

CRITICAL STUDIES IN EDUCATION
AND CULTURE SERIES

Racial Categorization of Multiracial Children in Schools

Jane A. Chiong

B L O O M S B U R Y

Racial Categorization Of Multiracial Children In Schools

**Linda C. Tillman, James Joseph
Scheurich**



Racial Categorization Of Multiracial Children In Schools:

Racial Categorization of Multiracial Children in Schools Jane A. Chiong, 1998-05-21 Multiracial students have unique needs that are not being met in schools because teachers and school personnel assume that those needs are the same as those of monoracial minority children. Children of multiple races are in fact invisible in the schools. On school and federal forms they are racially categorized based on one race only and such categorizations are not limited to documents. Schools and teachers may unknowingly transmit monoracial identity messages to multiracial students which is problematic for some students who may want to identify with more than one race. Our racial categorization process reflects the deficiencies of the concept of race in American culture and needs to be renegotiated. The multiracial child is a microcosm of the American cultural identity. Current racial categorization of multiracial children reflects a society that is still renegotiating its own racial and ethnic identities and these children bear the burdens of the difficulties. As America continues to become increasingly populated by diverse peoples, what it means to be American is in transition. Americans are moving away from a fixed notion of the American cultural identity toward an expanded more inclusive resolution.

Racial Categorization of Multiracial Children in Schools, 1998 **Racial Categorization of Multiracial Children in the Schools** Jane Ayers Chiong, 1995

Handbook of Research on Educational Leadership for Equity and Diversity Linda C. Tillman, James Joseph Scheurich, 2013-08-21 The rapid growth of diversity within U.S. schooling and the heightened attention to the lack of equity in student achievement, school completion, and postsecondary attendance has made equity and diversity two of the principle issues in education. Educational leadership and educational leadership research. The *Handbook of Research on Educational Leadership for Equity and Diversity* is the first research-based handbook that comprehensively addresses the broad diversity in U.S. schools by race, ethnicity, culture, language, gender, disability, sexual identity, and class. The Handbook both highly values the critically important strengths and assets that diversity brings to the United States and its schools yet at the same time candidly critiques the destructive deficit thinking, biases, and prejudices that undermine school success for many groups of students. Well-known chapter authors explore diversity and related inequities in schools and the achievement problems these issues present to school leaders. Each chapter reviews theoretical and empirical evidence of these inequities and provides research-based recommendations for practice and for future research. Celebrating the broad diversity in U.S. schools, the *Handbook of Research on Educational Leadership for Equity and Diversity* critiques the inequities connected to that diversity and provides evidence-based practices to promote student success for all children. *Resources in Education*, 2001

African American Young Girls and Women in PreK12 Schools and Beyond Renae D. Mayes, Marjorie C. Shavers, James L. Moore III, 2022-06-02 *African American Young Girls and Women in PreK12 Schools and Beyond: Informing Research Policy and Practice* presents a comprehensive viewpoint on preK-12 schooling for African American females. This volume offers readers compelling evidence of the educational challenges and successes for this student population. **Sex and Race in**

the Black Atlantic Daniel McNeil, 2010-01-27 This is the first book to place the self fashioning of mixed race individuals in the context of a Black Atlantic Drawing on a wide range of sources and a diverse cast of characters from the diaries letters novels and plays of femme fatales in Congo and the United States to the advertisements dissertations oral histories and political speeches of Black Power activists in Canada and the United Kingdom it gives particular attention to the construction of mixed race femininity and masculinity during the twentieth century Its broad scope and historical approach provides readers with a timely rejoinder to academics artists journalists and politicians who only use the mixed race label to depict prophets or delinquents as new national icons for the twenty first century

Building Bridges: Cognitive Development in Typical and Atypical Development Vikram Jaswal, Nameera Akhtar, Jacob A. Burack, 2019-11-14 How can the study of typical development inform our understanding of atypical development How can the study of atypical development inform our understanding of typical development This book addresses these questions in the context of cognitive development a discipline that focuses on the changes and continuity that characterize the intellectual processes that support mental life The contributions range from a consideration of what autism teaches us about the development of attention to how the study of multiracial and gender nonconforming children enriches and challenges traditional approaches to understanding social perception This book demonstrates how two fields of study that too often operate independently can benefit from each other theoretically empirically and practically This book was originally published as a special issue of the Journal of Cognition and Development

