



Dedicated to furthering the understanding of working-class life and culture

Working-Class Notes

Volume 9, Issue 2

Spring 2006

The Directors' Report . . .

Over the past few months, we've been assessing the Center's accomplishments in its first decade, asking ourselves how well we have fulfilled goals. One of those goals was to establish new working-class studies as a viable field. We wanted to see additional centers created, academic programs and courses initiated, more people from diverse backgrounds involved, and an association that could take on some of the activities we had begun. We believe that much of that has happened thanks to your efforts.

Because of that success, we are transferring the responsibility for *Working-Class Notes* to the Working-Class Studies Association. For the past eight years, we have been mailing the newsletter twice a year, free of charge, to over 1,000 readers around the world. **Starting in the fall, only members of the Association will receive the newsletter. If you value the information and perspective we provide here, now is the time to join the WCSA. We're sending a brochure for the Association along with this newsletter. If you haven't already joined, now's the time.**

We've been pleased, too, to see other centers and programs being developed, including the consor- tial Chicago Center for Working-Class Studies and the SUNY Stony Brook Center for the Study of Work- ing-Class Life, as well as a new independent MA in the humanities, with a working-class studies focus, at Prescott College (see p. 5 for more information). This year, Stony Brook hosts its third working-class stud- ies conference (see p. 4), and next June's confer- ence will be held at Macalester College in St. Paul, Minnesota.

Passing some activities on to the WCSA doesn't mean that we're stepping back from our commitment to working-class studies here in Youngstown. We're

continuing to work on education and the arts, and we're developing projects aimed at a broader, more public audience. This spring, education research- ers Patrick and Mary Finn will visit YSU to talk with area teachers, faculty from YSU's Beeghly College of Education, and education students about work- ing-class and urban schools. In the fall, we hope to hold a symposium on how the media can improve

its coverage of race and class, using Hurricane Katrina as a focal point. Many commentators noted that news coverage of Katrina yielded not only more quantity but also higher quality attention to the experiences of work- ing-class and poor people of color, but the question remains whether any long-lasting improvements will come

out of this. To help address this problem, we plan to develop a set of online resources, including story ideas, examples of high-quality reporting, and a list of experts and sources to serve reporters and editors. We have already added an annotated index of sample news stories about race, class, and media coverage of Katrina to our website.

We've continued to speak on campuses and at conferences around the country. In February, we par- ticipated in a one-day workshop at the Ford Founda- tion on representing race, class, ethnicity, and gender to the public. Sherry spoke at a conference on Inter- sections of Race, Class, and Gender, sponsored by the Public Intellectuals Students Association of Florida

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Working-Class Notes

Working-Class Notes is published by the Center for Working-Class Studies at Youngstown State University twice during the academic year—once in the fall, and again in the spring. Deadline for submissions is October 1 for the Fall newsletter and March 1 for Spring.

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Website Update

This spring, we've made several additions to our website, www.as.ysu.edu/~cwcs/:

- A memorial to the coal miners killed in accidents this year, featuring poems by Diane Gilliam Fisher and photographs by Earl Dotter
- New resource pages on our Working-Class Literature site on Woody Guthrie, Elizabeth Gaskell, John Steinbeck, and Toni Morrison; if you want to create a resource page on your favorite working-class writer, please contact Sherry Linkon (sllinkon@ysu.edu)
- An annotated collection of sample articles about race and class, as well as articles commenting on media coverage of Hurricane Katrina
- A revised Syllabus Library, featuring undergraduate and graduate syllabi in composition, literature, history, sociology, and working-class studies, from seven different colleges in the US and Ireland; we welcome additional submissions

*This is your last
free issue!*

As of Fall 2006, the newsletter will be mailed only to members of the WCSA, who will receive it as part of their membership. If you want to continue to receive the newsletter, you must join the WCSA. A WCSA brochure has been included in this copy of *Working-Class Notes*.

Directors, continued

Atlantic University, and she gave two presentations on new working-class studies to faculty and graduate students at the University of Kansas. We are also speaking this spring at a two-day graduate student conference, Battleground States: Scholarship in Times of Crisis, at Bowling Green State University.

