

# educated in romance dorothea c holland

**\*\*Educated in Romance: Exploring the Works and Influence of Dorothy C. Holland\*\***

**educated in romance dorothea c holland** is a phrase that may initially spark curiosity about the intersection of education, romance, and the literary contributions of Dorothy C. Holland. Known for her insightful narratives and poignant explorations of love and relationships, Holland's work has carved a unique niche in the realm of romantic literature. In this article, we will delve into the significance of being "educated in romance" through the lens of Dorothy C. Holland's writings, unpacking her thematic focus, stylistic approach, and the lasting impact she has had on readers and scholars alike.

## Who is Dorothy C. Holland?

Before diving into the concept of being educated in romance through Dorothy C. Holland's work, it's essential to understand who she is. Dorothy C. Holland is an author and scholar whose contributions span both creative and academic fields. While not as widely known as mainstream romance novelists, her work stands out for its intellectual depth and nuanced portrayal of romantic themes. Holland often blends psychological insights with literary storytelling, offering readers a rich experience that goes beyond the typical romantic narrative.

Her background in education and literature allows her to approach romance not just as a genre but as a complex social and emotional phenomenon. This unique perspective makes her writings particularly relevant for those interested in understanding how romance shapes and is shaped by human experiences.

## Understanding "Educated in Romance" Through Dorothy C. Holland's Lens

What does it mean to be "educated in romance," especially in the context of Dorothy C. Holland's work? The phrase suggests more than just reading romantic novels; it implies gaining a deeper knowledge and appreciation of love's many dimensions—emotional, cultural, psychological, and ethical.

## The Intersection of Education and Romance

Holland's work often highlights how education—formal or informal—shapes our understanding of romance. She suggests that being educated in romance involves recognizing patterns of attachment, communication styles, and the societal influences that shape romantic relationships. Through her narratives and essays, readers learn to critically analyze love stories, identifying both empowering and problematic elements in them.

For example, her characters frequently grapple with issues like vulnerability, trust, and self-discovery, offering valuable lessons on how romantic experiences contribute to personal growth. This approach transforms romance from mere entertainment into a form of emotional education.

## **The Role of Emotional Intelligence**

In Dorothy C. Holland's writings, emotional intelligence plays a pivotal role in being educated in romance. She emphasizes the importance of empathy, self-awareness, and effective communication as foundational skills for navigating romantic relationships. Her stories encourage readers to cultivate these abilities, suggesting that a well-educated lover is one who understands not only their own feelings but also those of their partner.

This focus on emotional intelligence aligns with contemporary psychological theories and adds a layer of depth to Holland's romantic narratives. It also offers practical insights for readers seeking to improve their own romantic lives.

## **Thematic Elements in Dorothy C. Holland's Romantic Works**

Delving into Holland's themes helps illuminate how she approaches romance from an educational perspective. Several recurring motifs shape her storytelling:

### **Self-Discovery and Growth**

One of the most compelling aspects of Holland's romance narratives is the emphasis on self-discovery. Her characters often embark on journeys that challenge their preconceived notions about love and relationships. Through trials and triumphs, they learn to understand themselves better, illustrating that romance is as much about personal evolution as it is about partnership.

### **Complexity of Human Emotions**

Holland refuses to simplify romance into clichés or predictable storylines. Instead, she explores the complicated, sometimes contradictory emotions that accompany love—joy, fear, hope, insecurity, and passion. By doing so, she educates her readers on the multifaceted nature of romantic bonds, encouraging a more mature and realistic view of relationships.

### **Social and Cultural Contexts**

Another important theme is the influence of social and cultural factors on romance. Holland's work often situates love stories within broader societal frameworks, addressing issues such as gender

roles, class differences, and cultural expectations. This contextualization enriches the reader's understanding of how romance is not just an individual experience but also a social construct that evolves over time.

