

Race Culture And Education The Selected Works Of James A Banks World Library Of Educationalists

This book is a major new investigation into the issues of 'race', ethnicity and education, following the educational reforms during the late 1980s. It provides an up-to-date and critical introduction to current issues and major research findings in the field, exploring the teacher-pupil relationship through a detailed account of life in an inner-city comprehensive. It reveals the influence of different racist stereotypes and highlights the especially disadvantaged position of Afro- Caribbean pupils within a school. Features: * Draws on a wide variety of research projects in ethnic schools to examine: achievement; curriculum content; language use; assessment and testing under the National Curriculum * Uses material collected during two years of research to consider young people's school experiences and issues relating to classroom discipline. How do media 'make' race? How do legacies of empire shape our understandings of race and media? How does racism structure the media industries? Is the internet an inherently white space? Understanding the relationship between race, culture and media has never been more important. From the demonisation of Muslims to rampant new forms of racism on digital platforms, media are central to understanding how race is both constructed and experienced in everyday life. Yet media are key to resisting

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racism, too. While they can silence and stereotype us, they can also enable us to cut across difference, to contest and mobilise, and to create genuine community. *Race, Culture and Media* is a critical, impassioned and accessible exploration of this complex relationship. Anamik Saha outlines the theories, concepts and research you need to know in order to make sense of race, culture and media today - challenging you to move beyond simplistic notions of 'diversity' to really engage with issues of both power and participation. It is essential reading for students and researchers across media, communication and cultural studies. Dr Anamik Saha is Senior Lecturer in Media and Communications at Goldsmiths, University of London, where he convenes the MA Race, Media and Social Justice.

There is a need to rethink education studies in these times of change, in terms of literacies and technologies, conflict and environmental concerns, and a need for authoritative texts addressing the key areas within education; sociology, child and infant development, social justice, policy, social welfare and development – and multiculturalism. This popular text provides approaches to the theoretical perspectives and frameworks and focuses on the relevant literature surrounding multiculturalism for today's students. This new edition includes a completely new contemporary chapter on the notion of multicultural citizenship and new integrationist policies in England, including the latest research on citizenship, immigration and integration as applied to worldwide education policy-making. Including extensive examples of empirical

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research, study questions, updated references and website resources, *Multiculturalism and Education 2e* is essential reading for all those studying multiculturalism, at undergraduate and postgraduate levels, within education and the wider social sciences today.

This book demonstrates how teacher educators in the UK and worldwide can attract, recruit and support black and minority ethnic students to become much needed and valued future teachers and educational leaders. This accessible guide presents insights into the institutional and individual dilemmas and experiences of both tutors and students involved in Post-Graduate Certificate in Education (PGCE) courses as they deal with issues of race, faith and culture. The book collects examples of good practice, and case studies highlight specific ways tutors and students have learned from difficult situations to develop positive outcomes. The authors show how to create spaces and networks where people can express themselves and seek support so that problems are recognised and resolved. It includes: a snapshot of policy and practice on the PGCE; clear and up-to-date descriptions of race-relations policies, procedures and legislative guidance; clarification of the responsibilities of tutors in relation to professional practice in issues of diversity; case studies based on real examples, such as how to support Muslim women students, and how to deal with the sensitive topic of racism in the classroom. *Respecting Difference* is essential reading for all providers of initial teacher education (ITE) who need to consider their organisation's and individual's practice and

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policy in regard to recruitment and retention. It is also extremely relevant for all those working with students in higher education more generally.

Power, Race, and Higher Education is a parallel narrative written by two scholars. Kakali Bhattacharya, who is a South Asian woman who immigrated to the United States and Kent Gillen who is a White man and who focuses on completing his doctoral studies under Kakali's supervision. Embedded in the dilemmas are implications for cross-cultural qualitative research, understanding of how whiteness functions, and how we attend to our deepest wounds as we work to become allies and build bridges.