Much of our work remains focused on the local community. Our annual lecture series has brought over 600 people to campus, including more than 200 who attended Thomas Palley's presentation in the fall on the "Wal-martization of America," many of whom returned the next evening for a screening of the film, *Wal-Mart: The High Cost of Low Wages*. In February, on the day of the 20th death of a coal miner from a mine accident this year, we presented a memorial reading by Diane Gilliam Fisher accompanied by photographs by Earl Dotter. Using Fisher's poems and Dotter's photos, we have created a memorial exhibit on our website honoring the miners who have been killed this year and their families. As always, we've interviewed our lecture series speakers for Focus, the public affairs show on YSU's public radio station. You can hear radio interviews with our lecture series guests by visiting the "Working-Class Studies on the Radio" page of our website.

For the first time this year, we're hosting a lecture off-campus in collaboration with a local religious organization. The Office of Social Action/Youngstown Catholic Diocese, YSU's Department of Philosophy and Religious Studies, and the CWCS are bringing Jesuit priest John Coleman in to speak about the "The Ethical Challenges of Globalization." Along with addressing hundreds of YSU students and faculty on campus, Coleman will give an evening presentation at St. Charles Catholic Church for the local community. Coleman will examine how Catholic social teachings apply to the large-scale economic and social changes brought about by globalization.

Under the leadership of CWCS member Alyssa Lenhoff, the Center's "Worker Portraits: Faces of Strength" project is engaging YSU students and

faculty in examining how work has changed in the Mahoning Valley. Students in journalism, sociology, and American studies courses are preparing profiles of individual workers, capturing stories of what everyday working life is like in nail salons, bars, retail stores, hospitals, and other workplaces. These profiles will be developed into a traveling exhibit, which will create the impetus for a series of community conversations about how work and community culture are changing in the Mahoning Valley, almost 30 years after the steel mills began to close.

Another major project at the Center is a revamping of our website. Among the most successful of our projects, the site receives more than 500 hits every day, and we know that many of you have used the materials there for your own research and teaching. But the site has not undergone a major update in a number of years. We've hired community affiliate Bryn Zellers (whose work many of you know from our beautiful series of conference posters) to rebuild the site, making it more efficient and easier to manage. We hope to unveil the new site by late this summer.

The CWCS is also working closely with YSU's Sociology and Anthropology Department and its chairperson, Dr. Qi Jiang, to explore collaboration and exchange programs with the University of Peking. With Qi's encouragement and support, we have been invited to give several lectures about deindustrialization and new working-class studies at the University of Peking in May. We will also meet with faculty there to learn about their new Center for Chinese Workers.

Finally, the CWCS continues its sustainability fund drive. Like many public universities, YSU has faced repeated budget cuts. As result, we are asking you to contribute to our fund drive. Included in the newsletter is a contribution form (see p. 12). If you have found the CWCS's work, such as the conference, this newsletter, and our website useful, we hope that you will contribute to its future activities.

In unity,
Sherry Linkon and John Russo

Working-Class Studies Association (WCSA) Update

The WCSA continues to develop strategies for promoting working-class studies and supporting our members. You can hear all the details at the WCSA business meeting, on Friday, June 9th, at the “How Class Works” conference in Stony Brook. Here are few highlights.

The Awards Committee has recommended that the WCSA establish five annual awards, recognizing the best dissertation, best article, best scholarly book, best work of creative writing, and best journalism project. The full proposal will be sent to all members in April, and we will vote on whether to adopt it at the June business meeting.

The Outreach Committee has begun organizing and sponsoring conference sessions at a number of conferences, including the American Studies Association, the American Sociological Association, and the National Women’s Studies Association. We encourage members to develop roundtable sessions that examine the relationship between working-class studies and related fields for conferences sponsored by other associations. This is a good means of spreading the word.

The Outreach Committee has also developed a brochure for the WCSA. We’ve included one copy with your newsletter, but if you’d like more, please contact Patty LaPresta (pmlapresta at ysu.edu). We encourage members to use the brochure to reach out to others who should be involved. It’s also available online at <http://www.as.ysu.edu/~cwcs/WCSAbrochure.pdf>.

