

Deculturalization And The Struggle For Equality Download Free Ebooks About Deculturalization And

Multicultural Education Georgeta Rață.2013-07-16 Multicultural education is a set of strategies and materials in education, developed to assist teachers in promoting democracy while responding to the many issues created by the rapidly changing demographics of their students. Multicultural education means to ensure the highest levels of academic achievement for all students: it helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diversity groups. *Multicultural Education: From Theory to Practice* - which includes the contributions of academics and researchers from two continents and 14 culturally-challenged countries - aims to provide a platform for multicultural education researchers to present new research and developments in the area. The contributors to the book approach the foundations of multicultural education, the political context of multicultural education, classroom practices in multicultural education, and language education in a multicultural context. This volume will appeal to a wide range of academic readership, including educators, researchers, social students, teacher trainers, and teachers of all subjects and of all levels, who wish to develop personally and professionally. It will also be useful to all those who interact, one way or another, with both students and teachers in a multicultural context.

A Question of Faith Niamh McDermott,Lori Fields-Whelan.2010

Understanding Cross-cultural Management Marie-Joëlle Browaeys,Roger Price.2019 Given the global nature of business today and the increasing diversity within the workforce of so many industries and organisations, a cross-cultural component in management education and training has become essential. This is the case for every type of business education, whether it be for aspiring graduates at the start of their careers or senior managers wishing to increase their effectiveness or employability in the international market. The 4th edition of *Understanding Cross-Cultural Management* has been adapted in line with the feedback from our many readers, and boasts new case study material based on recent research, as well as a stronger focus on Asian cultures, thereby providing more non-Western examples.

Culture, Curriculum, and Identity in Education H. Milner.2010-03-01 This book analyzes equity and diversity in schools and teacher education. Within this broad and necessary context, the book raises some critical issues not previously explored in many multicultural and urban education texts.

Arab Cultural Awareness U. S. Army Training and Doctrine Command.2006-12-04 This handbook is designed to specifically provide the trainer a 'hip pocket training' resource. It is intended for informal squad or small group instruction. The goal is to provide soldiers with a basic overview of Arab culture. It must be emphasized that there is no one Arab culture or society. The Arab world is full of rich and diverse communities, groups and cultures. Differences exist not only among countries, but within countries as well. Caveat: It is impossible to talk about groups of people without generalizing. It then follows that it is hard to talk about the culture of a group without generalizing. This handbook attempts to be as accurate and specific as possible, but inevitably contains such generalizations. Treat these generalizations with caution and wariness. They do provide insight into a culture, but the accuracy and usefulness will depend on the context and specific circumstances.

Deculturalization and the Struggle for Equality Joel H. Spring.2016 Joel Spring's history of school policies imposed on dominated groups in the United States examines the concept of deculturalization. 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 in a global context.

American Education Joel Spring.2015-08-14 Joel Spring's *American Education* introduces readers to the historical, political, social, and legal foundations of education and to the profession of teaching in the United States. In his signature straightforward and concise approach to describing complex issues, Spring illuminates events and topics and that are often overlooked or whitewashed, giving students the opportunity to engage in critical thinking about education. In this edition he looks closely at the global context of education in the U.S. Featuring current information and challenging perspectives—with scholarship that is often cited as a primary source, students will come away from this clear, authoritative text informed on the latest topics, issues, and data and with a strong knowledge of the forces shaping of the American educational system. Changes in the 17th Edition include new and updated material and statistics on economic theories related to skills education and employability the conflict between a skills approach and cultural diversity political differences regarding education among the Republican, Democratic, Libertarian and Green parties social mobility and equality of opportunity as related to schooling global migration and student diversity in US schools charter schools and home schooling

