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Nota di contenuto	Contents; Preface; Foreword; 1. The Cultural Production of the Educated Person: An Introduction by Bradley A. Levinson and Dorothy Holland; PART I: SCHOOLS AS SITES FOR THE CULTURAL PRODUCTION OF THE EDUCATED PERSON; 2. Behind Schedule: Batch-Produced Children in French and U.S. Classrooms by Kathryn M. Anderson-Levitt; 3. The Silent Indian as a Cultural Production by Douglas E. Foley; 4. Becoming Somebody in and against School: Toward a Psychocultural Theory of Gender and Self-Making by Wendy Luttrell 5. In Search of Aztlan: Movimiento Ideology and the Creation of a Chicano Worldview through Schooling by Armando L. TrujilloPART II: THE EDUCATED PERSON IN COMPETING SITES OF CULTURAL PRODUCTION; 6. Formal Schooling and the Production of Modern Citizens in the Ecuadorian Amazon by Laura Rival; 7. The Production of Biologists at School and Work: Making Scientists, Conservationists, or Flowery Bone-Heads? by Margaret Eisenhart; 8. Taiwanese Schools against Themselves: School Culture Versus the Subjectivity of Youth by

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PART III: THE EDUCATED PERSON IN STATE DISCOURSE AND LOCAL PRACTICE9. Social Difference and Schooled Identity at a Mexican Secundaria by Bradley A. Levinson; 10. From Indios to Profesionales: Stereotypes and Student Resistance in Bolivian Teacher Training by Aurolyn Luykx; 11. Schools and the Cultural Production of the Educated Person in a Nepalese Hill Community by Debra Skinner and Dorothy Holland; 12. Keys to Appropriation: Rural Schooling in Mexico by Elsie Rockwell; Notes On Contributors; Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; Q; R; S; T; U; V; W; Y; Z

Sommario/riassunto

Examines the ways in which cultural practices and knowledges are produced in and out of schools around the world. Eleven historical-ethnographic case studies examine the social and cultural projects of modern schools, and the contestations, dramatic and not, that emerge in and around and against them. These case studies, ranging from Taiwan to South Texas, build upon an original joining of anthropology, critical education theory, and cultural studies. The studies advance the concept of cultural production as a way of understanding the dynamics of power and identity formation underlying different forms of "education." Using the concept of the "educated person" as a culture-specific construct, the authors examine conflicts and points of convergence between cultural practices and knowledges that are produced in and out of schools. Bradley A. Levinson is Assistant Professor of Anthropology at Augustana College. Douglas E. Foley is Professor of Education and of Anthropology at the University of Texas-Austin. He is the author of *From Peones to Politics; Learning Capitalist Culture* ; and *The Heartland Chronicles: A Tale of Mesquaki-White Relations* . Dorothy C. Holland is J. Ross Macdonald Professor of Anthropology at the University of North Carolina, Chapel Hill. She is coeditor of *Cultural Models in Language and Educated in Romance: Women, Achievement, and College Culture* .
