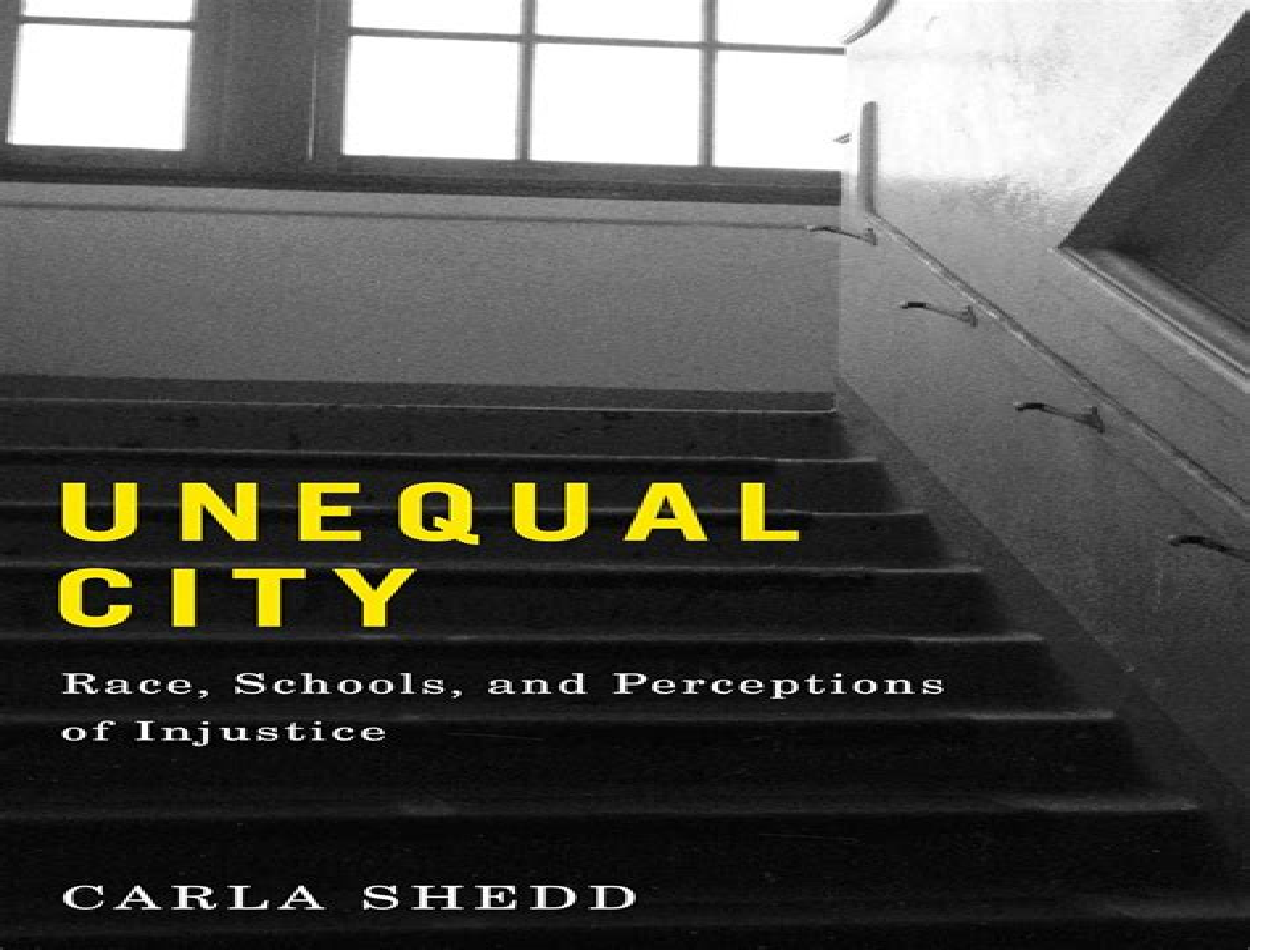




UNEQUAL CITY

Race, Schools, and Perceptions
of Injustice

CARLA SHEDD

Unequal City Race Schools And Perceptions Of Injustice

H. Richard Milner IV, Kofi Lomotey



Unequal City Race Schools And Perceptions Of Injustice:

Unequal City Carla Shedd, 2015-10-20 Chicago has long struggled with racial residential segregation high rates of poverty and deepening class stratification and it can be a challenging place for adolescents to grow up Unequal City examines the ways in which Chicago's most vulnerable residents navigate their neighborhoods life opportunities and encounters with the law In this pioneering analysis of the intersection of race place and opportunity sociologist and criminal justice expert Carla Shedd illuminates how schools either reinforce or ameliorate the social inequalities that shape the worlds of these adolescents Shedd draws from an array of data and in depth interviews with Chicago youth to offer new insight into this understudied group Focusing on four public high schools with differing student bodies Shedd reveals how the predominantly low income African American students at one school encounter obstacles their more affluent white counterparts on the other side of the city do not face Teens often travel long distances to attend school which due to Chicago's segregated and highly unequal neighborhoods can involve crossing class race and gang lines As Shedd explains the disadvantaged teens who traverse these boundaries daily develop a keen perception of injustice or the recognition that their economic and educational opportunities are restricted by their place in the social hierarchy Adolescents worldviews are also influenced by encounters with law enforcement while traveling to school and during school hours Shedd tracks the rise of metal detectors surveillance cameras and pat downs at certain Chicago schools Along with police procedures like stop and frisk these prison like practices lead to distrust of authority and feelings of powerlessness among the adolescents who experience mistreatment either firsthand or vicariously Shedd finds that the racial composition of the student body profoundly shapes students perceptions of injustice The more diverse a school is the more likely its students of color will recognize whether they are subject to discriminatory treatment By contrast African American and Hispanic youth whose schools and neighborhoods are both highly segregated and highly policed are less likely to understand their individual and group disadvantage due to their lack of exposure to youth of differing backgrounds

Racial Reconciliation and the Healing of a Nation Austin Sarat, Charles J. Ogletree, 2017-10-24 The work at hand for bridging the racial divide in the United States From Baltimore and Ferguson to Flint and Charleston the dream of a post racial era in America has run up against the continuing reality of racial antagonism Current debates about affirmative action multiculturalism and racial hate speech reveal persistent uncertainty and ambivalence about the place and meaning of race and especially the black white divide in American culture They also suggest that the work of racial reconciliation remains incomplete Racial Reconciliation and the Healing of a Nation seeks to assess where we are in that work examining sources of continuing racial antagonism among blacks and whites It also highlights strategies that promise to promote racial reconciliation in the future Rather than revisit arguments about the importance of integration assimilation and reparations the contributors explore previously unconsidered perspectives on reconciliation between blacks and whites Chapters connect identity politics the rhetoric of race

and difference the work of institutions and actors in those institutions and structural inequities in the lives of blacks and whites to our thinking about tolerance and respect Going beyond an assessment of the capacity of law to facilitate racial reconciliation *Racial Reconciliation and the Healing of a Nation* challenges readers to examine social political cultural and psychological issues that fuel racial antagonism as well as the factors that might facilitate racial reconciliation

City Schools and the American Dream 2 Pedro A. Noguera, Esa Syeed, 2020 Over a decade ago the first edition of *City Schools and the American Dream* debuted just as reformers were gearing up to make sweeping changes in urban education Despite the rhetoric and many reform initiatives urban schools continue to struggle under the weight of serious challenges What went wrong and is there hope for future change More than a new edition this sequel to the original bestseller has been substantially revised to include insights from new research recent demographic trends and emerging political realities In addition to surveying the various limitations that urban schools face the book also highlights programs communities and schools that are making good on public education's promise of equity With renewed commitment and sense of urgency this new edition provides a clear eyed vision of what it will take to ensure the success of city schools and their students City schools continue to play one of the most important roles in our quest to restore democracy This is a must read again Gloria Ladson Billings University of Wisconsin Madison The authors provide concrete examples of innovative strategies and practices employed by urban schools that are succeeding against all odds Betty A Rosa chancellor New York State Board of Regents This is the book every teacher parent policymaker and engaged citizen should read Marcelo M Suarez Orozco UCLA