Promoting the field and building membership are important, serious challenges for the WCSA. We will hold a pre-conference organizing workshop on how to build and promote the field and the association in Stony Brook, on Thursday afternoon, June 8th. The session will focus on developing a strategy to increase our membership and visibility. We encourage you to attend the session and bring your ideas.

~~Conference Announcement~~

How Class Works SUNY Stony Brook June 8-10, 2006

Join Susie Orbach, Nelson Lichtenstein, Barbara Bowen, Nancy Wohlforth, Yohuru Williams and over 150 other working-class scholars and activists from eight countries for this year’s conference. For program details and to register visit the “conference” pages at www.workingclass.sunysb.edu. The conference will also feature a pre-conference organizing workshop sponsored by the WCSA and the WCSA annual business meeting.

Updates

New York Union Semester is an innovative program, providing the opportunity to learn about organized labor in a challenging environment both inside and outside the classroom. As interns, students learn the inner workings of organized labor while they make a contribution to the important work unions do. In the classroom, students analyze the experience they are gaining in the field, studying this experience in the context of U.S. labor history.

This spring, New York Union Semester is undergoing some exciting transformations. Formerly based at Queens College, Union Semester is now affiliated with the School of Professional Studies at the City University of New York (CUNY) Graduate Center. Students who participate in Union Semester will earn 16 college credits and a certificate in Labor Studies.

Each semester, New York Union Semester brings together a diverse group of students from all over the country who are deeply committed to social and economic justice. We are currently accepting applications for our fall semester. If you would like to know more about the program you can go to www.unionsemester.org. If you have any questions you can e-mail Amanda Plumb, Union Semester Program Coordinator, at unionsemster@qc.edu.

The Chicago Center for Working-Class Studies has been working on a digital interactive version of the Labor Trail (www.labortrail.org) thanks to a major grant from the Illinois Humanities Council. Watch the Labor Trail webpage for major changes in the coming months. A second run of the print version of the map has just been completed. In February 2005, the Chicago Center for Working-Class Studies held a standing room only book launch event for Nancy MacLean's new book *Freedom is not Enough: The Opening of the American Workplace*. We have several co-sponsored events in the works for late spring and early fall to mark the 100th anniversary of the publication of Upton Sinclair's *The Jungle*. These events connecting worker health and safety and Latino workers will focus on the "new jungle" in contemporary America. Watch our website www.workingclassstudies.org for further information.

Prescott College Offers MA with Focus on Working-Class Studies

Joan Clingan, working-class scholar and chair of Prescott College's humanities program, has developed a focus on working-class studies within the Master of Arts Program at Prescott College. Prescott offers a low residency MA that has several programs within which students design curricula to meet their specific learning and professional goals and carry out their research under the guidance of scholars and professionals in their field. The Humanities program provides opportunities for students to develop individually-designed, interdisciplinary or multidisciplinary studies within five major academic categories: humanities, cultural studies, philosophy and religious studies, social sciences, and business. Humanities students are encouraged to develop individualized study areas incorporating cultural, historical, philosophical, political, and social aspects of their disciplines and work.

Given the mission of Prescott College to address issues of social justice and ecological sustainability, bringing class front and center in our discussion is critical. Currently there are a number of students who are incorporating class in a general way into their larger programs and a few who focus specifically on the working class. Our first student to earn the master of arts degree with a primary concentration in working-class studies is currently completing his master's thesis on the subject of labor and the media under the guidance of Howard Kling, Director of the University of Minnesota's Labor Education Service, President of UPPNET, and Director of Workday Minnesota. There is potential for others in working-class studies to be involved as graduate advisors or practicum supervisors. Please contact Joan (jclingan@prescott.edu) if you are interested in working with independent graduate students focusing on working-class studies.