## How Dorothy C. Holland's Approach Enhances Romantic Literature

Dorothy C. Holland's unique fusion of education and romance elevates her work above conventional romantic storytelling. Here's how her approach benefits readers and contributes to the genre:

- **Encourages Critical Thinking:** By framing romance as a subject worthy of study, Holland invites readers to think critically about love stories and their implications.
- **Promotes Emotional Literacy:** Her emphasis on emotional intelligence helps readers develop skills that are valuable both in and out of romantic contexts.
- **Challenges Stereotypes:** Holland's complex characters and nuanced plots push back against simplistic portrayals of romance, offering more authentic and diverse perspectives.
- **Bridges Academic and Popular Writing:** Her ability to blend scholarly insights with engaging storytelling makes her work accessible yet intellectually stimulating.

## Educational Insights from Holland's Narratives

For readers and scholars interested in the intersection of romance and education, Dorothy C. Holland's work offers several key takeaways:

1. **Romance as a Learning Process:** Love is not static; it evolves and teaches us about ourselves and others.
2. **Importance of Communication:** Effective dialogue between partners is crucial for healthy relationships.
3. **Recognition of Power Dynamics:** Awareness of social influences helps navigate challenges in romance.
4. **Integration of Personal and Social Identity:** Understanding how identity shapes romantic experiences fosters empathy and connection.

# **Practical Applications: Becoming Educated in Romance Today**

Drawing inspiration from Dorothy C. Holland's perspectives, how can modern readers and lovers become truly educated in romance?

## **Embrace Self-Awareness and Reflection**

Take time to reflect on your emotional needs, past experiences, and patterns in relationships. Holland's work shows that being educated in romance starts with knowing oneself deeply.

## **Learn from Literature and Life**

Engage with diverse romantic stories—both fictional and real—to expand your understanding of love's many facets. Holland's writings themselves are a valuable resource for this exploration.

## **Develop Emotional Skills**

Practice empathy, active listening, and honest communication. These skills are essential for creating and sustaining meaningful romantic connections.

## **Consider Cultural and Social Contexts**

Be mindful of how your cultural background and societal norms influence your views on romance. Holland's emphasis on these factors reminds us that love does not exist in a vacuum.

## **The Legacy of Dorothy C. Holland in Romantic Education**

While Dorothy C. Holland may not be a household name in popular romance circles, her contributions resonate deeply among those who seek a more thoughtful and educated approach to love. Her work challenges readers to move beyond superficial understandings and to appreciate romance as a rich, complex field worthy of study and reflection.

For educators, writers, and lovers alike, Holland's integration of psychological insight, cultural awareness, and narrative artistry offers a blueprint for fostering healthier, more informed romantic relationships. In a world where romantic ideals are often shaped by media clichés, her voice is a refreshing reminder of the value of education in romance.

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Exploring the concept of being educated in romance through Dorothy C. Holland's work opens up new avenues for understanding love—not just as a feeling, but as a dynamic, educative journey. Whether you are a reader, scholar, or someone simply curious about the deeper layers of romance, Holland's perspectives provide meaningful insights that continue to inspire and enlighten.

## **Frequently Asked Questions**

### **Who is Dorothy C. Holland in the context of romance education?**

Dorothy C. Holland is a scholar known for her work in sociolinguistics and cultural studies, with research that sometimes touches on themes of romance and education within social contexts.

### **What does 'Educated in Romance' refer to in Dorothy C. Holland's work?**

'Educated in Romance' refers to an exploration of how romantic relationships and ideals are influenced by cultural and educational experiences, as discussed in some of Dorothy C. Holland's sociocultural research.

### **Has Dorothy C. Holland written specifically about romance in education?**

Dorothy C. Holland's work primarily focuses on language, identity, and cultural practices, but she has addressed topics related to romance indirectly through her studies on socialization and cultural narratives.

### **Where can I find scholarly articles by Dorothy C. Holland related to romance?**

You can find Dorothy C. Holland's scholarly articles on academic databases such as JSTOR, Google Scholar, or university libraries, particularly those focusing on sociolinguistics and cultural studies.

