

Lois Weis

PUBLICATIONS

Books:

Beyond Silenced Voices: Class, Race and Gender in United States Schools (edited, with Michelle Fine) (Albany: SUNY Press, 2005).

Class Reunion: The Re-Making of the American White Working Class (New York: Routledge, 2004).

Off White: Shades of Contestation (edited, with M. Fine, L. Pruitt and A. Burns) (New York: Routledge, 2004).

Working Method: Research and Social Justice (with Michelle Fine) (New York: Routledge, 2004).

Silenced Voices and Extraordinary Conversation: Re-Imaging Schools (with Michelle Fine) (New York: Teachers College Press, 2003).

Speed Bumps: A Student Friendly Guide to Qualitative Research (with Michele Fine) (New York: Teachers College Press, 2000).

Construction Sites: Excavating Race, Class and Gender (edited, with Michelle Fine) (New York: Teachers College Press, 2000).

The Unknown City: The Lives of Poor and Working Class Young Adults (with Michelle Fine) (Boston: Beacon Press, 1998).

Beyond Black and White: New Faces and Voices in United States Schools (edited, with Maxine Seller) (Albany: SUNY Press, 1997).

Off White (edited, with Michelle Fine, Mun Wong, Linda Powell) (New York: Routledge, 1997).

Beyond Silenced Voices: Class, Race and Gender in United States Schools (edited by Lois Weis and Michelle Fine) (Albany: SUNY Press, 1992).

Textbooks in American Society (edited by Philip Altbach, Gail Kelly, Hugh Petrie, Lois Weis) (Albany: SUNY Press, 1991).

Perspectives on Early Childhood Education (edited by Lois Weis, Philip Altbach, Gail Kelly, Hugh Petrie) (Albany: SUNY Press, 1991).

Working Class without Work: High School Students in a De-Industrializing Economy (New York: Routledge, 1990).

Dropouts from Schools: Issues, Dilemmas and Solutions (edited by L. Weis, E. Farrar, H. Petrie) (Albany: SUNY Press, 1989).

Crisis in Teaching (edited by Lois Weis, Philip Altbach, Gail Kelly, Hugh Petrie, Sheila Slaughter) (Albany: SUNY Press, 1988).

Class, Race and Gender in American Schools (edited by Lois Weis) (Albany: SUNY Press, 1987).

Between Two Worlds: Black Students in an Urban Community College (Routledge and Kegan Paul, 1985).

Excellence in Education: Perspectives on Policy and Practice (edited by P. Altbach, G. Kelly, L. Weis) (Prometheus Press, 1985).

Ideology and Practice in Schooling (edited by Michael Apple and Lois Weis) (Temple University Press, 1983).

Monographs:

Caution: Speed Bumps Ahead: Reflections on the Politics and Methods of Qualitative Work, SUNY at Buffalo Graduate School of Education Occasional Paper, 1998 (Michele Fine, Lois Weis and 15 graduate students).

Race and Class in School, Lois Weis, Annette Lareau, and Michelle Fine, SUNY at Buffalo Graduate School of Education Occasional Paper, 1992.

High School as a Site for the Encouragement of White Male Dominance, Graduate School of Education, SUNY at Buffalo, 1990, 39 pp.

Curriculum for Tomorrow's Schools, Lois Weis, Catherine Cornbleth, Kenneth Zeichner, Michael Apple, Graduate School of Education Publications, SUNY at Buffalo, 1990, 108 pp.

Race, Class and Schooling, (edited and with an introduction by Lois Weis), Comparative Education Center, SUNY at Buffalo, 1986, 121 pp.

Issues in Education: Schooling and the Reproduction of Class and Gender Inequalities (edited and with an introduction by Lois Weis), Department of Educational Organization, Administration and Policy and Comparative Education Center, SUNY at Buffalo, 1982, 107 pp.

Schooling, Attitudes and Modernization: The Case of Ghana, Council on International Studies, SUNY at Buffalo, Special Studies Series, 1979, 64 pp.

Articles in Refereed Journals:

“Masculinity, Whiteness and the New Economy: An Exploration of Privilege and Loss.” *Special Issue of Men and Masculinities*, 2005.