Race and Ethnicity in the Study of Motivation in Education collects work from prominent education researchers who study the interaction of race, ethnicity, and motivation in educational contexts. Focusing on both historical and contemporary iterations of race-based educational constructs, this book provides a comprehensive overview of this critical topic. Contributors to the volume offer analyses of issues faced by students, including students' educational pursuits and aspirations, as well as the roles of students' family and social networks in achieving educational success. A timely and illuminating volume, *Race and Ethnicity in the Study of Motivation in Education* is the definitive resource for understanding motivation issues posed by non-dominant groups—including African American, Latino, Asian-Pacific Islanders, and Arab-American students--in educational contexts

Fugitive Cultures examines how youth are being increasingly subjected to racial

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stereotyping and violence in various realms of popular culture, especially children's culture. But rather than dismissing popular culture, Henry Giroux addresses its political and pedagogical value as a site of critique and learning and calls for a reinvigorated critical relationship between cultural studies and those diverse cultural workers committed to expanding the possibilities and practices of democratic public life. A collection of key papers given at three international conferences in Britain, the United States and Canada on race relations and multiculturalism are drawn together in this book. The first section includes three papers on the state of theory in race relations; the second contains papers on educational themes, examining in particular the pitfalls in multicultural education. It also looks at the development and problems of second language education for minority groups in several countries. The final section focuses on special topics including the adjustment and identity of children of mixed race marriages; the plight of children from Canada's native communities; and the hearing impaired as a minority group.

This handbook presents a thorough examination of the intricate interplay of race, ethnicity, and culture in mental health – historical origins, subsequent transformations, and the discourses generated from past and present mental health and wellness practices. The text demonstrates how socio-cultural identities including race, gender, class, sexual orientation, disability, religion, and age intersect with clinical work in a range of settings. Case vignettes and recommendations for best practice help ground

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each in a clinical focus, guiding practitioners and educators to actively increase their understanding of non-Western and indigenous healing techniques, as well as their awareness of contemporary mental health theories as a product of Western culture with a particular historical and cultural perspective. The international contributors also discuss ways in which global mental health practices transcend racial, cultural, ethnic, linguistic, and political boundaries. The Routledge International Handbook of Race, Culture and Mental Health is an essential resource for students, researchers, and professionals alike as it addresses the complexity of mental health issues from a critical, global perspective.

Issues tied to race and culture continue to be a part of the landscape of America's schools and classrooms. Given the rapid demographic transformation in the nation's states, cities, counties, and schools, it is essential that all school personnel acquire the necessary knowledge, skills, and dispositions to talk, teach, and think across racial and cultural differences. The second edition of Howard's bestseller has been updated to take a deeper look at how schools must be prepared to respond to disparate outcomes among students of color. Tyrone Howard draws on theoretical constructs tied to race and racism, culture and opportunity gaps to address pressing issues stemming from the chronic inequalities that remain prevalent in many schools across the country. This time-honored text will help educators at all levels respond with greater conviction and clarity on how to create more equitable, inclusive, and democratic schools as sites for teaching and learning. "If you thought the first edition of *Why Race and Culture Matter in Schools* was impactful, this second edition

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is even more of a force to be reckoned with in the fight for social justice. By pushing the boundaries of the ordinary and the normative, this book teaches as it transforms. Every educator, preservice and inservice, working with racially, linguistically, and culturally diverse young people should read this book.” —H. Richard Milner IV, Cornelius Vanderbilt Distinguished Professor of Education, Vanderbilt University “On the 10th anniversary of this groundbreaking book, Tyrone Howard not only reminds me of the salient role that race and culture play in education, but also moves beyond a Black–White binary that reflect the nuances and contours of diversity. This book should be in the hands of all teachers and teacher educators.” —Maisha T. Winn, Chancellor’s Leadership Professor, School of Education, University of California, Davis

This book examines how teachers, administrators, and educational institutions contribute to racial and ethnic inequality and offers policy and practice suggestions for change. It reviews the literature, the national societal and cultural contexts, definitions of race and ethnicity, family influences, and then explores the topic in relation to teachers, classrooms, school programs, school organization, and district policy making. The book concludes with recommendations on how to integrate current school restructuring with multicultural education.

