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Crossing the Digital Divide Inequity in the Technopolis The Digital Divide Learning Race and Ethnicity Left to Our Own Devices Race After the Internet Inequity in the Technopolis The Routledge Companion to Race and Media The Digital Divide Through the Lens of Critical Race Theory The Digital Edge Black Software Race After the Internet Race, Rhetoric, and Technology Internet Goes to College Falling Through the Net The U.S. Digital Divide Race, Rhetoric, and Technology The Digital Divide Virtual Inequality The Dating Divide Technicolor Policing the Racial Divide The Digital Disconnect Globalization and the Digital Divide Distributed Blackness Stigma and Prejudice Mapping the Digital Divide in Africa Theorizing Digital Divides Digital Diaspora Handbook of Research on Race, Gender, and the Fight for Equality ICTs and Sustainable Solutions for the Digital Divide: Theory and Perspectives The Bridge Over the Racial Divide The Inequality Reader Race and Racism in the United States: An Encyclopedia of the American Mosaic [4 volumes] Race Against the Machine The Next Billion Users Social Justice and the Digital Divide Digitizing Race The Social, Cultural and Environmental Costs of Hyper-Connectivity Encyclopedia of Race, Ethnicity, and Society

How is race defined and perceived in America today, and how do these definitions and perceptions compare to attitudes 100 years ago... or 200 years ago? This four-volume set is the definitive source for every topic related to race in the United States. Lisa Nakamura refers to case studies of popular yet rarely evaluated uses of the Internet, such as pregnancy websites, instant messaging, and online petitions and quizzes, to look at the emergence of race-, ethnic-, and gender-identified visual cultures. Oriented toward the introductory student, *The Inequality Reader* is the essential textbook for today's undergraduate courses. The editors, David B. Grusky and Szonja Szelenyi, have assembled the most important classic and contemporary readings about how poverty and inequality are generated and how they might be reduced. With thirty new readings, the second edition provides new materials on anti-poverty policies as well as new qualitative readings that make the scholarship more alive, more accessible, and more relevant. Now more than ever, *The Inequality Reader* is the one-stop compendium of all the must-read pieces, simply the best available introduction to the stratification canon. *ICTs and Sustainable Solutions for the Digital Divide: Theory and Perspectives* focuses on Information and Communication Technologies for Development (ICT4D), which includes any technology used for communication and information. This publication researches the social side of computing, the users, and the design of systems that meet the needs of "ordinary" users. With the increased digitisation of society comes an increased concern about who is left behind. From societal causes to the impact of everyday actions, *The Digital Disconnect* explores the relationship between digital and social inequalities, and the lived consequences of digitisation. Ellen Helsper goes beyond questions of digital divides and who is connected. She asks why and how social and digital inequalities are linked and shows the tangible outcomes of socio-digital inequalities in everyday lives. The book: Introduces the key theories and concepts needed to understand both 'traditional' and digital inequalities research. Investigates a range of socio-digital inequalities, from digital access and skills, to civic participation, social engagement, and everyday content creation and consumption. Brings research to life with a range of qualitative vignettes, drawing out the personal experiences that lay at the heart of global socio-digital inequalities. *The Digital Disconnect* is an expert exploration of contemporary theory, research and practice in socio-digital inequalities. It is also an urgent and impassioned call to broaden horizons, expand theoretical and methodological toolkits, and work collectively to help achieve a fairer digital future for all. Ellen J. Helsper is Professor of Digital Inequalities at the Department of Media and Communications at London School of Economics and Political Science. "The Digital Hustle When we met in the middle of a rare snowstorm in Washington, DC, in January, Charlie was bundled up against the cold in his Carhartt jacket, thick socks, and sturdy work boots, with a knit cap pulled down over his ears. As he peeled off his many layers in our booth at a Dunkin' Donuts, he apologized for smelling like cigarette smoke, saying that bad winter weather always makes him think a little harder about quitting for good. Charlie explained that smoking was a small comfort in what he felt were uncertain times. "It's like, every day you just you walk out your door and you're already stressed. Because we never know, even these days, you never know what the next day is going to be like. You have no idea. I'm just trying to keep my guys busy." Charlie's "guys" are a small crew of two or three manual workers he tried to keep in regular work through a patchwork of contracting, demolition gigs, and moving jobs. Looking older than his forty-seven years, Charlie told me about how he came to start his own home contracting and moving business after he left his union construction job when his boss was replaced by someone much younger than him. He enjoyed the freedom and independence that came with "being his own boss": being my own boss, I don't have to deal with nobody. And for me, because I'm forty-seven, I can't deal with a twenty- or thirty-year-old, some young kid like you being my boss."