“Gender Masculinity and the New Economy.” *Australian Educational Researcher*, Vol. 30 No. 3, 2003, pp. 111-129.

“Insecure Times.” *Men's Lives* (with Michelle Fine, Julie Addeleton and Julia Marusza Hall).

“Reflections 9/11.” *Qualitative Inquiry*. April 2002.

“On the Power of Separate Spaces: Teachers and Students Writing (Righting) Selves and Future.” *American Educational Research Journal*. (with Craig Centrie) Vol. 39, No.1, Spring 2002: 7-36.

“Producing Whiteness: An Exploration of Working Class Whiteness in Two Contexts.” *Discourse*. Vol. 23 No 1, April 2002 (with Susan Lombardo).

“Imagining Possibilities with and for Contemporary Youth.” *Qualitative Research* (with Greg Dimitriadis). Vol. 1, No.2, August 2001: 223-240.

“Comments on Closing the Gender Gap.” *Discourse*. April 2001: 22 No. 1.

“Race, Gender and Critique: African American and White Women in 1980s and 1990s.” *Signs* Vol. 27, No. 1, Autumn 2001: 139-169.

“Disappearing Acts - A Feminist Dystopia for the 20th Century.” In Special Issue, *Feminism and the New Millennium* (with M. Fine) *Signs* Vol. 25, No 4, Summer 2000: 1139-1148.

“Race and Gender Work in an Urban Magnet School.” *Teachers College Record*. 102 (3) June 2000: 620-650.

“Refusing the Betrayal - Latinas Redefining Gender, Sexuality, Culture and Resistance.” *Review of Educational Pedagogy /Cultural Studies* 22, 2(2000): 87-119.

Puerto Rican Men and the Struggle for Place in the U.S.” (with C. Centrie, J. Juarbe-Valentin, M. Fine). *Men and Masculinities*. Vol. 4, No. 3, January 2002: 286-302.

“I Had a Lot of Black Friends that my Father Didn’t Know About. An Exploration of White Working Class and Poor Female Racism.” *Journal of Gender Studies* (with Julia Hall). Vol. 10, No. 1, March 2001: 43-66.

“Extraordinary Conversations in Public Schools.” (with M. Fine). (2001) *International Journal of Qualitative Studies in Education* Vol. 14, No. 4: 497-503.

“I Was Going Up for Assistant Manager: African American Women, Crossing Borders.” *Educational*

Foundations (1999) Vol. 13 No. 2, pp. 15-26 (with M. Fine, R. Morton-Christmas).

“We Need To Come Together and Raise Our Kids and Our Communities Right: Black Males Rewriting Social Representations.” *Urban Review*. 1999: 125- 152 (with M. Fine, T. Shepherd and K. Foster).

“Educating Beyond the Borders of Schooling.” *Anthropology and Education Quarterly* (with M. Fine, C. Centrie, R. Roberts). Vol. 31 No. 2 June 2000: 131-151.

“Where the Girls and Women Are.” *American Journal of Community Psychology* (with M. Fine, C. Bertram and J. Marusza). Vol. 28, No. 5, 2000: 731-755.

“Out of the Cupboard: Kids, Domestic Violence and Schools.” *British Journal of Sociology of Education*, Vol. 19, No. 1, March 1998. (with Julia Marusza and Michelle Fine) pp. 53-74.

“What We As Educators Need to Know About Domestic Violence.” *The High School Journal* (with Michele Fine). Vol. 81, No.2 (1997-98): 55-68.

“Crime Stories.” (with Michelle Fine), *International Journal of Qualitative Studies in Education* Volume 11, No. 3, 1998: 435-460.

“Narrating the 1980s and 1990s: Voices of Poor and Working-Class White and African American Men.” *Anthropology and Education Quarterly*, 27 (4) 1996: 1-24. (reprinted in the Occasional Paper Series, Baldy Center for Law and Social Policy, SUNY Buffalo, 2000.

“Notes on ‘White’ as Race.” *Race, Gender and Class*, Vol. 3, No. 3. 1996.