This edited collection examines the ways in which the local and global are key to understanding race and racism in the intersectional context of contemporary education. Analysing a broad range of examples, it highlights how race and racism is a relational phenomenon, that interconnects local, national and global contexts and ideas. The current educational climate is subject to global influences and the effects of conservative, hyper-nationalist politics and neoliberal economic rationalising in local settings that are creating new

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formations of race and racism. While focused predominantly on Australia and southern world or settler colonial contexts, the book aims to constructively contribute to broader emerging research and debates about race and education. Through the adoption of a relational framing, it draws the Australian context into the global conversation about race and racism in education in ways that challenge and test current understandings of the operation of race and racism in contemporary social and educational spaces. Importantly, it also pushes debates about race and racism in education and research to the foreground in Australia where such debates are typically dismissed or cursorily engaged. The book will guide readers as they navigate issues of race in education research and practice, and its chapters will serve as provocations designed to assist in critically understanding this challenging field. It reaches beyond education scholarship, as concerns to do with race remain intertwined with wider social justice issues such as access to housing, health, social/economic mobility, and political representation. Considered the father of multicultural education in the US and known throughout the world as one of the field's most important founder, theorist and researcher, James A. Banks has collected here twenty-one of his most important and best works from across the span of his career. Drawing out the major themes that have shaped the field of multicultural education as well as outlining the development of Banks' own career, these articles, chapters and papers focus on eight key issues: black studies and the teaching of history research and research issues teaching ethnic studies teaching social studies for decision-making and citizen action multiethnic education and school reform multicultural education and knowledge construction the global dimensions of multicultural education democracy, diversity and citizenship education. The last part of the book consists of a selected bibliography of all Banks'

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publications over his forty-year career, as a source of further reading on each of these pivotal ideas.

"Through her far-ranging autobiography, Kogila Moodley provides readers with a detailed glimpse of how she managed as a person of color amid divided societies, from Apartheid South Africa, to anti-Semitism in Europe, and sectarian conflict in the Middle East. Moodley's message to readers is to find ways to combat oppression and racism in order to foster a more interconnected world"--

This book reveals the roots of structural racism that limit social mobility and equality within Britain for Black and ethnicised students and academics in its inherently white Higher Education institutions. It brings together both established and emerging scholars in the fields of Race and Education to explore what institutional racism in British Higher Education looks like in colour-blind 'post-race' times, when racism is deemed to be 'off the political agenda'.

Keeping pace with our rapidly changing global universities, this edited collection asks difficult and challenging questions, including why black academics leave the system; why the curriculum is still white; how elite universities reproduce race privilege; and how Black, Muslim and Gypsy traveller students are disadvantaged and excluded. The book also discusses why British racial equality legislation has failed to address racism, and explores what the Black student movement is doing about this. As the authors powerfully argue, it is only by dismantling the invisible architecture of post-colonial white privilege that the 21st century struggle for a truly decolonised academy can begin. This collection will be essential reading for students and academics working in the fields of Education, Sociology, and Race.

Candid and illuminating, this text exposes the educational realities of Latinos (U.S. and foreign-

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born) in K–12 public schools in the Western United States from the students' own perspectives. Through the testimonies of students who struggled to graduate from high school, issues that are often oversimplified and commonly misunderstood are brought to life. The students themselves offer pragmatic solutions to reduce the unchanging academic gap among culturally diverse groups. Their accounts are then compared with the viewpoints of a range of K–12 teachers on matters of community, learning, race, culture, and school politics. Examining in depth the question of how to best educate a growing culturally and linguistically diverse student population, this critical case study provides food for thought and provokes reflection on the critical role that human interactions and networking play in attaining one's dreams and human aspirations. Changes in the Second Edition Updated demographics; New chapter: The Role of the Media in the Transmission of Ideologies Related to Latino Students; Updated conclusions and study implications.

This book proposes a pedagogy of black urban struggle and solidarity.

Grade level: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, k, p, e, i, s, t.