### **How does Dorothy C. Holland's research contribute to understanding romance in education?**

Her research contributes by examining how cultural identities and social practices, including those related to romance, are constructed and learned within educational and social contexts.

### **Is 'Educated in Romance' a book by Dorothy C. Holland?**

No, 'Educated in Romance' is not a standalone book by Dorothy C. Holland; rather, it may refer to themes or concepts discussed within her broader academic work.

## What methodologies does Dorothy C. Holland use in her studies related to romance and education?

Dorothy C. Holland typically employs ethnographic and qualitative research methods to study how language and culture shape identities, including aspects related to romance and socialization.

## Can Dorothy C. Holland's work help educators understand students' romantic relationships?

Yes, her work on cultural narratives and identity formation can provide insights for educators about how students' romantic relationships are influenced by cultural and social factors within educational settings.

## Additional Resources

Educated in Romance: Dorothy C. Holland's Unique Contribution to Anthropological Studies

**educated in romance dorothy c holland** is a phrase often encountered by those delving into the interdisciplinary intersections of education, culture, and identity. Dorothy C. Holland, a renowned anthropologist and educator, has significantly influenced how researchers approach the study of romance, cultural narratives, and socialization processes. Her work, particularly in the realm of education and cultural identity formation, offers a nuanced perspective on romance—not merely as a personal or emotional experience but as a socially and culturally educated phenomenon.

This article investigates Dorothy C. Holland's contributions under the lens of “educated in romance,” exploring how her anthropological insights redefine romance within educational and cultural frameworks. By examining her methodologies, theoretical frameworks, and the broader implications of her research, readers will gain a comprehensive understanding of how romance intersects with education and cultural identity.

## Contextualizing Dorothy C. Holland's Framework

Dorothy C. Holland is best known for her pioneering work in the fields of linguistic anthropology and cultural psychology. Her research often focuses on how individuals are socialized into cultural norms through educational institutions and community practices. Within this scope, the notion of being “educated in romance” transcends traditional romantic ideals and becomes a critical lens to understand how cultural and social scripts shape intimate relationships.

Holland's approach situates romance within the broader context of socialization. Unlike conventional explorations of romance as purely emotional or relational, her work emphasizes the educational and cultural dimensions—how young people, for example, learn to understand, negotiate, and perform romantic identities through interactions in schools, families, and peer groups. This perspective aligns with the growing interest in the anthropology of emotions and the role of cultural narratives in shaping personal experiences.

# The Intersection of Education and Romance in Holland's Work

A key contribution of Dorothy C. Holland to the discourse on romance is her analysis of how educational settings act as sites where romantic norms are taught, contested, and transformed. Schools, according to Holland, are not just places for academic learning but also environments where students absorb societal expectations about gender roles, relationships, and emotional expression.

Her ethnographic studies often highlight the ways in which curricula, peer interactions, and institutional policies contribute to the “education” of romance. For instance, through classroom discussions, literature studies, or informal conversations, students encounter idealized versions of romance that influence their understanding of intimacy and partnership. Holland's research underscores the role of language and narrative in this process, illustrating how romance is mediated through cultural texts and daily social practices.

## Language, Identity, and Romantic Socialization

Language plays a central role in Dorothy C. Holland's exploration of romance education. Her linguistic anthropology background enables her to dissect how discourse shapes identity formation, including romantic identity. Through detailed analysis of conversational interactions and storytelling, Holland reveals how individuals learn to “perform” romance by adopting culturally sanctioned language patterns and behaviors.

This linguistic framing is crucial for understanding how romance is not only felt but also communicated and negotiated. Holland's work suggests that being “educated in romance” involves mastering the cultural scripts that govern romantic dialogue, expectations, and emotional expression. This insight has practical implications for educators and counselors who seek to support healthy relationship development among youth.

## Implications of Holland's Research on Contemporary Educational Practices

The concept of being educated in romance as articulated by Dorothy C. Holland has profound implications for modern educational strategies and social policy. Recognizing that schools contribute to the socialization of romantic behavior challenges educators to reflect on the implicit messages conveyed through curricula and school culture.

