

Is Everyone Really Equal Sensoy

Case Studies on Diversity and Social Justice Education offers pre- and in-service educators an opportunity to analyze and reflect upon a variety of realistic case studies related to educational equity and social justice. Each case, written in an engaging, narrative style, presents a complex but common classroom scenario in which an inequity or injustice is in play. These cases allow educators to practice the process of considering a range of contextual factors, checking their own biases, and making immediate- and longer-term decisions about how to create and sustain equitable learning environments for all students. The book begins with a seven-point process for examining case studies. Largely lacking from existing case study collections, this framework guides readers through the process of identifying, examining, reflecting on, and taking concrete steps to resolve challenges related to diversity and equity in schools. The cases themselves present everyday examples of the ways in which racism, sexism, homophobia and heterosexism, class inequities, language bias, religious-based oppression, and other equity and diversity concerns affect students, teachers, families, and other members of our school communities. They involve classroom issues that are relevant to all grade levels and all content areas, allowing significant flexibility in how and with whom they are used. Although organized topically, the intersection of these issues are stressed throughout the cases, reflecting the multi-faceted way they play out in real life. All cases conclude with a series of questions to guide discussion and a section of facilitator notes, called points for consideration. This unique feature provides valuable insight for understanding the complexities of each case.

Learn how to define proficiency accurately and differentiate to help all students achieve it. With a focus on mixed-ability classes, the author outlines instructional practices that engage, empower, and motivate students. Using stories, strategies, case histories, and sample documents, he explains how to implement equitable instruction, assessment, grading, and reporting practices for diverse 21st century learners.

“When Barbara Jordan talked, we listened.” –Former President of the United States, Bill Clinton
 Congresswoman Barbara Jordan had a big, bold, confident voice—and she knew how to use it! Learn all about her amazing career in this illuminating and inspiring picture book biography of the lawyer, educator, politician, and civil rights leader. Even as a child growing up in the Fifth Ward of Houston, Texas, Barbara Jordan stood out for her big, bold, booming, crisp, clear, confident voice. It was a voice that made people sit up, stand up, and take notice. So what do you do with a voice like that? Barbara took her voice to places few African American women had been in the 1960s: first law school, then the Texas state senate, then up to the United States congress. Throughout her career, she persevered through adversity to give voice to the voiceless and to fight for civil rights, equality, and justice. New York Times bestselling author Chris Barton and Caldecott Honoree Ekua Holmes deliver a remarkable picture book biography about a woman whose struggles and mission continue to inspire today.

This is the new edition of the award-winning guide to social justice education. Based on the authors’ extensive experience in a range of settings in the United States and Canada, the book addresses the most common stumbling blocks to understanding social justice. This comprehensive resource includes new features such as a chapter on intersectionality and classism; discussion of contemporary activism (Black Lives Matter, Occupy, and Idle No More); material on White Settler societies and colonialism; pedagogical supports related to “common social patterns” and “vocabulary to practice using”; and extensive updates throughout. Accessible to students from high school through graduate school, Is Everyone Really Equal? is a detailed and engaging textbook and professional development resource presenting the key concepts in social justice education. The text includes many user-friendly features, examples, and vignettes to not just define but illustrate the concepts. “Sensoy and DiAngelo masterfully unpack complex concepts in a highly readable and engaging fashion for readers ranging from preservice through experienced classroom teachers. The authors treat readers as intelligent thinkers who are capable of deep reflection and ethical action. I love their comprehensive development of a critical social justice framework, and their blend of conversation, clarity, and research. I heartily recommend this book!” –Christine Sleeter, professor emerita, California State University Monterey Bay

Anti-Racist Educational Leadership and Policy helps educational leaders better comprehend the racial implications and challenges of the current educational policy landscape. Each chapter unpacks a policy issue such as school choice, school closures, standardized testing, discipline, and school funding, and analyzes it through the racialized and market-driven lenses of the current leadership context. Full of real examples, this book equips aspiring school leaders with the skills to question how a policy addresses or fails to address racism, action-oriented strategies to develop anti-racist solutions, and the tools to encourage their school community to promote racial equity. This important book demystifies a complex policy context and prepares current and future teacher leaders, principals, and superintendents to lead their schools towards more equitable practice.