The American School Joel Spring.2018-02-15 This current, comprehensive history of American education is designed to stimulate critical analysis and critical thinking by offering alternative interpretations of each historical period. In his signature straight-forward, concise style, Joel Spring provides a variety of interpretations of American schooling, from conservative to leftist, in order to spark the reader's own critical thinking about history and schools. This tenth edition follows the history of American education from the seventeenth century to the integration into global capitalism of the twenty-first century to the tumultuous current political landscape. In particular, the updates focus on tracing the direct religious links between the colonial Puritans and the current-day Trump administration. Chapters 1 and 2 have been rewritten to take a closer look at religious traditions in American schools, leading up to the educational ideas of the current U.S. Secretary of Education Betsy DeVos. An updated Chapter 15 further links traditional religious fundamentalist ideas and the twentieth century free market arguments of the Chicago school of economists to President Trump's administration and the influence of the Alt-Right.

Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States Joel Spring.2012-06-26 *Deculturalization and the Struggle for Equality* is a brief history of school policies affecting dominated groups in the United States. In seven concise chapters, the text looks at the educational, legal, and social construction of race and racism, with a focus on educational practices related to deculturalization, segregation, and the civil rights movement.

Defending Public Schools: Teaching for a democratic society David Gabbard,E. Wayne Ross.2004

Words Were All We Had María de la Luz Reyes.2011-04-08 This engaging collection examines the personal narratives of a select group of well-respected educators who attained biliteracy when they were young students, and in the era before bilingual education. These autobiographical accounts celebrate and make visible a linguistic potential that has been largely ignored in schools—the inextricable and emotional ties that Latinos have to Spanish. The authors offer teachers important lessons about the individual potential of their Latino students. These stories of tenacity and resilience offer hope for a new generation of bilingual learners who are too often forced to choose between English and their native language.

Social Studies for Young Children Gayle Mindes.2021-08-30 This completely revised early childhood curriculum resource, emphasizing social studies as an anchor for teaching an integrated curriculum

of math, science, literacy, art, and social-emotional learning, shows current educators and aspiring teachers the significance of social studies in the lives of young children.

Language, Culture, and Teaching Sonia Nieto.2017-09-01 Distinguished multiculturalist Sonia Nieto speaks directly to current and future teachers in this thoughtful integration of a selection of her key writings with creative pedagogical features. Offering information, insights, and motivation to teach students of diverse cultural, racial, and linguistic backgrounds, examples are included throughout to illustrate real-life dilemmas about diversity that teachers face in their own classrooms; ideas about how language, culture, and teaching are linked; and ways to engage with these ideas through reflection and collaborative inquiry. Designed for upper-undergraduate and graduate-level students and professional development courses, each chapter includes critical questions, classroom activities, and community activities suggesting projects beyond the classroom context. *Language, Culture, and Teaching* • explores how language and culture are connected to teaching and learning in educational settings; • examines the sociocultural and sociopolitical contexts of language and culture to understand how these contexts may affect student learning and achievement; • analyzes the implications of linguistic and cultural diversity for classroom practices, school reform, and educational equity; • encourages practicing and preservice teachers to reflect critically on their classroom practices, as well as on larger institutional policies related to linguistic and cultural diversity based on the above understandings; and • motivates teachers to understand their ethical and political responsibilities to work, together with their students, colleagues, and families, for more socially just classrooms, schools, and society. Changes in the Third Edition: This edition includes new and updated chapters, section introductions, critical questions, classroom and community activities, and resources, bringing it up-to-date in terms of recent educational policy issues and demographic changes in the U.S. and beyond. The new chapters reflect Nieto's current thinking about the profession and society, especially about changes in the teaching profession, both positive and negative, since the publication of the second edition of this text.

