

Up Against Whiteness Race School And Immigrant

Up Against Whiteness Educated in Whiteness Race, Law, and Higher Education in the Colorblind Era Research and Reflections on Southeast Asian American Education and Advancement Interrogating Whiteness and Relinquishing Power Rethinking Classroom Participation Rubric Nation Unsettling Beliefs The Peculiar Institution The Young Adolescent and the Middle School Beginning to See the White Choosing Ethnicity, Negotiating Race Sociological Abstracts Environment and Planning Environment & Planning Multicultural Counseling in Schools Developing Equitable Mathematics Pedagogy Who Really Wants "The Tired, the Poor, and the Huddled Masses" Anyway? Becoming and Unbecoming White Annual Review of Sociology Stacey J. Lee Angelina E. Castagno Hoang Vu Tran Wayne E. Wright Nicole M. Joseph Katherine Schultz Michelle Tenam-Zemach Josh Diem Sabina Elena Vaught Steven B. Mertens Pamela Grace Perry Mia Tuan Leo P. Chall Paul Pedersen Anita Andrews Wager Kevin C. Roxas Christine Clark Individuals

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pushing the boundaries of asian american educational discourse this book explores the way a group of first and second generation hmong students created their identities as new americans in response to their school experiences

educators across the nation are engaged in well meaning efforts to address diversity in schools given the current context of nclb race to the top and the associated pressures of standardization and accountability through rich ethnographic accounts of teachers in two demographically different secondary schools in the same urban district angelina e castagno investigates how whiteness operates in ways that thwart and sometimes co opt even the best intentions and common sense thus resulting in educational policies and practices that reinforce the status quo and protect whiteness rather than working toward greater equity whereas most discussions of the education of diverse students focus on the students and families themselves educated in whiteness highlights the structural and ideological mechanisms of whiteness in schools whiteness remains dominant by strengthening and justifying the status quo while simultaneously

preserving a veneer of neutrality equality and compassion framed by critical race theory and whiteness studies this book employs concepts like interest convergence a critique of liberalism and the possessive investment in whiteness to better understand diversity related educational policy and practice although in theory most diversity related educational policies and practices are intended to bring about greater equity too often in practice they actually maintain legitimate and so perpetuate whiteness castagno not only sheds light on this disconnect between the promises and practices of diversity related initiatives but also provides insight into why the disconnect persists

this book provides detailed analysis of supreme court judgments which have impacted the rights of minorities in relation to higher education and so illustrates ongoing issues of racial discrimination throughout the american education sector race law and higher education in the colorblind era brings together the many racial disputes that have been adjudicated by the supreme court to investigate the politics of colorblindness in the post civil rights era through a reading of these various cases as a form of continuing racial discourse this book focuses on the ways in which racial disputes operate within a clearly entwined colorblind narrative that invalidates racial justice for minorities by investigating how the supreme court has understood racism and the concept of race across its history this volume demonstrates how colleges and universities must navigate the often contradictory and perilous landscape of diversity in attempts to integrate historically disadvantaged minorities this book will be of interest to researchers academics and postgraduate students in the fields of sociology of education multicultural education and legal education

this book is in commemoration of the twentieth anniversary of the journal of southeast asian american education and advancement jsaaea and the fiftieth anniversary of southeast asian american refugee resettlement in the united states pivotal research articles reviews and creative works from past issues of jsaaea have been selected for this volume to document the history and experiences of cambodian laotian hmong and vietnamese americans since initial refugee resettlement began in the united states in 1975 as well as the experiences of more recent southeast asian immigrant and refugee groups reviews of academic books novels memoirs children s books and motion pictures further highlight southeast asian american perspectives and experiences creative works including poetry and short stories by cambodian laotian hmong vietnamese thai and burmese american writers provide additional and often intimate insights and reflections on the southeast asian american experience

