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Titolo	Annals of the Institute of Statistical Mathematics
Pubbl/distr/stampa	Tokyo, : [Institute of Statistical Mathematics], [1949]- Tokyo, : Kluwer Academic Publishers
ISSN	1572-9052
Disciplina	519.905
Soggetti	Mathematical statistics Statistics Statistique mathématique Statistiques Statistik Zeitschrift Online-Ressource Periodicals.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Periodico
Note generali	Refereed/Peer-reviewed

2. Record Nr.	UNINA9910518192703321
Autore	Brockenbrough Edward
Titolo	Black men teaching in urban schools : reassessing black masculinity // by Edward Brockenbrough
Pubbl/distr/stampa	Taylor & Francis, 2018 Boca Raton, FL : , : Routledge, an imprint of Taylor and Francis, , 2018
ISBN	9781317448518 1317448510 9781317448501 1317448502 9781315696997 1315696991
Edizione	[1st ed.]
Descrizione fisica	1 online resource (225 pages)
Collana	Routledge critical studies in gender and sexuality in education
Classificazione	EDU032000EDU038000SOC032000
Disciplina	155.332 371.1008996073
Soggetti	Masculinity Education, Urban Male teachers
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Introduction: 'acting tougher' -- Saving black boys: black male teachers and saviorist black masculinity -- Call and response: the resonance of saviorist discourses -- Great expectations: black male teachers as disciplinarians and father figures -- Patriarchy meets women's work: encountering female power in the workplace -- The voices (and silences) of black queer male teachers -- 'The whole black thing helps, too': the affordances of culturally responsive pedagogies -- Danger time and deep ecology -- Conclusion: doing black masculinity work -- Appendix. guided meditations -- Works cited.
Sommario/riassunto	This volume follows eleven Black male teachers from an urban, predominantly Black school district to reveal a complex set of identity politics and power dynamics that complicate these teachers' relationships with students and fellow educators. It provides new and

important insights into what it means to be a Black male teacher and suggests strategies for school districts, teacher preparation programs, researchers and other stakeholders to rethink why and how we recruit and train Black male teachers for urban K-12 classrooms.
