

1. Record Nr.	UNINA9910794482403321
Titolo	Amplified voices, intersecting identities. Volume 2 : first-gen phds navigating institutional power in early academic careers / / edited by Jane A. Van Galen, Jaye Sablan
Pubbl/distr/stampa	Leiden, the Netherlands ; ; Boston, Massachusetts : , : BRILL, , [2021] ©2021
ISBN	90-04-44525-0
Descrizione fisica	1 online resource
Collana	Mobility Studies and Education ; ; 7
Disciplina	378.1982
Soggetti	Minority graduate students - United States Discrimination in higher education - United States First-generation college students - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Copyright page -- Figures -- Notes on Contributors -- Introduction: Amplified Voices, Intersecting Identities / Jane A. Van Galen and Jaye Sablan -- Chapter 1 "Si pega, bueno" / Esther Diaz Martin and Jose Garcia -- Chapter 2 Writing as an Art of Rebellion / Ethan Trinh and Luis Javier Penton Herrera -- Chapter 3 Telling Stories / Miranda Mosier -- Chapter 4 Pathways, Pedagogy, and Pacific Islander Studies / Alfred P. Flores -- Chapter 5 Navigating Institutional Borderlands / T. Mark Montoya -- Chapter 6 Dear Native Students, with Love / Theresa Stewart-Ambo -- Chapter 7 Backbone Snacks / Charise P. DeBerry -- Chapter 8 The First / Veronica R. Barrios -- Chapter 9 Sister, Sister, Never Knew How Much I Missed Ya! / Catherine Ma and Keisha V. Thompson -- Chapter 10 "I Have Measured out My Life with Coffee Spoons" / Candis Bond -- Chapter 11 Yes, We Count / Beth Buyserie -- Chapter 12 From the Hood to Higher Ed / Castagna Lacet and Wendy Champagnie Williams -- Chapter 13 Multiply Conscious and in Need of Divine Intervention / Nataria T. Joseph -- Chapter 14 The Long and the Short of It / Michelle Parrinello-Cason -- Chapter 15 Surviving the Matrix / J. Michael Ryan -- Chapter 16 (In)visible (Dis)advantages / Will Porter -- Chapter 17 Re-Framing the Enemy within in Academia / Noralis Rodriguez Coss -- Chapter 18 Navigating Distances / Janette

Diaz -- Chapter 19 Finding My Voice / Jennifer M. Longley -- Chapter 20 Climbing Uphill / Nadia Yolanda Alvarez Mexia and Adrian Arroyo Perez -- Chapter 21 First-Gens and Student Debt / Cynthia George -- Chapter 22 Resilience and Grit Are for Rich People / Shonda L. Goward -- Index.

Sommario/riassunto

The contributors to *Amplified Voices, Intersecting Identities: First-Gen PhDs Navigating Institutional Power in Early Careers* overcame deeply unequal educational systems to become the first in their families to finish college. Now, they are among the 3% of first-generation undergraduate students to go on to graduate school and then become faculty, in spite of structural barriers that worked against them. These scholars write of socialization to the professoriate through the complex lens of intersectional identities of race, ethnicity, gender, sexuality, ability and social class. These first-generation graduate students have crafted critical narratives of the structural obstacles within higher education that stand in the way of brilliant scholars who are poor and working-class, Black, Indigenous, Latinx, Asian, immigrant, queer, white, women, or people with disabilities. They write of agency in creating defiant networks of support, of sustaining connections to family and communities, of their activism and advocacy on campus. They refuse to perpetuate the myths of meritocracy that reproduce the inequalities of higher education. In response to a research literature and to campus programming that frames their identities around "need", they write instead of agentive and politicized intersectional identities as first-generation graduate students, committed to institutional change through their research, teaching, and service. .