School Bullying Anthony A. Peguero, Jun Sung Hong, 2020-12-21 This book examines the associated experiences of school bullying and violence among vulnerable and marginalized youth It discusses the effects of diversity and disparities in youth's experiences with bullying Among these are socioeconomic and social status family cohesion and interactions sex sexual orientation gender identity and gender expression race ethnicity immigration religion and disabilities and special health needs The book describes the ways in which a social ecological framework can inform the problem and address school bullying It addresses not only individual intrapersonal and environmental factors of bullying but also discusses distal level factors and conditions that are specifically relevant to youth e.g. culture and law In addition this volume contextualizes relevant multilevel factors that foster or inhibit bullying victimization among vulnerable and historically marginalized children and adolescents who are faced with cumulative social stratification Key areas of coverage include The role of the family parents and guardians siblings its cohesion and interactions in school bullying Race ethnicity immigration and religion and school bullying of marginalized and at risk youth Victimization of students with physical emotional and learning disorders Bullying and victimization of vulnerable youth in the court systems *School Bullying* is an essential resource for researchers clinicians and other practitioners graduate students and policymakers across such disciplines as child and school psychology social work and counseling pediatrics and school nursing educational policy and politics and all interrelated

disciplines American Sociological Review ,1936 Includes sections Book reviews and Periodical literature *Academic Apartheid* Sean J. Drake,2022-03-22 Introduction segregated schools and disadvantaged students in an affluent neighborhood If you re not in AP classes then who are you how pinnacle s institutional culture stratified the student body The symbolic criminalization of failure the segregation of teaching and learning The institutionalization of ethnic capital We ve failed these kids missed opportunities and signs of hope Conclusion Methodological postscript The Small City and Regional Community ,1995 *Sociological Abstracts* Leo P. Chall,2001 CSA Sociological Abstracts abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences The database provides abstracts of journal articles and citations to book reviews drawn from over 1 800 serials publications and also provides abstracts of books book chapters dissertations and conference papers *They're Our Children, Not Yours* Melissa Faye Weiner,2006 *Alternative Press Index* ,2001 **A Brighter Choice** Clara Hemphill,2023 In cities across the United States affluent White newcomers are moving into historically Black neighborhoods presenting both a challenge and an opportunity for public schools In many cases the newcomers either avoid their local schools or use their political power to push aside families who have lived in the neighborhood for years But there s a third possibility one that can bring greater equity and that s the story of this book At Brighter Choice Community School a public elementary school in Brooklyn s rapidly gentrifying Bedford Stuyvesant a group of mostly Black parents led by PTA president Keesha Wright Sheppard is learning to share the space with White newcomers Outside the school high rates of homelessness and a global pandemic that disproportionately hit people of color make it hard for children to succeed Inside the school hurt feelings and misunderstandings push parents apart But the parents working through conflicts to build a community of mutual trust and respect are planting the seeds of interracial solidarity to fight for better schools for all Whether these seeds flourish and grow depends on whether parents of all races knowing the history of injustice and inequality can learn to come together to overcome the past Book Features Follows a multiracial group of parents working with an energetic principal and staff as they learn to bridge the deep divides of race and class Shows why school integration is so difficult to achieve even in integrated neighborhoods Traces the roots of inequality and the history of failed school reforms to address it Incorporates social science research to show the impact of school and neighborhood conditions on academic achievement Argues that socioeconomic integration offers one of the best hopes for improving schools but only if school leaders take care not to marginalize low income children Draws on interviews with parents and staff school visits and observations newspaper articles scholarly books and policy reports on school segregation A Brighter Choice masterfully chronicles one woman s struggle to maintain a school s mission as a bastion of hope for Black families in the face of gentrification The story shines new light on the process of neighborhood change and provides hope that we can manage gentrification in a way that benefits us all Lance Freeman Penn Integrates Knowledge Professor of City and Regional Planning and Sociology University of Pennsylvania For many years

