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Handbook of Research in the Social Foundations of Education

Educating Asian Americans
The population of English language learners has substantially grown over the years. As such, it is increasingly important to properly educate culturally diverse students in such a manner that promotes inclusion and global acceptance. Intercultural Responsiveness in the Second
Language Learning Classroom is an essential reference source for the latest research on the importance of multicultural professional development for the progression of educating a diverse student population. Featuring expansive coverage across a broad range of topics such as cultural bias, self-identity, and language programs, this publication is ideally designed for academicians, researchers, and students seeking current research on methods to solve the cultural incongruence between student and teacher.

Race, Empire, and English Language Teaching (Sponsored by the Middle Level Education Research SIG and the National Middle School Association) The Young Adolescent and the Middle School focuses on issues related to the nature of young adolescence and the intersection of young adolescence with middle level schooling. This volume of the Handbook of Research in Middle Level Education marks the sixth installment in the series. The Handbook series, begun in 2001 by Vince Anfara, the series editor, has addressed varying thematic issues important to middle level education research. This volume, The Young Adolescent and the Middle School, focuses on the unique developmental needs of young adolescents and the role of the middle school in attending to these needs. The contributing authors in this volume address one of three developmental areas critical to young adolescents—physical development, intellectual/cognitive development, or social and personal development—and how these developmental characteristics affect the educational environment and the organization of middle schools.

Urban Girls Revisited Adolescents at School brings together the perspectives of scholars, educators, and researchers to address the many issues that affect adolescents’ emerging identities, especially in relation to students’ experience of and engagement with school. The book offers current and preservice teachers a practical understanding of the concept of identity development, particularly as
impacted by such factors as race, ethnicity, gender, sexual orientation, ability/disability, immigration, and social class. This third edition includes new chapters on boys’ emotional lives, risk and resilience in girls, the experiences of undocumented immigrant students, Muslim-American youth, and income inequality; features on “teaching while white”; and an extensively updated chapter on LGBTQ+ students. The book expands on the strengths and insights of the previous editions while also touching on issues highly relevant to contemporary youth such as social media, youth activism, and immigration. A practical and insightful volume, Adolescents at School points to ways to foster the success of every student in our schools and classrooms.

Immigration and Schooling Today's children and adolescents are constantly facing new and unique challenges, and school counselors must respond to this by expanding their role and function within the schools. This revised and expanded edition of Thompson's important text explores these issues, as well as the necessary steps school counselors need to take in order to adapt and effectively deal with them. Thompson advocates for the need for standards-based school counseling, outlining the framework and benefits of the ASCA National Model® and comprehensive guidance and counseling programs. She addresses the newest research in implementing evidence-based practices; the mental health issues that may be faced by children and adolescents; consulting with teachers, parents, administrators, and the community; and crisis intervention and management. New to this edition are chapters that focus on minority and disenfranchised students and emphasize the need for school counselors to be able to advocate, coordinate, and collaborate on services for these students and their families. This is an essential resource for every school counselor in a time when the profession is becoming increasingly important.

Race, Culture, and Identities in Second Language Education Issues tied to race and culture continue...
Where To Download Up Against Whiteness Race School And Immigrant

to be a part of the landscape of America’s schools and classrooms. Given the rapid demographic transformation in the nation’s states, cities, counties, and schools, it is essential that all school personnel acquire the necessary knowledge, skills, and dispositions to talk, teach, and think across racial and cultural differences. The second edition of Howard’s bestseller has been updated to take a deeper look at how schools must be prepared to respond to disparate outcomes among students of color. Tyrone Howard draws on theoretical constructs tied to race and racism, culture and opportunity gaps to address pressing issues stemming from the chronic inequalities that remain prevalent in many schools across the country. This time-honored text will help educators at all levels respond with greater conviction and clarity on how to create more equitable, inclusive, and democratic schools as sites for teaching and learning. “If you thought the first edition of Why Race and Culture Matter in Schools was impactful, this second edition is even more of a force to be reckoned with in the fight for social justice. By pushing the boundaries of the ordinary and the normative, this book teaches as it transforms. Every educator, preservice and inservice, working with racially, linguistically, and culturally diverse young people should read this book.” —H. Richard Milner IV, Cornelius Vanderbilt Distinguished Professor of Education, Vanderbilt University “On the 10th anniversary of this groundbreaking book, Tyrone Howard not only reminds me of the salient role that race and culture play in education, but also moves beyond a Black-White binary that reflect the nuances and contours of diversity. This book should be in the hands of all teachers and teacher educators.” —Maisha T. Winn, Chancellor’s Leadership Professor, School of Education, University of California, Davis

