

Tracking Black Students And Acting White After Brown

Closing the Opportunity Gap offers accessible, research-based essays written by leading experts who highlight the disparities that exist in our public schools for the opportunity to learn instead of test scores and outcomes.

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.

For two years, beginning in 1988, Jonathan Kozol visited schools in neighborhoods across the country, from Illinois to Washington D.C., and from New York to San Antonio. He spoke with teachers, principals, superintendents, and, most important, children. What he found was devastating. Not only were schools for rich and poor blatantly unequal, the gulf between the two extremes was widening—and it has widened since. The urban schools he visited were overcrowded and understaffed, and lacked the basic elements of learning—including books and, all too often, classrooms for the students. In Savage Inequalities, Kozol delivers a searing examination of the extremes of wealth and poverty and calls into question the reality of equal opportunity in our nation's schools.

On the surface, Riverview High School looks like the post-racial ideal. Serving an enviably affluent, diverse, and liberal district, the school is well-funded, its teachers are well-trained, and many of its students are high achieving. Yet Riverview has not escaped the same unrelenting question that plagues schools throughout America: why is it that even when all of the circumstances seem right, black and Latino students continue to lag behind their peers? Through five years' worth of interviews and data-gathering at Riverview, John Diamond and Amanda Lewis have created a rich and disturbing portrait of the achievement gap that persists more than fifty years after the formal dismantling of segregation. As students progress from elementary school to middle school to high school, their level of academic achievement increasingly tracks along racial lines, with white and Asian students maintaining higher GPAs and standardized testing scores, taking more advanced classes, and attaining better college admission results than their black and Latino counterparts. Most research to date has focused on the role of poverty, family stability, and other external influences in explaining poor performance at school, especially in urban contexts. Diamond and Lewis instead situate their research in a suburban school, and look at what factors within the school itself could be causing the disparity. Most crucially, they challenge many common explanations of the 'racial achievement gap,' exploring what race actually means in this situation, and why it matters. An in-depth study with far-reaching consequences, Despite the Best Intentions revolutionizes our understanding of both the knotty problem of academic disparities and the larger question of the color line in American society.

The Cultural Matrix seeks to unravel an American paradox: the socioeconomic crisis and social isolation of disadvantaged black youth, on the one hand, and their extraordinary integration and prominence in popular culture on the other. This interdisciplinary work explains how a complex matrix of cultures influences black youth.

Diversity has been a focus of higher education policy, law, and scholarship for decades, continually expanding to include not only race, ethnicity and gender, but also socioeconomic status, sexual and political orientation, and more. However, existing collections still tend to focus on a narrow definition of diversity in education, or in relation to singular topics like access to higher education, financial aid, and affirmative action. By contrast, Diversity in American Higher Education captures in one volume the wide range of critical issues that comprise the current discourse on diversity on the college campus in its broadest sense. This edited collection explores: legal perspectives on diversity and affirmative action higher education's relationship to the deeper roots of K-12 equity and access policy, politics, and practice's effects on students, faculty, and staff. Bringing together the leading experts on diversity in higher education scholarship, Diversity in American Higher Education redefines the agenda for diversity as we know it today.

The Sociology of Education: A Systematic Analysis is a comprehensive and cross-cultural look at the sociology of education. This textbook gives a sociological analysis of education by incorporating a diverse set of theoretical approaches. The authors include practical applications and current educational issues to discuss the structure and processes that make education systems work as well as the role sociologists play in both understanding and bring about change. In addition to up-to-date examples and research, the eighth edition presents three chapters on inequality in educational access and experiences, where class, race and ethnicity, and gender are presented as separate (though intersecting) vectors of educational inequality. Each chapter combines qualitative and quantitative approaches and relevant theory; classics and emerging research; and micro- and macro-level perspectives.??

This comprehensive reader in the sociology of education examines important topics and exposes students to examples of sociological research on schools. Drawing from classic and contemporary scholarship, the editors have chosen readings that examine current issues and reflect diverse theoretical approaches to studying the effects of schooling on individuals and society.