## Pros and Cons of Integrating Romance Education in School Curricula

- **Pros:** Integrating discussions about romance and relationships can promote emotional literacy, improve communication skills, and foster respect for diverse identities and

experiences.

- **Cons:** Without careful framing, such education can unintentionally reinforce stereotypes or marginalize non-traditional relationship models.

Holland's anthropological insights encourage a critical and inclusive approach that acknowledges the cultural variability of romantic norms. This approach supports educational programs that are sensitive to cultural diversity while equipping students with tools to navigate complex social landscapes.

## **Comparative Perspectives: Holland and Other Scholars on Romance Education**

While Dorothy C. Holland emphasizes the role of cultural narratives and linguistic socialization, other scholars focus on psychological development or sociological structures. For example, psychologists might analyze attachment styles or emotional regulation, whereas sociologists examine power dynamics within relationships.

Holland's unique contribution lies in integrating these perspectives through an anthropological lens that foregrounds culture and language. This interdisciplinary approach enriches the discourse on romance education by highlighting how culturally specific practices inform individual experiences.

## **Educated in Romance and the Broader Cultural Discourse**

The phrase "educated in romance Dorothy C Holland" encapsulates an evolving academic and cultural conversation about how romance is more than an innate feeling—it is a learned and culturally situated practice. Holland's work invites scholars, educators, and policymakers to consider how social institutions shape romantic knowledge and behavior.

In contemporary society, where digital communication and shifting social norms continually redefine relationships, Holland's insights are increasingly relevant. Understanding the educational underpinnings of romance can help address challenges such as relationship violence, miscommunication, and social exclusion.

The ongoing dialogue inspired by Dorothy C. Holland's research bridges anthropology, education, and cultural studies, offering a sophisticated framework for exploring how individuals become "educated" not only in academics but also in the intimate art of romance.

## **[Educated In Romance Dorothy C Holland](#)**



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**educated in romance dorothy c holland: Nontraditional Students and Community Colleges** J. Levin, 2007-09-03 Focusing on non-traditional students in higher education institutions, this new book from renowned scholar John Levin examines the extent to which community college students receive justice both within their institution and as an outcome of their education.

**educated in romance dorothy c holland: Gender Play** Barrie Thorne, 1993 You see it in every schoolyard: the girls play only with the girls, the boys play only with the boys. Why? And what do the kids think about this? Breaking with familiar conventions for thinking about children and gender, *Gender Play* develops fresh insights into the everyday social worlds of kids in elementary schools in the United States. Barrie Thorne draws on her daily observations in the classroom and on the playground to show how children construct and experience gender in school. With rich detail, she looks at the play of gender in the organization of groups of kids and activities - activities such as chase-and-kiss, cooties, goin' with and teasing. Thorne observes children in schools in working-class communities, emphasizing the experiences of fourth and fifth graders. Most of the children she observed were white, but a sizable minority were Latino, Chicano, or African American. Thorne argues that the organization and meaning of gender are influenced by age, ethnicity, race, sexuality, and social class, and that they shift with social context. She sees gender identity not through the lens of individual socialization or difference, but rather as a social process involving groups of children. Thorne takes us on a fascinating journey of discovery, provides new insights about children, and offers teachers practical suggestions for increasing cooperative mixed-gender interaction.

**educated in romance dorothy c holland: The Wiley Handbook of Ethnography of Education** Dennis Beach, Carl Bagley, Sofia Marques da Silva, 2018-05-01 A state-of-the-art reference on educational ethnography edited by leading journal editors This book brings an international group of writers together to offer an authoritative state-of-the-art review of, and critical reflection on, educational ethnography as it is being theorized and practiced today—from rural and remote settings to virtual and visual posts. It provides a definitive reference point and academic resource for those wishing to learn more about ethnographic research in education and the ways in which it might inform their research as well as their practice. Engaging in equal measure with the history of ethnography, its current state-of play as well as its prospects, *The Wiley*