Suddenly Diverse This timely book takes a critical look at the teaching of English, showing how language is used to create hierarchies of cultural privilege in public schools across the country. Motha closely examines the work of four ESL teachers who developed anti-racist pedagogical
practices during their first year of teaching. Their experiences, and those of their students, provide a compelling account of how new teachers might gain agency for culturally responsive teaching in spite of school cultures that often discourage such approaches. The author combines current research with her original analyses to shed light on real classroom situations faced by teachers of linguistically diverse populations. This book will help pre- and in-service teachers to think about such challenges as differential achievement between language learners and "native-speakers;" about hierarchies of languages and language varieties; about the difference between an accent identity and an incorrect pronunciation; and about the use of students' first languages in English classes. This resource offers implications for classroom teaching, educational policy, school leadership, and teacher preparation, including reflection questions at the end of each chapter.

Beyond Stereotypes With rising numbers of immigrants of color in the United States, sheer demographic change has long promised -- falsely, it now seems -- to solve the "race problem." Directly connecting the issues of race relations and immigrant incorporation, Beth Merenstein sheds light on what the changing contours of the US's racial and ethnic makeup mean for our dearly held concept of "equal opportunity for all."--Publisher description.

International Handbook of Research on Teachers' Beliefs This handbook unifies access and opportunity, two key concepts of sociology of education, throughout its 25 chapters. It explores today's populations rarely noticed, such as undocumented students, first generation college students, and LGBTQs; and emphasizing the intersectionality of gender, race, ethnicity and social class. Sociologists often center their work on the sources and consequences of inequality. This handbook, while reviewing many of these explanations, takes a different approach, concentrating instead on what needs to be accomplished to reduce inequality. A special section is devoted to new
methodological work for studying social systems, including network analyses and school and teacher effects. Additionally, the book explores the changing landscape of higher education institutions, their respective populations, and how labor market opportunities are enhanced or impeded by differing postsecondary education pathways. Written by leading sociologists and rising stars in the field, each of the chapters is embedded in theory, but contemporary and futuristic in its implications. This Handbook serves as a blueprint for identifying new work for sociologists of education and other scholars and policymakers trying to understand many of the problems of inequality in education and what is needed to address them.

The Young Adolescent and the Middle School The achievement, schooling, and the ethnic identities of Asian American students are among the core areas in the field of Asian American education, yet there is much that remains to be uncovered, verified, contradicted, and learned through sound research, especially as the Asian American population rapidly increases in size and in the diversification of its characteristics. The chapters in this book deal present cuttingedge work in these three areas and contain innovative perspectives, new qualitative quantitative data, and discussions of the implications of findings for educational policies, practices, and programs. These chapters cover such specific topics as academic achievement gaps between Asian American and White students, contemporary school experiences of Southeast Asians and of undocumented Asian American students, perspectives on teaching immigrant and refugee students, and the development of ethnic identities. This work is authored by wellknown higher education faculty as well as emerging scholars. Overall, this material represents a valuable, timely, and useful contribution to the literature on Asian Americans that will be of interest to faculty, administrators, policymakers, researchers, and students.
Critical Feminism and Critical Education Here is a new Clay Sanskrit Library publication of the middle
book of Valmiki's Ramayana, the source revered throughout South Asia as the original account of the
career of Rama, the ideal man and the incarnation of the great god Vishnu.

Rubric Nation Teacher beliefs play a fundamental role in the education landscape. Nevertheless,
most educational researchers only allude to teacher beliefs as part of a study on other subjects. This
book fills a necessary gap by identifying the importance of research on teacher beliefs and providing
a comprehensive overview of the topic. It provides novices and experts alike a single volume with
which to understand a complex research landscape. Including a review of the historical foundations
of the field, this book identifies current research trends, and summarizes the current knowledge base
regarding teachers’ specific beliefs about content, instruction, students, and learning. For its
innumerable applications within the field, this handbook is a necessity for anyone interested in
educational research.