Developing Successful Leadership Brent Davies,Mark Brundrett.2010-07-20 Research has shown that school leadership is second only to classroom teaching in its effect on pupil learning. As the demands on management teams become ever more complex, this volume offers a fresh and expansive view on the challenges to be met in developing a leadership career. With contributions from some of the most accomplished commentators on school leadership and management from around the world, this book moves away from the simple 'how to' of becoming a principal, focusing instead on the wider issues of becoming a successful leader. The central aim has been to assemble powerful statements from international authorities that encapsulate leading-edge thinking on a group of interconnected themes based on the notion of developing successful leadership in, and beyond, schools. In so doing the text examines strategies for existing leaders developing their full capacity as well as enhancing the skills of those new to, or aspiring to, a leadership role. The chapters contributed by a carefully selected group of leading educationalists present insights on a number of central themes, including: developing new skill sets in leadership, the ethical and moral dimensions of leading an organisation, Leadership for instructional and pedagogical success, developing leadership capacity and capability through strategic activity. Rather than taking a technical approach of how to undertake the managerial or administrative tasks, the authors seek instead to develop critical leadership perspectives and skills, with chapters on vitally important topics such as strategies for maximizing the potential of the leadership team as a whole. They draw not only upon the literature in the field of educational leadership but also a wider literature in the field of business and management. This diversity of perspective ensures this book's appeal to a broad international readership.

Is Everyone Really Equal? Ozlem Sensoy,Robin DiAngelo.2017 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

Red Pedagogy Sandy Grande.2015-09-28 This ground-breaking text explores the intersection between dominant modes of critical educational theory and the socio-political landscape of American Indian education. Grande asserts that, with few exceptions, the matters of Indigenous people and Indian education have been either largely ignored or indiscriminately absorbed within critical theories of education. Furthermore, American Indian scholars and educators have largely resisted engagement with critical educational theory, tending to concentrate instead on the production of historical monographs, ethnographic studies, tribally-centered curricula, and site-based research. Such a focus stems from the fact that most American Indian scholars feel compelled to address the socio-economic urgencies of their own communities, against which engagement in abstract theory appears to be a luxury of the academic elite. While the author acknowledges the dire need for practical-community based research, she maintains that the global encroachment on Indigenous lands, resources, cultures and communities points to the equally urgent need to develop transcendent theories of decolonization and to build broad-based coalitions.

Deculturalization and the Struggle for Equality Joel H. Spring.2007 Providing a history of Anglo American racism and school policies affecting dominated groups in the US, this text looks at educational practices related to deculturalisation and segregation. It is for Foundations of Education, Multicultural Education, or any course that seeks to expand student notions of the US education.

Race, Class, and Gender in the United States Paula S. Rothenberg.1998 Presents 102 readings gathered to present as full a picture as possible of the ways that various types of oppression have interacted with each other in American society. The readings are organized into eight thematic sections that respectively focus on: the social construction of difference; the way

Critical Race Theory in Education Laurence Parker,David Gillborn.2020-07-15 Critical Race Theory (CRT) is an international movement of scholars working across multiple disciplines; some of the most dynamic and challenging CRT takes place in Education. This collection brings together some of the most exciting and influential CRT in Education. CRT scholars examine the race-specific patterns of privilege and exclusion that go largely unremarked in mainstream debates. The contributions in this book cover the roots of the movement, the early battles that shaped CRT, and key ideas and controversies, such as: the problem of color-blindness, racial microaggressions, the necessity for activism, how particular cultures are rejected in the mainstream, and how racism shapes the day-to-day routines of schooling and politics. Of interest to academics, students and policymakers, this collection shows how racism operates in numerous hidden ways and demonstrates how CRT challenges the taken-for-granted assumptions that shape educational policy and practice. The chapters in this book were originally published in the following journals: *International Journal of Qualitative Studies in Education*; *Race Ethnicity and Education*; *Discourse: Studies in the Cultural Politics of Education*; *Critical Studies in Education*.