Handbook of Ethnography of Education covers a range of traditional and contemporary subjects—foundational aims and principles; what constitutes ‘good’ ethnographic practice; the role of theory; global and multi-sited ethnographic methods in education research; ethnography’s many forms (visual, virtual, auto-, and online); networked ethnography and internet resources; and virtual and place-based ethnographic fieldwork. Makes a return to fundamental principles of ethnographic inquiry, and describes and analyzes the many modalities of ethnography existing today Edited by highly-regarded authorities of the subject with contributions from well-known experts in ethnography Reviews both classic ideas in the ethnography of education, such as “grounded theory”, “triangulation”, and “thick description” along with new developments and challenges An ideal source for scholars in libraries as well as researchers out in the field The Wiley Handbook of Ethnography of Education is a definitive reference that is indispensable for anyone involved in educational ethnography and questions of methodology.

**educated in romance dorothy c holland:** *These Kids* Kysa Nygreen, 2013-05-07 Few would deny that getting ahead is a legitimate goal of learning, but the phrase implies a cruel hierarchy: a student does not simply get ahead, but gets ahead of others. In *These Kids*, Kysa Nygreen turns a critical eye on this paradox. Offering the voices and viewpoints of students at a “last chance” high school in California, she tells the story of students who have, in fact, been left behind. Detailing a youth-led participatory action research project that she coordinated, Nygreen uncovers deep barriers to educational success that are embedded within educational discourse itself. Struggling students internalize descriptions of themselves as “at risk,” “low achieving,” or “troubled”—and by adopting the very language of educators, they also adopt its constraints and presumption of failure. Showing how current educational discourse does not, ultimately, provide an adequate vision of change for students at the bottom of the educational hierarchy, she levies a powerful argument that social justice in education is impossible today precisely because of how we talk about it.

**educated in romance dorothy c holland:** *Paying for the Party* Elizabeth A. Armstrong, Laura T. Hamilton, 2013-04-08 In an era of skyrocketing tuition and concern over whether college is “worth it,” this is an indispensable contribution to the dialogue assessing the state of American higher education. A powerful exposé of unmet obligations and misplaced priorities, it explains in detail why so many leave college with so little to show for it.

**educated in romance dorothy c holland:** *Human Motives and Cultural Models* Roy G. D'Andrade, Claudia Strauss, 1992-05-21 Why do people do what they do? The authors attempt to show how shared cultural knowledge comes to motivate, or fail to motivate, individuals.

**educated in romance dorothy c holland:** *A Companion to the Anthropology of Education* Bradley A. Levinson, Mica Pollock, 2016-01-19 *A Companion to the Anthropology of Education* presents a comprehensive and state-of-the-art overview of the field, exploring the social and cultural dimension of educational processes in both formal and nonformal settings. Explores theoretical and applied approaches to cultural practice in a diverse range of educational settings around the world, in both formal and non-formal contexts Includes contributions by leading educational anthropologists Integrates work from and on many different national systems of scholarship, including China, the United States, Africa, the Middle East, Colombia, Mexico, India, the United Kingdom, and Denmark Examines the consequences of history, cultural diversity, language policies, governmental mandates, inequality, and literacy for everyday educational processes

**educated in romance dorothy c holland:** *Muslim American Women on Campus* Shabana Mir, 2014-01-02 Shabana Mir's powerful ethnographic study of women on Washington, D.C., college campuses reveals that being a young female Muslim in post-9/11 America means experiencing double scrutiny—scrutiny from the Muslim community as well as from the dominant non-Muslim community. *Muslim American Women on Campus* illuminates the processes by which a group of ethnically diverse American college women, all identifying as Muslim and all raised in the United States, construct their identities during one of the most formative times in their lives. Mir, an anthropologist of education, focuses on key leisure practices—drinking, dating, and fashion—to probe how Muslim American students adapt to campus life and build social networks that are seamlessly

American, Muslim, and youthful. In this lively and highly accessible book, we hear the women's own often poignant voices as they articulate how they find spaces within campus culture as well as their Muslim student communities to grow and assert themselves as individuals, women, and Americans. Mir concludes, however, that institutions of higher learning continue to have much to learn about fostering religious diversity on campus.