Encyclopedia of Asian American Issues Today Socialization is a complex process which has a
profound effect on how we experience teaching and learning. The study of teachers’ lives and
careers through the lens of occupational socialization theory has a rich history in physical education.
However, as the social and political climates surrounding education have changed, so have the
experiences of teachers. This book pushes beyond traditional perspectives to explore alternative and
innovative approaches to socialization. Written by a team of leading international physical education
scholars, this is the first edited collection of scholarship on teacher socialization to be published in
more than two decades. Divided into five parts, the book provides a review of current knowledge on
teacher socialization in school settings, as well as suggestions for different approaches to
understanding teacher socialization and recommendations for future directions for studying
teachers’ lives and careers. A testament to what is known and what still needs to be learned about the lived experiences of physical educators, Teacher Socialization in Physical Education: New Perspectives provides valuable insights for all physical education students, teachers, and instructors.

How the Irish Became White The purpose of Unhooking from Whiteness: The Key to Dismantling Racism in the United States is to reconsider the ways and strategies in which antiracist scholars do their work, as well as to provide pragmatic ways in which people – White and of color – can build cross-racial, cross-communal, and cross-institutional coalitions to fight White supremacy. Employing the methodology of autoethnography, each chapter in this book illustrates the individual journey that the chapter contributor took to “unhook” him or herself from Whiteness. Unhooking from Whiteness explains Whiteness in ways never conceptualized before. The chapters suggest approaches to “unhooking” from Whiteness, while sharing the authors’ continual struggles to identify and eradicate the role of Whiteness in education and society in the United States. The contributors to Unhooking from Whiteness offer us the invaluable gift of their stories, humble reflections on commitments to racial justice and complicity with racial injustice. But they aren’t merely stories – and this is the brilliance of the book – they are invitations into a reconsideration of the “common sense” discussions about the nature of white privilege, the possibility of white anti-racism, and the pervasive tug of whiteness. This is the rare book that shifts the angle and changes the conversation. Paul Gorski, Coordinator of the Social Justice Concentration, George Mason University

Owning Up Curriculum The International Bestseller 'With clarity and compassion, DiAngelo allows us to understand racism as a practice not restricted to "bad people." In doing so, she moves our national discussions forward. This is a necessary book for all people invested in societal change'
Claudia Rankine Anger. Fear. Guilt. Denial. Silence. These are the ways in which ordinary white people react when it is pointed out to them that they have done or said something that has - unintentionally - caused racial offence or hurt. After, all, a racist is the worst thing a person can be, right? But these reactions only serve to silence people of colour, who cannot give honest feedback to 'liberal' white people lest they provoke a dangerous emotional reaction. Robin DiAngelo coined the term 'White Fragility' in 2011 to describe this process and is here to show us how it serves to uphold the system of white supremacy. Using knowledge and insight gained over decades of running racial awareness workshops and working on this idea as a Professor of Whiteness Studies, she shows us how we can start having more honest conversations, listen to each other better and react to feedback with grace and humility. It is not enough to simply hold abstract progressive views and condemn the obvious racists on social media - change starts with us all at a practical, granular level, and it is time for all white people to take responsibility for relinquishing their own racial supremacy. 'By turns mordant and then inspirational, an argument that powerful forces and tragic histories stack the deck fully against racial justice alongside one that we need only to be clearer, try harder, and do better' David Roediger, Los Angeles Review of Books 'The value in White Fragility lies in its methodical, irrefutable exposure of racism in thought and action, and its call for humility and vigilance' Katy Waldman, New Yorker 'A vital, necessary, and beautiful book' Michael Eric Dyson

White privilege This book simultaneously provides multiple analyses of critical pedagogy in the twentyfirst century while showcasing the scholarship of this new generation of critical scholars. Needless to say, the writers herein represent just a small subset of a much larger movement for critical transformation and a more humane, less Eurocentric, less paternalistic, less homophobic, less patriarchal, less exploitative, and less violent world. This volume highlights the finding that rigorous critical pedagogical approaches to education, while still marginalized in many
contexts, are being used in increasingly more classrooms for the benefit of student learning, contributing, however indirectly, to the larger struggle against the barbarism of industrial, neoliberal, militarized destructiveness. The challenge for critical pedagogy in the twentyfirst century, from this point of view, includes contributing to the manifestation of a truly global critical pedagogy that is epistemologically democratic and against human suffering and capitalist exploitation. These rigorous, democratic, critical standards for measuring the value of our scholarship, including this volume of essays, should be the same that we use to critique and transform the larger society in which we live and work.

