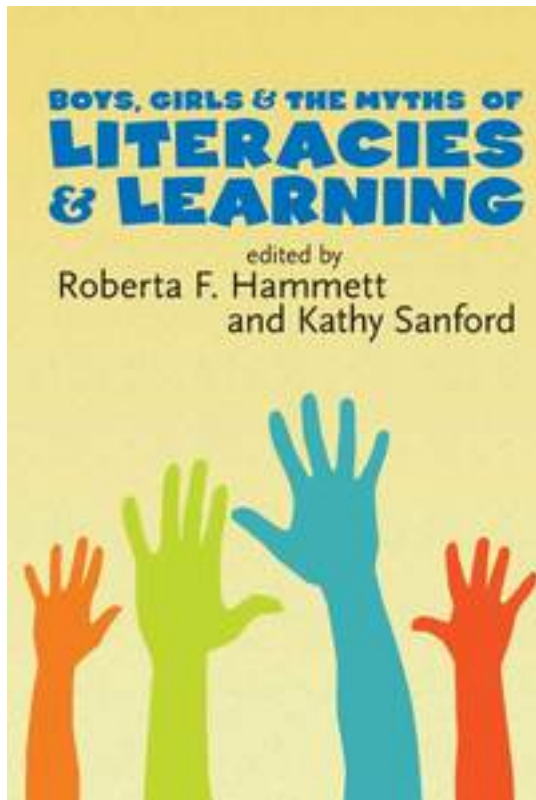


Boys, Girls, and the Myths of Literacies and Learning



This timely and authoritative book provides a critique and deconstructs the myths that serve to uphold the current "moral panic" around boys' supposed failures in literacy and diminished chances of success. Readers are asked to look beyond simple gender binarism to see different, more complex and often more egregious categorizations of students in their classrooms, other than the simplistic male/female categories, and begin to question and address some of those issues: poverty, racism, violence, environment, and more complex issues of gender, patriarchy, and hegemony.

The authors suggest different ways of teaching literacies to both boys and girls and propose that while solutions are not simple, they are critically important in promoting positive educational experiences for all students, regardless of gender, class, culture, race, or sexual orientation.

Author Information

Roberta F. Hammett

Roberta F. Hammett is Professor of Education at Memorial University, specializing in literacies, secondary English education, and technology integration in teaching and learning. She has completed two three-year terms as Associate Dean of Education for Graduate Studies and Research.

Kathy Sanford

Katherine J. Sanford is Associate Professor and Associate Dean in the Faculty of Education, University of Victoria. Her research and teaching interests include issues of gender, literacy, assessment, and popular culture/new media.

Reviews

"These essays serve to counter some of the simplistic curriculum notions associated with attempting to save the "failing boys" - notions that I believe are designed to detract attention from addressing largely issues of economic and class inequities created by society."

Richard Beach, Professor of English Education, University of Minnesota

"The book addresses important questions of gendered literacies and effectively critiques essentialist and binary views on literacy and gender. The authors in the book are representative of the more influential researchers working in gender and literacy today. This is a valuable resource for teacher education literacy courses and for graduate courses in curriculum, English language arts, gender, feminist and masculine studies."

Ingrid Johnston, Professor of English Education, Department of Secondary Education, and Associate Dean, Research and Graduate Studies, Faculty of Education, University of Alberta

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