-- College students are heavy users of the Internet compared to the general population. Use of the Internet is a part of college students' daily routine, in part because they have grown up with computers. It is integrated into their daily communication habits and has become a technology as ordinary as the telephone or television. This report finds that: College students say the Internet has enhanced their education, and that college social life has been changed by the Internet. The report also discusses the implications of college students' Internet use for the future. Charts and tables. In this innovative title, the authors describe unique patient populations affected by stigma and prejudice and the prevalence of these issues to all healthcare providers. Each chapter covers the forms of prejudice and stigma associated with minority statuses, including religious minorities, the homeless, as well as those stigmatized by medical serious medical conditions, such HIV/AIDS, obesity, and substance misuse disorders. The chapters focus on the importance of recognizing biological differences and similarities within such groups and describes the challenges and best practices for optimum healthcare outcomes. The text describes innovative ways to connect in a clinical setting with people of diverse backgrounds. The text also covers future directions and areas of research and innovative clinical work being done. Written by experts in the field, *Stigma and Prejudice* is an excellent resource for psychiatrist, psychologists, general physicians, social workers, and all other medical professionals working with stigmatized populations. How black and Latino youth learn, create, and collaborate online *The Digital Edge* examines how the digital and social-media lives of low-income youth, especially youth of color, have evolved amidst rapid social and technological change. While notions of the digital divide between the "technology rich" and the "technology poor" have largely focused on access to new media technologies, the contours of the digital divide have grown increasingly complex. Analyzing data from a year-long ethnographic study at Freeway High School, the authors investigate how the digital media ecologies and practices of black and Latino youth have adapted as a result of the wider diffusion of the internet all around

us--in homes, at school, and in the palm of our hands. Their eager adoption of different technologies forge new possibilities for learning and creating that recognize the collective power of youth: peer networks, inventive uses of technology, and impassioned interests that are remaking the digital world. Relying on nearly three hundred in-depth interviews with students, teachers, and parents, and hundreds of hours of observation in technology classes and after school programs, *The Digital Edge* carefully documents some of the emergent challenges for creating a more equitable digital and educational future. Focusing on the complex interactions between race, class, gender, geography and social inequality, the book explores the educational perils and possibilities of the expansion of digital media into the lives and learning environments of low-income youth. Ultimately, the book addresses how schools can support the ability of students to develop the social, technological, and educational skills required to navigate twenty-first century life. Relying on nearly three hundred in-depth interviews with students, teachers, and parents, and hundreds of hours of observation in technology classes and after school programs, *The Digital Edge* carefully documents some of the emergent challenges for creating a more equitable digital and educational future. Focusing on the complex interactions between race, class, gender, geography and social inequality, the book explores the educational perils and possibilities of the expansion of digital media into the lives and learning environments of low-income youth. Ultimately, the book addresses how schools can support the ability of students to develop the social, technological, and educational skills required to navigate twenty-first century life. The 'digital divide' refers to the gap between those who have access to the latest information technologies and those who do not. This book presents data supporting the existence of such a divide in the 1990s along racial, economic, and education lines. Examines moments in traditions of appeals, warnings, demands, and debates to make explicit the connections between technological issues and African Americans' equal and just participation in American society. This volume is intended for researchers, professionals, and students in Rhetoric, Computers and Composition, and African American Studies. An exploration of how issues of race and ethnicity play out in a digital media landscape that includes MySpace, post-9/11 politics, MMOGs, Internet music distribution, and the digital divide. It may have been true once that (as the famous cartoon of the 1990s put it) "Nobody knows you're a dog on the Internet," and that (as an MCI commercial of that era declared) on the Internet there is no race, gender, or infirmity, but