Clara Hemphill has been one of the most astute observers of New York City's public school system. A Brighter Choice, which is incisively reported and beautifully written, explores the efforts of a Black majority school in Brooklyn to provide a first rate education for all its students amid the changes of gentrification and the crisis of COVID. With an emphasis on the crucial role played by parents, Hemphill reverses the usual top down focus on New York City's schools, dispels much conventional wisdom and sympathetically shows that it is possible to reconcile Black empowerment with racial and economic integration in public education. A Brighter Choice provides a new way to think about the promise and challenges of public schools today. Peter Eisenstadt, author Rochdale Village Robert Moses 6 000 Families and New York City's Great Experiment in Integrated Housing and editor The Encyclopedia of New York State. Clara Hemphill's fascinating stirring book A Brighter Choice suggests skilled and empathetic parents can help to create truly integrated schools that provide our best hope for restoring social cohesion and social mobility in America. Richard D Kahlenberg, New York City School Diversity Advisory Group executive committee member, former senior fellow The Century Foundation. *The Resegregation of Schools* Jamel K. Donnor, Adrienne Dixon, 2016-06-30. Access to a quality education remains the primary mechanism for improving one's life chances in the United States and for children of color, a good education is particularly linked to their individual and collective well being. Despite the popular perception that America is in a post racial epoch, opportunities to access quality learning environments and human development resources remain determined according to race, class, gender and ability. Taking a more nuanced approach to race and the resegregation of the American school system, this volume examines how and why the education quality for the majority of students of color in America remains fundamentally unequal. *Stepping Over the Color Line* Amy Stuart Wells, Robert L. Crain, 1997-01-01. This important book takes the discussion of racial inequality in America beyond simplistic arguments of white racism and black victimization to a more complex conversation about the separate but unequal situation in many schools today. Amy Stuart Wells and Robert Crain investigate the St Louis Missouri school desegregation plan, a unique agreement that since 1983 has given black inner city students the right to choose to attend predominantly white suburban schools. After five years of research and hundreds of interviews with policymakers, administrators, teachers, students and parents, Wells and Crain conclude that when school desegregation is examined from these many perspectives, more strengths than weaknesses emerge. They call for a reexamination of now popular school choice policies across the country so that these policies may help to bring about more racial and social class integration. *Stepping over the Color Line* intertwines data on student achievement and racial isolation with stories of the people who participated in the St Louis program. The authors set these individuals within a broad historical and social context and demonstrate how important linkages between the past and present help explain why efforts to overcome racial inequality in St Louis and in the larger society are so difficult. The authors do a superb job of explaining how this innovative program came about, placing it in a broad context that takes it beyond its immediate and local implications. The book is at times heartbreaking and at times

uplifting Richard Zweigenhaft co author of Blacks in the White Establishment A Study of Race and Class in America

Because of Race Mica Pollock, 2008 In *Because of Race* Mica Pollock tackles a long standing and fraught debate over racial inequalities in America's schools Which denials of opportunity experienced by students of color should be remedied Pollock exposes raw real time arguments over what inequalities of opportunity based on race in our schools look like today and what if anything various Americans should do about it Pollock encountered these debates while working at the U S Department of Education's Office for Civil Rights in 1999 2001 For more than two years she listened to hundreds of parents advocates educators and federal employees talk about the educational treatment of children and youth in specific schools and districts People debated how children were spoken to disciplined and ignored in both segregated and desegregated districts and how children were afforded or denied basic resources and opportunities to learn Pollock discusses four rebuttals that greeted demands for everyday justice for students of color inside schools and districts She explores how debates over daily opportunity provision exposed conflicting analyses of opportunity denial and harm worth remedying *Because of Race* lays bare our habits of argument and offers concrete suggestions for arguing more successfully toward equal opportunity

Unequal Lessons Alexandra Freidus, 2015-08-05 Diversity and racial integration efforts are not sufficient to address educational inequality New York City schools are among the most segregated in the nation Yet over seven decades after the *Brown v Board of Education* decision New Yorkers continue to argue about whether school segregation matters Amid these debates Alexandra Freidus dives deep into the roots of racial inequality in diversifying schools asking how we can better understand both the opportunities and the limits of school diversity and integration *Unequal Lessons* is based on six years of observations and interviews with children parents educators and district policymakers about the stakes of racial diversity in New York City schools The book examines what children learn from diversity exploring both the costs and benefits of school integration By drawing on students first hand experiences Freidus makes the case that although a focus on diversity offers many benefits to students it often reinscribes rather than diminishes existing inequalities in school policy and practice The idea of diversity for its own sake is frequently seen as the solution with students of color presumed to benefit from their experiences with white students while schools fail to address structural inequality Though educators and advocates often focus on diversity out of a real desire to make a positive difference in students lives this book makes clear the gaps between good intentions and educational injustice