**educated in romance dorothy c holland:** Collaborative Imagination Paul Feigenbaum, 2015 Processes of fighting unequal citizenship have historically prioritized literacy education, through which people envision universally first-class citizenship and devise practical methods for enacting this vision. Collaborative Imagination explores how literacy education can facilitate activism amid contemporary contexts in which citizenship is officially equal but, in practice, underserved populations often remain consigned to second-class status.

**educated in romance dorothy c holland:** *Paradoxes of Gender* Judith Lorber, 1994-01-01 In this pathbreaking book, a well-known feminist and sociologist—who is also the Founding Editor of *Gender & Society*—challenges our most basic assumptions about gender. Judith Lorber views gender as wholly a product of socialization subject to human agency, organization, and interpretation. In her new paradigm, gender is an institution comparable to the economy, the family, and religion in its significance and consequences. Drawing on many schools of feminist scholarship and on research from anthropology, history, sociology, social psychology, sociolinguistics, and cultural studies, Lorber explores different paradoxes of gender: --why we speak of only two opposite sexes when there is such a variety of sexual behaviors and relationships; --why transvestites, transsexuals, and hermaphrodites do not affect the conceptualization of two genders and two sexes in Western societies; --why most of our cultural images of women are the way men see them and not the way women see themselves; --why all women in modern society are expected to have children and be the primary caretaker; --why domestic work is almost always the sole responsibility of wives, even when they earn more than half the family income; --why there are so few women in positions of authority, when women can be found in substantial numbers in many occupations and professions; --why women have not benefited from major social revolutions. Lorber argues that the whole point of the gender system today is to maintain structured gender inequality—to produce a subordinate class (women) that can be exploited as workers, sexual partners, childbearers, and emotional nurturers. Calling into question the inevitability and necessity of gender, she envisions a society structured for equality, where no gender, racial ethnic, or social class group is allowed to monopolize economic, educational, and cultural resources or the positions of power.

**educated in romance dorothy c holland:** *Women and Romance* Susan Ostrov Weisser, 2001-07 Weisser (English, Adelphi U.) writes that her anthology is for anyone who is interested in understanding the conflicted but powerful female urge to experience the pleasure and endure the pain of romantic love. In particular, she explores the collision of pervasive media images of romance with feminist values of independence and self-assertion. Several dozen historic and contemporary works of criticism, personal essays, and letters, by feminist and anti-feminist thinkers, consider changing images of romantic love and whether romance, fundamentally, weakens or empowers women. Contributors include Jean-Jacques Rousseau, Charlotte Bronte, Karen Horney, Simone de Beauvoir, Rita Mae Brown, bell hooks, Vivian Gornick, and Carolyn Heilbrun. c. Book News Inc.

**educated in romance dorothy c holland:** Genders 19 Ann M. Kibbey, Kayann Short, Abouali Farmanfarman, 1994-09 *Sexual Artifice* marks the evolution of *Genders* from a triannual journal to a biannual anthology. Henceforth, each volume will have a focus on a particular gender-related issue, offering original essays on the specific theme. This volume proposes that there is something more to the social construction of gender than what social science has been able to describe. On the contested state of international politics, public imagery, and nationalist cinema, the artifice of sexuality wields an enormous power to influence the interpretation of our social selves and the world we live in. These essays collectively explore the art of constructing gender in symbolic media images; in poetry, photography, and montage; in dramatic identity politics; and, last but not least, in contemporary feminism itself. With original essays on Virginia Woolf's *Orlando*; Anita Hill, Clarence

Thomas and the culture of romance; Valerie Solanis (the woman who shot Andy Warhol); male hysteria and the U.S. invasion of Panama; and representations of women in Northern Ireland, *Sexual Artifice* offers up some of the most thought-provoking and daring young scholarship in contemporary cultural and gender studies. >[ go to the Genders website ]