A Brief History of the Education of Dominated Cultures in the United States

The Injustice of Appearance in Life and Law

Expanding Practitioner Knowledge for Racial Justice in Higher Education

Narratives of Identity and Pluralism

How to Be Less Stupid About Race

Unlocking the Magic of Facilitation

Coming of Age in Black and White America: a Memoir

Deculturalization and the Struggle for Equality

This is an up-to-the-moment, engaging, multicultural introduction to education and teaching and the challenges and opportunities they present. Together, the four authors bring a rich blend of theory and practical application to this groundbreaking text. Jeannie Oakes is a leading education researcher and former director of the UCLA teacher education program. Martin Lipton is an education writer and consultant and has taught in public schools for 31 years. Lauren Anderson and Jamy Stillman are former public school teachers, now working as teacher educators. This unique, comprehensive foundational text considers the values and politics that pervade the U.S. education system, explains the roots of conventional thinking about schooling and teaching, asks critical questions about how issues of power and privilege have shaped and continue to shape educational opportunity, and presents powerful examples of real teachers working for equity and justice. Taking the position that a hopeful, democratic future depends on ensuring that all students learn, the text pays particular attention to inequalities associated with race, social class, language, gender, and other social categories and explores teachers role in addressing them. The text provides a research-based and practical treatment of essential topics, and it situates those topics in relation to democratic values; issues of diversity; and cognitive, sociocultural, and constructivist perspectives on learning. The text shows how knowledge of education foundations and history can help teachers understand the organization of today s schools, the content of contemporary curriculum, and the methods of modern teaching. It likewise shows how teachers can use such knowledge when thinking about and responding to headline issues like charter schools, vouchers, standards, testing, and bilingual education, to name just a few. Central to this text is a belief that schools can and must be places of extraordinary educational quality and institutions in the service of social justice. Thus, the authors address head-on tensions between principles of democratic schooling and competition for always-scarce high-quality opportunities. Woven through the text are the voices of a diverse group of teachers, who share their analyses and personal anecdotes concerning what teaching to change the world means and involves. Click Here for Book Website Pedagogical Features: Digging Deeper sections referenced at the end of each chapter and featured online include supplementary readings and resources from scholars and practitioners who are addressing issues raised in the text. Instructor s Manual offers insights about how to teach course content in ways that are consistent with cognitive and sociocultural learning theories, culturally diverse pedagogy, and authentic assessment.New to this Edition: "

This new and expanded edition collects the best articles dealing with race and culture in the classroom that have appeared in Rethinking Schools magazine. With more than 100 pages of new materials, Rethinking Multicultural Education demonstrates a powerful vision of anti-racist, social justice education. Practical, rich in story, and analytically sharp! Book Review 1: “If you are an educator, student, activist, or parent striving for educational equality and liberation, Rethinking Multicultural Education: Teaching for Racial and Cultural Justice will empower and inspire you to make a positive change in your community.” -- Curtis Acosta, Former teacher, Tucson Mexican American Studies Program; Founder, Acosta Latino Learning Partnership Book Review 2: “Rethinking Multicultural Education is both thoughtful and timely. As the nation and our schools become more complex on every dimension—race, ethnicity, class, gender, ability, sexuality, immigrant status—teachers need theory and practice to help guide and inform their curriculum and their pedagogy. This is the resource teachers at every level have been looking for.” -- Gloria Ladson-Billings, Professor & Dept. Chair, Kellner Family Chair in Urban Education, University of Wisconsin-Madison and author of Dreamkeepers: Successful Teachers of African American Children Book Review 3: “Rethinking Multicultural Education is an essential text as we name the schools we deserve, and struggle to bring them to life in classrooms across the land.” -- William Ayers, teacher, activist, award-winning education writer, and Distinguished Professor of Education and Senior University Scholar at the University of Illinois at Chicago (retired)

A unique and irreverent take on everything that’s wrong with our “national conversation about race”—and what to do about it How to Be Less Stupid About Race is your essential guide to breaking through the half-truths and ridiculous misconceptions that have thoroughly corrupted the way race is represented in the classroom, pop culture, media, and politics. Centuries after our nation was founded on genocide, settler colonialism, and slavery, many Americans are kinda-sorta-maybe waking up to the reality that our racial politics are (still) garbage. But in the midst of this reckoning, widespread denial and misunderstandings about race persist, even as white supremacy and racial injustice are more visible than ever before. Combining no-holds-barred social critique, humorous personal anecdotes, and analysis of the latest interdisciplinary scholarship on systemic racism, sociologist Crystal M. Fleming provides a fresh, accessible, and irreverent take on everything that’s wrong with our “national conversation about race.” Drawing upon critical race theory, as well as her own experiences as a queer black millennial college professor and researcher, Fleming unveils how systemic racism exposes us all to racial ignorance—and provides a road map for transforming our knowledge into concrete social change. Searing, sobering, and urgently needed, How to Be Less Stupid About Race is a truth bomb for your racist relative, friend, or boss, and a call to action for everyone who wants to challenge white supremacy and intersectional oppression. If you like Issa Rae, Justin Simien, Angela Davis, and Morgan Jerkins, then this deeply relevant, bold, and incisive book is for you.

