

Becoming And Unbecoming White Owning And Disowning A Racial Identity Critical Studies In Education Culture By Clark Christine Odonnell James 1999 Paperback

White males, 100 million strong, constitute approximately 35 percent of the U.S. population, a percentage that declines slightly each year. They matter very much to discussions of race, ethnicity, and gender in the US due to their numbers and the enormous influence they have wielded—and continue to wield. In this highly original and readable work, Dominic Pulera offers the broadest and most balanced treatment of the white male experience in America to date. He contends that virtually all white males are sharing the American dream with women and people of color, in response to the nation's changing demographics and the multicultural mindset that informs policies and attitudes in our nation. Some white males are sharing the dream voluntarily; others are doing so involuntarily. The author also explores the heterogeneity of white male America, taking into account such factors as age, ethnicity, ideology, social class, regional background, occupational status, and sexual orientation. This timely work relies on a broad range of sources, including extensive field research and hundreds of interviews along with the best primary and secondary sources available. It includes original historical treatments, discussion of contemporary dynamics, and comparative material that takes into account the experiences of peoples in other countries. In doing so, Pulera places white males in the context of America's ongoing transition from a predominantly white country to one where people of color are increasingly numerous and consequently becoming more visible. Dominic J. Pulera is an independent scholar who lectures and writes about issues related to race, ethnicity, and gender. In the wake of his first book, *Visible Differences: Why Race Will Matter to Americans in the Twenty-First Century*, he spoke at 13 universities on 4 continents and appeared on a one-hour segment of Book TV (C-Span). He has been a frequent guest on radio and television programs in Atlanta, Baltimore, Chicago, Detroit, Los Angeles, Philadelphia, and Washington, D.C.

This book examines experiences and implications of 'against-the-grain' school choices, where white middle class families choose ordinary and 'low performing' secondary schools for their children. It offers a unique view of identity formation, taking in matters like family history, locality and whiteness.

Of all mankind's vices, racism is one of the most pervasive and stubborn. Success in overcoming racism has been achieved from time to time, but victories have been limited thus far because mankind has focused on personal economic gain or power grabs ignoring generosity of the soul. This bibliography brings together the literature providing access by subject groupings as well as author and subject indexes. Contents: Racial Attitudes; Racism and Poverty; Hate Groups; Racial Justice; Racism and Politics; Race Discrimination; Racial Identity; Racism Around the World.

Multiculturalism and Diversity focuses on the ways in which history and identity inform each other, and examines the politics of culture as well as the politics of cultural identities within the U.S. Illustrates the basic proposition that each of us is a unique multicultural human being and that culture affects individual self-definition, experience, behavior, and social interaction Moves from early simple definitions of multiculturalism to more complex understandings focused on culture as learned, teachable (shared), and fluid Uses a critical approach to the study of culture and personal identity that is informed by historical and social factors and an appreciation of their interaction Examines the various cultural threads within the mosaic of a person's multicultural self such as sexual identity, gender, social class, and ethnicity

White privilege is viewed by many as a birthright and is in essence an existentialist norm that is based upon the power and privilege of pigmentation. Because it is the norm for the white race, this privilege is virtually invisible, but its racist byproducts are not. It becomes common for white to believe falsely that their privilege was earned by hard work and intellectual superiority; it becomes the center of their worldview. The reality is that when they defend their pigmentary privilege, what they are really saying is that peoples of color have earned their disadvantage. This volume focuses on facilitating our understanding of the conceptual correlation between white privilege and racism and how these intertwined threads are manifested in selected areas of adult and continuing education practice. Chapters include: White Racist Ideology and the Myth of a Postracial Society The Nature of White Privilege in the Teaching and Training of Adults Racism and White Privilege in Adult Education Graduate Programs: Admissions, Retention, and Curricula Whiteness at Work in Vocational Training in Australia White Privilege in Human Resource Development Immigration, Racial Profiling, and White Privilege: Community-Based Challenges and Practices for Adult Educators A Living Spiral of Understanding: Community-Based Adult Education The Intersections of White Privilege and Racism: Moving Forward Together the contributors have assembled a volume to ignite the much-needed discussion of linkages between the white racist ideology, white privilege, and white attitudes and behaviors behind that racism. This is the 125th volume of the Jossey-Bass higher education quarterly report series *New Directions for Adult and Continuing Education*. Noted for its depth of coverage, *New Directions for Adult and Continuing Education* is an indispensable series that explores issues of common interest to instructors, administrators, counselors, and policymakers in a broad range of adult and continuing education settings, such as colleges and universities, extension programs, businesses, libraries, and museums.