[Blacks at Harvard](#)

[The Structure of Schooling](#)

[What America Must Do to Give Every Child an Even Chance](#)

[Oppositional Culture and the Black-White Achievement Gap](#)

[Savage Inequalities](#)

[Remembering Chicago School Desegregation](#)

[Critical Approaches](#)

[Democracy in Black](#)

[Acting White](#)

[Kids Don't Want to Fail](#)

[Suddenly Diverse](#)

[Fresh Tactics in a Tortured Turnaround Struggle](#)

[Diversity in American Higher Education](#)

[Defining Student Success](#)

[Education in America](#)

Centered on a case study of a mid-Atlantic charter school, this book identifies the key factors that help Black male students navigate high school in spite of traditional and historical barriers. Rather than examining their experiences through a deficit model, this book adds to the growing body of data on the importance of positive role models—including parents, peers, teachers, and administrators—in facilitating socio-emotional and academic success at the secondary and postsecondary level. Rhoden demonstrates that encouraging trust and persistence in Black male students are essential components to positive academic and social achievement in the face of perceived and real structural inequalities.

This book sought to explore whether school funding practices satisfy the equity and adequacy standards delineated by policymakers and judges, and demanded by the broader public. A funding formula myopia, the book argues, has left student engagement largely overlooked. It comes as no surprise, therefore, that vast funding enhancements have introduced disappointing outcomes results. The book argues the front of the classroom must become and remain the epicenter of reform activity: and that transforming instructional and engagement behaviors are effort-intensive endeavors that very little in pecuniary terms.

This book is guided through the powerful ideological frameworks of culture and social reproduction and looks specifically to the role of schooling as a vehicle for catalysing change.

The key to success, our culture tells us, is a combination of talent and hard work. Why then, do high schools that supposedly subscribe to this view send students to college at such dramatically different rates? Why do students from one school succeed while students from another struggle? To the usual answer—an imbalance in resources—this book adds a far more subtle and complicated explanation. Defining Student Success shows how different schools foster dissimilar and sometimes conflicting ideas about what it takes to succeed—ideas that do more to preserve the status quo than to promote upward mobility. Lisa Nunn’s study of three public high schools reveals how students’ beliefs about their own success are shaped by their particular school environment and reinforced by curriculum and teaching practices. While American culture broadly defines success as a product of hard work or talent (at school, intelligence is the talent that matters most), Nunn shows that each school refines and adapts this American cultural wisdom in its own distinct way—reflecting the sensibilities and concerns of the people who inhabit each school. While one school fosters the belief that effort is all it takes to succeed, another fosters the belief that hard work will only get you so far because you have to be smart enough to master course concepts. Ultimately, Nunn argues that these school-level adaptations of cultural ideas about success become invisible advantages and disadvantages for students’ college-going futures. Some schools’ definitions of success match seamlessly with elite college admissions’ definition of the ideal college applicant, while others more closely align with the expectations of middle or low-tier institutions of higher education. With its insights into the transmission of ideas of success from society to school to student, this provocative work should prompt a reevaluation of the culture of secondary education. Only with a thorough understanding of this process will we ever find more consistent means of inculcating success, by any measure.

The Oxford Handbook of Philosophy and Race provides-up- to-date explanation and analyses by leading scholars in African American philosophy and philosophy of race. Fifty-one original essays cover major topics from intellectual history to contemporary social controversies in this emerging philosophical subfield that supports demographic inclusion and emphasizes cultural relevance.

The primary objective of Studies in Educational Ethnography is to present original research monographs based on ethnographic perspectives, and methodologies.