For more information on the Prescott College program, visit the website:

http://www.prescott.edu/faculty_staff/faculty/jclingan/index.html

Announcements

Christie Launius has organized two sessions on working-class studies for this year's National Women's Studies Association conference, to be held in Oakland, CA, on June 15th-18th, 2006. The first panel is called "Bringing Social Class to the Front of the Class." This session, organized by the WCSA, seeks to highlight the significance of social class in a race/class/gender/sexuality analytical framework. These panelists offer reflections on the importance of incorporating working-class texts and perspectives into academia, as well as the resistance with which their efforts are sometimes met. The second panel, "Women's Studies and Working-Class Studies: Intersections," highlights the importance of social class within the context of Women's and Gender Studies programs in the U.S. The three panelists each bring a different perspective: one discusses labor practices as an administrator of a Women's Studies program, another focuses on teaching about social class in Women's Studies courses, while the third panelist reflects on the experience of being a Women's Studies graduate student who seeks to synthesize her interests in the fields of Women's Studies and working-class studies.

Jim Daniels, poetry editor for *Labor: Studies In Working-Class History of the Americas* and for *The Minnesota Review* is looking for poems directly connected to work and social class for either journal. Please send work to:

Jim Daniels
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The video, *Meeting Face to Face: the Iraq-U.S. Labor Solidarity Tour*, breaks the mainstream media wall to bring Iraqi and labor voices into the debate about the war in this country. The film is based on the June 2005 tour of six senior Iraqi labor leaders to 25 U.S. cities, sponsored by U.S. Labor Against the War. Directed by Jonathan Levin and produced by **Michael Zweig** and the Center for the Study of Working-Class Life at SUNY Stony Brook, the video runs 28 minutes, with many extra features on DVD. For more information and to order your copy, visit MeetingFaceToFace.org.

Building the Working-Class Studies Association: Where Do We Go From Here?

Please join Peter Rachleff, Tim Strangleman, Sherry Linkon, and Kitty Krupat for a pre-conference workshop on strategies for promoting and expanding the WCSA.

**Thursday, June 8th
2:00 p.m.
SUNY Stony Brook (exact location TBA)**

For Graduate Students

I am happy to report that the WCSA now has 23 student members. I will be in the process of contacting each of them to participate in a questionnaire to identify their specific needs and interests in the organization.

I am organizing a graduate student meet and greet at the upcoming Stony Brook Conference. Feel free to e-mail me with any questions, concerns, or suggestions. I look forward to seeing everyone in June.

Michele Fazio
English Department, SUNY - Stony Brook
mfazio at ic.sunysb.edu

Book Review: David R. Roediger, *Working Toward Whiteness: How America's Immigrants Became White; the Strange Journey from Ellis Islands to the Suburbs*, Basic Books, 2005

Reviewed by Nan Enstad, Department of History, University of Wisconsin

Historian David Roediger's new book is written in the form of a tragedy. His protagonists are underdogs: the "new immigrants" from Southern and Eastern Europe who came to the United States between 1880 and the 1920s. They arrived to find their racial status in the US to be vexed. Sometimes the state accorded them the privileges of whiteness, but in daily life employers, reformers, and unions regularly cast them as members of inferior races. They faced racial discrimination when they applied for jobs, encountered unions, and went to work or school. They occupied a position of "in between": they were not quite white, but they also were not subjected to the sustained racial terror and economic marginalization as African Americans. But "in between" is too neat: their racial status shifted by context and region, and even in one day immigrants could encounter variation and contradictions. In short, there was little social agreement about their racial status. In addition, because racial understandings were created in daily life, people had opportunities to make challenges and choices. Sometimes, new immigrants allied with other "inferior" races and forged inspiring oppositional challenges.

But remember that this is a tragedy. Roediger shows that government actions stacked the deck in a way that new immigrants would "win," while the people we now consider people of color would lose. The most important of these actions was the New Deal: it codified exclusionary policies in housing, employment and relief, but created a two-tiered racial system that categorized new immigrants with whites. New immigrants had already built significant monetary and cultural investments in home ownership by the end of the 1920s: Roediger argues that they didn't so much as "buy into" the American dream as help create it. From the 1930s to the 1950s, new immigrants and their children took advantage of much-needed—but exclusionary—government programs to do ordinary things like finance homes. Roediger aptly calls this new immigrants' "coerced incorporation as whites within the liberal state" (234). This was all the more pernicious because such incorporation need not be acknowledged, or even noticed as such. The "white house" became the center of the new racial system.