Powerful tools for facilitating teachers' professional development and optimizing school improvement efforts! Combining professional learning communities (PLCs) and action research, this step-by-step guide provides coaches, workshop leaders, and staff developers with strategies, activities, and tools to develop inquiry-oriented PLCs. The authors present essential elements of a healthy PLC, case studies of inquiry-based PLCs, and lessons learned for improving coaching practices. Sample projects and reflection prompts will help readers: Organize, assess, and maintain high-functioning, inquiry-oriented PLCs Facilitate the development of study questions Enable PLC members to develop, analyze, and share research results Lead successful renewal and reform efforts

“It can start with a knock on the door one morning. It is the local Indian agent, or the parish priest, or, perhaps, a Mounted Police officer.” So began the school experience of many Indigenous children in Canada for more than a hundred years, and so begins the history of residential schools prepared by the Truth & Reconciliation Commission of Canada (TRC). Between 2008 and 2015, the TRC provided opportunities for individuals, families, and communities to share their experiences of residential schools and released several reports based on 7000 survivor statements and five million documents from government, churches, and schools, as well as a solid grounding in secondary sources. A Knock on the Door, published in collaboration with the National Research Centre for Truth & Reconciliation, gathers material from the several reports the TRC has produced to present the essential history and legacy of residential schools in a concise and accessible package that includes new materials to help inform and contextualize the journey to reconciliation that Canadians are now embarked upon. Survivor and former National Chief of the Assembly First Nations, Phil Fontaine, provides a Foreword, and an Afterword introduces the holdings and opportunities of the National Centre for Truth & Reconciliation, home to the archive of recordings, and documents collected by the TRC. As Aimée Craft writes in the Afterword, knowing the historical backdrop of residential schooling and its legacy is essential to the work of reconciliation. In the past, agents of the Canadian state knocked on the doors of Indigenous families to take the children to school. Now, the Survivors have shared their truths and knocked back. It is time for Canadians to open the door to mutual understanding, respect, and reconciliation.

The Social Justice Movement and Evangelicalism's Looming Catastrophe

Teaching and Learning Toward Social Justice

The Reflective Educator's Guide to Professional Development

The Essential History of Residential Schools from the Truth and Reconciliation Commission of Canada, Edited and Abridged

Addressing Racism in Public Education

Educating People from Privileged Groups, Second Edition

50th Anniversary Edition

Teaching to Change the World

Joel Spring's history of school polices imposed on dominated groups in the United States examines the concept of deculturalization—the use of schools to strip away family languages and cultures and replace them with those of the dominant group. The focus is on the education of dominated groups forced to become citizens in territories conquered by the U.S., including Native Americans, Enslaved Africans, Chinese, Mexicans, Puerto Ricans, and Hawaiians. In 7 concise, thought-provoking chapters, this analysis and documentation of how education is used to change or eliminate linguistic and cultural traditions in the U.S. looks at the educational, legal, and social construction of race and racism in the United States, emphasizing the various meanings of "equality" that have existed from colonial America to the present. Providing a broader perspective for understanding the denial of cultural and linguistic rights in the United States, issues of language, culture, and deculturalization are placed in a global context. The major change in the 8th Edition is a new chapter, "Global Corporate Culture and Separate But Equal," describing how current efforts at deculturalization involve replacing family and personal cultures with a corporate culture to increase worker efficiency. Substantive updates and revisions are made throughout all other chapters

1373 - That's how many miles Veda was from home when she left her impoverished home to attend The Ethel Walker School in 1972. At 15, Veda found herself in a culture shock at an all-girls New England prep school.The culture challenging as Veda interacted with rich white girls and adults she describes as nice white ladies. For three years, she faced difficulties in growing up socially, emotionally, and academically. Throughout her story, Veda juxtaposes her southern upbringing with that of her prep school experience. Her journey prepared her for a life of living with differences and similarities with women of all hues.

Educational bandwagons come and go, but student engagement in learning is an enduring concern. This book shows how an imaginative approach to teaching and learning, one that values and builds upon the way a child understands his or her experiences, can encourage students to become more knowledgeable and creative in their thinking. The author explains how people's imaginations work in five different zones of understanding, and he shows how to use these zones and the journey through them to nurture teachers' and students' imaginations

Drawing on his own experience teaching diverse grades and subjects, Kevin Kumashiro examines aspects of teaching and learning toward social justice, and suggests concrete implications for K-12 teachers and teacher educators.

An eye for an eye, the balance of the scales – for centuries, these and other traditional concepts exemplified the public’s perception of justice. Today, popular culture, including television shows like Law and Order, informs the public’s vision. But do age-old symbols, portrayals in the media, and existing systems truly represent justice in all of its nuanced forms, or do we need to think beyond these notions? The second edition of Social Justice: Theories, Issues, and Movements responds to the need for a comprehensive introduction to these issues. Theories of social justice are presented in an accessible fashion to encourage engagement of students, activists, and scholars with these important lines of inquiry. Issues are analyzed utilizing various theories for furthering engagement in possibilities. Struggles for justice -- from legal cases to on the ground movements -- are presented for historical context and to inform the way forward.

Developing White Racial Literacy

Pedagogy of the Oppressed

Prepped

Confronting Injustice without Compromising Truth

Immigration, Education, and the Politics of Inclusion

Past, Present, Future

The Beauty Bias

12 Questions Christians Should Ask About Social Justice

Written over a period of more than two decades, Colour Matters is a collection of essays that shows how race informs the aspirational pursuits of Black youth in the Greater Toronto Area.

A theatrical testament to individuals living between cultures.