White Self-Criticality beyond Anti-racism powerfully emphasizes the significance of humility, vulnerability, anxiety, questions of complicity, and how being a “good white” is implicated in racial injustice. This collection sets a new precedent for critical race scholarship and critical whiteness studies to take into consideration what it means specifically to be a white problem rather than simply restrict scholarship to the problem of white privilege and white normative invisibility. Ultimately, the text challenges the contemporary rhetoric of a color-blind or color-evasive world in a discourse that is critically engaging and sophisticated, accessible, and persuasive.

Foundations. Introduction -- Constructing categories of difference -- Minorities, meaning, and mass media -- Articulations of difference -- The articulation of difference. Country music and redneck woman -- The construction of Arabs as enemies -- Perpetuation of the hot Latina stereotype in *Desperate Housewives* -- Commodified racism : brand images of Native Americans -- The pornographic gaze in mainstream American magazine and fashion advertising -- Women, lipstick, and self-presentation -- *Sun also rises* : Stereotypes of the Asian/American woman on *Lost* -- Coon songs : the Black male stereotype in popular American sheet music (1850-1920) -- Homosexuality and horror : the lesbian vampire film -- Television news coverage of "Day without an immigrant."

For a free 30-day online trial to this title, visit www.sagepub.com/freetrial The study of curriculum, beginning in the early 20th century, first served the areas of school administration and teaching and was used to design and develop programs of study. The field subsequently expanded and drew upon disciplines from the arts, humanities, and social sciences to examine larger educational forces and their effects upon the individual, society, and conceptions of knowledge. Curriculum studies now embraces an array of academic scholarship in relation to personal and institutional needs and interests while it also focuses upon a diverse and complex dynamic among educational experiences, practices, settings, actions, and theories. The *Encyclopedia of Curriculum Studies* provides a comprehensive introduction to the academic field of curriculum studies for the scholar, student, teacher, and administrator. This two-volume set serves to inform and to introduce terms, events, documents, biographies, and concepts to assist the reader in understanding aspects of this rapidly changing, expansive, and contested field of study. Key Features Displays different perspectives by having authors contribute independent essays on the nature and future of curriculum studies Presents a unique and in-depth treatment of the *Twenty-Sixth Yearbook of the National Society for the Study of Education (NSSE)*, a 1927 publication that has taken on legendary dimensions for the field of curriculum studies Contains bibliographic entries which feature specific publications by curriculum leaders that helped to define the field Helps readers to learn unfamiliar terms and concepts, to become more comfortable with specialized phrases, and to understand the many significant and perplexing concepts and questions that characterize the field Key Themes Biography and Prosopography Concepts and Terms Content Descriptions Influences on Curriculum Studies Inquiry and Research Nature of Curriculum Studies Organizations, Schools, and Projects Publications Theoretical Perspectives Types of Curricula The *Encyclopedia of Curriculum Studies* offers the careful reader a surprisingly revealing depiction of the conventions, mores, and accepted research and writing practices of the field of curriculum studies as it continues to expand and change. Availability in print and electronic formats provides students with convenient, easy access, wherever they may be. This is a remarkable set of linked essays on the African American male experience. Alexander picks a number of settings that highlight Black male interaction, sexuality, and identity—the student-teacher interaction, the black barbershop, drag queen performances, the funeral eulogy. From these he builds a theory of Black masculine identity using auto-ethnography and ideas of performance as his base.

How multiracial people identify themselves can have a big impact on their positions in family, community & society. This volume examines the multiracial experience in the US.

In this highly original and much-needed book, Clare Land interrogates the often fraught endeavours of activists from colonial backgrounds seeking to be politically supportive of Indigenous struggles. Blending key theoretical and practical questions, Land argues that the predominant impulses which drive middle-class settler activists to support Indigenous people cannot lead to successful alliances and meaningful social change unless they are significantly transformed through a process of both public political action and critical self-reflection. Based on a wealth of in-depth, original research, and focussing in particular on Australia, where – despite strident challenges – the vestiges of British law and cultural power have restrained the nation's emergence out of colonizing dynamics, *Decolonizing Solidarity* provides a vital resource for those involved in Indigenous activism and scholarship.