Are You Mixed? Sonia E. Janis, 2016-02-01 In Are You Mixed Sonia Janis explores the spaces in between race and place from the perspective of an educator who is multi racial As she reflects on her own experiences as a seventh grade student up to her eventual appointment as a school administrator she learns of the complexity of situating oneself in predetermined demographic categories She shares how she explores the intricacies of undefined spaces that teach her to embrace differences contradictions and complexities in schools neighborhoods and communities Exploring the in betweenness Anzaldúa He 2003 2010 of her life as a multi race person problematizes imbedded notions of race gender class and power The power of this memoir lies in its narrative possibilities to capture the contradictions and paradoxes of lives in between race and place to honor the subtleties fluidities and complexities of such experience and to cultivate understanding towards individual experience and the multicultural multiracial contexts that shape and are shaped by such experience He 2003 p xvii This memoir creates new ways to think about and write about in between experience and their relevance to multicultural and multiracial education Janis challenges educators teachers administrators and policy makers to view the educational experience of students with multiracial multicultural and multilingual backgrounds by shattering predetermined categories and stereotyped classifications and looking into unknown and fluid realms of the in betweenness of their lives This challenge helps create equitable and just opportunities and engender culturally responsive and inspiring curricular and learning environments to bring out the best potential in all diverse schools communities neighborhoods tribes and societies

Encyclopedia of the Social and Cultural Foundations of Education Eugene F. Provenzo, Jr., 2008-10-29 More than any other field in education the social and cultural foundations of education reflect many of the conflicts tensions and forces in American society This is hardly surprising since the area focuses on issues such as race gender socioeconomic class the impact of technology on learning what it means to be educated and the role of teaching and learning in a societal context The Encyclopedia of the Social and Cultural Foundations of Education provides a comprehensive introduction to the social and cultural foundations of education With more than 400 entries the three volumes of this indispensable resource offer a thorough and interdisciplinary view of the field for all those interested in issues involving schools and society Key Features Provides an interdisciplinary perspective from areas such as comparative education educational anthropology educational sociology the history of education and the philosophy of education Presents essays on major movements in the field including the Free School and Visual Instruction movements Includes more than 130 biographical entries on important men and women in education Offers interpretations of legal material including Brown v Board of Education 1954 and the GI Bill of Rights Explores theoretical debates fundamental to the field such as religion in the public school curriculum rights of students and teachers surveillance in schools tracking and detracking and many more Contains a visual history of American education with nearly 350 images and an accompanying narrative Key Themes Arts Media and Technology Curriculum Economic Issues Equality and Social Stratification Evaluation Testing and Research Methods History of Education Law and Public Policy Literacy Multiculturalism and Special Populations Organizations Schools and Institutions Religion and Social Values School Governance Sexuality and Gender Teachers Theories Models and Philosophical Perspectives A Visual History of American Education

Encyclopedia of the Social and Cultural Foundations of Education: A-H ; 2, I-Z ; 3, Biographies, visual history, index Eugene F. Provenzo, John P. Renaud, Asterie Baker Provenzo, 2009 The Encyclopedia provides an introduction to the social and cultural foundations of education The first two volumes consist of A Z entries featuring essays representing the major disciplines including philosophy history and sociology and a third volume is made up of documentary photographic and visual resources

Raising Biracial Children Kerry Ann Rockquemore, Tracey A. Laszloffy, 2005-11-10 As the multiracial population in the United States continues to rise new models for our understanding of mixed race children and how their conception of racial identity must be developed A wide divide between academics who research biracial identity and the everyday world of parents and practitioners who raise and deal with mixed race children exists This book aims to fill this gap by providing an extensive synthesis of the existing research in the field as well as a model for better understanding the unique process of racial identity development for mixed race children Raising Biracial Children provides parents educators social workers and anyone interested in multiracial issues with an accessible framework for understanding healthy mixed race identity development and to translate those findings into practical care giving strategies