This practical handbook will introduce readers to social justice education, providing tools for developing “critical social justice literacy” and for taking action towards a more just society. Accessible to students from high school through graduate school, this book offers a collection of detailed and engaging explanations of key concepts in social justice education, including critical thinking, socialization, group identity, prejudice, discrimination, oppression, power, privilege, and White supremacy. Based on extensive experience in a range of settings in the United States and Canada, the authors address the most common stumbling blocks to understanding social justice. They provide recognizable examples, scenarios, and vignettes illustrating these concepts. This unique resource has many user-friendly features, including “definition boxes” for key terms, “stop boxes” to remind readers of previously explained ideas, “perspective check boxes” to draw attention to alternative standpoints, a glossary, and a chapter responding to the most common rebuttals encountered when leading discussions on concepts in critical social justice. There are discussion questions and extension activities at the end of each chapter, and an appendix designed to lend pedagogical support to those newer to teaching social justice education. “Sensoy and DiAngelo’s book sings with insight, clarity, and humanity. This is a brilliant primer to help us consider what it means to think critically and to act for justice.” —Bill Bigelow, Curriculum editor, Rethinking Schools magazine “I commend the direction of this book that addresses concepts such as social and institutional power, socialization, and oppression rather than framing social and political inequality as the consequences of behavioral problems and cultural misunderstandings. The approach the authors have taken supports teachers and their students in rethinking the ways in which the problems of inequality have been normalized as everyday practices. The book will help teachers to rethink inequality in systemic terms and to find opportunities for taking action at any moment.” —Carol Schick, Associate Professor, Faculty of Education, University of Regina “The most accessible book on social justice I have ever read! The authors speak truth to power and in language we can all understand. I can’t wait to use this text. The authors demonstrate that important concepts about social justice and political change can be both understandable and engaging. This is a huge contribution to the field.” —Mara Sapon-Shevin, Professor, School of Education, Syracuse University “This timely book offers a reader-friendly, unflinching approach to answering those questions on social justice that people are often afraid to ask. The authors provide clear definitions, recognizable examples, robust counterpoints, and thought-provoking activities. All critical educators need to get this text in the hands of their students.” —Darren E. Lund, Professor, Faculty of Education, University of Calgary Özlem Sensoy is an assistant professor of education at Simon Fraser University, Burnaby BC, Canada. Robin DiAngelo is an assistant professor of education at Westfield State University, Westfield, Massachusetts.

Promoting Diversity and Social Justice provides theories, perspectives, and strategies that are useful for working with adults from privileged groups—those who are in a more powerful position in any given type of oppression. The thoroughly revised edition of this accessible and practical guide offers tools that allow educators to be more reflective and intentional in their work—helping them to consider who they’re working with, what they’re doing, why they’re doing it and how to educate more effectively. New features include: A new chapter, “The Joy of Unlearning Privilege/Oppression,” highlights specific ways people from privileged groups benefit from unlearning privilege/oppression and from creating greater equity. A new chapter, “Allies and Action,” gives focus and guidance on how people from privileged groups can constructively and appropriately be involved in social change efforts. Updated Appendix of additional resources. The theories and approaches discussed can be applied to a range of situations and audiences. This book is an excellent resource for professors, diversity trainers, teachers in classrooms and workshops, counselors, organizers, student affairs personnel, community educators, advocates, group facilitators, and any others involved with educating about diversity and equity.

The Ground Is Moving The death of George Floyd at the hands of police in the summer of 2020 shocked the nation. As riots rocked American cities, Christians affirmed from the pulpit and in social media that “black lives matter” and that racial justice “is a gospel issue.” But what if there is more to the social justice movement than those Christians understand? Even worse: What if they’ve been duped into preaching ideas that actually oppose the Kingdom of God? In this powerful book, Voddie Baucham, a preacher, professor, and cultural apologist, explains the sinister worldview behind the social justice movement and Critical Race Theory—revealing how it already has infiltrated some seminaries, leading to internal denominational conflict, canceled careers, and lost livelihoods. Like a fault line, it threatens American culture in general—and the evangelical church in particular. Whether you’re a layperson who has woken up in a strange new world and wonders how to engage sensitively and effectively in the conversation on race or a pastor who is grappling with a polarized congregation, this book offers the clarity and understanding to either hold your ground or reclaim it.

Rethinking Multicultural Education

What Do You Do with a Voice Like That?

Promoting Diversity and Social Justice

What Does it Mean to be White?

