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# SEGREGATED SCHOOLS



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# Segregated Schools Educational Apartheid In Post Civil Rights America

**Lizbet Simmons**



## **Segregated Schools Educational Apartheid In Post Civil Rights America:**

**Segregated Schools** Paul Street, 2013-04-15 Fifty years after the US Supreme Court ruled that separate but equal was inherently unequal Paul Street argues that little progress has been made to meaningfully reform America's schools. In fact, Street considers the racial make up of today's schools as a state of de facto apartheid. With an eye to historical development of segregated education, Street examines the current state of school funding and investigates disparities in teacher quality, teacher stability, curriculum, classroom supplies, facilities, student-teacher ratios, teacher expectations for students, and students' expectations for themselves. Books in the series offer short, polemic takes on hot topics in education, providing a basic entry point into contemporary issues for courses and general readers. *Segregated Schools* Paul Louis Street, 2005 First Published in 2005 Routledge is an imprint of Taylor & Francis, an informal company. *Segregated Schools* Paul Street, 2013-04-15 Fifty years after the US Supreme Court ruled that separate but equal was inherently unequal, Paul Street argues that little progress has been made to meaningfully reform America's schools. In fact, Street considers the racial make up of today's schools as a state of de facto apartheid. With an eye to historical development of segregated education, Street examines the current state of school funding and investigates disparities in teacher quality, teacher stability, curriculum, classroom supplies, facilities, student-teacher ratios, teacher expectations for students, and students' expectations for themselves. Books in the series offer short, polemic takes on hot topics in education, providing a basic entry point into contemporary issues for courses and general readers. **Racial Oppression in the Global Metropolis** Paul Louis Street, 2007 Anti-black racism is a stark presence in Chicago, a fact illustrated by significant racial inequality in and around contemporary global city. Drawing his work as a civil rights advocate and investigator in Chicago, Street explains this neo-liberal apartheid and its resulting disparity in terms of persistently and deeply racist societal and institutional practices and policies. *Racial Oppression in the Black Metropolis* uses the highly relevant historical and sociological laboratory that is Chicago in order to explain the racist societal and institutional practices and policies which still typify the United States. Street challenges dominant neoconservative explanations of the black urban crisis that emphasize personal irresponsibility and cultural failure. Looking to the other side of the ideological isle, he criticizes liberal and social democratic approaches that elevate class over race and challenges many observers' sharp distinction between present and so-called past racism. In questioning the supposedly inevitable reign of urban neoliberalism, Street also investigates the real racial politics of the United States and finds that parties and ideologies matter little on matters of race. This innovative work in urban history and cultural criticism will inform contemporary social science and policy debates for years to come. [Why Rural Schools Matter](#) Mara Casey Tieken, 2014-10-30 From headlines to documentaries, urban schools are at the center of current debates about education. From these accounts, one would never know that 51 million Americans live in rural communities and depend on their public schools to meet not only educational but also social and economic needs. For many communities, these schools are

the ties that bind Why Rural Schools Matter shares the untold story of rural education Drawing upon extensive research in two southern towns Mara Tieken exposes the complicated ways in which schools shape the racial dynamics of their towns and sustain the communities that surround them The growing power of the state however brings the threat of rural school closure which jeopardizes the education of children and the future of communities With a nuanced understanding of the complicated relationship between communities and schools Tieken warns us that current education policies which narrow schools purpose to academic achievement alone endanger rural America and undermine the potential of a school whether rural or urban to sustain a community Vividly demonstrating the effects of constricted definitions of public education in an era of economic turmoil and widening inequality Tieken calls for a more contextual approach to education policymaking involving both state and community

*Shuttered Schools* Ebony M. Duncan-Shippy, 2019-04-01 Since the late 1990s mass school closures have reshaped urban education across the United States Popular media coverage and research reports link this resurgence of school closures in major cities like Chicago and Philadelphia to charter school expansion municipal budget deficits and racial segregation However this phenomenon is largely overlooked in contemporary education scholarship

