

Making Meaning of Whiteness Breaking the Code of Good Intentions places the current-day white experience within a political, economic and social context by exploring the perceptions of students about identity, privilege, democracy, intergroup relations. This book documents how the everyday thinking of ordinary people contributes to the perpetuation of systemic racialized inequality and identifies opportunities to challenge these patterns, with particular recommendations for the educational system of the twenty-first century. Visit our website for sample chapters!

The Weight of Whiteness This volume explores issues involved with teaching social theory to preservice teachers pursuing degrees through teacher education programs and experienced teachers and administrators pursuing graduate degrees. The contributors detail their experiences teaching theoretical perspectives regarding race, gender, ethnicity, sexuality, power, and the construction of schools as an institution of the state. The editors and contributors hope to offer the beginning of a collegial dialogue within the field of education (both inside and outside the academy) about the relevance and pedagogical issues associated with such material. Additionally, the contributors offer advice on missteps to avoid and provide success stories that give hope to those who also wish to engage in the practice of teaching theory to teachers.

White by Law Exploring white privilege is an enterprise few of us who identify as white have attempted. White privilege is a foreign territory to us, although an unpleasantly familiar territory to people of color. At first the exploration can seem threatening, frightening and uncomfortable because, like any exploration, it can shatter the way we look at the world and how we understand ourselves. This book is, in part, a personal exploration of the author’s white privilege and how he sought to transcend it. It is also a sociological analysis of white privilege, drawing upon key social science literature. The book is an invaluable tool for personal and group explorations of racial privilege as well as other forms of privilege, including gender. Exploring White Privilege offers an analysis of white privilege as well as numerous examples of systemic white privilege in the U.S. A micro explains the cognitive and emotive factors that play a role in making it difficult for most white Americans to understand, learn and accept the sociological facts about systemic racism. While white privilege is generally understood as a system that benefits white people, A micro investigates the psychological, social and spiritual costs of white privilege to white people. And with a deeper understanding of how white privilege affects us all, questions of moral responsibility and accountability are investigated through personal anecdotes. The author offers a moral argument that is a call to action within our individual spheres of influence. The benefits of such a commitment to action are then explored and compared to the costs of inaction. Exploring white privilege can lead to social change. A micro offers a variety of tools for the reader interested in such explorations of their white privilege.

Media, Minorities, and Meaning The Encyclopedia of Critical Whiteness Studies in Education offers readers a broad summary of the multifaceted and interdisciplinary field of critical whiteness studies, the study of white racial identities in the context of white supremacy, in education.

Exploring White Privilege First published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.

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

This landmark book represents the first text to pay critical and sustained attention to Whiteness in Canada from an impressive line-up of leading scholars and activists. The burgeoning scholarship on Whiteness will benefit richly from this book's timely inclusion of the insights of Canadian scholars, educators, activists and others working for social justice within and through the educational system, with implications far beyond national borders.

Making and Unmaking of Whiteness

The Making and Unmaking of Whiteness Embraces the leading edge in critical race theory.

Racism, Public Schooling, and the Entrenchment of White Supremacy

A collection of new essays in race theory, drawn from the 4/97 Berkeley conference.

Exploring the Social and Academic Experiences of International Students in Higher Education Institutions

Studies of racism often focus on its devastating effects on the victims of prejudice. But no discussion of race is complete without exploring the other side—the ways in which some people or groups actually benefit, deliberately or inadvertently, from racial bias. This is the subject of Paula Rothenberg's groundbreaking anthology, White Privilege. The new edition of White Privilege once again challenges readers to explore ideas for using the power and the concept of white privilege to help combat racism in their own lives, and includes key essays and articles by Peggy McIntosh, Richard Dyer, bell hooks, Robert Jensen, Allan G. Johnson, and others. Three additional essays add new levels of complexity to our understanding of the paradoxical nature of white privilege and the politics and economics that lie behind the social construction of whiteness, making this edition an even better choice for educators. Brief, inexpensive, and easily integrated with other texts, this interdisciplinary collection of commonsense, non-rhetorical readings lets educators incorporate discussions of whiteness and white privilege into a variety of disciplines, including sociology, English composition, psychology, social work, women's studies, political science, and American studies.

Everyday Forms of Whiteness

Cross-cultural experiences in university settings have a significant impact on students' lives by enriching the learning process and promoting cultural awareness and tolerance. While studying abroad offers students unique learning opportunities, educators must be able to effectively address the specific social and academic needs of multicultural learners. Exploring the Social and Academic Experiences of International Students in Higher Education Institutions is a pivotal reference source for the latest research on the issues surrounding study abroad students in culturally diverse educational environments. Featuring various perspectives from a global context on ensuring the educational, structural, and social needs of international students are met, this book is ideally designed for university faculty, researchers, graduate students, policy makers, and academicians working with transnational students.