As psychiatry has developed it has proved to be susceptible to the influence of contemporary social and political mores. With its origins in nineteenth-century Europe, psychiatry evolved as an ethnocentric body of knowledge, the vehicle of implicit and overt racism. Originally published in 1988 this author, however, saw no reason why the contemporary psychiatrist should not challenge this ethnocentrism. He provides a critical account of the development of psychiatry in relation to its cultural context and then examined contemporary practice of the time in the light of this development. Throughout, the book is informed by an awareness of issues of race and culture and of their difficult interactions, the author emphasising both the

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frequency of racist attitudes and the very real cultural distinctions in our society, distinctions that can be used to mask what are actually racist sentiments. What emerges is not just a plea for an anti-racist, culture sensitive psychiatry, but a blueprint for how this can be brought about. He argued that the shift towards community work and social psychiatry could reorientate the profession by confronting it with its social setting and responsibilities. This book represented a significant contribution to this literature for all mental health professionals and social scientists with an interest in this field at the time; the author has gone on to write many more.

Considers the debates over race and its meanings in contemporary society and in educational and social policy. Linking with feminist, post-structuralist and post-modernist concerns, this text examines the contribution of ideas such as ethnicity, community, identity and difference.

What is multicultural psychotherapy? How do we integrate issues of gender, class and sexual orientation in multicultural psychotherapy? *Race, Culture and Psychotherapy* provides a thorough critical examination of contemporary multiculturalism and culturalism, including discussion of the full range of issues, debates and controversies that are emerging in the field of multicultural psychotherapy. Beginning with a general critique of race, culture and ethnicity, the book explores issues such as the notion of interiority and exteriority in psychotherapy, racism in the clinical room, race and countertransference conflicts, spirituality and traditional healing issues. Contributors from the United States, Britain and Canada draw on their professional experience to provide comprehensive and balanced coverage of the following subjects: critical perspectives in race and culture in psychotherapy governing race in the transference racism, ethnicity and countertransference intersecting gender, race, class and sexual orientation spirituality, cultural healing and psychotherapy future directions *Race,*

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Culture and Psychotherapy will be of interest not only to practicing psychotherapists, but also to students and researchers in the field of mental health and anyone interested in gaining a better understanding of psychotherapy in a multicultural society.

This volume explores contemporary issues of ethnic, cultural, and national identities and their influence on the social construction of identity. These issues are analyzed from the perspective of seven nations: China, Israel, Japan, South Africa, Ukraine, Wales, and the United States. While different, these perspectives are not mutually exclusive lenses through which to review the discourse between ethnic and educational dynamics. The chapters in this book illustrate how these seven perspectives differ, as well as overlap. *Part I explores ethnicity and race as important variables in explaining minority students' academic performance and schooling in the United States and China. *Part II focuses on ethnic and racial identity issues in Israel, Japan, and South Africa. *Part III addresses ethnic and racial identity as it affects racial integration at different levels of education in post-apartheid South Africa, and the effects on schooling of a rapidly changing ethnic map in the United States. *Part IV focuses on issues of language and national identity in three countries: Ukraine and Wales, where a national language is central to nation-building, and China, where 61 languages are in use and bilingual education is essential in enhancing national literacy and communication. The questions this book addresses are highly significant in today's global economy and culture. Scholars and professionals in the fields of comparative, international, and multicultural education and educational policy will find the volume particularly pertinent.

This book won the 2014 AESA (American Educational Studies Association) Critics

Choice Award.