Colour Matters

A Love Letter to Women of Color

Youth Held at the Border

The Story of Extraordinary Congresswoman Barbara Jordan

Illegal. Undocumented. Remedial. DREAMers. All of these labels have been applied to immigrant youth. Using a combination of engaging narrative and rigorous analysis, this bookexplores how immigrant youth are included in, and excluded from, various sectors of American society, including education. Instead of the land of opportunity, immigrant youth often encounter myriad new borders long after their physical journey to the United States is over. With an intimate storytelling style, the author invites readers to rethink assumptions about immigrant youth and what their often liminal positions reveal about the politics of inclusion in America. Book Features: Engaging case studies that capture the lived experiences of immigrant youth, from secondary school and beyond.A cohesive analysis of how immigration law, education, and health intertwine to shape possible life pathways.Descriptions of educational practices that both support and disempower newcomer immigrant students.Recommendations for interrupting day-to-day practices that privilege some and disadvantage others. Lisa (Leigh) Patel is an associate professor of education at Boston College. She has been a journalist, a teacher, and a state-level policymaker. “Over coffee, tears, and laughter, I spent a delightful morning stunned at the beauty of Leigh Patel’s writing and swept up in the pages of Youth Held at the Border, a piercing analysis of how laws move under the skin and penetrate the soul and a tragicomic musical of young people improvising lives at the dangerous intersection of U.S. immigration, criminalization, education, and welfare policies.” —From the Foreword by Michelle Fine, Graduate Center, CUNY “Poignant and insightful. . . . After reading this book it will no longer be possible to use code words like ‘undocumented’ and ‘illegal’ to keep these young people silenced and confined to the shadowy world of fugitives.” —Pedro Noguera, Peter L. Agnew Professor of Education, Steinhardt School of Culture, Education and Development, Executive Director,Metropolitan Center for Urban Education, New York University “Lisa Patel is both ethnographer and poet in telling stories of anguish and desperation, but in the end, stories of hope and survival. All teachers, and anyone who cares about the future of our nation, must read this book.” —Sonia Nieto, Professor Emerita, School of Education, University of Massachusetts “Patel brings into compelling focus and with love young people who are all around us yet not wholly seen. This is an essential read for all educators and for youth, many who will recognize themselves and their peers in her narrative.” —Susan E. Wilcox, SEW Consulting, community and university educator, writer

What does it mean to be white in a society that proclaims yet is deeply divided by race? In the face of pervasive racial inequality and segregation, most whites cannot answer that question. Robin DiAngelo argues that a number of factors make this question difficult for whites miseducation about what racism is; ideologies such as individualism and colorblindness; defensiveness; and a need to protect (rather than expand) our worldviews. These factors contribute to what she terms white racial illiteracy. Speaking as a white person to other white people, Dr. DiAngelo clearly and compellingly takes readers through an analysis of white socialization. She describes how race shapes the lives of white people, explains what makes racism so hard for whites to see, identifies common white racial patterns, and speaks back to popular white narratives that work to deny racism. Written as an accessible introduction to white identity from an anti-racist framework, <What Does It Mean To Be White? is an invaluable resource for members of diversity and anti-racism programs and study groups and students of sociology, psychology, education, and other disciplines.

First published in Portuguese in 1968, Pedagogy of the Oppressed was translated and published in English in 1970. Paulo Freire’s work has helped to empower countless people throughout the world and has taken on special urgency in the United States and Western Europe, where the creation of a permanent underclass among the underprivileged and minorities in cities and urban centers is ongoing. This 50th anniversary edition includes an updated introduction by Donald Macedo, a new afterword by Ira Shor and interviews with Marina Aparicio Barber n, Noam Chomsky, Ram n Flecha, Gustavo Fischman, Ronald David Glass, Valerie Kinloch, Peter Mayo, Peter McLaren and Margo Okazawa-Rey to inspire a new generation of educators, students, and general readers for years to come.

Have you ever been in a training and marveled at how quickly the time flew by? Genuinely enjoyed a meeting you were expecting to dread? Learned something powerful about a topic you thought wouldn’t engage you? Experienced an intimate, vulnerable, transformative moment with a group of total strangers?Then you’ve witnessed the magic of facilitation.Like all magic tricks - though they seem to defy reason when you’re spectating for the first time - once the secrets of facilitation are unveiled to you, you’ll look back with a bland obviousness. Of course that’s how it’s done. In this book, co-authors and social justice facilitators Sam Killemann and Meg Bolger teach you how to perform the favorite tricks they keep up their sleeve. It’s the learning they’ve accumulated from thousands of hours of facilitating, debriefing, challenging, and failing; it’s the lessons from their mentors, channeled through their experience; it’s the magician’s secrets, revealed to the public, because it’s about time folks have the privilege of looking behind the curtain of facilitation and thinking of course that’s how it’s done. This book is highlights 11 key concepts every facilitator should know, that most facilitators don’t even know they should know. They are sometimes-tiny things that show up huge in facilitation. It’s a book for facilitators of all stripes, goals, backgrounds, and settings - and the digestible, enjoyable, actionable lessons would benefit anyone who is responsible for engaging a group of people in learning.

The New York Times best-selling book exploring the counterproductive reactions white people have when their assumptions about race are challenged, and how these reactions maintain racial inequality. In this “vital, necessary, and beautiful book” (Michael Eric Dyson), antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and “allows us to understand racism as a practice not restricted to ‘bad people’ (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.