For the past five years, American public schools have enrolled more students identified as Black, Latinx, American Indian, and Asian than white. At the same time, more than half of US school children now qualify for federally subsidized meals, a marker of poverty. The makeup of schools is rapidly changing, and many districts and school boards are at a loss as to how they can effectively and equitably handle these shifts. Suddenly Diverse is an ethnographic account of two school districts in the Midwest responding to rapidly changing demographics at their schools. It is based on observations and in-depth interviews with school board members and superintendents, as well as staff, community members, and other stakeholders in each district: one serving “Lakeside,” a predominately working class, conservative community and the other serving “Fairview,” a more affluent, liberal community. Erica O. Turner looks at district leaders' adoption of business-inspired policy tools and the ultimate successes and failures of such responses. Turner’s findings demonstrate that, despite their intentions to promote “diversity” or eliminate “achievement gaps,” district leaders adopted policies and practices that ultimately perpetuated existing inequalities and advanced new forms of racism. While suggesting some ways forward, Suddenly Diverse shows that, without changes to these managerial policies and practices and larger transformations to the whole system, even district leaders’ best efforts will continue to undermine the promise of educational equity and the realization of more robust public schools.

Declining academic performance, along with a growing apathy of students toward the value of education, demonstrates that students in the United States public education system do not recognize the value of a positive experience in middle schools. A plethora of research and writing has been done on elementary schools and secondary schools, but middle school education, as a whole, has been left behind. For this reason, there is the need for current research on all aspects and topics that may contribute to middle school student success. Promoting Positive Learning Experiences in Middle School Education focuses on the ideal conditions for maximizing student success and engagement in middle school education. The chapters take a deeper look into the modern tools, technologies, methods, and theories driving current research on middle school students, their teachers, their classroom environment, and their learning. Highlighting topics such as curriculum reform, instructional strategies and practices, effective teaching, and technology in the modern classroom, this book is ideally intended for middle school teachers, middle school administrators, and school district administrators, along with practitioners, stakeholders, researchers, academicians, and students interested in middle school education and student success.

[People of Color in the United States: Contemporary Issues in Education, Work, Communities, Health, and Immigration \[4 volumes\]](#)

[Renewing the Sociology of Education](#)

[Tracking, Black Students, and Acting White after Brown](#)

[Battling the Student Engagement Front](#)

[The Cultural Matrix](#)

[The Handbook of Research on Black Males](#)

[Black and Latinx Students' Search for Community at Historically White Universities](#)

[Effects on Crime and Communities](#)

[Children in America's Schools](#)

[Boys to Men](#)

[How Race Still Enslaves the American Soul](#)

[Race Among Friends](#)

[Understanding Black Youth](#)

[Integration Interrupted](#)

[American Dreams and Racial Realities](#)

An innovative departure from traditional approaches to political thought, this groundbreaking anthology includes minority ideologies where they occurred historically. By interweaving minority voices with majority documents rather than grouping them together, Political Thought in the United States presents us with a uniquely organic portrait of American political life. Beginning with the time of the explorers and early settlers, Lyman Tower Sargent presents the political beliefs and ideologies of religious minorities, women, North American Indians, and African Americans as fundamental components of American thought. Political Thought in the United States centers on two themes: the relationship between majority rule and minority rights, and the focus of power in the American system. Together with classic documents long heralded as cornerstones of American democracy, the book features writings of those opposed to the Constitution, slave petitions, Indian treaties, Emerson's Politics, works of conservatives like John Taylor and Herbert Hoover, documents from the feminist movements, labor manifestos, critiques of industrialization, and W. E. B. Du Bois's still-debated The Talented Tenth, and much more.

Despite promising changes over the last century, race remains a central organizing principle in US society, a key arena of inequality, power, and privilege, and the subject of ongoing conflict and debate. In this second edition of Recognizing Race and Ethnicity, Kathleen J. Fitzgerald continues to examine the sociology of race and encourages students to think differently by challenging the notion that we are, or should even aspire to be, color-blind. Fitzgerald considers how race manifests in both significant and obscure ways by looking across all racial/ethnic groups within the socio-historical context of institutions and arenas, rather than discussing each group by group. Incorporating recent research and contemporary theoretical perspectives, she guides students to examine racial ideologies and identities as well as structural racism; at the same time, she covers topics like popular culture, sports, and interracial relationships. This latest edition includes an expanded look at global perspectives on racial inequality, including international migration and Islamophobia; updated examples of contemporary issues, including the Black Lives Matter movement; more emphasis on intersectionality, specifically the ways sexuality and race intersect; and an extended discussion on why the sociology of race and the sociological imagination matter. Recognizing Race and Ethnicity continues to reflect the latest sociological research on race/ethnicity and provides unparalleled coverage of white privilege while remaining careful not to treat "white" as the norm against which all other groups are defined.