 <I>Engaging Culture, Race and Spirituality addresses a critical

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question rarely addressed in our conversations and the literature about race, culture and diversity: How might spirituality and our inner lives matter in teaching and teacher education that explicitly engages and addresses race and culture? In ways explicit and embodied, this book focuses on how engaging spirituality and the inner life can serve as radical intervention in our dialogues about race and culture in education. Gathered together are the voices of emerging young scholars whose thinking and research explicitly marshal theories of spirituality as critical interventions in their dialogues and discourses about culture and race in teaching and teacher education. Each chapter is followed by a scholar-visionary who points to ways for educators and educational researchers to see the usefulness of such spirituality in engaging research, pedagogy and practices. Their collective visions - all deeply political, sometimes humorous, always insightful, and thoughtfully provocative - call us to a new way of thinking about the -evidence of things unseen-, about spirituality in education as a site of profound possibilities for change, equity, and social justice." The Palgrave Handbook of Race and the Arts in Education is the first edited volume to examine how race operates in and through the arts in education. Until now, no single source has brought together such an expansive and interdisciplinary collection in exploration of the ways in which music, visual art, theater, dance, and popular culture intertwine with racist ideologies and race-making. Drawing on Critical Race Theory, contributing authors bring an international perspective to questions of racism and anti-racist interventions in the arts in education. The book's introduction provides a guiding framework for understanding the arts as white property in schools, museums, and informal education spaces. Each section is organized thematically around historical, discursive, empirical, and personal dimensions of the arts in

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education. This handbook is essential reading for students, educators, artists, and researchers across the fields of visual and performing arts education, educational foundations, multicultural education, and curriculum and instruction.

"There are simply not enough texts that look comparatively at the two foremost experiments with questions of race, culture, and and class in the English-speaking world, the United States and South Africa. Prudence Carter's work is simultaneously scholarly and compassionate. It helps us see, in these two benighted but globally important societies, how easily things break, but also how well, when structures are in place and when human agency takes flight, individuals and the groups to which they belong flourish and grow."---Crain Soudien, Deputy Vice-Chancellor, University of Cape Town --

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This book fills a void in the scholarly treatment of Alain Locke by providing the reader with a comprehensive view of Locke's vision of mass, and adult, education as instruments for social change. It is representative of the remarkable optimistic manifesto of 1925 in which the "New Negro," by virtue of a cosmopolitan education emphasizing value pluralism, would become a full participant in American culture. This text delineates Locke's crucial contribution to the philosophy of adult education and provides insights into how he expected others to use his aesthetic, literary, and anthropological theories as instruments for social and political transformation.

This autobiographical volume will foster a deeper understanding of racism, discrimination, and inequality in all its subtleties. Through storytelling, framed within the life journey of a South

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African sociologist of Indian ancestry, this book examines how marginalized communities lived with, fought, and braved racial engineering under apartheid. Moodley shares her experiences of living, studying, and teaching race, ethnicity, identity, nationalism, and critical multiculturalism in five countries: South Africa, the United States, Germany, Egypt, and Canada. Everyday experiences are blended with academic interpretations, so readers gain insights from what is in part memoir and in other parts educational lessons drawn from numerous micro experiences. Subjects range from indentured labor to expropriation, the influences of Gandhi and Mandela, anti-Semitism in Europe to welfare colonialism in Canada, sectarianism in the Middle East to strategies for combatting bigotry in America. “A tour de force. Moodley’s journey gives readers new hope that educating for political literacy might reduce the insidious web of societal racism.” —Rhona S. Weinstein, University of California, Berkeley “A delicate stitching together of social theory, political commentary, and memory.” —Crain Soudien, CEO, Human Sciences Research Council “Combines an unfailing eye for telling details with an insightful social analysis of race and culture. A remarkable journey through historic junctures on three continents.” —John Willinsky, Stanford University This stunning new edition retains the book’s broad aims, intended audience, and multidisciplinary approach. New chapters take into account the more current backdrop of globalization, particularly events such as 9/11, and attendant developments that make a reconsideration of race relations in education quite urgent.

In the colorblind era of Post-Civil Rights America, race is often wrongly thought to be irrelevant or, at best, a problem of racist individuals rather than a systemic condition to be confronted. Race, Whiteness, and Education interrupts this dangerous assumption by reaffirming a critical

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appreciation of the central role that race and racism still play in schools and society. Author Zeus Leonardo's conceptual engagement of race and whiteness asks questions about its origins, its maintenance, and envisages its future. This book does not simply rehearse exhausted ideas on the relationship among race, class, and education, but instead offers new ways of understanding how multiple social relations interact with one another and of their impact in thinking about a more genuine sense of multiculturalism. By asking fundamental questions about whiteness in schools and society, *Race, Whiteness, and Education* goes to the heart of race relations and the common sense understandings that sustain it, thus painting a clearer picture of the changing face of racism.

