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## Situated Narratives: Hearing the Voices of Jewish Adolescent Girls

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Jewish girls' identity development is a relatively unexplored issue. Consequently, little is known about the intersection of gender and Judaism on their lives. For the most part, Jewish girls are treated as White in the majority of research settings, which may reflect internalized anti-Semitism or Jews' own ambiguity about their identity (Clark, 2000). Furthermore, most of the extant scholarship on Jewish girls privileges the experiences of White, middle-class Ashkenazi girls in major cities and reinforces dominant stereotypes of Whiteness and privilege, creating a singular narrative of girls' lived experiences (Kaye/Kantrowitz, 1991; Khazoom, 2001). This is problematic since it fails to reflect the diversity of Jewish girls' lives and promotes a monolithic understanding of their lived experiences.

However, the slowly burgeoning canon of research on Jewish girls (Philips, 1997; Clark, 2000; Benjamin & Gordon, 2008; Benjamin; 2013; Catlett, Crabtree-Nelson & Proweller, 2015, 2016) reveals distinct patterns, behaviors and sensibilities (Philips, 1997; Clark, 2000), which begs the need for further inquiry. The project offers an in-depth analysis of life story narratives from Jewish adolescent girls (McAdams, 1993) to better understand what Jewish identity means to them and how it shapes their feelings, attitudes and responses to inter and intrapersonal issues regarding Whiteness, Judaism, social responsibility, gender and privilege. Findings from this project will contribute to the development of a conceptual framework for understanding Jewish adolescent girls' identity development and as a means for engaging Jewish girls in important social justice work.

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