Inequality in the Promised Land R. L'Heureux Lewis-McCoy, 2014-06-25 Nestled in neighborhoods of varying degrees of affluence suburban public schools are typically better resourced than their inner city peers and known for their extracurricular offerings and college preparatory programs Despite the glowing opportunities that many families associate with suburban schooling accessing a district's resources is not always straightforward particularly for black and poorer families Moving beyond class and race based explanations *Inequality in the Promised Land* focuses on the everyday interactions between parents students teachers and school administrators in order to

understand why resources seldom trickle down to a district's racial and economic minorities Rolling Acres Public Schools RAPS is one of the many well appointed suburban school districts across the United States that has become increasingly racially and economically diverse over the last forty years Expanding on Charles Tilly's model of relational analysis and drawing on 100 in depth interviews as well participant observation and archival research R L Heureux Lewis McCoy examines the pathways of resources in RAPS He discovers that due to structural factors social and class positions and past experiences resources are not valued equally among families and even when deemed valuable financial factors and issues of opportunity hoarding often prevent certain RAPS families from accessing that resource In addition to its fresh and incisive insights into educational inequality this groundbreaking book also presents valuable policy orientated solutions for administrators teachers activists and politicians

Race, Schools, & Hope Lisa M. Stulberg, 2008 How can school choice be a form of both giving up on public education and a form of hope and faith in American schooling This book helps us to make sense of why and how African Americans participate in and lead school choice reforms The author argues that regardless of the success or failure of these reforms they represent an important political phenomenon in American schooling and in African American history and politics The first section of the book focuses on African American school choice in the post Brown period examining how these reforms became a response to desegregation politics and policies The second section focuses on the author's experience as a co founder of a charter school in Oakland California at a time when Oakland's public schools were found to be severely under serving African American students

Making the Unequal Metropolis Ansley T. Erickson, 2017-08-07 In a radically unequal United States schools are often key sites in which injustice grows Ansley T Erickson's *Making the Unequal Metropolis* presents a broad detailed and damning argument about the inextricable interrelatedness of school policies and the persistence of metropolitan scale inequality While many accounts of education in urban and metropolitan contexts describe schools as the victims of forces beyond their control Erickson shows the many ways that schools have been intertwined with these forces and have in fact via land use decisions curricula and other tools helped sustain inequality Taking Nashville as her focus Erickson uncovers the hidden policy choices that have until now been missing from popular and legal narratives of inequality In her account inequality emerges not only from individual racism and white communities resistance to desegregation but as the result of long standing linkages between schooling property markets labor markets and the pursuit of economic growth By making visible the full scope of the forces invested in and reinforcing inequality Erickson reveals the complex history of and broad culpability for ongoing struggles in our schools

Understanding the Effects of Race and Class on Perceptions of School Racial Climate Natasha Denae Watkins, 2003

Beyond Silenced Voices Lois Weis, Michelle Fine, 1993-01-07 This book addresses race class and gender in education in the United States It debates the issues of institutionalized power and privilege and the policies discourses and practices that silence powerless groups At the center of the silence are the most critical and powerful voices of all children

and adolescents with their relentless desire to be heard and to survive Weis and Fine go beyond examining policies discourse and practices to call up the voices of young people who have been expelled from the centers of their schools and our culture to speak as interpreters of adolescent culture among them lesbian and gay students who have been assaulted in their schools adolescent women burying their political and personal resistances the moment their bodies fill out young men and women struggling for identities amid the radically transforming conditions of late twentieth century capitalism and Native American college students almost wholly excluded from the academic conversation

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Unequal City Race Schools And Perceptions Of Injustice Introduction

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