**educated in romance dorothy c holland:** *Lives in Translation* Kathleen D. Hall, 2010-08-03 In *Lives in Translation*, Kathleen Hall investigates the cultural politics of immigration and citizenship, education and identity-formation among Sikh youth whose parents migrated to England from India and East Africa. Legally British, these young people encounter race as a barrier to becoming truly English. Hall breaks with conventional ethnographies about immigrant groups by placing this paradox of modern citizenship at the center of her study, considering Sikh immigration within a broader analysis of the making of a multiracial postcolonial British nation. The postwar British public sphere has been a contested terrain on which the politics of cultural pluralism and of social incorporation have configured the possibilities and the limitations of citizenship and national belonging. Hall's rich ethnographic account directs attention to the shifting fields of power and cultural politics in the public sphere, where collective identities, social statuses, and cultural subjectivities are produced in law and policy, education and the media, as well as in families, peer groups, ethnic networks, and religious organizations. Hall uses a blend of interviews, fieldwork, and archival research to challenge the assimilationist narrative of the traditional immigration myth, demonstrating how migrant people come to know themselves and others through contradictory experiences of social conflict and solidarity across different social fields within the public sphere. *Lives in Translation* chronicles the stories of Sikh youth, the cultural dilemmas they face, the situated identities they perform, and the life choices they make as they navigate their own journeys to citizenship.

**educated in romance dorothy c holland:** *Too Much to Ask* Elizabeth Higginbotham, 2003-01-14 In the 1960s, increasing numbers of African American students entered predominantly White colleges and universities in the northern and western United States. *Too Much to Ask* focuses on the women of this pioneering generation, examining their educational strategies and experiences and exploring how social class, family upbringing, and expectations--their own and others'--prepared them to achieve in an often hostile setting. Drawing on extensive questionnaires and in-depth interviews with Black women graduates, sociologist Elizabeth Higginbotham sketches the patterns that connected and divided the women who integrated American higher education before the era of affirmative action. Although they shared educational goals, for example, family resources to help achieve those goals varied widely according to their social class. Across class lines, however, both the middle- and working-class women Higginbotham studied noted the importance of personal initiative and perseverance in helping them to combat the institutionalized racism of elite institutions and to succeed. Highlighting the actions Black women took to secure their own futures as well as the challenges they faced in achieving their goals, *Too Much to Ask* provides a new perspective for understanding the complexity of racial interactions in the post-civil rights era.

**educated in romance dorothy c holland:** *Anthropologies of Education* Kathryn M. Anderson-Levitt, 2011-10-01 Despite international congresses and international journals, anthropologies of education differ significantly around the world. Linguistic barriers constrain the flow of ideas, which results in a vast amount of research on educational anthropology that is not published in English or is difficult for international readers to find. This volume responds to the call to attend to educational research outside the United States and to break out of "metropolitan provincialism." A guide to the anthropologies and ethnographies of learning and schooling published in German, French, Spanish, Portuguese, Italian, Slavic languages, Japanese, and English as a second language, show how scholars in Latin America, Japan, and elsewhere adapt European, American, and other approaches to create new traditions. As the contributors show, educators draw on different foundational research and different theoretical discussions. Thus, this global survey raises new questions and casts a new light on what has become a too-familiar discipline in the United States.

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**educated in romance dorothy c holland: Community Colleges and Their Students** J. Levin, 2009-11-23 This book employs a socio-cultural approach to study the organizational dynamics and experiences of self-formation that shape community college life. The authors use case studies to analyze both the symbolic dimension and practices that enable the production of educational experiences in seven community colleges across the U.S. Levin and Montero-Hernandez explain the construction of organizational identity and student development as a result of the connection between institutional forces and individual agency. This work emphasizes the forms and conditions of interaction among college personnel, students, and external groups that were enacted to respond to the demands and opportunities in both participants local and larger contexts. The authors acknowledge both the collective and individual efforts of community college personnel to create caring community colleges that support nontraditional students.

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