Transnational Crossroads 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.

Teacher Socialization in Physical Education In an era of ever increasing anti-immigrant sentiment and in the face of the worst economic recession since the great depression, this book presents a timely, compassionate and often moving glimpse into the lives of second generation children of immigrants in urban schools.

The Model Minority Stereotype Winner, 2019 William J. Goode Book Award, given by the Family Section of the American Sociological Association Finalist, 2019 C. Wright Mills Award, given by the Society for the Study of Social Problems Riveting stories of how affluent, white children learn about race American kids are living in a world of ongoing public debates about race, daily displays of racial injustice, and for some, an increased awareness surrounding diversity and inclusion. In this heated
context, sociologist Margaret A. Hagerman zeroes in on affluent, white kids to observe how they make sense of privilege, unequal educational opportunities, and police violence. In fascinating detail, Hagerman considers the role that they and their families play in the reproduction of racism and racial inequality in America. White Kids, based on two years of research involving in-depth interviews with white kids and their families, is a clear-eyed and sometimes shocking account of how white kids learn about race. In doing so, this book explores questions such as, “How do white kids learn about race when they grow up in families that do not talk openly about race or acknowledge its impact?” and “What about children growing up in families with parents who consider themselves to be ‘anti-racist’?” Featuring the actual voices of young, affluent white kids and what they think about race, racism, inequality, and privilege, White Kids illuminates how white racial socialization is much more dynamic, complex, and varied than previously recognized. It is a process that stretches beyond white parents’ explicit conversations with their white children and includes not only the choices parents make about neighborhoods, schools, peer groups, extracurricular activities, and media, but also the choices made by the kids themselves. By interviewing kids who are growing up in different racial contexts—from racially segregated to meaningfully integrated and from politically progressive to conservative—this important book documents key differences in the outcomes of white racial socialization across families. And by observing families in their everyday lives, this book explores the extent to which white families, even those with anti-racist intentions, reproduce and reinforce the forms of inequality they say they reject.

Handbook of the Sociology of Education in the 21st Century ‘from time to time a study comes along that truly can be called ‘path breaking,’ ‘seminal,’ ‘essential,’ a ‘must read.’ How the Irish Became White is such a study.' John Bracey, W.E.B. Du Bois Department of Afro-American Studies, University of Massachusetts, Amherst The Irish came to America in the eighteenth century, fleeing a homeland
under foreign occupation and a caste system that regarded them as the lowest form of humanity. In the new country - a land of opportunity - they found a very different form of social hierarchy, one that was based on the color of a person’s skin. Noel Ignatiev’s 1995 book - the first published work of one of America’s leading and most controversial historians - tells the story of how the oppressed became the oppressors; how the new Irish immigrants achieved acceptance among an initially hostile population only by proving that they could be more brutal in their oppression of African Americans than the nativists. This is the story of How the Irish Became White.

White Fragility Based on original ethnographic material collected in an upper-middle class Chinese American community, this book aims at exploring the complicated identity production process within the community in relation to the rapidly changing global and local contexts. The book is expected to expand the scope of existing literature on identity production among immigrants of color in both empirical and methodological terms.

Our Schools Suck What is a rubric and how are they being used in teacher education and evaluation? When did rubrics become ubiquitous in the field of education? What impact do rubrics have on students, teachers, teacher educators, and the educational enterprise? This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education, evaluation and education more broadly. Rubrics have seen a dramatic rise in use and presence over the past twentyfive years in colleges of education and districts across the country. Although there is a wealth of literature about how to make rubrics, there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education. The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education. Since rubrics have become indelible in education, it
is necessary for a fuller, nuanced discussion of the phenomenon. Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool. This book is not meant to be a series of chapters dedicated to best practices for creating rubrics, nor is this text meant to present all sides of the rubric discussion. Rather, this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature.

