press.
- Williams, R. (1976). *Keywords: A vocabulary of culture and society*. New York: Oxford University Press.
- Williams, R. (1977). *Marxism and literature*. New York: Oxford University Press.
- Wilson, W.J. (1996). *When work disappears: The world of the new urban poor*. New York: Knopf.
- Yutang, L. (1995). Why I am a pagan. In M. Hallman (Ed.), *Expanding philosophical horizons: A nontraditional philosophy reader* (pp. 286–292). Belmont: Wadsworth. (Original work published 1937)
- Zamel, V. (1995). Strangers in academia: The experience of faculty and ESL students across the curriculum. *College Composition and Communication*, 46, 506–521.
- Zwerling, L.S., & London, H.B. (1992). *First-generation students: Confronting the cultural issues*. San Francisco: Jossey-Bass.