

|                         |   |
|-------------------------|---|
| 1. Record Nr.           | UNINA9910812786103321   |
| Autore                  | Ngo Bic <1974->   |
| Titolo                  | Unresolved identities [[electronic resource] ] : discourse, ambivalence, and urban immigrant students // Bic Ngo ; foreword by Deborah P. Britzman  |
| Pubbl/distr/stampa      | Albany, : State University of New York Press, c2010   |
| ISBN                    | 1-4384-3059-0<br>1-4416-4871-2  |
| Edizione                | [1st ed.]   |
| Descrizione fisica      | 1 online resource (163 p.)  |
| Collana                 | SUNY series, second thoughts  |
| Disciplina              | 371.826/9120973   |
| Soggetti                | Immigrants - Education - United States<br>Multicultural education - United States<br>Urban schools - United States  |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Note generali           | Bibliographic Level Mode of Issuance: Monograph   |
| Nota di bibliografia    | Includes bibliographical references and index.  |
| Nota di contenuto       | Introduction -- Urban schools as war zones -- War babies and comeback kids -- Confining immigrant identities -- Unresolved identities -- Resisting resolution -- Appendix A: Undercutting the inside/outside opposition -- Appendix B: A note on methodology.   |
| Sommario/riassunto      | In her ethnographic study of Lao American students at an urban, public high school, Bic Ngo shows how simplistic accounts of these students smooth over unfinished, precarious identities and contested social relations. Exploring the ways that immigrant youth identities are shaped by dominant discourses that simplify and confine their experiences within binary categories of good/bad, traditional/modern and success/failure, she unmask and examines the stories we tell about them, and unsettles the hegemony of discourses that frame identities within discrete dualisms. Rather than cohesive, the identity negotiations of Lao American students are responses that modify, resist, or echo these discourses. Ngo argues that while Lao American students are changing what it means to be "urban" and "immigrant" youth, most people are unable to read them as doing so, and instead see the youth as confused, backward, and problematic. By illuminating the discursive practices of identity, this study underscores the need to |

conceptualize urban, immigrant identities as contradictory, fractured  
and unresolved.

---