Teaching for Racial and Cultural Justice

Anti-Racist Educational Leadership and Policy

Learning Through Ceremony

The Guide for White Women Who Teach Black Boys

A Knock on the Door

Visioning Multicultural Education

On Racism, White Supremacy, and the Racial Divide

11 Key Concepts You Didn’t Know You Didn’t Know

“The essays in this book think through and with Deleuzian concepts in the educational field. The resultant encounters between concepts such as multiplicity, becoming, habit and affect and Multiple Literacies Theory exemplify philosophically inspired and productive thinking. ”—Paul Patton, Professor of Philosophy, University of New South Wales

God does not suggest, he commands that we do justice. Social justice is not optional for the Christian. All injustice affects others, so talking about justice that isn’t social is like talking about water that isn’t wet or a square with no right angles. But the Bible’s call to seek justice is not a call to superficial, kneejerk activism. We are not merely commanded to execute justice, but to “truly execute justice.” The God who commands us to seek justice is the same God who commands us to “test everything” and “hold fast to what is good.” Drawing from a diverse range of theologians, sociologists, artists, and activists, Confronting Injustice without Compromising Truth, by Thaddeus Williams, makes the case that we must be discerning if we are to “truly execute justice” as Scripture commands. Not everything called “social justice” today is compatible with a biblical vision of a better world. The Bible offers hopeful and distinctive answers to deep questions of worship, community, salvation, and knowledge that ought to mark a uniquely Christian pursuit of justice. Topics addressed include: Racism Sexuality Socialism Culture War Abortion Tribalism Critical Theory Identity Politics Confronting Injustice without Compromising Truth also brings in unique voices to talk about their experiences with these various social justice issues, including: Michelle-Lee Barnwall Suresh Budhaprithi Eddie Byun Freddie Cardoza Becket Cook Bella Danusiar Monique Duson Ojo Okeye Edwin Ramirez Samuel Sey Neil Shenvi Walt Sobchak In Confronting Injustice without Compromising Truth, Thaddeus Williams transcends our religious and political tribalism and challenges readers to discover what the Bible and the example of Jesus have to teach us about justice. He presents a compelling vision of justice for all God’s image-bearers that offers hopeful answers to life’s biggest questions.

Despite seeming endless debate and public attention given to the issue for several decades, those committed to creating welcoming and engaging campus environments for all students recognize that there is considerably more work to be done, and ask “Why aren’t we there yet, and when will we be done?” While our campuses have evolved from being exclusionary and intolerant, and publicly espouse the objectives of being welcoming, accepting, affirming, and engaging, the data on admissions, retention, and graduation clearly indicate that these goals have not been achieved. The contributors to this book seek to offer new insights to improve student affairs, emphasizing action that recognizes this is a complex and multi-faceted process, and beginning with the assertion that, without recognizing the influences of privilege and inequality, we educators cannot promote truly welcoming environments. This book focuses on guiding individuals and groups through learning how to have difficult conversations that lead us to act to create more just campuses, and provides illustrations of multiple ways to respond to difficult situations. It advocates for engaging in fruitful dialogues regarding differing social identities including race, ethnicity, religion, gender, and sexual orientation, to lead readers through a process that advocates for justice, and for taking personal responsibility for contributing to the solution. The book is framed around the five elements of the process of engaging in difficult conversations that not only advocate for change but also create change: self knowledge, knowledge of and experiences with others, understanding historical and institutional contexts, understanding how to change the status quo, and transformative action.

Empower black boys to dream, believe, achieve Schools that routinely fail Black boys are not extraordinary. In fact, they are all-too ordinary. If we are to succeed in positively shifting outcomes for Black boys and young men, we must first change the way school is “done.” That’s where the eight in ten teachers who are White women fit in . . . and this urgently needed resource is written specifically for them as a way to help them understand, respect and connect with all of their students. So much more than a call to call to action—but that, too!—The Guide for White Women Who Teach Black Boys brings together research, activities, personal stories, and video interviews to help us all embrace the deep realities and thrilling potential of this crucial American task. With Eddie, Ali, and Marguerite as your mentors, you will learn how to: Develop learning environments that help Black boys feel a sense of belonging, nurturance, challenge, and love at school Change school culture so that Black boys can show up in the wholeness of their selves Overcome your unconscious bias and forge authentic connections with your Black male students If you are a teacher who is afraid to talk about race, that’s okay. Fear is a normal human emotion and racial competence is a skill that can be learned. We promise that reading this extraordinary guide will be a life-changing first step forward . . . for both you and the students you serve. About the Authors Dr. Eddie Moore, Jr., has pursued and achieved success in academia, business, diversity, leadership, and community service. In 1996, he started America & MOORE, LLC to provide comprehensive diversity, privilege, and leadership trainings/workshops. Dr. Moore is recognized as one of the nation’s top motivational speakers and educators, especially for his work with students K-16. Dr. Moore is the Founder/Program Director for the White Privilege Conference, one of the top national and international conferences for participants who want to move beyond dialogue and into action around issues of diversity, power, privilege, and leadership. Ali Michael, Ph.D., is the co-founder and director of the Race Institute for K-12 Educators, and the author of Raising Race Questions: Whiteness, Inquiry, and Education, winner of the 2017 Society of Professors of Education Outstanding Book Award. She is co-editor of the bestselling Everyday White People Confront Racial and Social Injustice and sits on the editorial board of the journal, Whiteness and Education. Dr. Michael teaches in the mid-career doctoral program at the University of Pennsylvania’s Graduate School of Education, as well as the Graduate Counseling Program at Arcadia University. Dr. Marguerite W. Penick-Parks currently serves as Chair of Educational Leadership and Policy at the University of Wisconsin, Oshkosh. Her work centers on issues of power, privilege, and oppression in relationship to issues of curriculum with a special emphasis on the incorporation of quality literature in K-12 classrooms. She appears in the movie, “Mirrors of Privilege: Making Whiteness Visible,” by the World Trust Organization. Her most recent work includes a joint article on creating safe spaces for discussing White privilege with preservice teachers.