James A. Banks has here collected twenty-one of his most important and best works from across the span of his career, drawing out the major themes that have shaped the field of multicultural education.

Advancing equity in our schools and society requires deep thought and honest conversations about tough topics. These conversations about emotionally charged subjects, including race, class, and culture, can be daunting. Authors Brenda CampbellJones, Shannon Keeny, and Franklin CampbellJones, experts in research and equitable practices, guide you through a meaningful framework for thinking about, preparing for, and having such critical conversations. They invite you to ponder your own cultural identity and assumptions, reflect and deeply consider values and beliefs, and then understand how these factors affect your conversations and interactions with others. They provide essential information about the types of conversations and behaviors we all consciously and subconsciously exhibit and witness, with authentic stories and experiences from people who have used the authors' framework to enrich

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their communities. As you explore the information and activities in this book that are specifically designed to help you scaffold new ideas into practice, you and your colleagues will examine biases and begin to build equitable experiences for all students. The book's field-tested approach enables every educator to grow professionally by using the power of conversation to develop trust, ask powerful questions, really hear the answers--and learn together in ways that strengthen and invigorate the school and community.

This substantially revised edition builds upon the foundations laid down in the first edition (which addressed, amongst other subjects, issues of race and power, cultures and their impact upon communication, and a review of the dominant theoretical discourses influencing counselling and psychotherapy and how these might impact upon mixed identity therapeutic relationships.)

Responding to a need for greater cultural competence in the preparation and development of teachers in diverse public school settings, this book investigates the critical developmental and social processes mediating students' academic identities in those settings posing the greatest challenges to their school achievement and personal development. It provides an accessible, practice-oriented culturally responsive framework for teachers in American schools. Murrell proposes a situated-mediated identity theory that emphasizes examining not just the child, not just the school environment, but also the child in-context as the unit of analysis to understand how both mutually constitute each other in the social and cultural practices of schooling. He then develops this theory into an applied psychology of identity and agency development among children and youth as well as their teachers, striving together for academic achievement in diverse school settings. For researchers, professionals, and students in

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multicultural education, educational and developmental psychology, social and cultural foundations of education, and teacher education, Murrell's cultural practices approach builds on current thinking about multicultural teacher preparation and provides the practice component underpinning theories about cultural competence.

Race, Ethnicity and Gender in Education: Cross-cultural, which is the sixth volume in the 12-volume book series Globalisation, Comparative Education and Policy Research, presents scholarly research on major discourses of race, ethnicity and gender in education. It provides an easily accessible, practical yet scholarly source of information about the international concern in the field of globalisation and comparative education. Above all, the book offers the latest findings to the critical issues concerning major discourses on race, ethnicity and gender in the global culture. It is a sourcebook of ideas for researchers, practitioners and policymakers in education, globalisation, social justice, equity and access in schooling around the world. It offers a timely overview of current issues affecting research in comparative education of race, ethnicity and gender. It provides directions in education and policy research relevant to progressive pedagogy, social change and transformational educational reforms in the twenty-first century. The book critically examines the overall interplay between the state, ideology and current discourses of race, ethnicity and gender in the global culture. It draws upon recent studies in the areas of globalisation, equity, social justice and the role of the State (Zajda et al. , 2006, 2008). It explores conceptual frameworks and methodological approaches applicable in the research covering the State, globalisation, race, ethnicity and gender.

Thinking Space was set up to develop the capacity of staff and trainees at the Tavistock Clinic to think about racism, and other forms of hatred toward difference in ourselves

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and others. Drawing on Bion's (1962) distinction between 'knowing' and 'knowing about', the latter of which can be a defence against knowing a subject in a deeper and emotionally real way, Thinking Space sought to promote curiosity, exploration and learning about difference, by paying as much attention as to how we learn (process) as to what we learn (content). This book is a celebration of ten years of Thinking Space at the Tavistock Clinic and a way of sharing the thinking, experience and learning gained over these years. Thinking Space functions, among other things, as a test-bed for ideas and many of the papers included here began as presentations, and were encouraged and developed by the experience.