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Understanding the causes of the racial achievement gap in American education—and then addressing it with effective programs—is one of the most urgent problems communities and educators face. For many years, the most popular explanation for the achievement gap has been the “oppositional culture theory”: the idea that black students underperform in secondary schools because of a group culture that devalues learning and sees academic effort as “acting white.” Despite lack of evidence for this belief, classroom teachers accept it, with predictable self-fulfilling results. In a careful quantitative assessment of the oppositional culture hypothesis, Angel L. Harris tested its empirical implications systematically and broadened his analysis to include data from British schools. From every conceivable angle of examination, the oppositional culture theory fell flat. Despite achieving less in school, black students value schooling more than their white counterparts do. Black kids perform badly in high school not because they don’t want to succeed but because they enter without the necessary skills. Harris finds that the achievement gap starts to open up in preadolescence—when cumulating socioeconomic and health disadvantages inhibit skills development and when students start to feel the impact of lowered teacher expectations. Kids Don’t Want to Fail is must reading for teachers, academics, policy makers, and anyone interested in understanding the intersection of race and education.

Getting Real About Race is an edited collection of short essays that address the most common stereotypes and misconceptions about race held by students, and by many in the United States, in general.

Drawing from the work of top researchers in various fields, The Handbook of Research on Black Males explores the nuanced and multifaceted phenomena known as the black male. Simultaneously hyper-visible and invisible, black males around the globe are being investigated now more than ever before; however, many of the well-meaning responses regarding media attention paid to black males are not well informed by research. Additionally, not all black males are the same, and each of them have varying strengths and challenges, making one-size-fits-all perspectives unproductive. This text, which acts as a comprehensive tool that can serve as a resource to articulate and argue for policy change, suggest educational improvements, and advocate judicial reform, fills a large void. The contributors, from multidisciplinary backgrounds, focus on history, research trends, health, education, criminal and social justice, hip-hop, and programs and initiatives. This volume has the potential to influence the field of research on black males as well as improve lives for a population that is often the most celebrated in the media and simultaneously the least socially valued.

The sociology of education is a rich interdisciplinary field that studies schools as their own social world as well as their place within the larger society. The field draws contributions from education, sociology, human development, family studies, economics, politics and public policy. Sociology of Education: An A-to-Z Guide introduces students to the social constructions of our educational systems and their many players, including students and their peers, teachers, parents, the broader community, politicians and policy makers. The roles of schools, the social processes governing schooling, and impacts on society are all critically explored. Despite an abundance of textbooks and specialized monographs, there are few up-to-date reference works in this area. Features & Benefits: 335 signed entries fill 2 volumes in print and electronic formats, providing the most comprehensive reference resource available on this topic. Cross-References and Suggestions for Further Reading guide readers to additional resources. A thematic "Reader's Guide" groups related articles by broad topic areas as one handy search feature on the e-Reference platform, which also includes a comprehensive index of search terms, facilitating ease of use by both on-campus students and distance learners. A Chronology provides students with historical perspective on the sociology of education.

Black Acting Methods seeks to offer alternatives to the Euro-American performance styles that many actors find themselves working with. A wealth of contributions from directors, scholars and actor trainers address afrocentric processes and aesthetics, and interviews with key figures in Black American theatre illuminate their methods. This ground-breaking collection is an essential resource for

teachers, students, actors and directors seeking to reclaim, reaffirm or even redefine the role and contributions of Black culture in theatre arts.