Racism and ignorance churn on college campuses as surely as they do in society at large. Over the past fifteen years there have been many discussions regarding racism and higher education. Some of these focus on formal policies and dynamics such as Affirmative Action or The Dream Act, while many more discussions are happening in classrooms, dorm rooms and in campus communities. Of course, corollary to these conversations, some of which are generative and some of which are degenerative, is a deafening silence around how individuals and institutions can actually understand, engage and change issues related to racism in higher education. This lack of dialogue and action speaks volumes about individuals and organizations, and suggests a complicit acceptance, tolerance or even support for institutional and individual racism. There is much work to be done if we are to improve the situation around race and race relation in institutions of higher education. There is still much work to be done in unpacking and addressing the educational realities of those who are economically, socially, and politically underserved and oppressed by implicit and overt racism. These realities manifest in ways such as lack of access to and within higher education, in equitable outcomes and in a disparity of the quality of education as a student matriculates through the system. While there are occasional diversity and inclusion efforts made in higher education, institutions still largely address them as quotas, and not as paradigmatic changes. This focus on “counting toward equity rather” than “creating a culture of equity” is basically a form of white privilege that allows administrators and policymakers to show incremental “progress” and avoid more substantive action toward real equity that changes the culture(s) of institutions with longstanding racial histories that marginalize some and privilege others. Issues in higher education are still raced from white perspectives and suffer from a view that race and racism occur in a vacuum. Some literature suggests that racism begins very early in the student experience and continues all the way to college (Berlak & Moyenda). This mis-education, mislabeling and mistreatment based on race often develops as early as five to ten years old and “follows” them to postgraduate education and beyond.

White multicultural educators and activists have undergone a process of transformation as they move from a racist to an anti-racist consciousness. Through detailing their life experiences and significant "racial experiences," the authors identify and discuss the constitutive events that have affected their racial consciousness. In addition to the description of these "racial experiences," the authors discuss the impact that these experiences have on their pedagogy of multicultural education.

As educators, how do we challenge and interrupt the social construction of whiteness in ourselves, in the classroom, in schools, and in the wider society? Coming from diverse backgrounds, the contributors in this volume draw on their own well-examined experiences of race, racism, and whiteness in developing effective antiracist pedagogies and classroom activities that interrupt and contest whiteness. They have explored their own lives from the selective position of their own memories and have traced the ways in which their assumptions - which they use to mediate

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and interpret the world around them - have been constituted by public ideological forces. They have collaborated with others in building alternative pedagogies and support systems, enabling them to teach, and at the same time, reflect on the assumptions behind and the effects of their teaching. The result is the work collected here.

Through qualitative analysis of individuals, Kathleen J. Fitzgerald studies the social construction of racial and ethnic identity in *Beyond White Ethnicity*. Fitzgerald focuses on Native Americans, who despite a previously unacknowledged and uncelebrated background, are embracing and reclaiming their heritage in their everyday lives. Focusing on the purpose, process, and problems of this reclamation, Fitzgerald's research provides an understanding of these issues. She also exposes how institutional power relations are racialized and how race is a social and political construction, and she helps us understand larger cultural transformations. This insightful collection of research sparks the interest of those who study sociology, anthropology, and cultural studies.

Off-White Hollywood investigates how the 'ethnicity' of white European-American actresses has played a key role in the mythology of American identity and nation building. *Negra* focuses on key stars of the silent - Colleen Moore and Pola Negri - classical - Sonja Henie and Hedy Lamarr - and post-classical eras - Marisa Tomei and Cher - to demonstrate how each star illuminates aspects of ethnicity, gender, consumerism, and class at work in American culture.

This book is the first of four edited volumes designed to reconceptualize teaching and learning in higher education through a critical lens, with this inaugural publication focusing on the fundamentals behind the experience. Chapter authors explore recent research on the cognitive science behind teaching and learning, dispel myths on the process, and provide updates to the application of traditional learning theories within the modern, diverse university. Through reviews of fundamental theories of teaching and learning, together with specific classroom practices, this volume applies social justice principles that have been traditionally seen as belonging to K-12 or adult education to higher education.

In *Making a Difference*, students of color relate their first-hand experiences with educational systems and campus living conditions. Their narratives provide an insider perspective useful to anyone working on diversity issues who is trying to improve institutional culture and policy. The contextualizing essays following the student narratives are written by academics and student affairs professionals who draw links between issues of institutional access, recruitment and retention of students and faculty of color, curriculum changes, teaching strategies—especially for teaching whiteness and racial identity formation, campus climate, and the relation between an individual institution's history of dealing with race to developments in public policy.

This volume uses a critical theory framework to document, as institutional case studies, the experiences of equity/diversity scholar-practitioners in higher education across the United States in their efforts to negotiate, survive, and thrive in their roles and related work.

What does it mean to be white? This remains the question at large in the continued effort to examine how white racial identity is constructed and how systems of white privilege operate in everyday life. *White Out* brings together the original work of leading scholars across the disciplines of sociology, philosophy, history, and anthropology to give readers an important and cutting-edge study of "whiteness".