“(In) Secure Times.” (with Michelle Fine, Julia Marusza, Judi Addelston) *Gender and Society*, Vol. 11, No. 1, February 1997: 52-68.

“Communities of Difference.” *Harvard Educational Review*, 67, 2: 247-284 (Summer 1997) (with Michelle Fine and Linda Powell).

“I’ve Slept in Clothes Long Enough: Excavating the Sounds of Domestic Violence Among White Working Class Women.” *Urban Review* (with Michelle Fine, Corrine Bertram, Amira Proweller, Julia Marusza). 1998, 30 (1): 1-28.

“Writing the ‘Wrongs’ of Fieldwork.” (with Michelle Fine) *Qualitative Inquiry*, Vol. 2, #3 (1996): 251-24. (Reprinted in N. Denzin and Yvonna Lincoln, *The Qualitative Inquiry Reader*. 2002. Sage: Thousand Oaks, CA, pp. 267-298.

“Identity Formation and the Process of ‘Othering’: Unraveling Sexual Threads.” 1995. *Educational Foundations* 9 (1): 17-33.

“At the Intersection of Silencing and Voice: Discursive Construction in Schools.” *Educational Studies* 24, 1 (Spring 1993): 1-22.

“Discordant Voices in the Urban Community College.” In *New Directions for Community Colleges* 80: Winter 1992, 13-27.

“Issues of Disproportionality and Social Justice in Tomorrow’s Schools.” *Education Action* 1, 1 (1990): 1-13.

“The 1980s: De-Industrialization and Change in White Working Class Male and Female Cultural Forms.” *Metropolitan Education*, No. 5 (1988): 87-122.

“Academic Women in Science 1977-1984.” *Academe* (Jan./Feb. 1987): 43-47.

“Inequality: A Sociological Perspective in Teacher Education.” *Educational Foundations*, Vol. 1 (Fall 1986): 41-51.

“Seeing Education Relationally: The Stratification of

Culture and People in the Sociology of School Knowledge.” (with M. Apple), *Journal of Education* 168, 1 (1986): 7-34.

“‘Thirty Years Old and I’m Allowed to Be Late’: The Politics of Time at an Urban Community College.” *British Journal of Sociology of Education* 7, 3 (1986): 241- 263. “Classe, Cultura E Curriculo,” *Educacao and Realidade* (with Michael Apple), 11, 1 (January 1986): 19-35.

“Without Dependence on Welfare For Life: The Experience of Black Women in the Urban Community College.” *The Urban Review* 17, 4 (1985): 233-256.

“Seeing Education Relationally: The Bottom and the Top.” *International Journal of Sociology and Social Policy* 5, 4 (1985): 61-73.

“Ideology and Schooling, (The Relationship Between Class and Culture).” (with M. Apple) *Education and Society* 3, 1 (1985): 45-63.

“Progress But No Parity: Women in Higher Education.” *Academe* (Nov.-Dec. 1985): 29-33.

“Faculty Perspectives and Practice at an Urban Community College.” *Higher Education* 14, 5 (1985): 553-574.

“Inequality in Ghanaian Secondary Schools: Educational Expansion, Recruitment, and Internal Stratification.” *International Review of Education* 29, 1 (1983): 21-36.

“Minorities in the Two-Year College Sector: A Case Study.” *Community College Review* 9, 4 (1982): 28-35.

“Ethnicity, Gender, and Socioeconomic Status: Patterns of Access in Ghanaian Secondary Schools.” *Nigerian Journal of Education*, 2, 2 (1982): 135-150.

“Educational Outcomes and School Processes: Theoretical Perspectives.” *Canadian and International*

Education 10, 2 (1981): 6-20 (also reprinted in Philip Altbach, Robert Arnove, and Gail Kelly, eds., *Comparative Education* (New York: Macmillan, 1982): 485-504.

“Schooling and Patterns of Access in Ghana.” *Canadian Journal of African Studies*, 15, 2 (1981): 311-322.

“The Reproduction of Social Inequality: Closure in the Ghanaian University.” *Journal of Developing Areas* 16, 1 (1981): 17-30.