interrogating whiteness and relinquishing power white faculty s commitment to racial consciousness in stem classrooms is a collection of narratives that will transform the teaching of any faculty member who teaches in the stem system the book links issues of inclusion to teacher excellence at all grade levels by illuminating the critical influence that racial consciousness has on the behaviors of white faculty in the classroom it functions as an analytical tool scaffolding exemplary examples to inspire readers to engage in the complex and difficult work of assessing their own racial consciousness and teacher effectiveness white pre service teachers in stem education rarely see the importance of the link between race and the teaching and learning of mathematics in part because the white faculty who are teaching these subjects rarely engage in the study of racial projects in stem from this perspective the authors of this book contend that the classroom is a racialized environment that if not addressed can reproduce racial structures and hierarchies in cyclical ways

katherine schultz examines the complex role student silence can play in teaching and learning urging teachers to listen to student silence in new ways this book offers real life examples and proven strategies for rethinking classroom participation to include all students those eager to raise their hands to speak and those who may pause or answer in different ways from publisher description

this book critically examines rubrics in teacher education and evaluation exploring their rise strengths weaknesses and impact on education it aims to spur discussion on the phenomenon of rubrics offering critical reflections rather than best practices and expanding the discourse on this ubiquitous evaluation tool

this volume explores teaching social theory to preservice and experienced teachers covering race gender ethnicity sexuality power and schools as state institutions it aims to start a dialogue on the relevance of such material offering advice on missteps and success stories for teaching theory

this volume focuses on young adolescence and middle level schooling addressing physical intellectual cognitive and social personal development it explores how these developmental characteristics impact the educational environment and middle school organization

transnational adoption was once a rarity in the united states but americans have been choosing to adopt children from abroad with increasing frequency since the mid twentieth century korean adoptees make up the largest share of international adoptions 25 percent of all children adopted from outside the united states but they remain understudied among asian american groups what kind of identities do adoptees develop as members of american families and in a cultural climate that often views them as foreigners choosing ethnicity negotiating race is the only study of this unique population to collect in depth interviews with a multigenerational random sample of adult korean adoptees the book examines how korean adoptees form their social identities and compares them to native born asian americans who are not adopted how do american stereotypes influence the ways korean adoptees identify themselves does the need to explore a korean cultural identity or the absence of this need shift according to life stage or circumstance in choosing ethnicity negotiating race sixty one adult korean adoptees representing different genders social classes and communities reflect on early childhood young adulthood their current lives and how they experience others perceptions of them the authors find that most adoptees do not identify themselves strongly in ethnic terms although they will at times identify as korean or asian american in order to deflect questions from outsiders about their cultural backgrounds indeed korean adoptees are far less likely than their non adopted asian american peers to explore their ethnic backgrounds by joining ethnic organizations or social networks adoptees who do not explore their ethnic identity early in life are less likely ever to do so citing such causes as general aversion lack of opportunity or the personal insignificance of race ethnicity and adoption in their lives nonetheless the choice of many adoptees not to identify as korean or asian american does not diminish the salience of racial stereotypes in their lives korean adoptees must continually navigate society s assumptions about asian americans regardless of whether they chose to identify ethnically choosing ethnicity negotiating race is a crucial examination of this little studied american population and will make informative reading for adoptive families adoption agencies and policymakers the authors demonstrate that while race is a social construct its influence on daily life is real this book provides an insightful analysis of how potent this influence can be for transnational adoptees and all americans

csa sociological abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences the database provides abstracts of journal articles and citations to book reviews drawn from over 1 800 serials publications and also provides abstracts of books book chapters dissertations and conference papers

this is the first text to focus on the practice of multicultural counseling in k 12 school settings the text addresses the needs of both practicing school helpers and helpers in training noted authorities in multicultural counseling contribute chapters which over important topics such as dropout prevention teacher consultation individual and group counseling family consultation career development and assessment markets graduate level courses in multicultural counseling as well as professionals such as school counselors school psychologists and school social workers

describes the racist tendency of whites to always and forever to center the discussion of virtually any subject on whiteness and suggests how to get past this worldview

the 17 articles of this collection present the current state of research on various questions in the field written by scholars at american universities the collection begins with an overview of the work and career of james s coleman d 1995 by peter v marsden sociology harvard u a sampling of other topics featured includes identity politi

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