A practical guide for achieving equitable outcomes From Equity Talk to Equity Walk offers practical guidance on the design and application of campus change strategies for achieving equitable outcomes. Drawing from campus-based research projects sponsored by the Association of American Colleges and Universities and the Center for Urban Education at the University of Southern California, this invaluable resource provides real-world steps that reinforce primary elements for examining equity in student achievement, while challenging educators to specifically focus on racial equity as a critical lens for institutional and systemic change. Colleges and universities have placed greater emphasis on education equity in recent years. Acknowledging the changing realities and increasing demands placed on contemporary postsecondary education, this book meets educators where they are and offers an effective design framework for what it means to move beyond equity being a buzzword in higher education. Central concepts and key points are illustrated through campus examples. This indispensable guide presents academic administrators and staff with advice on building an equity-minded campus culture, aligning strategic priorities and institutional missions to advance equity, understanding equity-minded data analysis, developing campus strategies for making excellence inclusive, and moving from a first-generation equity educator to an equity-minded practitioner. From Equity Talk to Equity Walk: A Guide for Campus-Based Leadership and Practice is a vital wealth of information for college and university presidents and provosts, academic and student affairs professionals, faculty, and practitioners who seek to dismantle institutional barriers that stand in the way of achieving equity, specifically racial equity to achieve equitable outcomes in higher education.

Taking Personal Responsibility for Creating an Inclusive Campus

For Brown Girls with Sharp Edges and Tender Hearts

An Imaginative Approach to Teaching

Social Justice

Coaching Inquiry-Oriented Learning Communities

Case Studies on Diversity and Social Justice Education

Rethinking Popular Culture and Media

Education and Democracy in the 21st Century

"It hurts to be beautiful" has been a cliché for centuries. What has been far less appreciated is how much it hurts not to be beautiful. The Beauty Bias explores our cultural preoccupation with attractiveness, the costs it imposes, and the responses it demands. Beauty may be only skin deep, but the damages associated with its absence go not only promoted, and are assumed less likely to have desirable traits, such as goodness, kindness, and honesty. Three quarters of women consider appearance important to their self image and over a third rank it as the most important factor. Although appearance can be a significant source of pleasure, its price can also be excessive, not only in the annual global investment in appearance totals close to \$200 billion. Many individuals experience stigma, discrimination, and related difficulties, such as eating disorders, depression, and risky dieting and cosmetic procedures. Women bear a vastly disproportionate share of these costs, in part because they face standards more exacting than men. Beauty Bias explores the social, biological, market, and media forces that have contributed to appearance-related problems, as well as feminism’s difficulties in confronting them. The book also reviews why it matters. Appearance-related bias infringes fundamental rights, compromises merit principles, reinforces debilitating stereotypes, and compounds one state and a half dozen localities explicitly prohibit such discrimination. The Beauty Bias provides the first systematic survey of how appearance laws work in practice, and a compelling argument for extending their reach. The book offers case histories of invidious discrimination and a plausible legal and political strategy for addressing the realistic and healthy images of attractiveness, and to reduce the price of their pursuit.

A provocative collection of articles that begins with the idea that the “popular” in classrooms and in the everyday lives of teachers and students is fundamentally political. This anthology includes articles by elementary and secondary public school teachers, scholars and activists who examine how and what popular toys, books, films, music and other cultural artifacts are used in practical pedagogical strategies for educators at every level to engage with the popular.

This influential book describes the knowledge and skills teachers and school administrators need to recognize and combat via and inequity that undermine educational engagement for students experiencing poverty. Featuring important revisions based on newly available research and lessons from the author’s professional development work, this book offers a new perspective on the role of “grit” and deficit perspectives as responses to educational disparities; three updated chapters of research informed, on-the-ground strategies for teaching and leading with equity literacy; and an updated Poverty and Class Awareness Quiz. Written with an engaging conversational style that makes complex concepts accessible, this book will help you identify the subtlest inequities in their classrooms, schools, and districts.