Storytelling is one of the oldest, yet most provocative human art forms. It allows us to learn through the illustration and presentation of events as they happened in real time, through the words of those who participated, allowing the reader to understand and recognize the unvarnished truth. As a means of education and learning, it is innately valuable. Speaking of race and racism, it allows us to underscore our values and principles of social justice. It allows the participants to express their insights and knowledge through their actual experiences. The author has done just that with *Race, Politics, and Basketball* – a fascinating story of race, racism, politics, education, and inequality in the early 1970s, told through the voices of those who were there, who witnessed it and were a part of it. It provides the juxtaposition of good and decent white kids with an unparalleled mentor who kept them on the straight and narrow, against

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good and decent Black and Cape Verdean kids who were forced to face the daily forces of inequality and racial unrest each and every day. The summer of 1970 was immensely educational for all who experienced it. The Vietnam War, the civil rights movements, Black Panthers, a long, dreary recession with high unemployment – all explained through the voices of white and Black kids and adults who were there, in New Bedford, Massachusetts, living through it, and navigating the ebbs and flows of their daily lives. In the middle of it all, a 17 year old Cape Verdean kid, standing outside a club in the city's West End, during a period of unrest, was gunned down by three white kids from the suburbs. They didn't even know him. To top it off, they were all acquitted at trial, despite the fact that the guy who shot the gun confessed to it. The book tells a fascinating story of inequality, race, and politics that can help us understand the struggles that we are still going through today, as we try to understand and reconcile our differences, and treat everyone as equals. Anyone interested in the issue of race and racism in America today should read this story. Gerry Kavanaugh is the Senior Vice Chancellor at the University of Massachusetts Dartmouth. He was the Chief of Staff to Senator Edward M. Kennedy in Washington, DC, and now lives in New Bedford with his wife, Colleen.

The concept and construct of race is often implicitly yet profoundly connected to issues of culture and identity. Meeting an urgent need for empirical and conceptual research that specifically explores critical issues of race, culture, and identities in second

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language education, the key questions addressed in this groundbreaking volume are these: How are issues of race relevant to second language education? How does whiteness influence students' and teachers' sense of self and instructional practices? How do discourses of racialization influence the construction of student identities and subjectivities? How do discourses on race, such as colorblindness, influence classroom practices, educational interventions, and parental involvement? How can teachers transform the status quo? Each chapter is grounded in theory and provides implications for engaged practice. Topics cover a wide range of themes that emerge from various pedagogical contexts. Authors from diverse racial/ethnic/cultural backgrounds and geopolitical locations include both established and beginning scholars in the field, making the content vibrant and stimulating. Pre-reading Questions and Discussion Questions in each chapter facilitate comprehension and encourage dialogue. With 695 signed entries with cross-references and recommended readings, the Encyclopedia of Diversity in Education, Four-Volume Set, in both print and electronic formats, presents research and statistics, case studies and best practices, policies and programs at pre- and post-secondary levels.

Transnational skilled migrants are often thought of as privileged migrants with flexible citizenship. This book challenges this assumption by examining the diverse migration trajectories, experiences and dilemmas faced by tertiary-educated mobile Malaysian migrants through a postcolonial lens. It argues that mobile Malaysians' culture of

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migration can be understood as an outcome and consequence of British colonial legacies – of race, education, and citizenship – inherited and exacerbated by the post-colonial Malaysian state. Drawing from archival research and interviews with respondents in Singapore, United Kingdom, and Malaysia, this book examines how mobile Malaysians make sense of their migration lives, and contextualizes their stories to the broader socio-political structures in colonial Malaya and post-colonial Malaysia. Showing how legacies of colonialism initiate, facilitate, and propagate migration in a multi-ethnic, post-colonial migrant-sending country beyond the end of colonial rule, this text is a key read for scholars of migration, citizenship, ethnicity, nationalism and postcolonialism.

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