This is a riveting book that contains a compilation of powerful essays that cogently argue why multicultural education is important for educational leaders. Using a critical multicultural framework the contributors of this powerful book highlight the varying ways racism finds its way into schools.

Racial discrimination embodies inequality, exclusion, and injustice and as such has no place in a democratic society. And yet racial matters pervade nearly every aspect of American life, influencing where we live, what schools we attend, the friends we make, the votes we cast, the opportunities we enjoy, and even the television shows we watch. Joel Olson contends that, given the history of slavery and segregation in the United States, American citizenship is a form of racial privilege in which whites are equal to each other but superior to everyone else. In Olson's analysis we see how the tension in this equation produces a passive form of democracy that discourages extensive participation in politics because it treats citizenship as an identity to possess rather than as a source of empowerment. Olson traces this tension and its disenfranchising effects from the colonial era to our own, demonstrating how, after the civil rights movement, whiteness has become less a form of standing and more a norm that cements white advantages in the ordinary operations of modern society. To break this pattern, Olson suggests an "abolitionist-democratic" political theory that makes the fight against racial discrimination a prerequisite for expanding democratic participation.

Following the deaths of Trayvon Martin and other black youths in recent years, students on campuses across America have joined professors and activists in calling for justice and increased awareness that Black Lives Matter. In this second edition of his trenchant and provocative book, George Yancy offers students the theoretical framework they crave for understanding the violence perpetrated against the Black body. Drawing from the lives of Ossie Davis, Frantz Fanon, Malcolm X, and W. E. B. Du Bois, as well as his own experience, and fully updated to account for what has transpired since the rise of the Black Lives Matter movement, Yancy provides an invaluable resource for students and teachers of courses in African American Studies, African American History, Philosophy of Race, and anyone else who wishes to examine what it means to be Black in America.

Fueled largely by significant increases in the Latino population, the racial, ethnic, and linguistic texture of the United States is changing rapidly. Nowhere is this 'Latinisation' of America more evident than in schools. The dramatic population growth among Latinos in the United States has not been accompanied by gains in academic achievement. Estimates suggest that approximately half of Latino students fail to complete high school, and few enroll in and complete college. *The Latinization of U.S. Schools* centres on the voices of Latino youth. It examines how the students themselves make meaning of the policies and practices within schools. The student voices expose an inequitable opportunity structure that results in depressed academic performance for many Latino youth. Each chapter concludes with empirically based recommendations for educators seeking to improve their practice with Latino youth, stemming from a multiyear participatory action research project conducted by Irizarry and the student contributors to the text.

Talking Affirmative Action takes a fresh look at race-conscious admissions policies, offering an exceptionally vivid, grass-roots rendering of how whites on both sides of the issue come to terms with the ethical and political dilemmas these policies pose, especially in the context of high-stakes competitions for places in graduate professional schools. The book is based on in-depth interviews of undergraduate men attending an inner-city, public university that has always drawn an especially diverse mix of students with respect to economic background as well as race and ethnicity. Those men's arguments for and against quotas and targets, expanded criteria, and 'prime-the-pump' programming or outreach are explored in relation to several larger questions: What precisely do we mean by 'merit,' and what's the best way to measure it? Just how important, really, is ethnic diversity, either in the classroom or among top-level professionals and executives? How distinctive is the history of discrimination against blacks and Latinos, and to what extent can this explain present-day inequalities? How much equality of opportunity is enough, and how far must white America go to ensure it? In a nuanced analysis of how advocates' and opponents' perspectives on these issues diverge and overlap, the author challenges the

widespread assumption that opposition to race-conscious policies is simply an expression of racism—as well as the allegation that champions of these and other liberal policies have simply forsworn 'traditional values.' Resistance, endorsement, and ambivalence are traced instead to the paradoxical dictates of a common ethos, with respect to both individual autonomy and communal accountability. The book concludes with some provocative commentary on the future of affirmative action in the wake of the Supreme Court's 2003 decisions in favor of 'holistic assessment.'

Crossing Lines addresses the issues of race and mixed race at the turn of the 21st century. Representing multiple academic disciplines, the volume invites readers to consider the many ways that identity, community, and collectivity are formed, while addressing the challenges that multiracial identity poses to our understanding of race and ethnicity.