Contemporary Issues in Curriculum Allan C. Ornstein,Edward Pajak,Stacey B. Ornstein.2015 For courses in Curriculum Development (K-12) and Curriculum Development (Elementary) 36 article by diverse leaders in the field provide a variety of opinions and thoughts on curriculum issues This eclectic, balanced approach reflects the major emergent trends in the field of curriculum. An issues-

oriented collection of 36 articles by the major thinkers in curriculum study, it explores the issues that affect successful implementation, planning, and evaluation of curriculum at all levels of learning. Organised into six Parts--Curriculum and Philosophy, Curriculum and Teaching, Curriculum and Learning, Curriculum and Instruction, Curriculum and Supervision, and Curriculum and Policy--the readings reflect both traditionally held assumptions as well as those more controversial in nature. Students and practitioners have the opportunity to turn to a single source to investigate the breadth of issues that affect curriculum, examine and debate the issues, formulate their own ideas, and help shape the future direction of the field. Presents a variety of opinions and thoughts on current curriculum issues, from 36 diverse leaders in the field. Focus questions in each chapter serve as advance organisers and encourage critical thinking. Discussion questions at the end of each chapter allow further reflection and dialog.

Affirming Diversity Sonia Nieto, Patty Bode. 2012-08-17 This best-selling text explores the meaning, necessity, and benefits of multicultural education-in a sociopolitical context-for students of all backgrounds. Sonia Nieto and Patty Bode look at how personal, social, political, cultural, and educational factors affect the success or failure of students in today's classroom. Expanding upon the popular case-study approach, *Affirming Diversity: The Sociopolitical Context of Multicultural Education* examines the lives of real students who are affected by multicultural education, or the lack of it. This social justice view of multicultural education encourages teachers to work for social change in their classrooms, schools, and communities.

Diversity, Oppression, & Change Flavio Francisco Marsiglia, Stephen S. Kulis, Stephanie Lechuga-Peña. 2021-01-06 *Diversity, Oppression, and Change, Third Edition* provides a culturally grounded approach to practice, policy, and research in social work and allied fields. The book's intersectionality perspective provides a lens through which students can identify connections between identities based on race/ethnicity, gender, sexual orientation, social class, religion, and ability status. Through theoretical and empirical content as well as Notes from the Field, students become familiar with the culturally grounded perspective and culturally appropriate ways of engaging with diverse communities. Marsiglia, Kulis, and Lechuga-Peña have crafted a book about hope and resiliency, the miraculous ability of individuals and communities to bounce back from oppressive experiences and historical trauma, and the role of social workers as allies in that journey.

Americana Bhu Srinivasan. 2018-12-04 An absorbing and original narrative history of American capitalism NAMED A BEST BOOK OF 2017 BY THE ECONOMIST From the days of the Mayflower and the Virginia Company, America has been a place for people to dream, invent, build, tinker, and bet the farm in pursuit of a better life. *Americana* takes us on a four-hundred-year journey of this spirit of innovation and ambition through a series of Next Big Things -- the inventions, techniques, and industries that drove American history forward: from the telegraph, the railroad, guns, radio, and banking to flight, suburbia, and sneakers, culminating with the Internet and mobile technology at the turn of the twenty-first century. The result is a thrilling alternative history of modern America that reframes events, trends, and people we thought we knew through the prism of the value that, for better or for worse, this nation holds dearest: capitalism. In a winning, accessible style, Bhu Srinivasan boldly takes on four centuries of American enterprise, revealing the unexpected connections that link them. We learn how Andrew Carnegie's early job as a telegraph messenger boy paved the way for his leadership of the steel empire that would make him one of the nation's richest men; how the gunmaker Remington reinvented itself in the postwar years to sell typewriters; how the inner workings of the Mafia mirrored the trend of consolidation and regulation in more traditional business; and how a 1950s infrastructure bill triggered a series of events that produced one of America's most enduring brands: KFC. Reliving the heady early days of Silicon Valley, we are reminded that the start-up is an idea as old as America itself. Entertaining, eye-opening, and sweeping in its reach, *Americana* is an exhilarating new work of narrative history.

Cultural Proficiency Randall B. Lindsey, Kikanza Nuri Robins, Raymond D. Terrell. 2009-06-24 This powerful third edition offers fresh approaches that enable school leaders to engage in effective interactions with students, educators, and the communities they serve.