*Shuttered Schools Race Community and School Closures in American Cities* Information Age Publishing is an interdisciplinary volume that integrates multiple perspectives to study the complex practice of school closure an issue that transcends education Academics practitioners activists and policymakers will recognize the far reaching implications of these decisions for school communities

*Shuttered Schools* features rigorous new studies of school closures in cities across the United States This research contextualizes contemporary school closures and accounts for their disproportionate impact on African American students With topics ranging from gentrification and redevelopment to student experiences with school loss research presented in this text incorporates various methods e g case studies interviews regression techniques and textual analysis to evaluate the intended and unintended consequences of closure for students families and communities This work demonstrates that shifts in the social economic and political contexts of education inform closure practice in meaningful ways The impacts of shuttering schools are neither colorblind nor class neutral but indeed interact with social contexts in ways that reify existing social inequalities in education

**Demolition Means Progress** Andrew R. Highsmith, 2015-07-06 Tracks the fall of Flint Michigan once one of the nation s greatest industrial towns now one of its poorest cities compelling and powerful Kevin Boyle National Book Award winning author of *Arc of Justice* In 1997 after General Motors shuttered a massive complex of factories in the gritty industrial city of Flint Michigan signs were placed around the empty facility reading *Demolition Means Progress* suggesting that the struggling metropolis could not move forward to greatness until the old plants met the wrecking ball Much more than a trite corporate slogan the phrase encapsulates the operating ethos of the nation s metropolitan leadership from at least the 1930s to the present Again and again the leaders of Flint and other municipalities tried to revitalize their communities by demolishing outdated and inefficient structures and institutions and

overseeing numerous urban renewal campaigns many of which yielded only more impoverished and more divided metropolises After decades of these efforts the dawn of the twenty first century found Flint one of the most racially segregated and economically polarized metropolitan areas in the nation In one of the most comprehensive works yet written on the history of inequality and metropolitan development in modern America Andrew R Highsmith uses the case of Flint to explain how the perennial quest for urban renewal even more than white flight corporate abandonment and other forces contributed to mass suburbanization racial and economic division deindustrialization and political fragmentation Challenging much of the conventional wisdom about structural inequality and the roots of the nation s urban crisis *Demolition Means Progress* shows in vivid detail how public policies and programs designed to revitalize the Flint area ultimately led to the hardening of social divisions Brilliantly narrates the entire arc of 20th century American industrialization at the scale of a single city Flint Michigan and its suburbs a remarkable book Robert Self author of *American Babylon Race and the Struggle for Postwar Oakland*

**Against Epistemic Apartheid** Reiland Rabaka,2010-05-10 In this intellectual history making volume multiple award winning W E B Du Bois scholar Reiland Rabaka offers the first book length treatment of Du Bois s seminal sociological discourse from Du Bois as inventor of the sociology of race to Du Bois as the first sociologist of American religion from Du Bois as a pioneer of urban and rural sociology to Du Bois as innovator of the sociology of gender and inaugurator of intersectional sociology and finally from Du Bois as groundbreaking sociologist of education and critical criminologist to Du Bois as dialectical critic of the disciplinary decadence of sociology and the American academy *Against Epistemic Apartheid* brings new and intensive archival research into critical dialogue with the watershed work of classical and contemporary male and female black and white national and international sociologists and critical social theorists Du Bois studies *Against Epistemic Apartheid* offers an accessible introduction to Du Bois s major contributions to sociology and therefore will be of interest to scholars and students not only in sociology but also African American studies American studies cultural studies critical race studies gender studies and postcolonial studies as well as scholars and students in traditional disciplines such as history philosophy political science economics education and religion

*Expelling Hope* Christopher G. Robbins,2008-07-15 Winner of the 2008 Critics Choice Award presented by the American Educational Studies Association *Expelling Hope* raises critical questions about the effects of punitive policies particularly zero tolerance and repressive social relationships on youth of color and public schooling It argues convincingly that zero tolerance is a catchword or linchpin for an array of discourses and social practices that support the criminalization of youth the militarization of public schooling and culture and the marketization of public life Politically impassioned and intellectually rigorous the book provides the framework for an alternative vision of youth and schooling one rooted in hope that calls for youth to be treated as agents of a democratic future