Presents the key experiences of a diverse group of teachers and students in their journeys of becoming social justice educator/scholars. This innovative book is a collection of autoethnographies by a diverse group of contributors who describe and theorize about the critical moments in their development as social justice educator/scholars in the face of colonizing forces. Using a rhizomatic approach, the editors' meta-analysis identifies patterns of similarity and differences and theorizes about the exercise of agency in resistance and identity formation. In our increasingly diverse society, *Becoming Critical* is a wonderful resource for teacher education and sociology of education as it presents an alternative methodological approach for qualitative inquiry. The book contributes to students' understanding of the development of critical theories—especially as they pertain to identities. The contributors make use of the work of critical scholars such as Collins, hooks, Weber, Foucault, and others relevant to the lives of students and educators today.

Student Engagement in Higher Education fills a longstanding void in the higher education and student affairs literature. In the fully revised and updated edition of this important volume, the editors and chapter contributors explore how diverse populations of students experience college differently and encounter group-specific barriers to success. Informed by relevant theories, each chapter focuses on engaging a different student population, including: low-income students, students of color, international students, students with disabilities, LGBT students, religious minority students, student-athletes, homeless students, transfer students, commuter and part-time students, adult learners, student veterans, and graduate students. The forward-thinking, practical strategies offered throughout the book are based on research and the collected professional wisdom of experienced educators and scholars at two-year and four-year institutions of higher education. Current and future faculty, administrators, and student affairs staff will undoubtedly find this book complete with fresh ideas to reverse troubling engagement trends among various college student populations.

Whiteness, Pedagogy, Performance is unique in bringing together these three important topics in the context of communication teaching and scholarship with an eye toward interdisciplinary perspectives. In fourteen chapters, the leading whiteness scholars in the field of communication analyze the process of teaching and learning and the complicated intersections of whiteness, racial identity, and cross-racial dialogue. Toward these ends, these essays offer a variety of theoretical and practical approaches to the analysis of identity construction, racial privilege, and pedagogies toward equality and social justice. Above all, for teachers, students, and anyone interested in these issues, this book is a challenge to re-think the ways our curricula, texts, disciplinary boundaries, and moreover, how our interactions and performances re-inscribe racial privileges. Chapters provide innovative and accessible analyses of teaching and learning that will appeal to students, teachers, administrators, and anyone interested in how race works.

The second edition of this source book contains essays and annotations on a number of issues related to multicultural education. The authors define multicultural education as a process-oriented creation of learning experiences that foster an awareness of, respect for, and enjoyment of the diversity of our society and world. Inherent in this definition of multicultural education is a commitment to create a more just and equitable society for all people. This book, then, offers suggestions relevant to the teaching of all children, all teaching and curricular decisions, and every aspect of educational policy.

In 2013, the International Indigenous Voices in Social Work Conference was held in Winnipeg, Canada, with Indigenous and non-Indigenous participants from all over the world. This book is a collaboration of works stemming from this conference, and reflects the conference's theme of Indigenous Knowledges: resurgence, implementation and collaboration. As Indigenous scholars and practitioners and non-Indigenous allies, the contributors here see the importance of Indigenous Knowledges for social work and related professions. Furthermore, they recognize that the colonial structures that are in place throughout the globe can only be dismantled through reliance on Indigenous knowledges and practices. This book makes a leading and impactful contribution to these anti-colonial and Indigenist efforts.

This book problematizes the ways in which the discourses of colorblindness and post-raciality are articulated in the age of Obama. Pinder debunks the myth that race does not matter and reconsiders the presumptive hegemony of whiteness through the dialectics of visibility and invisibility of race.

Curriculum and Teaching Dialogue is a peer-reviewed journal sponsored by the American Association for Teaching and Curriculum. The purpose of the journal is to promote the scholarly study of teaching and curriculum. The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings. The journal is published annually in two volumes and includes traditional research papers, conceptual essays, as well as research outtakes and book reviews. Publication in CTD is always free to authors.

Today, no institution can ignore the need for deep conversations about race and ethnicity. But colleges and universities face a unique set of challenges as they explore these topics. *Diversity Matters* offers leaders a roadmap as they think through how their campuses can serve all students well. Five Key Sections Campus Case Studies: Transforming Institutions with a Commitment to Diversity Why We Stayed: Lessons in Resiliency and Leadership from Long-Term CCCU Diversity Professionals Voices of Our Friends: Speaking for Themselves Curricular/Cocurricular Initiatives to Enhance Diversity Awareness and Action Autoethnographies: Emerging Leaders and Career Stages Each chapter

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in Diversity Matters includes important discussion questions for administration, faculty, and staff.

This work is the first to examine the educational philosophy of Elijah Muhammad, the patriarch of the Nation of Islam and a pivotal leader in America's history.

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