The founder of Latina Rebels and a “Latinx Activist You Should Know”(Teen Vogue) arms women of color with the tools and knowledge they need to find success on their own terms For generations, Brown girls have had to push against powerful forces of sexism, racism, and classism, often feeling alone in the struggle. By founding Latina Rebels, a community of young women of color, she has shown that it is possible to be a successful professional and a powerful activist. In this book, she shares her own story and offers practical advice on how to navigate these challenges and find your voice. This is a must-read for all young women of color who want to make a difference in the world.

to help women fight together. In *For Brown Girls with Sharp Edges and Tender Hearts*, she offers wisdom and a liberating path forward for all women of color. She crafts powerful ways to address the challenges Brown girls face, from imposter syndrome to colorism. She empowers women to decolonize their worldview, and defy “universal” women of color toward a sense of pride and sisterhood and offers essential tools to energize a movement. May it spark a fire within you.

This is the new edition of the award-winning guide to social justice education. Accessible to students from high school through graduate school, this comprehensive resource includes many new features such as discussion of contemporary activism. The text includes many user-friendly features, examples, and vignettes to not just define but to help women fight together. In *For Brown Girls with Sharp Edges and Tender Hearts*, she offers wisdom and a liberating path forward for all women of color. She crafts powerful ways to address the challenges Brown girls face, from imposter syndrome to colorism. She empowers women to decolonize their worldview, and defy “universal” women of color toward a sense of pride and sisterhood and offers essential tools to energize a movement. May it spark a fire within you.

Is Everyone Really Equal?
Against Common Sense
Strategies for Erasing the Opportunity Gap, Second Edition
Muslim Voices in School
Redefining Fair
The Arts and the Creation of Mind

Undesirable Elements

In 1884, the Canadian government enacted a ban on the potlatch, the foundational ceremony of the Haida people. The tradition, which determined social structure, transmitted cultural knowledge, and redistributed wealth, was seen as a cultural impediment to the government’s aim of assimilation. The tradition did not die, however; the knowledge of the ceremony was kept alive by the Elders through other events until the ban was lifted. In 1969, a potlatch was held. The occasion: the raising of a totem pole carved by Robert Davidson, the first the community had seen in close to 80 years. From then on, the community publicly reclaimed, from the Elders who remained to share it, the knowledge that has almost been lost. Sara Florence Davidson, Robert’s daughter, would become an educator. Over the course of her own education, she came to see how the traditions of the Haida practiced by her father—holistic, built on relationships, practical, and continuous—could be integrated into contemporary educational practices. From this realization came the roots for this book.

White Fatigue: Rethinking Resistance for Social Justice explores how, despite the pleas and research of critical scholars, what passes for multicultural education in schools is often promotion of human relations and tolerance rather than a sustained critical examination of how race and racism shape social, political, economic, and educational opportunities for various groups, both historically and currently. Simultaneously, our nation's social mores have changed over time and millions of White Americans find racism morally reprehensible. This book illustrates that despite that shift, it is not uncommon to experience White Americans--in classrooms and other spaces--struggling to understand how racism functions. This struggle is often talked about as White resistance, White guilt, and White fragility. White fatigue is an idea that helps explain and differentiate this struggle for better understanding among White folks who feel racism is wrong but do not yet have an understanding of how racism functions. *White Fatigue: Rethinking Resistance for Social Justice* ultimately argues that if we are to advance our national conversation on race, educators must be willing to define reactions to conversations about race with more nuances, lest we alienate potential allies, accomplices, and leaders in the fight against racial injustice.

Is Everyone Really Equal?An Introduction to Key Concepts in Social Justice Education, Second EditionTeachers College Press

Organized by the National Association of Multicultural Education (NAME), this volume explores the organic relationship between the past, present, and future of the discipline. In particular, the book addresses the various forms of recent social upheaval, from educational inequities and growing economic divides to extreme ideological differences and immigration conflicts. Written by a group of eminent and emerging scholars, chapters draw lessons from the past two decades and celebrate present accomplishments in order to ambition a better future through multicultural education.

"Educational philosopher Nel Noddings draws on John Dewey's foundational work to reimagine education's aims and curriculum for the 21st century. Noddings looks at education as a multi-aim enterprise in which schools must address needs in all three domains of life: home and family, occupational, and civic. She raises critical questions about the current enthusiasm for standardization, the search for 'one-best-way' solutions, and the practice of maintaining a sharp separation between the disciplines. Comprehensive in its scope, chapters examine the liberal arts curriculum, vocational education, restructuring secondary school, extracurricular activities, national and global citizenship, critical thinking, and moral education."--Back cover.

Theories, Issues, and Movements (Revised and Expanded Edition)

Reaching and Teaching Students in Poverty

Essays on the Experiences, Education, and Pursuits of Black Youth

Potlatch as Pedagogy

An Introduction to Key Concepts in Social Justice Education

Fault Lines

Why It's So Hard for White People to Talk About Racism

How to Plan, Assess, and Grade for Excellence in Mixed-Ability Classrooms

Learning in and through the visual arts can develop complex and subtle aspects of the mind. Reviews in: *Journal of aesthetic education*. 38(2004)4(Winter. 71-98), available M05-194.

An Introduction to Key Concepts in Social Justice Education, Second Edition

Rethinking Resistance for Social Justice

White Fragility

From Equity Talk to Equity Walk

White Fatigue

Real People, Real Lives, Real Theater

Why Aren't We There Yet?