today, with the development of web cams, digital photography, cell phone cameras, streaming video, and social networking sites, this notion seems quaintly idealistic. This volume takes up issues of race and ethnicity in the new digital media landscape. The contributors address this topic--still difficult to engage honestly, clearly, empathetically, and with informed understanding in twenty-first century America--with the goal of pushing consideration of a vexing but important subject from margin to center. *Learning Race and Ethnicity* explores the intersection of race and ethnicity with post 9/11 politics, online hate-speech practices, and digital youth and media cultures. It examines universal access and the racial and ethnic digital divide from the perspective of digital media learning and youth. The chapters treat such subjects as racial identity in the computer-mediated public sphere, minority technology innovators, new methods of music distribution, digital artist Judy Baca's work with youth, Native American digital media literacy, and minority youth technology access and the pervasiveness of online health information. Contributors Ambar Basu, Graham D. Bodie, Dara N. Byrne, Jessie Daniels, Mohan J. Dutta, Raiford Guins, Guisela Latorre, Antonio López, Chela Sandoval, Tyrone D. Taborn, Douglas Thomas

*Traces the rise of black participation in cyberspace. Why do citizens of states with strict surveillance care so little about their digital privacy? Why do Brazilians eschew geo-tagging on social media? What drives young Indians to friend "foreign" strangers on Facebook and give "missed calls" to people? Payal Arora answers these questions and many more about the internet's next billion users. The purpose of this qualitative study was to explore and develop a detailed description of how digital inequities in rural Alabama contribute to the underrepresentation of African Americans in STEM careers. The participants' unique lived experiences with digital inequities related to understanding the intersection of attributes such as rurality, race, and socioeconomic status associated with the development of career aspirations were investigated. This study provides evidence of the widespread impact digital inequities have on the lack of exposure to STEM needed to develop STEM career aspirations among low-income African Americans. The data were analyzed using the narrative, thematic data analysis method. Once analyzed, the results were interpreted to describe how the intersection of attributes such as rurality, race, socioeconomic status, and digital inequities contribute to the lack of exposure to STEM needed to develop STEM career aspirations among low-income African Americans. Data analysis resulted in four themes: personal and positional categorical inequalities, distribution of resources, access to information communication technologies (ICTs), and participation in society. The researcher believes the findings of this study summarize the participants' perceptions that the lack of internet access and the use of digital media are associated with adverse outcomes related to the underrepresentation of African Americans in STEM careers. It is important to address digital inequities in order to remedy the absence of African Americans in STEM careers. Activists, pundits, politicians, and the press frequently proclaim today's digitally mediated racial justice activism the new civil rights movement. As Charlton D. McIlwain shows in this book, the story of racial justice movement organizing online is much longer and varied than most people know. In fact, it spans nearly five decades and involves a varied group of engineers, entrepreneurs, hobbyists, journalists, and activists. But this is a history that is virtually unknown even in our current age of Google, Facebook, Twitter, and Black Lives Matter. Beginning with the simultaneous rise of civil rights and computer revolutions in the 1960s, McIlwain, for the first time, chronicles the long relationship between African Americans, computing technology, and the Internet. In turn, he argues that the forgotten figures who worked to make black politics central to the Internet's birth and evolution paved the way for today's explosion of racial justice activism. From the 1960s to present, the book examines how computing technology has been used to neutralize the threat that black people pose to the existing racial order, but also how black people seized these new computing tools to build community, wealth, and wage a war for racial justice. Through archival sources and the voices of many of those who lived and made this history, *Black Software* centralizes African Americans' role in the Internet's creation and evolution, illuminating both the limits and possibilities for using digital technology to push for racial justice in the United States and across the globe. Studies the rising inequality in American society and addresses the need for a progressive, multiracial political coalition to combat that inequality. The cultural impact of new information and communication technologies has been a constant topic of debate, but questions of race and ethnicity remain a critical absence. *TechniColor* fills this gap by exploring the relationship between race and technology. From Indian H-1B Workers and Detroit techno music to karaoke and the Chicano internet, *TechniColor's* specific case studies document the ways in which people of color