*The Prison School* Lizbet Simmons,2017 Police officers and metal detectors have become fixtures in American public schools In this tough on crime security oriented era the new gold standard for school discipline has become

the criminal justice system While harsh school punishment has reshaped schools and communities across the socioeconomic divide nowhere is the overlap between classroom and prison more striking than at the Orleans Parish Prison the site of a New Orleans public school enrolling primarily poor African American boys expelled under zero tolerance policies for minor infractions such as tardiness but not actual criminal behavior The Prison School examines how and why public schools take a punitive approach to education and analyzes how this criminalizing mode influences a student's approach toward correctional custody How did schools and prisons two very different kinds of public institutions become so intertwined and what does this combination mean for students communities and ultimately a democratic society How do we begin to unravel the ties that bind the racialized realities of mass school failure and mass incarceration And what does this mean to segments of the population in particular African American males who have been systematically removed from their schools and their society Provided by publisher

**Jimmy Carter as Educational Policymaker** Deanna L. Michael, 2008-08-21 The United States is once again actively pursuing educational reform with the expressed goals of increasing efficiency and improving the quality of education while leaving no child behind Although these themes have been recast in contemporary terms this book demonstrates that they are a continuation of the educational efficiency movement that began in the early 1900s and reemerged during Jimmy Carter's administration Carter's involvement in educational policy on all governmental levels offers a unique opportunity to study the formation and implementation of educational policies on the local state and federal levels and to witness the centralization of educational policymaking in the latter half of the twentieth century Deanna L. Michael explores how Carter's commitments to efficiency and planning on the one hand and to equal educational opportunity on the other reflect the larger national movement in educational policy When these commitments came into conflict Michael suggests Carter's attempts to reconcile them reveal both his own shifting priorities and the complex social and political obstacles facing educational policymakers then and now

*Closing the Opportunity Gap* Prudence L. Carter, Kevin G. Welner, 2013-04-26 While the achievement gap has dominated policy discussions over the past two decades relatively little attention has been paid to a gap even more at odds with American ideals the opportunity gap Opportunity and achievement while inextricably connected are very different goals Every American will not go to college but every American should be given a fair chance to be prepared for college In communities across the U.S. children lack the crucial resources and opportunities inside and outside of schools that they need if they are to reach their potential Closing the Opportunity Gap offers accessible research-based essays written by top experts who highlight the discrepancies that exist in our public schools focusing on how policy decisions and life circumstances conspire to create the opportunity gap that leads inexorably to stark achievement gaps They also describe sensible policies grounded in evidence that can restore and enhance opportunities Moving beyond conventional academic discourse Closing the Opportunity Gap will spark vital new conversations about what schools parents educators and policymakers can and should do to give all children a fair chance to

