

# **RACE** *in the* **Schoolyard**



**Negotiating the Color Line  
in Classrooms and Communities**

**Amanda E. Lewis**

# Race In The Schoolyard

**James A. Banks**



## **Race In The Schoolyard:**

**Race in the Schoolyard** Amanda E. Lewis, 2003      **Race in the Schoolyard** Amanda E. Lewis, 2003 Annotation An exploration of how race is explicitly and implicitly handled in school      **Race in the Schoolyard** Amanda E. Lewis, 2000

*Integration Interrupted* Karolyn Tyson, 2011-02-21 Carefully reconsidering how and why black students have come to equate school success with whiteness *Integration Interrupted* argues that when students understand race to be connected with achievement it is a powerful lesson conveyed by schools not their peers Drawing on over ten years of ethnographic research Karolyn Tyson shows how equating school success with acting white arose in the aftermath of Brown v Board of Education through the practice of curriculum tracking and shows how racialized tracking continues to define the typical American secondary school      **The Structure of Schooling** Richard Arum, Irene R. Beattie, Karly Ford, 2011 This second

edition of *The Structure of Schooling* Readings in the Sociology of Education draws from classic and contemporary scholarship to examine current issues and diverse theoretical approaches to studying the effects of schooling on individuals and society This engaging reader exposes students to examples of sociological research on schools with a focus on the school as community It covers a wide range of issues including the development and application of social and cultural capital the effects of racial segregation and resource inequality on student outcomes the effects of tracking the role of gender class and race in structuring educational opportunity the effects of schooling on life course outcomes the significance of a school's institutional environment and the sociology of school reform movements      **Bullying Beyond the Schoolyard** Sameer

Hinduja, Justin W. Patchin, 2009 Proactive guidelines to help identify cyberbullying warning signs and prevent inappropriate behaviors Focusing on the kinds of hurtful behaviors youth may experience online this resource provides educators with information guidelines and resources to identify and respond effectively to cyberbullying and give students the protection they need This groundbreaking book by two of the leading experts in the field offers the personal voices of youth affected by or involved in cyberbullying incidents and includes Illustrations of what cyberbullying looks like Tips for identifying cyberbullies or targets Breakout Boxes highlighting hundreds of anti cyberbullying strategies A review of the latest research and important legal rulings Strategies for responsible social networking Strategies for working with parents and law enforcement      **Becoming Critical** Felecia M. Briscoe, Muhammad A. Khalifa, 2015-06-16 This innovative book is a

collection of autoethnographies by a diverse group of contributors who describe and theorize about the critical moments in their development as social justice educator scholars in the face of colonizing forces Using a rhizomatic approach the editors meta analysis identifies patterns of similarity and differences and theorizes about the exercise of agency in resistance and identity formation In our increasingly diverse society *Becoming Critical* is a wonderful resource for teacher education and sociology of education as it presents an alternative methodological approach for qualitative inquiry The book contributes to students understanding of the development of critical theories especially as they pertain to identities The contributors make

use of the work of critical scholars such as Collins hooks Weber Foucault and others relevant to the lives of students and educators today White Out Ashley W. Doane, Eduardo Bonilla-Silva, 2013-01-11 What does it mean to be white This remains the question at large in the continued effort to examine how white racial identity is constructed and how systems of white privilege operate in everyday life White Out brings together the original work of leading scholars across the disciplines of sociology philosophy history and anthropology to give readers an important and cutting edge study of whiteness

**Handbook of Social Justice in Education** William Ayers, Therese M. Quinn, David Stovall, 2009-06-02 The Handbook of Social Justice in Education a comprehensive and up to date review of the field addresses from multiple perspectives education theory research and practice in historical and ideological context with an emphasis on social movements for justice Each of the nine sections explores a primary theme of social justice and education Historical and Theoretical Perspectives International Perspectives on Social Justice in Education Race and Ethnicity Language and Identity Seeking Social Justice in Education Gender Sexuality and Social Justice in Education Bodies Disability and the Fight for Social Justice in Education Youth and Social Justice in Education Globalization Local and World Issues in Education The Politics of Social Justice Meets Practice Teacher Education and School Change Classrooms Pedagogy and Practicing Justice Timely and essential this is a must have volume for researchers professionals and students across the fields of educational foundations multicultural diversity education educational policy and curriculum and instruction Despite the Best Intentions Amanda E. Lewis, John B. Diamond, 2024 In this updated second edition Amanda E Lewis and John B Diamond build on their powerful and illuminating study of Riverview to show how the racial achievement gap continues to afflict American schools sixty years after the formal dismantling of segregation The new edition includes new chapters that highlight what has changed and what remains the same at Riverview and explore how the lessons from the book can inform school change efforts Children of a Troubled Time Margaret A. Hagerman, 2024-05-14 Provides a child s eye perspective on how the culture wars are playing out in our nation s schools Kids are at the center of today s culture wars pundits politicians and parents alike are debating which books they should be allowed to read which version of history they should learn in school and what decisions they can make about their own bodies And yet no one asks kids what they think about these issues In Children of a Troubled Time award winning sociologist Margaret A Hagerman amplifies the voices of children who grew up during Trump s presidency and explores how they learn about race in America today Hagerman interviewed nearly fifty children between the ages of ten to thirteen in two dramatically different political landscapes Mississippi and Massachusetts Hagerman interviewed kids who identified as conservative and liberal in both places as well as kids from different racial groups She discovered remarkably similar patterns in the ideas expressed by these children Racism she asserts is not just a local or regional phenomenon it is a broad American project affecting childhoods across the country In Hagerman s emotionally compelling interviews children describe what it is like to come of age during years of deep political and racial divide and how being a kid during the Trump