actually use technology. The results rupture such racial stereotypes as Asian whiz-kids and Black and Latino techno-phobes, while fundamentally challenging many widely-held theoretical and political assumptions. Incorporating a broader definition of technology and technological practices--to include not only those technologies thought to create "revolutions" (computer hardware and software) but also cars, cellular phones, and other everyday technologies--*TechniColor* reflects the larger history of technology use by people of color. Contributors: Vivek Bald, Ben Chappell, Beth Coleman, McLean Greaves, Logan Hill, Alicia Headlam Hines, Karen Hossfeld, Amitava Kumar, Casey Man Kong Lum, Alondra Nelson, Mimi Nguyen, Guillermo Gómez-Peña, Tricia Rose, Andrew Ross, Thuy Linh Nguyen Tu, and Ben Williams. A behind-the-scenes account of the harsh realities of policing in a segregated city For thirteen months, Daanika Gordon shadowed police officers in two districts in "River City," a profoundly segregated rust belt metropolis. She found that officers in predominantly white neighborhoods provided responsive service and engaged in community problem-solving, while officers in predominantly Black communities reproduced long-standing patterns of over-policing and under-protection. Such differences have marked US policing throughout its history, but policies that were supposed to alleviate racial tensions in River City actually widened the racial divides. *Policing the Racial Divide* tells story of how race, despite the best intentions, often dominates the way policing unfolds in cities across America. Drawing on in-depth interviews and hundreds of hours of ethnographic observation, Gordon offers a behind-the-scenes account of how the police are reconfiguring segregated landscapes. She illuminates an underexplored source of racially disparate*

policing: the role of law enforcement in urban growth politics. Many postindustrial cities are increasing the divisions of segregation, Gordon argues, by investing in downtowns, gentrified neighborhoods, and entertainment corridors, while framing marginalized central city neighborhoods as sources of criminal and civic threat that must be contained and controlled. Gordon paints a sobering picture of modern-day segregation, and how the police enforce its racial borders, showing us two separate, unequal sides of the same city: one where rich, white neighborhoods are protected, and another where poor, Black neighborhoods are punished. Diversity in the workforce can be attributed to both a popular, cultural shift and legislative intervention. Despite these forces, discrimination endures in all aspects of Western society from education to employment. Unequal pay and opportunities for promotion are symptoms of a systematic discrimination of individuals based on race and gender. The Handbook of Research on Race, Gender, and the Fight for Equality provides a critical look at race, gender, and modern day discrimination. Focusing on workplace and educational dynamics, the research found within this book addresses equal opportunity and diversity requirements from a myriad of perspectives. This book is an essential reference source for professionals and researchers working in equality as well as managers and those in leadership roles. This encyclopedia offers a comprehensive look at the roles race and ethnicity play in society and in our daily lives. Over 100 racial and ethnic groups are described, with additional thematic essays offering insight into broad topics that cut across group boundaries and which impact on society. Examines how information technologies are affecting jobs, skills, wages, and the economy. Over the past few decades, Austin, Texas, has made a concerted effort to develop into a “technopolis,” becoming home to companies such as Dell and numerous start-ups in the 1990s. It has been a model for other cities across the nation that wish to become high-tech centers while still retaining the livability to attract residents. Nevertheless, this expansion and boom left poorer residents behind, many of them African American or Latino, despite local and federal efforts to increase lower-income and minority access to technology. This book was born of a ten-year longitudinal study of the digital divide in Austin—a study that gradually evolved into a broader inquiry into Austin’s history as a segregated city, its turn toward becoming a technopolis, what the city and various groups did to address the digital divide, and how the most disadvantaged groups and individuals were affected by those programs. The editors examine the impact of national and statewide digital inclusion programs created in the 1990s, as well as what happened when those programs were gradually cut back by conservative administrations after 2000. They also examine how the city of Austin persisted in its own efforts for digital inclusion by working with its public libraries and a number of local nonprofits, and the positive impact those programs had. As poor, nonwhite communities on “the other side” of the digital divide become immersed in electronic media, how can we evaluate their experiences to transform the teaching of writing and literature and improve student learning? This important book offers a balanced view of instructional technology and critical multiculturalism, with valuable insights to help English educators at all levels working in all types of