[Toward a More Comprehensive Approach](#)
[Building Trust and Resilience among Black Male High School Students Despite the Best Intentions](#)
[The Fractured College Prep Pipeline](#)
[Power, Privilege, and Inequality](#)
[Rethinking What We Say About and To Students Every Day](#)
[Schooltalk](#)
[IDEA and the Hidden Inequities of Practice](#)
[The Ironic Legacy of Desegregation](#)
[Hoodies, Mascots, Model Minorities, and Other Conversations](#)
[Campus Counterspaces](#)
[An A-to-Z Guide](#)
[Does Compliance Matter in Special Education?](#)
[Quantitative, Qualitative, and Multidisciplinary](#)
[How School Districts Manage Race and Inequality](#)

In recent decades, sociology of education has been dominated by quantitative analyses of race, class, and gender gaps in educational achievement. And while there ' s no question that such work is important, it leaves a lot of other fruitful areas of inquiry unstudied. This book takes that problem seriously, considering the way the field has developed since the 1960s and arguing powerfully for its renewal. The sociology of education, the contributors show, largely works with themes, concepts, and theories that were generated decades ago, even as both the actual world of education and the discipline of sociology have changed considerably. The moment has come, they argue, to break free of the past and begin asking new questions and developing new programs of empirical study. Both rallying cry and road map, Education in a New Society will galvanize the field.

This book walks readers through the stages of the high school college prep pipeline that introduces interlocked structural barriers to students. The author shows how these barriers reinforce segregated structures that unfairly distribute the public good of education to some students and not others. Price argues that the college prep pipeline of Advanced Placement and International Baccalaureate coursework in American high schools constitutes a new form of tracking in the 21st century. Even further, this new tracking introduces a fa ade of "college readiness" that veils the unequal learning opportunities that send some students out into the college world with pockets full of counterfeit credentials that serve only to reinforce the historically oppressive system. Whether intentional or not, this new form of tracking is embedded in schools across the United States and have lifetime consequences for individual students that reinforce historically racial, ethnic, and spatial inequalities. " This book is a rigorous and engaging portrait of the architecture of opportunity in American schools. With a fine-grained analysis that never loses sight of the big picture, Heather Price reveals structural realities of college readiness in the United States that are ripe for change." —Sean Kelly, University of Pittsburgh

In Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It, veteran educator and brain expert Eric Jensen takes an unflinching look at how poverty hurts children, families, and communities across the United States and demonstrates how schools can improve the academic achievement and life readiness of economically disadvantaged students. Jensen argues that although chronic exposure to poverty can result in detrimental changes to the brain, the brain's very ability to adapt from experience means that poor children can also experience emotional, social, and academic success. A brain that is susceptible to adverse environmental effects is equally susceptible to the positive effects of rich, balanced learning environments and caring relationships that build students' resilience, self-esteem, and character. Drawing from research, experience, and real school success stories, Teaching with Poverty in Mind reveals * What poverty is and how it affects students in school; * What drives change both at the macro level (within schools and districts) and at the micro level (inside a student's brain); * Effective strategies from those who have succeeded and ways to replicate those best practices at your own school; and * How to engage the resources necessary to make change happen. Too often, we talk about change while maintaining a culture of excuses. We can do better. Although no magic bullet can offset the grave challenges faced daily by disadvantaged children, this timely resource shines a spotlight on what matters most, providing an inspiring and practical guide for enriching the minds and lives of all your students.