Why Race and Culture Matter in Schools Why and how do those from black and minority ethnic communities continue to be marginalised? Despite claims that we now live in a post-racial society, race continues to disadvantage those from black and minority ethnic backgrounds. Kalwant Bhopal explores how neoliberal policy making has increased rather than decreased discrimination faced by those from non-white backgrounds. She also shows how certain types of whiteness are not privileged; Gypsies and Travellers, for example, remain marginalised and disadvantaged in society. Drawing on topical debates and supported by empirical data, this important book examines the impact of race on wider issues of inequality and difference in society.

Shades of White Demonstrates how ingrained ideas of race created and sustain the achievement gap in U.S. schools.

Immigrants and Modern Racism Korean adoptees have a difficult time relating to any of the racial identity models because they are people of color who often grew up in white homes and communities. Biracial and nonadopted people of color typically have at least one parent whom they can racially identify with, which may also allow them access to certain racialized groups. When Korean adoptees attempt to immerse into the Korean community, they feel uncomfortable and
unwelcome because they are unfamiliar with Korean customs and language. The Dance of Identities looks at how Korean adoptees "dance," or engage, with their various identities (white, Korean, Korean adoptee, and those in between and beyond) and begin the journey toward self-discovery and empowerment. Throughout the author draws closely on his own experiences and those of thirty-eight other Korean adoptees, mainly from the U.S. Chapters are organized according to major themes that emerged from interviews with adoptees. "Wanting to be like White" examines assimilation into a White middle-class identity during childhood. Although their White identity may be challenged at times, for the most part adoptees feel accepted as "honorary" Whites among their families and friends. "Opening Pandora’s Box" discusses the shattering of adoptees’ early views on race and racism and the problems of being raised colorblind in a race-conscious society. "Engaging and Reflecting" is filled with adoptee voices as they discover their racial and transracial identities as young adults. During this stage many engage in activities that they believe make more culturally Korean, such as joining Korean churches and Korean student associations in college. "Questioning What I Have Done" delves into the issues that arise when Korean adoptees explore their multiple identities and the possible effects on relationships with parents and spouses. In "Empowering Identities" the author explores how adoptees are able to take control of their racial and transracial identities by reaching out to parents, prospective parents, and adoption agencies and by educating Korean and Korean Americans about their lives. The final chapter, "Linking the Dance of Identities Theory to Life Experiences," reiterates for adoptees, parents, adoption agencies, and social justice activists and educators the need for identity journeys and the empowered identities that can result. The Dance of Identities is an honest look at the complex nature of race and how we can begin to address race and racism from a fresh perspective. It will be well received by not only members of the Korean adoption community and transracial parents, but also Asian American scholars, educators, and social workers.
Critical Pedagogy in the TwentyFirst Century The second edition of Unraveling the "Model Minority" Stereotype: Listening to Asian American Youth extends Stacey Lee’s groundbreaking research on the educational experiences and achievement of Asian American youth. Lee provides a comprehensive update of social science research to reveal the ways in which the larger structures of race and class play out in the lives of Asian American high school students, especially regarding presumptions that the educational experiences of Koreans, Chinese, and Hmong youth are all largely the same. In her detailed and probing ethnography, Lee presents the experiences of these students in their own words, providing an authentic insider perspective on identity and interethnic relations in an often misunderstood American community. This second edition is essential reading for anyone interested in Asian American youth and their experiences in U.S. schools. Stacey J. Lee is Professor of Educational Policy Studies at the University of Wisconsin–Madison. She is the author of Up Against Whiteness: Race, School, and Immigrant Youth. “Stacey Lee is one of the most powerful and influential scholarly voices to challenge the ‘model minority’ stereotype. Here in its second edition, Lee’s book offers an additional paradigm to explain the barriers to educating young Asian Americans in the 21st century—xenoracism (i.e., racial discrimination against immigrant minorities) intersecting with issues of social class.” —Xue Lan Rong, University of North Carolina at Chapel Hill “Breaking important new theoretical and empirical ground, this revised edition is a must read for anyone interested in Asian American youth, race/ethnicity, and processes of transnational migration in the 21st century.” —Lois Weis, State University of New York Distinguished Professor “Clear, accessible, and significantly updated.... The book’s core lesson is as relevant today as it was when the first edition was published, presenting an urgent call to dismantle the dangerous stereotypes that continue to structure inequality in 21st century America.” —Teresa L. McCarty, Alice Wiley Snell Professor of Education Policy Studies, Arizona State University Praise for the First Edition! "Sure to stimulate further research in this area and will be of interest to teachers, teacher educators,
researchers, and students alike." —Teachers College Record "A must read for those interested in a different approach in understanding our racial experience beyond the stale and repetitious polemics that so often dominate the public debate." —The Journal of Asian Studies “Well written and jargon-free, this book...documents genuinely candid views from Asian-American students, often laden with their own prejudices and ethnocentrism.” —MultiCultural Review