schools. Contrary to optimistic visions of a free internet for all, the problem of the ‘digital divide’ – the disparity between those with access to internet technology and those without – has persisted for close to twenty-five years. In this textbook, Jan van Dijk considers the state of digital inequality and what we can do to tackle it. Through an accessible framework based on empirical research, he explores the motivations and challenges of seeking access and the development of requisite digital skills. He addresses key questions such as: Does digital inequality reduce or reinforce existing, traditional inequalities? Does it create new, previously unknown social inequalities? While digital inequality affects all aspects of society and the problem is here to stay, Van Dijk outlines policies we can put in place to mitigate it. The Digital Divide is required reading for students and scholars of media, communication, sociology, and related disciplines, as well as for policymakers. Although discussion of the digital divide is a relatively new phenomenon, social inequality is a deeply entrenched part of our current social world and is now reproduced in the digital sphere. Such inequalities have been described in multiple traditions of social thought and theoretical approaches. To move forward to a greater understanding of the nuanced dynamics of digital inequality, we need the theoretical lenses to interpret the meaning of what has been observed as digital inequality. This volume examines and explains the phenomenon of digital divides and digital inequalities from a theoretical perspective. Indeed, with there being a limited amount of theoretical research on the digital divide so far, Theorizing Digital Divides seeks to collect and analyse different perspectives and theoretical approaches in analysing digital inequalities, and thus propose a nuanced approach to study the digital divide. Exploring theories from diverse perspectives within the social sciences whilst presenting clear examples of how each theory is applied in digital divide research, this book will appeal to scholars and undergraduate and postgraduate students interested in sociology of inequality, digital culture, Internet studies, mass communication, social theory, sociology, and media studies. Provides data on the level of access by Americans to telephones, computers, and the Internet. An explanation of the digital practices of the black Internet From BlackPlanet to #BlackGirlMagic, Distributed Blackness places blackness at the very center of internet culture. André Brock Jr. claims issues of race and ethnicity as inextricable from and formative of contemporary digital culture in the United States. Distributed Blackness analyzes a host of platforms and practices (from Black Twitter to Instagram, YouTube, and app development) to trace how digital media have reconfigured the meanings and performances of African American identity. Brock moves beyond widely circulated deficit models of respectability, bringing together discourse analysis with a close reading of technological interfaces to develop nuanced arguments about how “blackness” gets worked out in various technological domains. As Brock demonstrates, there’s nothing niche or subcultural about expressions of blackness on social media: internet use and practice now set the terms for what constitutes normative participation. Drawing on critical race theory, linguistics, rhetoric, information studies, and science and technology studies, Brock tabs between black-dominated technologies, websites, and social media to build a set of black beliefs about technology. In explaining black relationships with and alongside technology, Brock centers the unique joy and sense of community in being black online now. The Routledge Companion to Media and Race serves as a comprehensive guide for scholars, students, and media professionals who seek to understand the key debates about the impact of media messages on racial attitudes and understanding. Broad in scope and richly presented from a diversity of perspectives, the book is divided into three sections: first, it summarizes the theoretical approaches that scholars have adopted to analyze the complexities of media messages about race and ethnicity, from the notion of “representation” to more recent concepts like Critical Race Theory. Second, the book reviews studies related to a variety of media, including film, television, print media, social media, music, and video games. Finally, contributors present a broad summary of media issues related to specific races and ethnicities and describe the relationship of the study of race to the study of gender and sexuality. Over the past few decades, Austin, Texas, has made a concerted effort to develop into a “technopolis,” becoming home to companies such as Dell and numerous start-ups in the 1990s. It has been a model for other cities across the nation that wish to become high-tech centers while still retaining the livability to attract residents. Nevertheless, this expansion and boom left poorer residents behind, many of them African American or Latino, despite local and federal efforts to increase lower-income and minority access to technology. This book was born of a ten-year longitudinal study of the digital divide in Austin—a study that gradually evolved into a broader inquiry into Austin’s history as a segregated city, its turn toward becoming a technopolis, what the city