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Segregated Schools Educational Apartheid In Post Civil Rights America

Richard Bailey



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. *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 US 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. **Handbook of Social Justice in Education** William Ayers, Therese M. Quinn, David Stovall, 2009-06-02 The *Handbook of Social Justice in Education* is a comprehensive and up-to-date review of the field, addressing it 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, 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 *Criminal to Critic* James E. Palombo, Randall G. Shelden, 2009-02-16 This autobiographical discourse traces the experiences of James Palombo from drug dealing wise guy and convict to social worker professor and world traveler Along the way and through his struggles Palombo speaks to a variety of important issues relative to America a country he sees as often at odds with its own identity Combined with the research of Randall Shelden *Criminal to Critic* raises significant and timely thoughts ultimately serving as a bridge between academic and public audiences in encouraging a dialogue imperative to today's need for a more unified and civic minded society **Schooling and the Politics of Disaster** Kenneth J. Saltman, 2010-06-10 *Schooling and the Politics of Disaster* is the first volume to address how disaster is being used for a radical social and economic reengineering of education From the natural disasters of the Asian tsunami and the hurricanes in the Gulf Coast to the human made disasters in Iraq Afghanistan Haiti Sudan Indonesia the United States and around the globe disaster is increasingly shaping policy and politics This groundbreaking collection explores how education policy is being reshaped by disaster politics Noted scholars in education and sociology tackle issues as far ranging as No Child Left Behind the War on Terror Hurricane Katrina the making of educational funding crises in the US and the Iraq War to bring to light a disturbing new phenomenon in educational policy Racial Oppression in the Global Metropolis Paul L. Street, 2007-07-19 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 *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

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*

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

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

Politics After Hope Henry A. Giroux, 2015-12-03 As the new administration moved beyond its first year in office Obama's politics of hope increasingly has been transformed into a politics of accommodation To many of his supporters his quest for pragmatism and realism has become a weakness rather than a strength By focusing on those areas where Obama grounded his own sense of possibility Giroux critically investigates the well being and future of young people including the necessity to overcome racial injustices the importance of abiding by the promise of a democracy to come and the indisputable value of education in democracy Giroux shows why considerations provide the ethical and political foundations for enabling hope to live up to its promises while making civic responsibility and education central to a movement that takes democracy seriously

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 **Why Rural Schools Matter** Mara Casey Tieken, 2014 Why Rural Schools Matter

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 **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. **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.

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