Raising Race Questions 'Every voice raised against racism chips away at its power. We can't afford to stay silent. This book is an attempt to speak' The book that sparked a national conversation. Exploring everything from eradicated black history to the inextricable link between class and race, Why I'm No Longer Talking to White People About Race is the essential handbook for anyone who wants to understand race relations in Britain today. THE NO.1 SUNDAY TIMES BESTSELLER WINNER OF THE BRITISH BOOK AWARDS NON-FICTION NARRATIVE BOOK OF THE YEAR 2018 FOYLES NON-FICTION BOOK OF THE YEAR BLACKWELL'S NON-FICTION BOOK OF THE YEAR WINNER OF THE JHALAK PRIZE LONGLISTED FOR THE BAILLIE GIFFORD PRIZE FOR NON-FICTION LONGLISTED FOR THE ORWELL PRIZE SHORTLISTED FOR A BOOKS ARE MY BAG READERS AWARD

Choosing Ethnicity, Negotiating Race "Our schools suck." This is how many young people of color call attention to the kind of public education they are receiving. In cities across the nation, many students are trapped in under-funded, mismanaged and unsafe schools. Yet, a number of scholars and of public figures like Bill Cosby have shifted attention away from the persistence of school segregation to lambaste the values of young people themselves. Our Schools Suck forcefully challenges this assertion by giving voice to the compelling stories of African American and Latino students who attend under-resourced inner-city schools, where guidance counselors and AP classes are limited and security guards and metal detectors are plentiful—and grow disheartened by a public
conversation that continually casts them as the problem with urban schools. By showing that young people are deeply committed to education but often critical of the kind of education they are receiving, this book highlights the dishonesty of public claims that they do not value education. Ultimately, these powerful student voices remind us of the ways we have shirked our public responsibility to create excellent schools. True school reform requires no less than a new civil rights movement, where adults join with young people to ensure an equal education for each and every student.

Intercultural Responsiveness in the Second Language Learning Classroom 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. Offering an opportunity to rethink the norm, this important volume pays particular attention to how race, class, and gender informed their experiences. Revealing the complex dynamics between immigration and Americanization, this engaging volume: shows how the culture of middle-class whiteness at a public high school in Wisconsin excluded and alienated Hmong American students, and how these students responded; focuses on the ways the academic and social experience at school, including peer relationships, extracurricular participation, relationships with teachers, and academic achievement influenced identity construction; makes connections between the experiences of one ethnic group of immigrant youth and the broader issues of race in the United States, showing how schools can better serve immigrant students of colour.

Unraveling the "Model Minority" Stereotype Challenging the current state of public education and teacher preparation, this book argues for a re-imagination of teacher education through a critical feminist and critical education perspective. Offering a rich discussion of the promise and pedagogy
of self-reflexivity and testimonio, which emerges from critical feminism, this book brings together theory and practice in critical feminism, critical education, and testimonio to serve as a platform in which to reconceptualize the philosophy of traditional teacher education, arguing that too many programs prepare teachers who often preserve, rather than challenge, the status quo.