thrive     **Invisible Enemy** Greta de Jong, 2010-01-28 This highly accessible account of the evolution of American racism outlines how colorblind approaches to discrimination ensured the perpetuation of racial inequality in the United States well beyond the 1960s A highly accessible account of the evolution of American racism its perpetuation and black people s struggles for equality in the post civil rights era Guides students to a better understanding of the experiences of black Americans and their ongoing struggles for justice by highlighting the interconnectedness of African American history with that of the nation as a whole Highlights the economic and political functions that racism has served throughout the nation s history Discusses the continuation of the freedom movement beyond the 1960s to provide a comprehensive new historiography of racial equality and social justice     **Power, Crisis, and Education for Liberation** Noah De Lissovoy, 2008-06-23 Progressive educational approaches are currently in crisis in the face of globalization and conservative retrenchment This book proposes a new framework for critical pedagogy that develops strategies for responding to the proceduralization of schooling and public life in general     *Educational Leadership and Nancy Fraser* Jill Blackmore, 2016-06-10 Drawing on the work of Nancy Fraser this book offers a critical view of contemporary educational leadership and reform discourses exploring how her key concepts of redistribution recognition and representation may apply to social and therefore educational justice Fraser offers a political and pragmatic reconciliation between feminist neo Marxist critical and post structuralist theories This book outlines how Fraser has worked on and worked over theories of social justice and how this can inform how we can understand educational theory policy and practice generally In particular the book focuses on the field of educational administration and leadership ELMA as it relates to equity issues such as school choice and inequality gender and inclusive leadership and alternative schooling Fraser s argument about scaling up social justice theory is shown to be highly salient given the emergence of the field of transnational education policy and its role in the context of intensified nation state and edu business competition Overall through the lens of Nancy Fraser s unitary framework this book considers epistemological questions about the nature of knowledge examines the relationship between the state the individual education and social movements addresses the difficulties and dilemmas which arise due to the intersections of gender class race sexuality and culture in a globalized context and illustrates how the principles of social justice can be mobilized by leaders in everyday practice *Educational Leadership and Nancy Fraser* is an illuminating read for those policymakers researchers and practitioners engaged in the field of educational administration leadership and social justice     *Social Problems* Corey Dolgon, Chris Baker, 2010-08-03 p This book empowers the powerless and gives sociologists and their students a new vantage point for understanding Judith Blau University of North Carolina Chapel Hill In *Social Problems A Service Learning Approach* authors Corey Dolgon and Chris Baker integrate an innovative case study approach into a comprehensive introduction that helps students understand how they can address social problems in their communities by applying basic theories and concepts Contributor to the SAGE Teaching Innovations and Professional Development Award

*Education in Crisis* Judith A. Gouwens, 2009-05-14 A description and critique of education reform in the United States since the 1950s focusing on the current condition of American schools and efforts to increase both educational opportunity and overall excellence Authoritative and objective *Education in Crisis* A Reference Handbook is a critical look at the current state of the American school system the conditions that have led many to label it in crisis and solutions aimed at leveling the educational playing field elevating overall student achievement and keeping American students competitive on the world stage *Education in Crisis* shows how competing economic political philosophical psychological and global interests have influenced American education reform It then covers a range of reform initiatives including magnet schools basic skills curriculum home schooling and the role of technology A comparison of the U S education system to those of other countries and a presentation of helpful resources round out this essential volume for educators policymakers parents and anyone concerned about the nation's schools

*Troubling the Waters* Jerome E. Morris, 2015-04-24 These are turbulent times We live in a climate of vigorous testing and memorization so how can we both engage and challenge our children to learn and become thinking citizens in our society In her invaluable new book Selma Wassermann takes a step forward from Louis Rath's seminal work and gives us some truly helpful answers to this modern dilemma Using new data from her extensive field work Wassermann a co author of *Teaching for Thinking* Second Edition provides a wealth of innovative classroom strategies that will enable and empower students to grasp the big ideas across virtually all curriculum areas and apply this knowledge to problem solving

**Rethinking Value-Added Models in Education** Audrey Amrein-Beardsley, 2014-04-24 Since passage of the No Child Left Behind Act in 2001 academic researchers econometricians and statisticians have been exploring various analytical methods of documenting students' academic progress over time Known as value added models VAMs these methods are meant to measure the value a teacher or school adds to student learning from one year to the next To date however there is very little evidence to support the trustworthiness of these models What is becoming increasingly evident yet often ignored mainly by policymakers is that VAMs are 1 unreliable 2 invalid 3 nontransparent 4 unfair 5 fraught with measurement errors and 6 being inappropriately used to make consequential decisions regarding such things as teacher pay retention and termination Unfortunately their unintended consequences are not fully recognized at this point either Given such the timeliness of this well researched and thoughtful book cannot be overstated This book sheds important light on the debate surrounding VAMs and thereby offers states and practitioners a highly important resource from which they can move forward in more research based ways

**Building a Culture of Hope** Robert D. Barr, Emily L. Gibson, 2013-05-20 Research demonstrates that children of poverty need more than just academic instruction to succeed Discover a blueprint for turning low performing schools into Cultures of Hope The authors draw from their own experiences working with high poverty high achieving schools to illustrate how to support students with an approach that considers social as well as emotional factors in education



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