Rethinking Ethnic Studies R. Tolteka Cuauhtin, Miguel Zavala, Christine E. Sleeter, Wayne Au. 2019 As part of a growing nationwide movement to bring Ethnic Studies into K-12 classrooms, Rethinking Ethnic Studies brings together many of the leading teachers, activists, and scholars in this movement to offer examples of Ethnic Studies frameworks, classroom practices, and organizing at the school, district, and statewide levels. Built around core themes of indigeneity, colonization, anti-racism, and activism, Rethinking Ethnic Studies offers vital resources for educators committed to the ongoing struggle for racial justice in our schools.

Beyond Black and White Maxine Seller, Lois Weis. 1997-01-01 Dedicated to a better understanding of the diversity of children being taught in American public schools, this book includes the experiences of groups (e.g. Haitians, Dominicans, Indians, and Vietnamese) not often represented even in the multicultural education literature. It also includes the experiences of often marginalized groups such as lesbians and gays, Appalachians, and white working class males.

One Day, All Children... Wendy Kopp. 2008-08-04 From her dorm room at Princeton University, twenty-one-year-old college senior Wendy Kopp decided to launch a movement to improve public education in America. In *One Day, All Children...*, she shares the remarkable story of Teach For America, a non-profit organization that sends outstanding college graduates to teach for two years in the most under-resourced urban and rural public schools in America. The astonishing success of the program has proven it possible for children in low-income areas to attain the same level of academic achievement as children in more privileged areas and more privileged schools. *One Day, All Children...* is not just a personal memoir. It's a blueprint for the new civil rights movement--a movement that demands educational access and opportunity for all American children.

Teaching for Diversity and Social Justice Maurianne Adams, Lee Anne Bell, Pat Griffin. 2007-05-11 For nearly a decade, *Teaching for Diversity and Social Justice* has been the definitive sourcebook of theoretical foundations and curricular frameworks for social justice teaching practice. This thoroughly revised second edition continues to provide teachers and facilitators with an accessible pedagogical approach to issues of oppression in classrooms. Building on the groundswell of interest in social justice education, the second edition offers coverage of current issues and controversies while preserving the hands-on format and inclusive content of the original. *Teaching for Diversity and Social Justice* presents a well-constructed foundation for engaging the complex and often daunting problems of discrimination and inequality in American society. This book includes a CD-ROM with extensive appendices for participant handouts and facilitator preparation.

The Black Student Protest Movement at Rutgers Richard Patrick McCormick. 1990 Richard P. McCormick has chronicled the black student protest movement at Rutgers University, from the 1960s to today. He examines the forces that produced the protest movement, the tactics that were employed, and the qualified gains that were achieved. He tells us about demonstrations, building occupations, committee hearings, and countless meetings, but he also paints portraits of the many student leaders who mobilized protest. This is the story of a lot of pain, some blunders, and some successes. In the mid-sixties, the University established committees to recruit black students and to add more blacks to the faculty. These efforts produced only modest results. By 1968, there were still not enough black students on campus, but there were enough to create a political presence for the first time. They were committed to acting against the racism they perceived within the University. To respond to their protests, in March 1969 the Board of Governors passed a dramatically new and controversial policy to encourage disadvantaged students who lived in Camden, Newark, and New Brunswick to apply to Rutgers, where they would take college-preparatory classes as unmatriculated students, and then enter Rutgers as matriculated students. This program, never very successful, lasted only two years. Unrest did not end with the sixties. During the seventies, black students sporadically voiced protests against what they perceived to be an unsupportive environment. During the eighties, black enrollment actually declined, as did the black graduation rate. In conclusion, McCormick points to the effort that has been made but even more to the effort that still needs to be made and the social cost of ignoring the problem.