era shaped their views on racism democracy and America as a whole Children s racialized emotions are also central to this book disgust and discomfort fear and solidarity dominance and apathy As administrators teachers and parents struggle to help children make sense of our racially and politically polarized nation Hagerman offers concrete examples of the kinds of interventions necessary to help kids learn how to become members of a multi racial democracy and to avoid the development of far right thinking in the white youth of today Children of a Troubled Time expands our understanding of how the rising generation grapples with the complexities of racism and raises critical questions about the future of American society

**Whiteness Interrupted** Marcus Bell,2021-06-28 In Whiteness Interrupted Marcus Bell presents a revealing portrait of white teachers in majority black schools in which he examines the limitations of understandings of how white racial identity is formed Through in depth interviews with dozens of white teachers from a racially segregated urban school district in Upstate New York Bell outlines how whiteness is constructed based on localized interactions and takes a different form in predominantly black spaces He finds that in response to racial stress in a difficult teaching environment white teachers conceptualized whiteness as a stigmatized category predicated on white victimization When discussing race outside majority black spaces Bell s subjects characterized American society as postracial in which race seldom affects outcomes Conversely in discussing their experiences within predominantly black spaces they rejected the idea of white privilege often angrily and instead focused on what they saw as the racial privilege of blackness Throughout Bell underscores the significance of white victimization narratives in black spaces and their repercussions as the United States becomes a majority minority society

Literacy as a Civil Right Stuart Greene,2008 The urgency to create equity in schools has never been greater especially since legislators are considering the re authorization of No Child Left Behind as a means to eliminating the achievement gap Studies continue to show that increased standards testing and accountability have simply maintained the status quo In response this book proposes alternative ways of addressing these educational inequities taking an interdisciplinary approach to understanding the complex historical social and global issues that stand in the way of ensuring that all students have access to literacy issues that policy makers and educators can no longer ignore Literacy as a Civil Right assembles an impressive group of essays that broaden the conversation taking place about school reform unmasking an ideology that maintains unequal relations of power in school and society The ideas presented here will help readers re imagine success in schools by understanding the possibilities that grow from a democratic vision of education Together this book provides an alternative framework to increased testing offering a more humane vision of education that values agency rigor civic responsibility and democracy

Transforming Educational Leadership Anindya Kundu,2026-01-20 As educational settings in the United States become more diverse and uncertain students need support in new and formative non academic ways To combat the deep inequalities that persist across the educational system we need transformative leadership Yet given rigid institutional rules a legacy of structural barriers and political attacks meant to discredit and defund schools how can

educational leaders effectively promote equity and champion the rights of all students Transforming Educational Leadership sets out to answer this question by examining the lived experiences of leaders from a range of vantages students parents educators organizational leaders and scholars Drawing key lessons from their narratives and considering them alongside theory from sociological and leadership studies Anindya Kundu presents tools for emerging and seasoned leaders equipping them to build better systems to address stakeholders basic needs apply research to make sense of complex problems maintain conviction in the face of staunch opposition promote the agency of everyone served and uphold dignity through educational leadership Ultimately Transforming Educational Leadership calls us to action to broaden our conceptions around what educational leadership is and should be to become the leaders we can be and to reclaim education as our collective responsibility so we can together learn to root out and heal the inequalities that plague the US education system and its learners