Roediger's book is an ambitious synthesis that incorporates his own research with scholarship from the past 30 years on whiteness, unions and race, and immigration. This is a stunning introduction to the field of whiteness studies—a field Roediger helped create—and it stands out among recent contributions for its attention to daily life, workers, popular language, and neighborhoods, as well as government policies, unions, and literature. Chock full of examples and stories, it makes its argument in concrete terms. Many scholars that Roediger cites argue that the construction of race and class cannot be separated from gender; nevertheless, Roediger leaves it to other scholars to explore how gender relates to the raced and classed "white house." In addition, there is a story yet to tell about how this tragedy laid the groundwork for the erasure of class in US public culture.

Book Review: Stephen Haven, *The Long Silence of the Mohawk Carpet Smokestacks*, West End Press, 2004

Reviewed by Joshua Mays, English Department, Youngstown State University

With his poetry, Stephen Haven proves that working-class literature may exist independently from the work place. It is quickly apparent that Haven did not set out to write about work or workers, though many of his poems are set in a working-class environment. Haven concentrates on the personal moments, the private thoughts, and situations working-class people find themselves in outside of the factory or workplace. The result is a rich portrait of the American soul. The collection itself spans decades, personae, and circumstances, but most of the poems take place within, or around, a small industrial community. However, because of Haven's choice of subjects, his work is only partially relevant to working-class studies.

The Long Silence of the Mohawk Carpet Smokestacks Book Review cont'd

Each poem is a first-person narrative with strong language and sincerity. In free verse or quatrains Haven arranges his poems in short broken lines that read fluidly and rapidly. Haven's words are always natural and relaxed, and his descriptions infuse each piece with an ordinary beauty that seems deeply symbolic. We see this as he says, "Gangrene was setting in / as I checked my few books out / and wondered where the librarian hid / the broken pieces of her husband in herself." Most importantly, Haven demonstrates his poetic ability without interfering with his character's credibility. These poems require little digging for meaning, as each piece tells a specific story and imbues each character with forthright honest words.

Section one, "The Mohawk," begins with the experiences of a boyhood spent in the "slow-burning, bored anger of the Mohawk Valley," a life among abandoned buildings, steelworks that have been converted to toy factories, and the humiliation of having a father that is the minister of a macho working-class town. In the second section, "The Shore," Haven veers away from the small town with a collection of poems of metaphorical self-exploration that have little in common with the first section. The third portion of the collection, "The Further Shore: Puritan Graveyard," deals primarily with the deviant attitudes and moral dilemmas of our Puritan fore-fathers. The final section, "Homework," trades the exterior working-class grit of the first for a much more introspective wrestling of humanity and mortality. While the poems retain the familiar telling of lived experiences, they come through older, gentler eyes looking back, which gives a diluted sense of the working-class experience. Haven is primarily concerned with humanity as a subject to his poems, and it becomes hard to detect any sense of class consciousness or class history in the characters of the final three portions of the book. However, despite their lack of a strong working-class connection, these poems are as strong as any in the collection.

Based on poetic merits alone, I would eagerly recommend this collection. It is elegant, thoughtful, and above all, beautifully involved in the lives and substance of the characters. But as working-class literature, only the first section has any overt working-class themes. Nonetheless, Haven's poetry is powerful, and *The Long Silence of the Mohawk Carpet Smokestacks* is definitely worth picking up.

To the Editor:

Stephen Sniderman's review of my book, *Rewriting White: Race, Class and Cultural Capital in Nineteenth-Century America*, applied its own metric to the writers under consideration and argued that they had to write as Ida Wells did -- with an immediacy that today's audiences can grasp and relate to -- to be truly interesting.

I, too, admire Wells's bare-knuckles approach, but my book sought to recover people who make less sense to us today because the cultural context that they were writing in is less obvious to us. I don't think this makes them any less relevant.