[Culturally and Linguistically Responsive Teaching and Learning \(Second Edition\)](#) Sharroky

Hollie.2017-07-15 Written to address all grade levels, this K-12 classroom resource provides teachers with strategies to support their culturally and linguistically diverse students. This highly readable book by Dr. Sharroky Hollie explores the pedagogy of culturally responsive teaching, and includes tips, techniques, and activities that are easy to implement in today's classrooms. Both novice and seasoned educators will benefit from the helpful strategies described in this resource to improve on the following five key areas: classroom management, academic literacy, academic vocabulary, academic language, and learning environment. This updated 2nd edition is grounded in the latest research, and includes an updated reference section and resources for further reading.

Subtractive Schooling Angela Valenzuela.2010-03-31 Provides an enhanced sense of what's required to genuinely care for and educate the U.S.-Mexican youth in America.

Social Justice in English Language Teaching Christopher Hastings,Laura Jacob.2016 This inspiring and diverse collection of voices from the field in ESL and EFL contexts personalizes the issues TESOL educators face and serves as a resource for those wanting to address social injustices in their individual TESOL contexts. This book will help educators identify the needs of other students and the areas of privilege represented in the ELT world, where more advocacy work is needed.

The Revolution Will Not Be Theorized Errol A. Henderson.2019-07-01 The study of the impact of Black Power Movement (BPM) activists and organizations in the 1960s through '70s has largely been confined to their role as proponents of social change; but they were also theorists of the change they sought. In *The Revolution Will Not Be Theorized* Errol A. Henderson explains this theoretical contribution and places it within a broader social theory of black revolution in the United States dating back to nineteenth-century black intellectuals. These include black nationalists, feminists, and anti-imperialists; activists and artists of the Harlem Renaissance; and early Cold War-era black revolutionists. The book first elaborates W. E. B. Du Bois's thesis of the General Strike during the Civil War, Alain Locke's thesis relating black culture to political and economic change, Harold Cruse's work on black cultural revolution, and Malcolm X's advocacy of black cultural and political revolution in the United States. Henderson then critically examines BPM revolutionists' theorizing regarding cultural and political revolution and the relationship between them in order to realize their revolutionary objectives. Focused more on importing theory from third world contexts that were dramatically different from the United States, BPM revolutionists largely ignored the theoretical template for black revolution most salient to their case, which undermined their ability to theorize a successful black revolution in the United States. This book is freely available in an open access edition thanks to TOME (Toward an Open Monograph Ecosystem)—a collaboration of the Association of American Universities, the Association of University Presses, and the Association of Research Libraries—and the generous support of The Pennsylvania State University. Learn more at the TOME website, available at: openmonographs.org, and access the book online at <http://muse.jhu.edu/book/67098>. It is also available through the SUNY Open Access Repository at <http://hdl.handle.net/20.500.12648/1704>.

American Education Wayne J. Urban,Jennings L. Wagoner, Jr..2013-08-15 *American Education: A History*, 5e is a comprehensive, highly-regarded history of American education from pre-colonial times to the present. Chronologically organized, it provides an objective overview of each major period in the development of American education, setting the discussion against the broader backdrop of national and world events. The first text to explore Native American traditions (including education) prior to colonization, it also offers strong, ongoing coverage of minorities and women. New to this much-anticipated fifth edition is substantial expanded attention to the discussions of Native American education to reflect recent scholarship, the discussion of teachers and teacher leaders, and the educational developments and controversies of the 21st century.

Art Power Boris Groys.2013-02-08 A new book by Boris Groys acknowledges the problem and potential of art's complex relationship to power. Art has its own power in the world, and is as much a force in the power play of global politics today as it once was in the arena of cold war politics. Art, argues the distinguished theoretician Boris Groys, is hardly a powerless commodity subject to the art market's fiat of inclusion and exclusion. In *Art Power*, Groys examines modern and

contemporary art according to its ideological function. Art, Groys writes, is produced and brought before the public in two ways—as a commodity and as a tool of political propaganda. In the contemporary art scene, very little attention is paid to the latter function. Arguing for the inclusion of politically motivated art in contemporary art discourse, Groys considers art produced under totalitarianism, Socialism, and post-Communism. He also considers today's mainstream Western art—which he finds behaving more and more according to the norms of ideological propaganda: produced and exhibited for the masses at international exhibitions, biennials, and festivals. Contemporary art, Groys argues, demonstrates its power by appropriating the iconoclastic gestures directed against itself—by positioning itself simultaneously as an image and as a critique of the image. In *Art Power*, Groys examines this fundamental appropriation that produces the paradoxical object of the modern artwork.