Christology and Whiteness

Describes the decision of several white student teachers to create teaching strategies that eliminate white privilege in schools, and analyzes the role of racial identity in the creation and use of teaching practices.

Being White, Being Good

In this third and final volume of Unhooking from Whiteness, the editors move from prepared précises on multicultural education toward actionable conversations that drive social justice agendas and have the power to eliminate educational inequities.

What White Looks Like

Demonstrates how ingrained ideas of race created and sustain the achievement gap in U.S. schools.

Make Me!

Contemporary scholars who study race and racism have emphasized that white complicity plays a role in perpetuating systemic racial injustice. Being White, Being Good seeks to explain what scholars mean by white complicity, to explore the ethical and epistemological assumptions that white complicity entails, and to offer recommendations for how white complicity can be taught. The book highlights how well-intentioned white people who might even consider themselves as paragons of antiracism might be unwittingly sustaining an unjust system that they say they want to dismantle. What could it mean for white people 'to be good' when they can reproduce and maintain racist system even when, and especially when, they believe themselves to be good? In order to answer this question, Barbara Applebaum advocates a shift in our understanding of the subject, of language, and of moral responsibility. Based on these shifts a new notion of moral responsibility is articulated that is not focused on guilt and that can help white students understand and acknowledge their white complicity. Being White, Being Good introduces an approach to social justice pedagogy called 'white complicity pedagogy.' The practical and pedagogical implications of this approach are fleshed out by emphasizing the role of uncertainty, vulnerability, and vigilance. White students who acknowledge their complicity have an increased potential to develop alliance identities and to engage in genuine cross-racial dialogue. White complicity pedagogy promises to facilitate the type of listening on the part of white students so that they come open and willing to learn, and 'not just to say no.' Applebaum also conjectures that systemically marginalized students would be more likely and willing to invest energy and time, and be more willing to engage with the systemically privileged, when the latter acknowledge rather than deny their complicity. It is a central claim of the book that acknowledging complicity encourages a willingness to listen to, rather than dismiss, the struggles and experiences of the systemically marginalized.

Recognizing Race and Ethnicity

This book, about the genealogy of whiteness, racialized ethnic groups, and the future
of race relations in the United States, is for undergraduate or graduate courses including political science, ethnic studies, American studies, and multicultural and gender studies. Also, it is accessible and of interest to a broader audience, including the general public who are interested in the future of race relations in the United States.

Revisiting The Great White North? “Check your privilege” is not a request for a simple favor. It asks white people to consider the painful dimensions of what they have been socialized to ignore. Alison Bailey’s The Weight of Whiteness: A Feminist Engagement with Privilege, Race, and Ignorance examines how whiteness misshapes our humanity, measuring the weight of whiteness in terms of its costs and losses to collective humanity. People of color feel the weight of whiteness daily. The resistant habits of whiteness and its attendant privileges, however, make it difficult for white people to feel the damage. White people are more comfortable thinking about white supremacy in terms of what privilege does for them, rather than feeling what it does to them. The first half of the book focuses on the overexposed side of white privilege, the side that works to make the invisible and intangible structures of power more visible and tangible. Bailey discusses the importance of understanding privileges intersectionally, the ignorance-preserving habits of “white talk,” and how privilege and ignorance circulate in educational settings. The second part invites white readers to explore the underexposed side of white dominance, the weightless side that they would rather not feel. The final chapters are powerfully autobiographical. Bailey engages readers with a deeply personal account of what it means to hold space with the painful weight of whiteness in her own life. She also offers a moving account of medicinal genealogies, which helps to engage the weight she inherits from her settler colonial ancestors. The book illustrates how the gravitational pull of white ignorance and comfort are stronger than the clean pain required for collective liberation. The stakes are high: Failure to hold the weight of whiteness ensures that white people will continue to blow the weight of historical trauma through communities of color.

Culturally Responsive Methodologies Making Sense of Race in Education: Practices for Change in Difficult Times takes a fresh look at the perennial issue of race in American schools. How do educators, in all settings, confront the issue of race with students and colleagues, given the contemporary backdrop of social movements for racial justice and change? How do educators affect change within their everyday classroom practices without fostering further alienation and discord? Although much has already been written about race and racism in school, this book addresses racial incidents directly and offers practical insights into how P-20 educators can transform these events alongside students and colleagues. Each chapter provides detailed analysis of curriculum, instruction, practices and pedagogical strategies for addressing race while at the same time wrestling with theoretical conceptions of race, justice, and fairness.

Handbook of Multicultural Counseling Competencies Since it was first published in 1920, The Black Man’s Burden has been widely recognized as a prime source of education and influence in the field of African history.