“Women and Education in Ghana: Some Problems of Assessing Change.” *International Journal of Women’s Studies* 3, 5 (1980): 431-453.

“Ethnicity in Ghanaian Schools: A Reassessment.” *Journal of Asian and African Studies* 15, 3-4 (1980): 22

“Education and the Reproduction of Social Inequality.” *Comparative Education Review* 23, 1 (1979): 41-51.

Book Chapters:

“Compositional Studies in Two Parts,” (with Michelle Fine). In *Handbook of Qualitative Research*. Third edition. N. Denzin and Y. Lincoln eds. Sage, 2005.

“Excavating a Moment in History: Privilege and Loss, Inside White Working Class Masculinity,” (with A. Proweller and C. Centrie). In *Off-White*, second edition. New York: Routledge pp. 129-145.

“Revisiting a 1980s ‘Moment of Critique’: Class, Gender and the New Economy,” in N. Dolby and G. Dimitriadis eds. *Learning to Labor in New Times*. New York Routledge 2004.

“Introduction,” in *Off-White*, second edition, 2004. (with L. Pruitt, M. Fine, A. Burns). New York Routledge.

“Domestic Violence: At the Intersections of Race, Class and Gender in the U.S,” (with M. Fine and R.

Roberts). In Ida Dupont, ed., *Multicultural Perspectives on Domestic Violence in the United States: An Anthology*. New York Routledge.

“For Whom: Qualitative Research Representations and Social Responsibilities,” in N. Denzin and Yvonna Lincoln, ed *The Landscape of Qualitative Research: Theories and Issues*, second edition 2003.

“Thoughts Beyond Fear,” in *9/11 American Culture*. N. Denzin at Y. Lincoln, eds. Aita Mira Press 2003.

“Extraordinary Conversations in Public Schools,” (with Michelle Fine). In D. Carlson and G. Dimitriadis, eds. *Promises to Keep* Routledge 2002. pp. 95-123.

“Housed and Homeless Women Speak,” (with Warren Marcus and Carrie Freie). In Sue Books, ed., *Invisible Children in the Society and its Schools* (revised edition) Erlbaum: Mahwah, NS pp. 195-215.

“Disappearing Acts: The State and Violence Against Women in the Twentieth Century,” in Judith Howard and Carolyn Allen, eds. *Feminisms of a Millennium* 2001. The University of Chicago Press pp. 141-149. (with Michelle Fine)

“Working without a Net but with a Spotlight,” in *Post Critical Ethnography*, ed. by George Noblit. 2004 Hampton Press Crestkills NJ 203: 317-336.

“Learning to Speak Out in an Abstinence Based Sex Education Group: Gender and Race Work in an Urban Magnet School,” in *Construction Sites* Teacher’s College Press. 2000. pp. 26-49.

“Writing the Wrongs of Field Work,” (1998) in Geoffrey Shacklock and John Smyth, eds. *Being Reflexive in Critical Education and Social Research*. Bristol, PA. Falmer Press, pp. 13-35.

“For Whom? Qualitative Research, Representations and Social Responsibilities,” in *Handbook of Qualitative Research*, 2nd edition, eds. N. Denzin and Y. Lincoln

(with M. Wong, M. Fine and S. Weseem). Thousand Oaks, CA: Sage, pp. 107-133.

“Communities of Differences,” in *Critical Ethnicity Countering the Waves of Identity Politics*, R. Tai and M. Kenyatta, eds. Rowman and Littlefield, 1999.

“Preface and Introduction,” in *Beyond Black and White*, Albany SUNY Press pp. ix-14.

: “Gender and the Reports,” (1997) in Catherine Marshall, ed. *Feminist Critical Policy Analysis*. (London: Falmer Press) 73-90.

“Forward,” in *The Social Production of the Educated Person* by Bradley Levinson, Doug Foley, Dorothy Holland (Albany: SUNY Press, 1996).

“White Loss,” (with Michelle Fine, Judi Addelston, and Julia Marusza) in *Beyond Black and White* (SUNY Press, 1997). pp. 283-302.