Proactive policing, as a strategic approach used by police agencies to prevent crime, is a relatively new phenomenon in the United States. It developed from a crisis in confidence in policing that began to emerge in the 1960s because of social unrest, rising crime rates, and growing skepticism regarding the effectiveness of standard approaches to policing. In response, beginning in the 1980s and 1990s, innovative police practices and policies that took a more proactive approach began to develop. This report uses the term "proactive policing" to refer to all policing strategies that have as one of their goals the prevention or reduction of crime and disorder and that are not reactive in terms of focusing primarily on uncovering ongoing crime or on investigating or responding to crimes once they have occurred. Proactive policing is distinguished from the everyday decisions of police officers to be proactive in specific situations and instead refers to a strategic decision by police agencies to use proactive police responses in a programmatic way to reduce crime. Today, proactive policing strategies are used widely in the United States. They are not isolated programs used by a select group of agencies but rather a set of ideas that have spread across the landscape of policing. Proactive Policing reviews the evidence and discusses the data and methodological gaps on: (1) the effects of different forms of proactive policing on crime; (2) whether they are applied in a discriminatory manner; (3) whether they are being used in a legal fashion; and (4) community reaction. This report offers a comprehensive evaluation of proactive policing that includes not only its crime prevention impacts but also its broader implications for justice and U.S. communities.

This expansive, four-volume ready-reference work offers critical coverage of contemporary issues that impact people of color in the United States, ranging from education and employment to health and wellness and immigration. • Offers comprehensive coverage of contemporary issues for people of color in the United States that meets the needs of secondary librarians, teachers, and students for a variety of classes and standards • Presents A-Z entries within four broad themes that explore the social and economic issues that will support readers' understanding of the experiences of people of color in the United States • Includes debate essays highlighting a variety of viewpoints on key issues from scholars that provide readers with models of critical thinking • Contains up-to-date information appropriate for classes on history, sociology, psychology, geography, economics, urbanization, immigration and industrialization, and contemporary American society

Many saw the 2008 election of Barack Obama as a sign that America had moved past the issue of race, that a colorblind society was finally within reach. But as Marianne Modica reveals in Race Among Friends, attempts to be colorblind do not end racism—in fact, ignoring race increases the likelihood that racism will occur in our schools and in society. This intriguing volume focuses on a "racially friendly" suburban charter school called Excellence Academy, highlighting the ways that students and teachers think about race and act out racial identity. Modica finds that even in an environment where students of all racial backgrounds work and play together harmoniously, race affects the daily experiences of students and teachers in profound but unexamined ways. Some teachers, she notes, feared that talking about race in the classroom would open them to charges of racism, so they avoided the topic. And rather than generate honest and constructive conversations about race, student friendships opened the door for insensitive racial comments by whites, resentment and silence by blacks, and racially biased administrative practices. In the end, the school ' s friendly environment did not promote—and may have hindered—serious discussion of race and racial inequity. The desire to ignore race in favor of a "colorblind society," Modica writes, has become an entrenched part of American culture. But as Race Among Friends shows, when race becomes a taboo subject, it has serious ramifications for students and teachers of all ethnic origins.

Why do Blacks underperform in school? Researchers continue to pursue this question with vigor not only because Blacks currently lag behind Whites on a wide variety of educational indices but because the closing of the Black-White achievement gap has slowed and by some measures reversed during the last quarter of the 20th century. The social implications of the persistent educational 'gap' between Blacks and Whites are substantial. Black people's experience with poor school achievement and equally poor access to postsecondary education reduces their probability for achieving competitive economic and social rewards and are inconsistent with repeated evidence that Black people articulate high aspirations for their own educational and social mobility. Despite the social needs that press us towards making better sense of 'the gap, ' we are, nevertheless, limited in our understanding of how race operates to affect Black students' educational experiences and outcomes. In Beyond Acting White we contend with one of the most oft cited explanations for Black underachievement; the notion that Blacks are culturally opposed to 'acting White' and, therefore, culturally opposed to succeeding in school. Our book uses the 'acting White' hypothesis as the point of departure in order to explore and evaluate how and under what conditions Black culture and identity are implicated in our understanding of why Black students continue to lag behind their White peers in educational achievement and attainment. Beyond Acting White provides a response to the growing call that we more precisely situate how race, its representations, intersectionalities, and context specific contingencies help us make better sense of the Black-White achievement gap.