Rewriting White looks at these writers (and orators) as producers of culture. Understanding their cultural productions helps us better grasp how culture changes, how it adapts and how those devoted to language tilt their methods in response to those changes. Anna Cooper, William Apess, Sui Sin Far and writers of the black press all undercut mainstream expectations of what members of their race or ethnicity could produce. (The pioneering work of the Heath Anthology encourages us to consider these formerly ignored writers.)

My analysis further gives us a way to understand just how those knotty and difficult categories of race and class intersect and defy static depiction throughout the nineteenth century. To be black or Native American today, for example, means something different than it did in 1830, 1880 or 1920. (And even in those specific periods, it depended on what part of the country your audience resided in.)

Readers of *Working-Class Notes*, who themselves are trying to stretch the canon and expand our ways of examining culture, may find my book's cultural framework and archival documentation of interest.

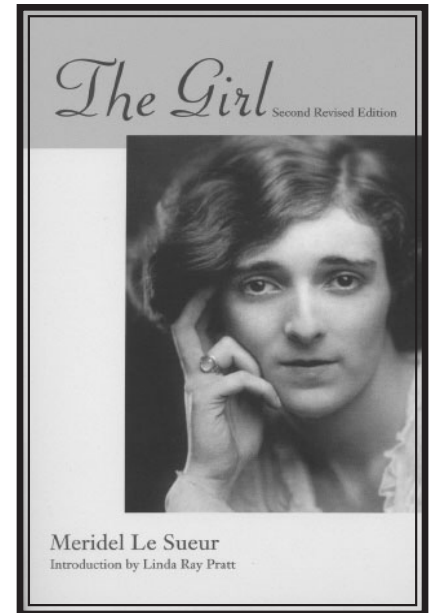
Todd Vogel, PhD

Director, New Urban Learning Advisers

New Releases

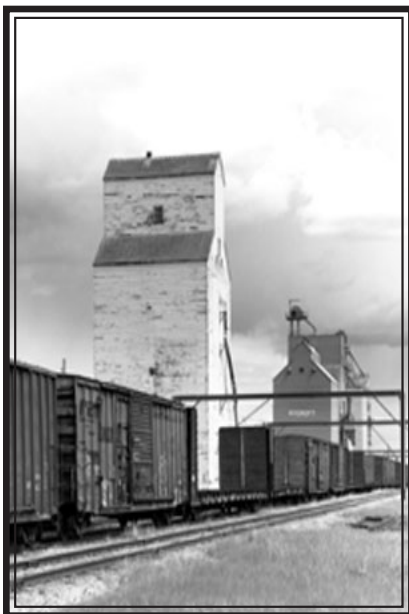
***The Girl*, Meridel Le Sueur, West End Press, 2006**

West End Press announces a new trade edition of *The Girl*, the landmark novel of the thirties by Meridel Le Sueur, with a new introduction by editor and scholar Linda Ray Pratt. *The Girl* explores the fate of a farm girl who moves to the “dark city” of St. Paul, Minnesota, where she struggles to survive the death of her lover, killed in a bank robbery, and give birth to her daughter, her hope for a new generation. This celebrated novel by one of the leading radical woman writers of the twentieth century was completed in 1939 but not published until 1978. Since then more than 25,000 copies of the book have sold. In recent years *The Girl* has continued to sell, but mostly as a college text. The purpose of the newly designed edition is “to get the book back in bookstores, where it has always found its natural home,” says John Crawford, publisher of West End Press. The book is being distributed by the University of New Mexico Press.



***Threads of Labour*, edited by Angela Hale and Jane Wills**

Threads of Labour, edited by Angela Hale and Jane Wills, offers 10 essays examining working conditions, economic structures, and organizing strategies related to the global garment industry. The research presented here emerged from a network of garment workers’ support organizations, and the focus is on examining global supply chains from the bottom up. The collection aims to provide a blueprint for conducting worker-centered action research and ensure that workers’ voices reach those who are already trying to reconfigure global capitalism in more humane directions. It’s a fine example of how working-class studies reaches across the gap between scholarship and activism.