Learning to be Chinese American This two volume encyclopedia set focuses on the full expanse of contemporary Asian American experiences in the United States. Drawing on over two decades of research, it takes an unprecedented look at the major issues confronting the Asian American community as a whole, and the specific ethnic identities within that community -- from established groups such as Chinese, Japanese, and Korean Americans to newer groups such as Cambodian and Hmong Americans. The volumes offer 110 entries on the current state of affairs, controversies, successes, and outlooks for future for Asian Americans. The set is divided into 11 thematic sections including diversity and demographics; education; health; identity; immigrants, refugees, and citizenship; law; media; politics; war; work and economy; youth, family, and the aged. Contributors include leading experts in the fields of Asian American studies, education, public health, political science, law, economics, and psychology.

Why I’m No Longer Talking to White People About Race The twentieth century was a time of unprecedented migration and interaction for Asian, Latin American, and Pacific Islander cultures in the Americas and the American Pacific. Some of these ethnic groups already had historic ties, but technology, migration, and globalization during the twentieth century brought them into even closer contact. Transnational Crossroads explores and triangulates for the first time the interactions and contacts among these three cultural groups that were brought together by the expanding American empire from 1867 to 1950. Through a comparative framework, this volume weaves together
narratives of U.S. and Spanish empire, globalization, resistance, and identity, as well as social, labor, and political movements. Contributors examine multiethnic celebrities and key figures, migratory paths, cultural productions, and social and political formations among these three groups. Engaging multiple disciplines and methodologies, these studies of Asian American, Latin American, and Pacific Islander cultural interactions explode traditional notions of ethnic studies and introduce new approaches to transnational and comparative studies of the Americas and the American Pacific.

Up Against Whiteness What does it mean to be young, American, and white at the dawn of the twenty-first century? By exploring this question and revealing the everyday social processes by which high schoolers define white identities, Pamela Perry offers much-needed insights into the social construction of race and whiteness among youth. Through ethnographic research and in-depth interviews of students in two demographically distinct U.S. high schools—one suburban and predominantly white; the other urban, multiracial, and minority white—Perry shares students’ candor about race and self-identification. By examining the meanings students attached (or didn’t attach) to their social lives and everyday cultural practices, including their taste in music and clothes, she shows that the ways white students defined white identity were not only markedly different between the two schools but were considerably diverse and ambiguous within them as well. Challenging reductionist notions of whiteness and white racism, this study suggests how we might go “beyond whiteness” to new directions in antiracist activism and school reform. Shades of White is emblematic of an emerging second wave of whiteness studies that focuses on the racial identity of whites. It will appeal to scholars and students of anthropology, sociology, and cultural studies, as well as to those involved with high school education and antiracist activities.

Adolescents at School, Third Edition 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.

Youth Cultures, Language, and Literacy The concept and construct of race is often implicitly yet profoundly connected to issues of culture and identity. Meeting an urgent need for empirical and conceptual research that specifically explores critical issues of race, culture, and identities in second language education, the key questions addressed in this groundbreaking volume are these: How are issues of race relevant to second language education? How does whiteness influence students’ and teachers’ sense of self and instructional practices? How do discourses of racialization influence the construction of student identities and subjectivities? How do discourses on race, such as
colorblindness, influence classroom practices, educational interventions, and parental involvement? How can teachers transform the status quo? Each chapter is grounded in theory and provides implications for engaged practice. Topics cover a wide range of themes that emerge from various pedagogical contexts. Authors from diverse racial/ethnic/cultural backgrounds and geopolitical locations include both established and beginning scholars in the field, making the content vibrant and stimulating. Pre-reading Questions and Discussion Questions in each chapter facilitate comprehension and encourage dialogue.

The Dance of Identities Parts one and two of this volume present the theoretical lenses used to study the social contexts of education. These include long-established foundations disciplines such as sociology of education and philosophy of education as well as newer theoretical perspectives such as critical race theory, feminist educational theory, and cultural studies in education. Parts three, four, and five demonstrate how these theoretical lenses are used to examine such phenomena as globalization, media, popular culture, technology, youth culture, and schooling. This groundbreaking volume helps readers understand the history, evolution, and significance of this wide-ranging, often misunderstood, and increasingly important field of study. This book is appropriate as a reference volume not only for scholars in the social foundations of education but also for scholars interested in the cultural contexts of teaching and learning (formal and informal). It is also appropriate as a textbook for graduate-level courses in Social Foundations of Education, School and Society, Educational Policy Studies, Cultural Studies in Education, and Curriculum and Instruction.