Frustrated with the flood of news articles and opinion pieces that were skeptical of minority students' "imagined" campus microaggressions, Micere Keels, a professor of comparative human development, set out to provide a detailed account of how racial-ethnic identity structures Black and Latinx students' college transition experiences. Tracking a cohort of more than five hundred Black and Latinx students since they enrolled at five historically white colleges and universities in the fall of 2013 Campus Counterspaces finds that these students were not asking to be protected from new ideas. Instead, they relished exposure to new ideas, wanted to be intellectually challenged, and wanted to grow. However, Keels argues, they were asking for access to counterspaces—safe spaces that enable radical growth. They wanted counterspaces where they could go beyond basic conversations about whether racism and discrimination still exist. They wanted time in counterspaces with likeminded others where they could simultaneously validate and challenge stereotypical representations of their marginalized identities and develop new counter narratives of those identities. In this critique of how universities have responded to the challenges these students face, Keels offers a way forward that goes beyond making diversity statements to taking diversity actions.

[Crossing Segregated Boundaries](#)
[Sociology of Education](#)
[What Being Poor Does to Kids' Brains and What Schools Can Do About It](#)
[Black Los Angeles](#)
[How Racial Inequality Thrives in Good Schools](#)
[Hoarding Opportunities to Learn](#)
[The Role of School and Culture](#)
[Promoting Positive Learning Experiences in Middle School Education](#)
[Exploring Race at a Suburban School](#)
[New Directions in Educational Ethnography](#)
[The Oxford Handbook of Philosophy and Race](#)
[A Systematic Analysis](#)
[The Power of Resistance](#)
[A Documentary History of African-American Experience at Harvard and Radcliffe](#)
[Closing the Opportunity Gap](#)

Scholars have long explored school desegregation through various lenses, examining policy, the role of the courts and federal government, resistance and backlash, and the fight to preserve Black schools. However, few studies have examined the group experiences of students within desegregated schools. Crossing Segregated Boundaries centers the experiences of over sixty graduates of the class of 1988 in three desegregated Chicago high schools. Chicago's housing segregation and declining white enrollments severely curtailed the city's school desegregation plan, and as a result desegregation options were academically stratified, providing limited opportunities for a chosen few while leaving the majority of students in segregated, underperforming schools. Nevertheless, desegregation did provide a transformative opportunity for those students involved. While desegregation was the external impetus that brought students together, the students themselves made integration possible, and many students found that the few years that they spent in these schools had a profound impact on broadening their understanding of different racial and ethnic groups. In very real ways, desegregated schools reduced racial isolation for those who took part.

Education in America provides an essential, comprehensive introduction to education in the U.S., from its origins to its contemporary manifestations. Focusing on social inequality, Kimberly A. Goyette calls into question Horace Mann's famous proclamation that education is the "great equalizer" and examines how education stratifies students based on socioeconomic background, race, and gender. She identifies the 'hidden curriculum' beneath equations and grammar rules, from which students may learn what is expected of them based on their anticipated roles in society. Referencing school reforms such as No Child Left Behind, Race to the Top, and Common Core, Goyette shows that education is not merely reflective of a society's views, but instrumental in shaping and changing society's structure. The Sociology in the Twenty-First Century Series introduces students to a range of sociological issues of broad interest in the United States today, with each volume addressing topics such as family, race, immigration, gender, education, and social inequality. These books—intended for classroom use—will highlight findings from current, rigorous research and demographic data while including stories about people's experiences to illustrate major themes in an accessible manner. Learn more at The Sociology in the Twenty-First Century Series.