***The Art of the Grain Elevator*, John Volkmer, Bottom Dog Press, 2006**

The latest publication from Bottom Dog Press is *The Art of the Grain Elevator*, a collection of poems by Jon Volkmer and photographs by Bruce Selyem. Together, they capture the look and feel of rural life, examining an aspect of working-class culture that often gets ignored. As Volkmer explains, the book is “really about one working man, my father, but he was the real deal.”

New Releases, continued

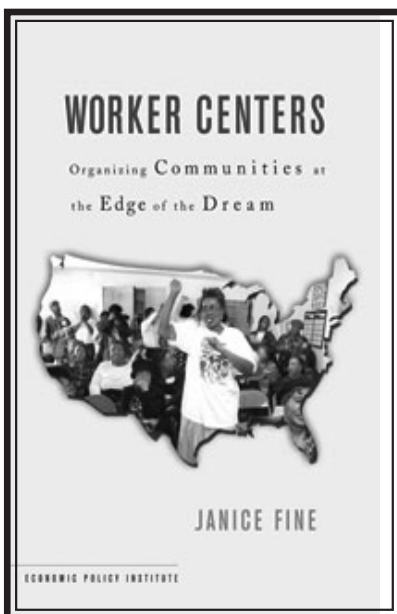
***Freedom is Not Enough: The Opening of the American Workplace*, Nancy MacLean, Harvard University Press, 2006**

In her new book, *Freedom Is Not Enough: The Opening of the American Workplace* (Harvard University Press, 2006), Nancy MacLean argues that the exclusion of blacks, latinos, and women from better-paying jobs and positions of authority may once have seemed “natural,” but was actually centuries in the making, “the culture of exclusion.” She shows how a series of social movements in the past half century buried that culture by opening the American workplace once and for all. Though the reality of exclusion continues in new forms, the black civil rights movement initiated and inspired a storm of political and economic struggles that resulted in a veritable cultural revolution in what is allowed and expected at work. *Freedom Is Not Enough* examines not just the dramatic events and legal breakthroughs of the 1950s and ‘60s, but also the complex grassroots struggles to implement and enforce the new laws, and the workers who carried new formal rights into hostile workplaces in order to make them real. MacLean also considers how a conservative backlash assembled a powerful political assault on all workers by adopting (and deforming) the rhetoric of inclusion. Her powerful narrative suggests how a now more diverse working class might draw on past traditions of struggle to get back on the offensive at work.



***Death in Haymarket*, James Green, Pantheon Books, 2006**

Pantheon Books has just released James Green’s book, *Death in Haymarket*. The book provides an almost novel-like retelling of the story of the Haymarket bombing, and Green positions Haymarket effectively in the context of Chicago and the industrial US during the late nineteenth century.



***Worker Centers: Organizing Communities at the Edge of the Dream*, Janice Fine, The Economic Policy Institute, 2006**

The Economic Policy Institute has released a new book by Janice Fine, *Worker Centers: Organizing Communities at the Edge of the Dream*. Fine identifies 137 worker centers in more than eighty cities, suburbs, and rural areas in thirty-one states. These centers, which attract workers in industries that are difficult to organize, have emerged as especially useful components of any program intended to assist immigrants and low-wage workers of color. Worker centers serve not only as organizing laboratories but also as places where immigrants and other low-wage workers can participate in civil society, tell their stories to the larger community, resist racism and anti-immigrant sentiment, and work to improve their political and economic standing.

See Releases, 11

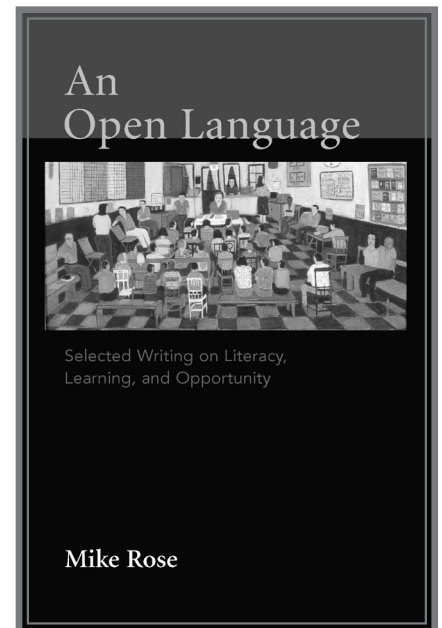
New Releases, continued

***Understanding Diversity: An Introduction to Class, Race, Gender, and Sexual Orientation*, Fred L. Pincus, Lynne Rienner Publishers, 2006**

