City Kids: Transforming Racial Baggage

Maryann Krikorian
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reviewed by Maryann Krikorian  |  July 05, 2017

Title: City Kids: Transforming Racial Baggage
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City Kids: Transforming Racial Baggage is a reflective book. The theoretical paradigm commensurate with the text addresses an existing gap in the literature that tests our understanding of manifestations of race formation. Krikorian describes an ethnographic research study designed to investigate the variability of learning race and the challenges that permeate it while considering the perspectives of children. The text is lucidly written and the support representing the research is well documented. This book is an engaging entree into the world of children’s experiences of navigating urban space, and their growing relationship dynamics.

Krikorian cites hooks (1994) as a way to manifest how children playfully and innovatively engage in dialogue about race. She highlights how children engage in the practice of cosmopolitanism through poetic and political behaviors. She articulates two interrelated ways of learning race: (1) multisensory experiences of navigating urban space, and (2) spatial struggles of belonging in urban space. Then, she focuses on exploring the cosmopolitanism of children as constructed & meaningfully implicated in embodied knowledge & gleaned through experience – and externalized in practice, social relations, and collective social facts (p. 22). Through this particular analysis, the reader decipheres how social struggles unfold in the everyday lives of her ten and eleven-year-old participants. The book is divided into five chapters representing empirically supported findings that de-familiarize race, problematize race, and enact alternatives with a shift in focus toward how children reproduce and transform it. Each chapter represents empirically supported findings that de-normalize race, problematize race, and enact alternatives with a shift in focus toward how children reproduce and transform it. Each chapter represents empirically supported findings that de-normalize race, problematize race, and enact alternatives with a shift in focus toward how children reproduce and transform it.

Krikorian explores the micro-political aims of her research, while, at the same time, engaging in a particular youth demographic, to discover how children may resist race-graded accounts of race. First, the author articulates two intertwined ways of learning race (p. 21). Krikorian describes an ethnographic research study designed to investigate the variability of learning race and the challenges that permeate it while considering the perspectives of children. The text is lucidly written and the support representing the research is well documented. This book is an engaging entree into the world of children’s experiences of navigating urban space, and their growing relationship dynamics.

As a result, Krikorian research supports findings that suggest how accounts of race may serve as sites of hierarchy in western society. For that reason, researchers should consider expanding the dialogical space with the inclusion of historically marginalized voices to ensure investigated phenomena authenticates representation at levels and levels of human development. Ignoring documented social narratives, in pursuit of a multicultural perspective, may provide a more robust understanding of the politics of race. Her insightful, counter-hegemonic, and critical approach to theorizations of racial formation that has the potential to lead toward positive learning outcomes and student well-being in school settings.

In qualitative studies, the concept of relationality is closely examined to account for race-based power dynamics between researchers and researched. Krikorian transparently calls for the researcher to go beyond the limits of the school building and to seek out children in their own environments, that is, to become a more integral part of the children’s social world. The text is written in a clear and straightforward manner, making it accessible to a wide range of social scientists across disciplines and educators at both the PK-12 and post-secondary levels. Krikorian draws attention to sexuality by revealing how the politics of race may serve as sites of hierarchy in western society. For that reason, researchers should consider expanding the dialogical space with the inclusion of historically marginalized voices to ensure investigated phenomena authenticates representation at levels and levels of human development. Ignoring documented social narratives, in pursuit of a multicultural perspective, may provide a more robust understanding of the politics of race. Her insightful, counter-hegemonic, and critical approach to theorizations of racial formation that has the potential to lead toward positive learning outcomes and student well-being in school settings.

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Kromidas transparently calls out the politics of race. Her insightful, counter-hegemonic, and critical approach to theorizations of racial formation that has the potential to lead toward positive learning outcomes and student well-being in school settings. The text may inspire educators to reorient their thinking about race calls to mind the intricacies of human understanding with intentions to preserve human connectedness. The theoretical perspective represented in the text may benefit areas of social, educational, and medical treatment by enhancing the dynamic development that ground existing racist binary perceptions of race and culture.

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