The Sum of Our Parts Teresa Williams-León, Cynthia L. Nakashima, 2001 Largely as a result of multiracial

activism the U S Census for 2000 offers people the unprecedented opportunity to officially identify themselves with more than one racial group Among Asian heritage people in this country and elsewhere racial and ethnic mixing has a long but unacknowledged history According to the last U S Census nearly one third of all interracial marriages included an Asian descent spouse and intermarriage rates are accelerating This unique collection of essays focuses on the construction of identity among people Asian descent who claim multiple heritages In the U S discussions of race generally center on matters of black and white Asian Americans usually figure in conversations about race as an undifferentiated ethnic group or as exotic Eurasians The contributors to this book disrupt the standard discussions by considering people of mixed Asian ethnicities They also pay particular attention to non white multiracial identities to decenter whiteness and reflect the experience of individuals or communities who are considered a minority within a minority With an entire section devoted to the Asian diaspora The Sum of Our Parts suggests that questions of multiracial and multiethnic identity are surfacing around the globe This timely and provocative collection articulates them for social scientists and students

Racism Albert J. Wheeler,2000 Of all mankind's vices racism is one of the most pervasive and stubborn Success in overcoming racism has been achieved from time to time but victories have been limited thus far because mankind has focused on personal economic gain or power grabs ignoring generosity of the soul This bibliography brings together the literature providing access by subject groupings as well as author and subject indexes Contents Racial Attitudes Racism and Poverty Hate Groups Racial Justice Racism and Politics Race Discrimination Racial Identity Racism Around the World

Michel Foucault Mark Olssen,1999-07-30 Although Foucault departs from Marxism his own approach constitutes a form of consistent materialism which has theoretical implications for the analysis of social and educational discursive systems In seeking to demonstrate a correct reading of Foucault linguistic readings of his work such as those of Christopher Norris 1993 which represent him as part of the linguistic turn in French philosophy where language or representation henceforth defines the limits of thought will be dispelled in the process of being corrected Rather Foucault will be represented as Habermas 1987 has suggested not merely as a historicist but at the same time as a nominalist materialist and empiricist Because the distinctiveness of Foucault's approach can best be seen in contrast to other major philosophical systems and thinkers considerable attention is given to examining Foucault's relationship to Marxism as well as his relations to Kant Gramsci Habermas and the Greeks In relation to education there is in Foucault's approach a double emphasis which constitutes an ordering principle for this work On the one hand attention is directed to discursive practices which perform an educative role in the constitution of subjects and of human forms of existence On the other hand forms of education are constituted and utilized for the purposes of collective ethical self creation a theme Foucault emphasized in his later works The book assesses some of the more interesting recent utilizations of Foucault in educational research

America Beyond Black and White Ronald Fernandez,2009-05-14 This book is both powerful and important Powerful for the testimony it provides from Americans of many different and even mixed

racism about their experiences And important because there is a racial revolution underway that will upend race as we know it during the twenty first century John Kenneth White Catholic University of America America Beyond Black and White is a call for a new way of imagining race in America For the first time in U S history the black white dichotomy that has historically defined race and ethnicity is being challenged not by a small minority but by the fastest growing and arguably most vocal segment of the increasingly diverse American population Mexicans Chinese Japanese Koreans Indians Arabs and many more who are breaking down and recreating the very definitions of race Drawing on interviews with hundreds of Americans who don't fit conventional black white categories the author invites us to empathize with these doubles and to understand why they may represent our best chance to throw off the strictures of the black white dichotomy The revolution is already underway as newcomers and mixed race fusions refuse to engage in the prevailing Anglo Protestant culture Americans face two choices understand why these individuals think as they do or face a future that continues to define us by what divides us rather than by what unites us

Critical Pedagogy Barry Kanpol,1999-04-30 Critical pedagogy refers to the means and methods of testing and attempting to change the structures of schools that allow inequities It is a cultural political tool that takes seriously the notion of human differences particularly those related to race class and gender Critical pedagogy seeks to release the oppressed and unite people in a shared language of critique struggle and hope to end various forms of human suffering In this revised edition Kanpol takes the pre and in service educators along some initial steps to becoming critical pedagogists As before university professors and public school teachers alike will learn how to address their own prophetic commitments to belief and faith in the fight against despair institutional chaos oppression death of spirit and exile