White Fragility In this collection, white women philosophers engage boldly in critical acts of exploring ways of naming and disrupting whiteness in terms of how it has defined the conceptual field of philosophy. Focuses on the whiteness of the epistemic and value-laden norms within philosophy itself, the text dares to identify the proverbial elephant in the room known as white supremacy and how that supremacy functions as the measure of reason, knowledge, and philosophical intelligibility.

Breaking the Code of Good Intentions The second edition of Melanie Bush’s acclaimed Everyday Forms of Whiteness looks at the often-unseen ways racism impacts our lives. The author has interviewed and surveyed hundreds of college students and reveals that even though we talk as though we live in a “post-racial” world after the election of Barack Obama, racism is still very much a factor in everyday life. The second edition incorporates new data and interviews to show how the everyday thinking of ordinary people contributes to the perpetuation of systemic racialized inequality. The book introduces key terms for the study for race and ethnicity, reveals the mechanisms that support the racial hierarchy in U.S. society, then outlines ways we can challenge long-standing patterns of racial inequality.

Black Bodies, White Gazes This book shares the author’s transformative journey as a literacy teacher/researcher examining her experience as a White, middle-class female. Kuby argues that it is not enough for teachers to implement curricula and pedagogical strategies designed to foster inclusiveness. Instead, teachers must look inward, questioning their personal histories, biases, and beliefs in order to develop better self-awareness. In this book, Kuby reflects on how her self-interrogation shaped her interactions with 5- and 6-year-olds and influenced her critical literacy teaching. “If we wish to create an enlightened citizenry, critical literacy needs to begin on the very first day of the first year of schooling.” — Jerome C. Harste, professor emeritus, Indiana University “What Candace shows us is that critical literacy is for all children and that critical literacies are ways of being that cut across time and space and move beyond the four walls of the classroom and beyond the ‘regular’ school year.” — From the Foreword by Vivian M. Vasquez, American University, Washington DC “In this very thought-provoking book, Candace Kuby uses both her own struggle with White privilege, and that of her students, to demonstrate the importance of cultivating critical consciousness through and in literacy even with those who are very young. Equity and justice for all can only be attained by practicing critical pedagogy for and with all children.” — Gaile Cannella, School of Social Transformation, Arizona State University

Whiteness and Racialized Ethnic Groups in the United States Foundations. Introduction -- Constructing categories of difference -- Minorities, meaning, and mass media -- Articulations of difference -- The articulation of difference.
Recognizing Race and Ethnicity, Student Economy Edition Offers new methodologies that require the researcher to develop relationships that may enable them to intimately come to respect and know the "Other" with whom they seek to study. This book is suitable for qualitative research work and therefore would be used in Research Qualitative Methods courses.

White Self-Criticality beyond Anti-racism Designed to orient readers to the history and purpose of Critical Whiteness Studies, to key concepts and legal cases, and to established and newer texts and resources.

White Out Philosophers consider race and racism from the perspective of lived, bodily experience. Broadening the philosophical conversation about race and racism, Living Alterities considers how people's racial embodiment affects their day-to-day lived experiences, the lived experiences of individuals marked by race interacting with and responding to others marked by race, and the tensions that arise between different spheres of a single person's identity. Drawing on phenomenology and the work of thinkers such as Frantz Fanon, Maurice Merleau-Ponty, and Iris Marion Young, the essays address the embodiment experiences of African Americans, Muslims, African Americans, Latinas, Jews, and white Americans. The volume's focus on specific situations, temporalities, and encounters provides important context for understanding how race operates in people's lives in ordinary settings like classrooms, dorm rooms, borderlands, elevators, and families.

Race, Culture, and Identities in Second Language Education To better reflect the current state of research in the sociology of race/ethnicity, this book places significant emphasis on white privilege, the social construction of race, and theoretical perspectives for understanding race and ethnicity.

Living Alterities White on White/Black on Black is a unique contribution to the philosophy of race. The book explores how fourteen philosophers, seven white and seven black, philosophically understand the dynamics of the process of racialization. Combined, the contributions demonstrate different and similar conceptual trajectories of racial identities that emerge from within and across the racial divide. Each of the fourteen philosophers, who share a textual space of exploration, name whiteness/blackness, revealing significant political, cultural, and existential aspects of what it means to be black/white. Through the power of naming and theorizing whiteness and blackness, White on White/Black on Black dares to bring clarity and complexity to our understanding of race identity.

Unsettling Beliefs Describes how a group of white female student teachers examined their "whiteness" and developed ways of thinking critically about race and racism in educational practice. 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.