White Kids Researchers, higher education administrators, and high school and university students desire a sourcebook like The Model Minority Stereotype: Demystifying Asian American Success. This second edition has updated contents that will assist readers in locating research and literature on
the model minority stereotype. This sourcebook is composed of an annotated bibliography on the stereotype that Asian Americans are successful. Each chapter in The Model Minority Stereotype is thematic and challenges the model minority stereotype. Consisting of a twelfth and updated chapter, this book continues to be the most comprehensive book written on the model minority myth to date.

Professional School Counseling Drawing upon international research, Review of Research in Education, Volume 35 examines the interplay between youth cultures and educational practices. Although the articles describe youth practices across a range of settings, a central theme is how gender, class, race, and national identity mediate both adult perceptions of youth and youths’ experiences of schooling.

Unhooking from Whiteness The Owning Up Curriculum presents a unique and comprehensive approach to preventing youth violence by targeting the root causes of bullying and other forms of social cruelty. It addresses issues such as racism, classism, and homophobia, as well as moral courage, perseverance, and commitment to ethical behavior. Separate sessions for girls and for boys combine group discussions, games, role-playing, and other activities to engage students in understanding the complexities of adolescent social culture.

Racism, Public Schooling, and the Entrenchment of White Supremacy At the time of Obama’s draconian antiimmigrant policies leading to massive deportation of undocumented, poor immigrants of color, there could not be a more timely and important book than this edited volume, which critically examines ways in which immigration, race, class, language, and gender issues intersect and impact the life of many immigrants, including immigrant students. This book documents the journey, many success stories, as well as stories that expose social inequity in schools and U.S.
society. Further, this book examines issues of social inequity and resource gaps shaping the relations between affluent and poorworking class students, including students of color. Authors in this volume also critically unpack antiimmigrant policies leading to the separation of families and children. Equally important, contributors to this book unveil ways and degree to which xenophobia and linguicism have affected immigrants, including immigrant students and faculty of color, in both subtle and overt ways, and the manner in which many have resisted these forms of oppression and affirmed their humanity. Lastly, chapters in this muchneeded and welltimed volume have pointed out the way racism has limited life chances of people of color, including students of color, preventing many of them from fulfilling their potential succeeding in schools and society at large.

Handbook of Research in the Social Foundations of Education Conversations about race can be confusing, contentious, and frightening, particularly for White people. Even just asking questions about race can be scary because we are afraid of what our questions might reveal about our ignorance or bias. Raising Race Questions invites teachers to use inquiry as a way to develop sustained engagement with challenging racial questions and to do so in community so that they learn how common their questions actually are. It lays out both a process for getting to questions that lead to growth and change, as well as a vision for where engagement with race questions might lead. Race questions are not meant to lead us into a quagmire of guilt, discomfort, or isolation. Sustained race inquiry is meant to lead to anti-racist classrooms, positive racial identities, and a restoration of the wholeness of spirit and community that racism undermines. Book Features: Case studies of expert and experienced White teachers who still have questions about race. Approaches for talking about race in the K-12 classroom. Strategies for facilitating race conversations among adults. A variety of different resources useful in the teacher inquiry groups described in the book. Research with teachers, not on teachers, including written responses from each teacher whose
classroom is featured in the book. “In Raising Race Questions Ali Michael is an excavator, determined to dig into every unexplored crevice of White teachers’ experiences with race in order to unearth the complex realities of racism and schooling, and a model of reflective inquiry, willing to lay herself and her assumptions bare in service to the reader’s consciousness and her own. This book grew my consciousness in multiple ways, and that is the greatest gift an author can give me.” —Paul Gorski, founder, EdChange, associate professor, George Mason University “Ali Michael has a gift for getting people talking. This must-read book captures her ‘magic’ and shares useful strategies for teachers and schools working to develop their racial proficiency. As a White teacher engaged in this work, I've watched these tools help educators support one another as they make mistakes, reflect, and grow together.” —Lynn Eckerman, Teacher, Independence Charter School, Philadelphia, PA

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