This book asks a question that many educators may think, but won't say out loud: Does compliance with IDEA legislation matter? The author acknowledges that, while compliance with IDEA (Individuals with Disabilities Education Act) is important, it can also be an administrative burden that detracts from practitioners' capacity to adequately serve students with disabilities. Using data collected from three suburban school districts, Voulgarides helps us to understand how compliance with IDEA intersects with decades of evidence of racial inequities in student outcomes. This timely and thought-provoking book unpacks the civil rights history of IDEA, examines the impact of its procedural focus on educational practice, and questions why racial inequities in special education persist despite good intentions by policymakers, educators, and school personnel. "This important book addresses critical issues related to the education of students with disabilities and makes the case for why new approaches are needed to ensure that the educational needs of all children are met. Insightful and well researched, this book will be an invaluable resource for educators everywhere." —Pedro A. Noguera, Distinguished Professor of Education, UCLA Graduate School of Education & Information Studies "This book provides a necessary discussion of racial/ethnic disproportionality and its intersection with special education policy, particularly forcing us to consider a critical question of IDEA: is it enough? Voulgarides shares an amazing description of how policy, individual actors, political forces, and racial/ethnic dynamics operate within a school district and unintentionally result in racial disparities. This is a necessary read for special education policy champions." —Edward Fergus, Temple University

On the surface, Riverview High School looks like the post-racial ideal. Serving an enviably affluent and diverse district, the school is well-funded, its teachers are well-trained, and many of its students are high-achieving. Yet Riverview has not escaped the same question that plagues schools throughout America: why is it that even when all of the circumstances seem right, black and Latina/o students continue to lag behind their peers? The authors present their study of how the racial achievement gap continues to afflict American schools more than fifty years after the formal dismantling of segregation. Their book addresses both the knotty problem of academic disparities and the larger question of the color line in American society.

Naráyana's best-seller gives its reader much more than "Friendly Advice." In one handy collection—closely related to the world-famous Pañcatantra or Five Discourses on Worldly Wisdom—numerous animal fables are interwoven with human stories, all designed to instruct wayward princes. Tales of canny procresses compete with those of cunning crows and tigers. An intrusive ass is simply thrashed by his master, but the meddlesome monkey ends up with his testicles crushed. One prince manages to enjoy himself with a merchant's wife with her husband's consent, while another is kicked out of paradise by a painted image. This volume also contains the compact version of King Vikrama's Adventures, thirty-two popular tales about a generous emperor, told by thirty-two statuettes adorning his lion-throne. Co-published by New York University Press and the JJC Foundation For more on this title and other titles in the Clay Sanskrit series, please visit <http://www.claysanskritlibrary.org>

Words matter. Every day in schools, language is used—whether in the classroom, in a student-teacher meeting, or by principals, guidance counselors, or other school professionals—implying, intentionally or not, that some subset of students have little potential. As a result, countless students “underachieve,” others become disengaged, and, ultimately, we all lose. Mica Pollock, editor of Everyday Antiracism—the progressive teacher's must-have resource—now turns to what it takes for those working in schools to match their speech to their values, giving all students an equal opportunity to thrive. By juxtaposing common scenarios with useful exercises, concrete actions, and resources, Schooltalk describes how the devil is in the oft-dismissed details: the tossed-off remark to a student or parent about the community in which she lives; the way groups—based on race, ability, and income—are discussed in faculty meetings about test scores and data; the assumptions and communication breakdowns between counselors, teachers, and other staff that cause kids to fall needlessly through the cracks; or the deflating comment to a young person about her college or career prospects. Schooltalk will empower educators of every ilk, revealing to them an incredibly effective tool at their disposal to support the success of all students every day: their words.

Commentators from Bill Cosby to Barack Obama have observed the phenomenon of black schoolchildren accusing studious classmates of "acting white." How did this contentious phrase, with roots in Jim Crow-era racial discord, become a part of the schoolyard lexicon, and what does it say about the state of racial identity in the American system of education?The answer, writes Stuart Buck in this frank and thoroughly researched book, lies in the complex history of desegregation. Although it arose from noble impulses and was to the overall benefit of the nation, racial desegegration was often implemented in a way that was devastating to black communities. It frequently destroyed black schools, reduced the numbers of black principals who could serve as role models, and made school a strange and uncomfortable environment for black children, a place many viewed as quintessentially "white."Drawing on research in education, history, and sociology as well as articles, interviews, and personal testimony, Buck reveals the unexpected result of desegregation and suggests practical solutions for making racial identification a positive force in the classroom.

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