“On Shaky Grounds: White Working Class Masculinities in the Late 20th Century,” (with Michelle Fine and Judi Addelston) in *Power Knowledge and Pedagogy*, D. Carlson and M. Apple, eds., Boulder, Westview Press: 149-173.

“Living with Violence: White Working-Class Girls and Women Talk,” in *Invisible Children in the Society and its Schools*. Sue Books, ed. (with Julia Marusza), Lawrence Erlbaum Associates, Mahwah, New Jersey, 1998, pp. 23-45.

“Introduction,” in *Off White* (with Michelle Fine, Linda Powell, Mun Wong), New York Routledge, pp. vii-3.

“Re-Examining a Moment in History: Loss of Privilege Inside White Working Class Masculinity in the 1990s,” (with Amira Proweller and Craig Centrie) in *Off White* (Routledge, 1997), pp. 210-228.

“Gender and the Reports: The Case of the Missing Piece,” in Rick Ginsburg and David Plank, *Commission’s Reports and Reforms: Fashioning Educational Policy in the 1980s and Beyond*, (New York: Praeger, 1995): 173-192.

“Constructing the ‘Other’: Discursive Constructions of White Working Class Males in High School,” in Peter McLaren and Jim Giarelli, *Critical Theory and Educational Research*, (Albany: SUNY, 1995): 203-221.

“Qualitative Research in the Sociology of Education: Reflections on the 1970s and Beyond,” in Bill Pink and George Noblit, *Continuity and Contradiction: The Futures of the Sociology of Education*. (Hampton Press, 1995): 157-176.

“Reflections on the Researcher in a Multicultural Environment,” in Carl Grant, *Research and Multicultural Education* (London: Falmer Press, 1992): 47-58.

“Introduction,” Lois Weis and Michelle Fine, *Beyond Silenced Voices*, 1992. Albany SUNY Press.

“White Male Working Class Youth: An Exploration of Relative Privilege and Loss,” in *Beyond Silenced Voices*, ed. by L. Weis and M. Fine, Albany SUNY Press, 1992.

“Disproportionality and Social Justice in Schools,” in *Cultural Diversity and the Schools* (Consensus and Controversy), Vol. 3: Equity or Excellence: Education and Cultural Reproduction, ed. by James Lynch, Sohan and Celia Modgil, (Falmer Press, 1992): pp. 183-198.

“Introduction,” in *Perspectives on Early Childhood Education*, (Albany: SUNY Press, 1991).

“Disempowering White Working Class Females: The Role of the High School,” in Christine Sleeter, *Empowerment Through Multicultural Education* (Albany: SUNY Press, 1990), pp. 95-124.

“Introduction,” in L. Weis, P. Altbach, G. Kelly, H. Petrie, S. Slaughter, eds., *Crisis in Teaching* (Albany: SUNY Press, 1988).

“The 1980s: De-Industrialization and Change in White Working Class Male and Female Youth Cultural Forms,” in Len Barton and Stephen Walker, *Schooling and Politics*, (Milton Keynes: Open University Press, 1988).

“Girls in a De-Industrializing Economy,” in L. Weis, ed., *Class, Race and Gender in U.S. Schools*, (Albany: SUNY Press, 1987), pp. 151-172.

“Introduction,” in L. Weis, ed., *Class, Race and Gender in U.S. Education*, (Albany: SUNY Press, 1987), pp. 1-6.

“Introduction,” in P. Altbach, G. Kelly, L. Weis, *Excellence in Education*, (Buffalo: Prometheus Press, 1985): pp. 9-13.

“Excellence and Student Class, Race and Gender Cultures,” in P. Altbach, G. Kelly, L. Weis, *Excellence in Education*, (Buffalo: Prometheus Press, 1985): pp. 217-233.

“Schooling and Cultural Production: A Comparison of Black and White Lived Culture,” in M. Apple and L. Weis, eds., *Ideology and Practice in Schooling*, (Philadelphia: Temple University Press, 1983), pp. 235-261.

“Ideology and Practice in Education: A Political and Conceptual Introduction,” Michael Apple and Lois Weis, in Apple and Weis, *Ideology and Practice in Schooling* (Philadelphia: Temple University Press, 1985), pp. 3-33.