Understanding Diversity is intended as a textbook for courses that address cultural diversity and sociology. It includes chapters on race, gender, class, and sexual orientation, addressing four consistent themes: terminology, descriptive statistics, prejudice and ideology, and discrimination. A discussion of US social movements and contemporary change organizations rounds out the book. The book aims to be both accessible and practical.

New Books from Mike Rose

Two books by Mike Rose are available in new editions, and a third new book features reprints of selections of his work since 1979. ***The Mind at Work: Valuing the Intelligence of the American Worker*** is now out in paperback, published by Penguin. Also, Rose's 1995-96 book ***Possible Lives: The Promise of Public Education in America***, which won the Grawmeyer Award in Education, is being issued by Penguin in a new edition with a new preface. The book might be of special interest to people interested in class and education, because it uses a range of portraits of good public school classrooms from across the country to reflect on what public education means in a democracy and to defend public institutions from the conservative assault on all things public. Finally, Bedford/St. Martins has just published ***An Open Language: Selected Writing on Literacy, Learning, and Opportunity***, which is a selection of Rose's work from 1979 to the present. The selections include his research on the cognition of the composing process; essays on the teaching of academic writing and the institutional politics of teaching writing, particularly basic writing, at the post-secondary level; research on the social construction and defining of remediation; excerpts from *Lives on the Boundary*, *Possible Lives*, and *The Mind at Work*; and a selection of opinion pieces from the popular press. Rose contextualizes each selection with commentary on the time, place, and purpose of the piece, the writing and research behind it, and his thoughts about it now.



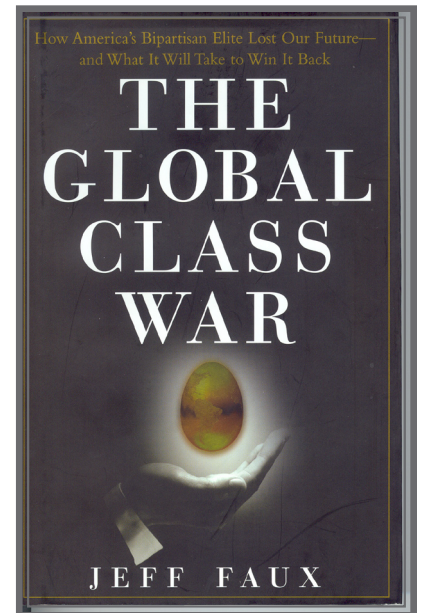
***Giovanna's 86 Circles and Other Stories*, Paolo Corso, University of Wisconsin, 2006**

Paolo Corso's most recent book, *Giovanna's 86 Circles and Other Stories*, has been published by the University of Wisconsin Press. The book has been nominated for a Pushcart Press Editors Book Award. Corso also received the Montserrat Review's Best Short Stories of 2005 award and was a Sherwood Anderson Fiction Award Winner. Reviewers have compared Corso's writing about the vulnerability and persistent hope of rust belt life to both Bruce Springsteen and Jhumpa Lahiri.

New Releases, continued

***The Global Class War: How America's Bipartisan Elite Lost our Future and What It Will Take to Win it Back*, Jeff Faux, John Wiley and Sons, 2006**

In *The Global Class War: How America's Bipartisan Elite Lost Our Future and What It Will Take to Win It Back*, Jeff Faux offers a real antidote to the simplistic boosterism associated with globalization. Instead, he argues, global elites have used globalization to rid itself of social contracts and political constraints. In so doing, elites have undermined working people and nation-states while increasing the possibility of an economic crisis.



(detach here)

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