Making Meaning of Whiteness Alice McIntyre. 1997-07-10 McIntyre describes how a group of white middle- and upper-middle-class female student teachers examined their whiteness and how they, as current and future educators, might develop teaching strategies that aim to disrupt and eliminate the oppressiveness of white privilege in education. The group analyzed ways of making meaning about whiteness and thinking critically about race and racism, and explored how racial identity is implicated in the formation and implementation of teaching practices.

The Social Construction of Difference and Inequality: Race, Class, Gender and Sexuality Tracy E. Ore. 2006 This anthology examines the social construction of race, class, gender, and sexuality and the institutional bases for these relations. While other texts discuss various forms of stratification and the impact of these on members of marginalized groups, Ore provides a thorough discussion of how such systems of stratification are formed and perpetuated and how forms of stratification are interconnected. The anthology supplies sufficient pedagogical tools to aid the student in understanding how the material relates to her/his own life and how her/his own attitudes, actions, and perspectives may serve to perpetuate a stratified system.

Theory in Archaeology Peter J. Ucko. 2005-08-10 *Theory in Archaeology* tackles important questions about the diversity in archaeological theory and practice which face the discipline in the 1990s. What is the relationship between theory and practice? How does 'World' archaeological theory differ from 'European'? Can one be a good practitioner without theory? This unique book brings together contributors from many different countries and continents to provide the first truly global perspective on archaeological theory. They examine the nature of material culture studies and look at problems of ethnicity, regionalism, and nationality. They consider, too, another fundamental of archaeological inquiry: can our research be objective, or must 'the past' always be a relativistic construction? *Theory in Archaeology* is an important book whose authors bring together very different perceptions of the past. Its wide scope and interest will attract an international readership among students and academics alike.

Education and Social Change John L. Rury. 2015-07-24 This brief, interpretive history of American schooling focuses on the evolving relationship between education and social change. Like its predecessors, this new edition adopts a thematic approach, investigating the impact of social forces such as industrialization, urbanization, immigration, globalization, and cultural conflict on the development of schools and other educational institutions. It also examines the various ways that schools have contributed to social change, particularly in enhancing the status and accomplishments of certain social groups and not others. Detailed accounts of the experiences of women and minority groups in American history consider how their lives have been affected by education, while Focal Point sections within each chapter allow the reader to hone in on key moments in history and their relevance within the broader scope of American schooling from the colonial era to the present. This new edition has been comprehensively updated and edited for greater readability and clarity. It offers a revised final chapter, updated to include recent change in education politics and policy, in particular the decline of No Child Left Behind and the impact of the Common Core and movements against it. Further additions include enhanced coverage of colonial and early post-colonial American schooling, added materials on persistent issues such as race in education, an updated discussion of

the GED program, and a closer look at the role of technology in schools. With its nuanced treatment of both historical and contemporary factors influencing the modern school system, this book remains an excellent resource for investigating and critiquing the social, economic, and cultural development of American education.

History for the IB Diploma Paper 3 Italy (1815-1871) and Germany (1815-1890) Mike Wells. 2017-07-27 Comprehensive books to support study of History for the IB Diploma Paper 3, revised for first assessment in 2017. This coursebook covers Paper 3, HL option 4: History of Europe, Topic 11: Italy (1815-1871) and Germany (1815-1890) of the History for the International Baccalaureate (IB) Diploma syllabus for first assessment in 2017. Tailored to the requirements of the IB syllabus, and written by experienced examiners and teachers it offers authoritative and engaging guidance through events in Italy and Germany in the 19th century, from the impact of revolutions to the emergence of nationalism and the factors involved in the unification process.

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