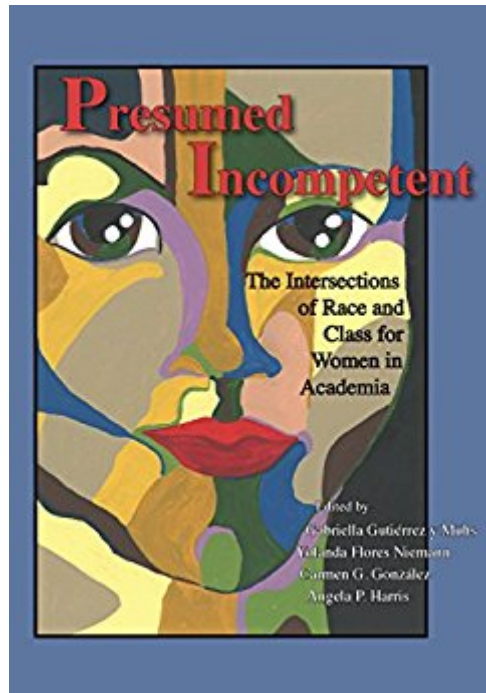


The book was found

Presumed Incompetent: The Intersections Of Race And Class For Women In Academia



Synopsis

Presumed Incompetent is a pathbreaking account of the intersecting roles of race, gender, and class in the working lives of women faculty of color. Through personal narratives and qualitative empirical studies, more than 40 authors expose the daunting challenges faced by academic women of color as they navigate the often hostile terrain of higher education, including hiring, promotion, tenure, and relations with students, colleagues, and administrators. The narratives are filled with wit, wisdom, and concrete recommendations, and provide a window into the struggles of professional women in a racially stratified but increasingly multicultural America.

Book Information

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Customer Reviews

When I was a graduate student I had an inside joke with another grad student about "the unwritable dissertation." It would be a study of the process of going to graduate school. The reason it was unwritable of course, was because it would be written by a person with less power in the institution, and have to be approved by the very people who held power over the writer. This book is the unwritable dissertation. Finally a group of incredibly brave academics have stood up and said, "Hey, let's use the intellect we have spent so much time developing to look at our our workplace!" And

they go on to do so without hesitation. I wish I had been able to be as honest about these issues during graduate school with my faculty as the writers are here. This book is a wake up call not only for what it says about how we treat women of color in the academy. Presumed Incompetent shows how the academy is itself built upon a structure of elitism and hierarchy. From our racism, sexism and classism to the way we devalue undergraduates, exploit graduate students and adjuncts, and continue to valorize the R-1 institution, American Higher Education does more to reproduce social inequality than to address it every day. If I have one critique of the book, it is that in some essays the goal seems to be more focused on the question of how do we make our elite club more inclusive, rather than how do we take the elitism out of our club. For instance, a couple of authors complain that they are expected to be "the nannies" of the students, to do the devalued emotion work of teaching, while their whiter or more male counterparts get to do the intellectual work.

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