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# <u>Segregated Schools Educational Apartheid In Post Civil</u> <u>Rights America</u>

**Audrey Amrein-Beardsley** 

## 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 meaningful 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 faculties 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 informa company **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 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

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 **Power, Crisis, and Education for Liberation** Noah De Lissovoy, 2008-06-23 Progressive educational approaches thrive 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

**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 Raths 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 of 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 **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 **Re-envisioning Education & Democracy** Ruthanne Kurth-Schai, Charles R. Green, 2016-04-01 The future of public education and democracy is at risk Powerful forces are eroding commitment to public schools and weakening democratic resolve Yet even in deeply troubling times it is possible to broaden social imagination and empower effective advocacy for systemic progressive reform Re envisioning Education and Democracy explores challenges and opportunities for restructuring public education to establish and sustain more broadly inclusive deeply democratic and effectively transforming approaches to social inquiry and civic participation Re envisioning Education and Democracy adopts a non traditional format to extend social awareness and imagination Within each chapter one episode of an evolving strategic narrative traces the life cycle of a systemic reform initiative This is followed by an exploratory essay that draws from theory research criticism and practice to prompt consideration of focal issues Woven through each chapter is a poetically framed meditative stream informed by varied historical and cultural conceptions of oracles A developmental sequence of social learning strategies exploratory democratic practices accompanied by thematic bibliographic references are included to model democratic teaching and learning applicable in classroom and community settings **Integration Interrupted** Karolyn Tyson, 2011-02-21 An all too popular explanation for why black students aren t doing better in school is their own use of the acting white slur to ridicule fellow blacks for taking advanced classes doing schoolwork and striving to earn high grades 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 which separates students for instruction ostensibly by ability and prior achievement Only in very specific circumstances when black students are drastically underrepresented in advanced and gifted classes do anxieties about the burden of acting white emerge Racialized tracking continues to define the typical American secondary school but it goes unremarked except by the young people who experience its costs and consequences daily The rich narratives in Integration Interrupted throw light on the complex relationships underlying school behaviors and convincingly demonstrate that the problem lies not with students but instead with how we organize our schools **Africana Methodology** James L. Conver, Jr., 2018-10-15 This book

critically examines the collection interpretation and analysis of quantitative and qualitative data from an Afrocentric perspective The necessity of interpretive Afrocentric research is relevant to position agency and to locate Africana studies in place space and time This study will provide readers with a compilation of literary historical philosophical and social science essays that describe and evaluate the Africana experience from a methodological perspective Paradoxically the collection presents measurable and qualitative research in order to flush out a global Pan Africanist consciousness 

International Comparative Approaches to Free Speech and Open Inquiry (FSOI) Luke C. Sheahan,2022-10-11 This book explores controversies surrounding free speech and open inquiry FSOI in various regions of the Anglophone world The authors argue that the past decade has seen a noticeable erosion of FSOI across the globe aided and abetted by university clerisies and state apparatuses These groups policing of language and pandering to cancel culture the authors argue have narrowed the Overton window to the point of reinvigorating the push for blasphemy law within liberal democracies themselves and impeding certain avenues scientific research While most books on the subject discuss the American constitutional context of the First Amendment this book considers free speech in the wider context of other Anglo countries It also includes scholars from a variety of disciplines whose approaches will not only be ideologically distinct but demonstrate a diversity of disciplinary approaches and concerns

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