and various groups did to address the digital divide, and how the most disadvantaged groups and individuals were affected by those programs. The editors examine the impact of national and statewide digital inclusion programs created in the 1990s, as well as what happened when those programs were gradually cut back by conservative administrations after 2000. They also examine how the city of Austin persisted in its own efforts for digital inclusion by working with its public libraries and a number of local nonprofits, and the positive impact those programs had. In Race After the Internet, Lisa Nakamura and Peter Chow-White bring together a collection of interdisciplinary, forward-looking essays exploring the complex role that digital media technologies play in shaping our ideas about race. Contributors interrogate changing ideas of race within the context of an increasingly digitally mediated cultural and informational landscape. Using social scientific, rhetorical, textual, and ethnographic approaches, these essays show how new and old styles of race as code, interaction, and image are played

out within digital networks of power and privilege. *Race After the Internet* includes essays on the shifting terrain of racial identity and its connections to social media technologies like Facebook and MySpace, popular online games like World of Warcraft, YouTube and viral video, WiFi infrastructure, the One Laptop Per Child (OLPC) program, genetic ancestry testing, and DNA databases in health and law enforcement. Contributors also investigate the ways in which racial profiling and a culture of racialized surveillance arise from the confluence of digital data and rapid developments in biotechnology. This collection aims to broaden the definition of the "digital divide" in order to convey a more nuanced understanding of access, usage, meaning, participation, and production of digital media technology in light of racial inequality. Contributors: danah boyd, Peter Chow-White, Wendy Chun, Sasha Costanza-Chock, Troy Duster, Anna Everett, Rayvon Fouché, Alexander Galloway, Oscar Gandy, Eszter Hargittai, Jeong Won Hwang, Curtis Marez, Tara McPherson, Alondra Nelson, Christian Sandvig, Ernest Wilson "Digital media technologies like the Internet create and host the social networks, virtual worlds, online communities, and media texts where it was once thought that we would all be the same, anonymous users with infinite powers. Instead, the essays in *Race After the Internet* show us that the Internet and other computer-based technologies are complex topographies of power and privilege, made up of walled gardens, new (plat)forms of economic and technological exclusion, and both new and old styles of race as code, interaction, and image. Investigating how racialization and racism are changing in web 2.0 digital media culture, *Race After the Internet* contains interdisciplinary essays on the shifting terrain of racial identity and its connections to digital media, including Facebook and MySpace, YouTube and viral video, WiFi infrastructure, the One Laptop Per Child (OLPC) program, genetic ancestry testing, DNA databases in health and law enforcement, and popular online games like World of Warcraft. Ultimately, the collection broadens the definition of the "digital divide" in order to convey a more nuanced understanding of usage, meaning, participation, and production of digital media technology in light of racial inequality."-- The data behind a distinct form of racism in online dating *The Dating Divide* is the first comprehensive look at "digital-sexual racism," a distinct form of racism that is mediated and amplified through the impersonal and anonymous context of online dating. Drawing on large-scale behavioral data from a mainstream dating website, extensive archival research, and more than seventy-five in-depth interviews with daters of diverse racial backgrounds and sexual identities, Curington, Lundquist, and Lin illustrate how the seemingly open space of the internet interacts with the loss of social inhibition in cyberspace contexts, fostering openly expressed forms of sexual racism that are rarely exposed in face-to-face encounters. *The Dating Divide* is a fascinating look at how a contemporary conflux of individualization, consumerism, and the proliferation of digital technologies has given rise to a unique form of gendered racism in the era of swiping right—or left. The internet is often heralded as an equalizer, a seemingly level playing field, but the digital world also acts as an extension of and platform for the insidious prejudices and divisive impulses that affect social politics in the "real" world. Shedding light on how every click, swipe, or message can be linked to the history of racism and courtship in the United States, this compelling study uses data to show the racial biases at play in digital dating spaces. Despite issues associated with the digital divide, mobile telephony is growing on the continent and the rise of smartphones has given citizens easy access to social networking sites. But the digital divide, which mostly reflects on one's race, gender, socioeconomic status or geographical location, stands in the way of digital progress. What opportunities are available to tame digital disparities? How are different societies in Africa handling digital problems? What innovative methods are being used to provide citizens with access to critical information