Good White People Shannon Sullivan, 2014-05-08 Winner of the 2016 Society of Professors of Education Outstanding Book Award presented by the Society of Professors of Education 2014 CHOICE Outstanding Academic Title Building on her book *Revealing Whiteness* Shannon Sullivan identifies a constellation of attitudes common among well meaning white liberals that she sums up as white middle class goodness an orientation she critiques for being more concerned with establishing anti racist bona fides than with confronting systematic racism and privilege Sullivan untangles the complex relationships between class and race in contemporary white identity and outlines four ways this orientation is expressed each serving to establish one's lack of racism the denigration of lower class white people as responsible for ongoing white racism the demonization of antebellum slaveholders an emphasis on colorblindness especially in the context of white childrearing and the cultivation of attitudes of white guilt shame and betrayal To move beyond these distancing strategies Sullivan argues white people need a new ethos that acknowledges and transforms their whiteness in the pursuit of racial justice rather than seeking a self righteous distance from it

Encyclopedia of Diversity in Education James A. Banks, 2012-05-17 The diversity education literature both nationally and internationally is broad and diffuse Consequently there needs to be a systematic and logical way to organize and present the state of research for students and professionals American citizens need to understand the dynamics of their increasingly diverse communities and institutions and the global world in which we live work and lead With continually evolving information on diversity policies practices and programs it is important to have one place where students scholars teachers and policymakers can examine and explore research policy and practice issues and find answers to important questions about how diversity in U S education enriched with theories research and practices in other nations are explained and communicated and how they affect institutional change at both the K 12 and postsecondary levels With about 700 signed entries with cross references and recommended readings the Encyclopedia of Diversity in Education 4 volumes in both print and electronic formats will present research and statistics case studies and best practices policies and programs at pre and postsecondary levels Diversity is a worldwide phenomenon

and while most of the entries in the Encyclopedia will focus on the United States diversity issues and developments in nations around the world including the United States are intricately connected Consequently to illuminate the many aspects of diversity this volume will contain entries from different nations in the world in order to illuminate the myriad aspects of diversity From A to Z this Encyclopedia will cover the full spectrum of diversity issues including race class gender religion language exceptionality and the global dimensions of diversity as they relate to education This four volume reference work will be the definitive reference for diversity issues in education in the United States and the world      **Modern Societal**

**Impacts of the Model Minority Stereotype** Hartlep, Nicholas Daniel,2015-01-31 The model minority stereotype is a form of racism that targets Asians and Asian Americans portraying this group as consistently hard working and academically successful Rooted in media portrayal and reinforcement the model minority stereotype has tremendous social ethical and psychological implications Modern Societal Impacts of the Model Minority Stereotype highlights current research on the implications of the model minority stereotype on American culture and society in general as well as Asian and Asian American populations An in depth analysis of current social issues media influence popular culture identity formation and contemporary racism in American society makes this title an essential resource for researchers educational administrators professionals and upper level students in various disciplines      **Affirmative Action** Tim J. Wise,2012-11-12 Affirmative

Action examines the larger structure of institutional white privilege in education and compares the magnitude of white racial preference with the policies typically envisioned when the term racial preference is used In doing so the book demonstrates that the American system of education is both a reflection of and a contributor to a structure of institutionalized racism and racial preference for the dominant majority      *African American Children and Mental Health* Nancy E. Hill,Tammy

Mann,Hiram E. Fitzgerald,2011-07-06 This groundbreaking two volume set examines the psychological social physical and environmental factors that undermine or support healthy development in African American children while considering economic historical and public policies How does one go about shifting the psychology of a people whose sense of worth purpose and potential have been denigrated and disenfranchised for decades What specific factors conspire to douse African American children s dreams before they reach adolescence And what can we learn from African American families determined to help their children beat the odds and succeed This unique two volume set examines the forces affecting psychological development and achievement motivation in African American children today These books address the current political global economic and social contexts as they impact African American families and tackle the tough issues of genes environment and race Experts from leading universities research institutes federal agencies and nonprofit organizations discuss factors such as parenting beliefs and practices peer influences school and community environments racial profiling race and ethnicity spirituality and immigrant status      *Teaching to Transform Urban Schools and Communities* Etta R.

Hollins,2019-03-04 For preservice candidates and novice teachers facing the challenges of feeling underprepared to teach in

urban schools this book offers a framework for conceptualizing planning and engaging in powerful teaching Veteran teacher educator Etta Ruth Hollins builds on previous work to focus on transformative practices that emphasize the purpose and process of teaching These practices are designed to improve academic performance transform the social context in low performing urban schools and improve the quality of life in the local community The learning experiences provided in this book guide readers through a sequence of experiences for learning about the local community that include an examination of history and demographics community resources local city and federal governance structures and collaborating with other professionals Focus Questions and a dedicated Application to Practice section in each chapter further guide learning and help make real world connections Designed to enable readers to bridge the gaps between theory and practice and the actual needs of urban students and their communities this groundbreaking text helps prepare preservice candidates to make a successful transition and aids novice teachers in developing teaching practices that support academic excellence Chapter 1 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license



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