Voices from the Middle Kathleen F. Malu,2010-10-01 The need for continued research at the middle level is clear and urgent The previous volumes in this Handbook series testify to this urgency While quantitative studies continue to be essential there is a critical need to understand the complexities of the middle level community One way to capture the rich diverse mosaic of the voices and experiences of middle level participants and stakeholders is to use narrative inquiry methodology The intent of this volume in The Handbook is to give voice to and broaden our understanding of the wide variety of participants and stakeholders who weave through the middle level Such participants and stakeholders may include middle level teachers school psychologists and counselors students parents administrators middle level researchers research foundations and community groups In addition to hearing directly from these groups this volume will focus on the intricate webs connections and questions that these narratives hold and frame them within current middle level research theory and practice Ultimately this volume will highlight the nuance diversity and future directions that research may need to explore

Critical Reflection and the Foreign Language Classroom Terry Osborn,2005-03-01 This book introduces pre service and in service foreign language teachers to the basic concepts of critical educational study as applied to the sociological position occupied by foreign language education in the United States Although contemporary foreign language teachers typically know about

second language acquisition and instructional methodology they are not prepared to understand issues of power in relation to for example language variety language status and education The author addresses issues such as the supposed failure of foreign language education the educational filter role played by language classes the concept of foreignness as seen in national standards language curricula and textbooks and the implications of these issues in terms of power relationships and cultural mediation both in and out of the classroom The reader is encouraged to analyze the forms of cultural struggle which can be found within the foreign language classrooms of the United States including the likely impact those struggles have on members of the dominant and subordinate cultures Teachers are led through the development of skills in critical reflection and pedagogical application geared to social justice

Multicultural Education of Children and Adolescents G. Lea Lee, Leroy G. Baruth, 2017-06-26

Multicultural Education of Children and Adolescents explores the foundations of diversity through cultural portraits of young people from a variety of backgrounds and provides practical strategies for shaping and implementing a multicultural curriculum In Part I the authors introduce multicultural education as a concept and document the increasing cultural diversity of the United States The text describes in Part II various cultural groups including African American Indian and Hispanic cultures to help pre service teachers better understand the backgrounds of diverse learners Part III focuses on topics that educators should consider when planning and implementing programs that teach acceptance and respect for cultural diversity Through this series of applied chapters teacher candidates will learn to use the most effective instructional practices with diverse learners and to work successfully with families school personnel and administrators to implement a multicultural program Content and features new to the sixth edition include the following

Every chapter opens with a real life story that introduces the subject matter by showing the ideas in action Points to Ponder boxes urge readers to reflect more deeply on information they have just read Additional Case Studies with accompanying Questions for Discussion in all chapters enable nuanced consideration of the crucial differences between culturally specific learning styles Increased emphasis on Social Justice and White Privilege including its effects on all people Chapter 13 has been significantly revised to include increased and updated information on sexual orientation including transgender students Chapters in Part II now feature further expanded sections on socioeconomic status and conditions of each ethnic group

Unveiling the Energy of Verbal Art: An Psychological Sojourn through **Racial Categorization Of Multiracial Children In Schools**

In a world inundated with displays and the cacophony of instant transmission, the profound energy and psychological resonance of verbal art usually fade in to obscurity, eclipsed by the constant onslaught of noise and distractions. However, located within the lyrical pages of **Racial Categorization Of Multiracial Children In Schools**, a fascinating work of fictional brilliance that pulses with organic thoughts, lies an wonderful journey waiting to be embarked upon. Written by way of a virtuoso wordsmith, that enchanting opus instructions readers on a mental odyssey, gently exposing the latent potential and profound influence embedded within the complicated web of language. Within the heart-wrenching expanse with this evocative examination, we will embark upon an introspective exploration of the book is central subjects, dissect their interesting writing fashion, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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