that can help improve their lives? Experiences from various locations in several sub-Saharan African countries have been carefully selected in this collection with the aim of providing an updated account on the digital divide and its impact in Africa. The ebook edition of this title is Open Access, thanks to Knowledge Unlatched funding, and freely available to read online. This book investigates the profound effects 21st century digital technology is having on our individual and collective lives and seeks to confront the realities of a new digital age. The purpose of this qualitative research study was to examine African American community college students' availability to technological resources and how that availability affects their success. In this study, technological resources include access to the internet, software, hardware, technology training, technology support, and community resources. This study included six community college professors and six African American community college students enrolled in a Midwest community college. A major tenet of Critical Race Theory, storytelling, was used to give voice to students who lack sufficient access to technological resources referred to as the digitally denied. Data from this study can create an awareness of students that lack technological resources at community colleges, universities, and community libraries. This study could also be useful to community college leadership who set policies and procedures and determine curriculum requirements that call for technological resources. The findings suggested that access to technological resources is a key factor that impacted the success of African American students in the community college. That there is a "digital divide"—which falls between those who have and can afford the latest in technological tools and those who have neither in our society—is indisputable. *Virtual Inequality* redefines the issue as it explores the cascades of that divide, which involve access, skill, political participation, as well as the obvious economics. Computer and Internet access are insufficient without the skill to use the technology, and economic opportunity and political participation provide primary justification for realizing that this inequality is a public problem and not simply a matter of private misfortune. Defying those who say the divide is growing smaller, this volume, based on a unique national survey that includes data from over 1800 respondents in low-income communities, shows otherwise. In addition to demonstrating why disparities persist in such areas as technological abilities, the survey also shows that the digitally disadvantaged often share many of the same beliefs as their more privileged counterparts. African-Americans, for instance, are even more positive in their attitudes toward technology than whites are in many respects, contrary to conventional wisdom. The rigorous research on which the conclusions are based is presented accessibly and in an easy-to-follow manner. Not content with analysis alone, nor the untangling of the complexities of policymaking, *Virtual Inequality* views the digital divide compassionately in its human dimensions and recommends a set of practical and common-sense policy strategies. Inequality, even in a virtual form this book reminds us, is unacceptable and a situation that society is compelled to address. In this book Adam Banks uses the concept of the Digital Divide as a metonym for America's larger racial divide, in an attempt to figure out what meaningful access for African Americans to technologies and the larger American society can or should mean. He argues that African American rhetorical traditions--the traditions of struggle for justice and equitable participation in American society--exhibit complex and nuanced ways of understanding the difficulties inherent in the attempt to navigate through the seemingly impossible contradictions of gaining meaningful access to technological systems with the good they seem to make possible, and at the same time resisting the exploitative impulses that such systems always seem to present. Banks examines moments in these rhetorical traditions of appeals, warnings, demands, and debates to make explicit the connections between technological issues and African Americans' equal and just participation in American society. He shows that the big questions we must ask of our technologies are exactly the same questions leaders and lay people from Martin Luther King to Malcolm X to slave quilters to Critical Race Theorists to pseudonymous chatters across cyberspace have been asking all along. According to Banks the central ethical questions for the field of rhetoric and composition are technology access and the ability to address questions of race and racism. He uses this book to imagine what writing instruction, technology theory, literacy instruction, and rhetorical education can look like for all of us in a new century. Just as *Race, Rhetoric, and Technology: Searching for Higher Ground* is a call for a new orientation among those who study and profess African American rhetoric, it is also a call for those in the fields that make up mainstream English Studies to change their perspectives as well. This volume is intended for researchers, professionals, and students in Rhetoric and Composition, Technical Communication, the History of Science and Society, and African American Studies.