



Volume 59 | Issue 2

Article 33

2016

Emden's "For white folks who teach in the hood ... and the rest of ya'll too: Reality pedagogy and urban education" (Book Review)

Rebecca A. Givens
University of Alabama

The Christian Librarian is the official publication of the Association of Christian Librarians (ACL). To learn more about ACL and its products and services please visit [//www.acl.org/](http://www.acl.org/)

Follow this and additional works at: <https://digitalcommons.georgefox.edu/tcl>



Part of the [Education Commons](#), and the [Race and Ethnicity Commons](#)

Recommended Citation

Givens, Rebecca A. (2016) "Emden's "For white folks who teach in the hood ... and the rest of ya'll too: Reality pedagogy and urban education" (Book Review)," *The Christian Librarian*: Vol. 59: Iss. 2, Article 33. DOI: <https://doi.org/10.55221/2572-7478.1118>

This Book Review is brought to you for free and open access by Digital Commons @ George Fox University. It has been accepted for inclusion in The Christian Librarian by an authorized editor of Digital Commons @ George Fox University. For more information, please contact arolf@georgefox.edu.

Kennedy portrays Mather's extensive ministerial and intellectual achievements in the context of a narrative filled with dramatic contrasts. Mather knew the triumphs of overcoming stuttering, yet suffered deep rejection when he was denied the presidency of Harvard. He knew the joys of a large family yet sadly lost his first two wives and thirteen of his fifteen children to illness. He knew both wealth early in life and poverty in old age. As a pastor his people loved him, but threatened to split his church when they could not get along. The biography is a joy to read; it exposes readers to the pulse of life in colonial Boston, and inspires Christians with a zeal for God and fidelity to his Word. I highly recommend it.

Reviewer

Robert W. Caldwell III, Southwestern Baptist Theological Seminary

Emdin, C. (2016). *For white folks who teach in the hood ... and the rest of ya'll too: Reality pedagogy and urban education*. Boston: Beacon Press. 248 pp. \$24.99. ISBN 9780807006405

"...[T]here are power dynamics, personal histories, and cultural clashes stemming from whiteness and all it encompasses that work against young people of color in traditional classrooms. This book highlights them, provides a framework for looking at them, and offers ways to address them in the course of improving the education of urban youth of color." (p.16) Emdin compares the struggles of neo-indigenous urban youth with the struggles and injustices of indigenous students of the Carlisle Indian Industrial School, and other similar stories. His basic premise is that teachers should know and respect the different home cultures of their students, recognizing their strengths and intelligences, rather than try to Americanize them or shove them into the mold of educated white society. The book is full of examples and ways to carry this concept into the classroom. This is a well written and engaging book, and the concepts talked about would be useful to any cross cultural teacher, whether in an urban setting or a mission setting (although the specifics might differ). Christopher Emdin is an associate professor at Teacher's College, Columbia University, where he serves as associate director of the Institute for Urban and Minority Education. He writes "drawing on his own experience of feeling undervalued and invisible in science classrooms as a young man of color" (back cover).

Reviewer

Rebecca H. Givens, University of Alabama