Making Meaning of Whiteness This best-selling textbook explains the current state of research in the sociology of race/ethnicity, emphasizing white privilege, the social construction of race, and the newest theoretical perspectives for understanding race and ethnicity. It is designed to engage students with an emphasis on topics that are meaningful to their lives, including sports, popular culture, interracial relationships, and biracial/multiracial identities and families. The new third edition comes at a pivotal time in the politics of race and identity. Fitzgerald includes vital new discussions on white ethnicities and the politics of Trump and populism. Prominent attention is given to immigration and the discourse surrounding it, police and minority populations, and the criminal justice system. Using the latest available data, the author examines the present and future of generational change. New cases studies include athletes and racial justice activism, removal of Confederate monuments, updates on Black Lives Matter, and Native American activism at Standing Rock and against the Bayou Bridge pipeline.

White on White/black on Black Returning seven years later to their original pieces from this landmark book, over 20 leading scholars and activists revisit and reframe their rich contributions to a burgeoning scholarship on Whiteness. With new reflective writings for each chapter, and valuable sections on relevant readings and resources, this volume refreshes and enhances the first text to pay critical and sustained attention to Whiteness in education, with implications far beyond national borders. Contributors include George Sefa Dei, Tracey Lindberg, Carl James, Cynthia Levine-Rasky, and the late Patrick Solomon. Courageously examining diverse perspectives, contexts, and institutional practices, contributors to this volume dismantle the underpinnings of inequitable power relations, privilege, and marginalization. The book's relevance extends to those in a range of settings, with abundant and poignant lessons for enhancing and understanding transformative social justice work in education. Revisiting The Great White North offers terrific grist for examining the persistence of Whiteness even as it shape-shifts. Chapters are comprehensive, theoretically rich, and anchored in personal experience. Authors' reflections on the seven years...
since publication of the first edition of this book complexify how we understand Whiteness, while simultaneously driving home the need not only to grapple with it, but to work against it. Christine Sleeter, Professor Emerita, California State University Monterey Bay Our understanding of racial inequities in education will be impoverished unless we look deeply at White privilege, its variation in different contexts, and resistances to change. Such is the call in this important book by Lund, Carr, and colleagues, whose analyses within Canadian contexts, framed and re-framed for this captivating revised edition, will be useful to educators and scholars around the world. Read this book today. Kevin K. Umashiro, Dean, School of Education, University of San Francisco; President, National Association for Multicultural Education Darren Lund and Paul Carr have given the contributors to their original 2007 text the opportunity to revisit, rethink, reconceptualize, and reframe their earlier work. The result is an interesting, invigorating, and unsettling group of chapters that challenge readers to also revisit and rethink their own ideas about Whiteness, privilege, and power. Teachers, administrators, policymakers, and researchers will all benefit from this critical work. Sonia Nieto, Professor Emerita, Language, Literacy, and Culture College of Education, University of Massachusetts, Amherst Lund and Carr bring together a superb collection of authors who collectively challenge readers to go beyond liberal platitudes about race until educators confront the political, social and economic consequences of inequitably distributed privilege, the path towards equality and freedom will remain elusive. By immersing us in the discourse of Whiteness, the essays in this book illuminate that very path. Joel Westheimer, University Research Chair & Professor, Faculty of Education, University of Ottawa

Recognizing Race and Ethnicity “Contributors analyze how whiteness haunts popular culture, social media, education, and pedagogy, as well as theories of race themselves”—Provided by publisher.

Working through Whiteness This book explores Christology through the lens of whiteness, addressing whiteness as a site of privilege and power within the specific context of Christology. It asks whether or not Jesus’ life and work offers theological, religious and ethical resources that can address the question of contemporary forms of white privilege. The text seeks to encourage ways of thinking about whiteness theologically through the mission of Jesus. In this sense, white Christians are encouraged to reflect on how their whiteness is a site of tension in relation to their theological and religious framework. A distinguished team of contributors explore key topics including the Christology of domination, different images of Jesus and the question of identification with Jesus, and the Black Jesus in the inner city.

The Center Must Not Hold Despite promising changes over the last century, race remains a central organizing principle in US society, a key arena of inequality, power, and privilege, and the subject of ongoing conflict and debate. In this second edition of Recognizing Race and Ethnicity, Kathleen J. Fitzgerald continues to examine the sociology of race and encourages students to think differently by challenging the notion that we are, or should even aspire to be, color-blind. Fitzgerald considers how race manifests in both significant and obscure ways by looking across all racial/ethnic groups within the socio-historical context of institutions and arenas, rather than discussing each group by group. Incorporating recent research and contemporary theoretical perspectives, she guides students to examine racial ideologies and identities as well as structural racism; at the same time, she covers topics like popular culture, sports, and interracial relationships. This latest edition includes an expanded look at global perspectives on racial inequality, including international migration and Islamophobia; updated examples of contemporary issues, including the Black Lives Matter movement; more emphasis on intersectionality, specifically the ways sexuality and race intersect; and an extended discussion on why the sociology of race and the sociological imagination matter. Recognizing Race and Ethnicity continues to reflect the latest sociological research on race/ethnicity and provides unparalleled coverage of white privilege while remaining careful not to treat “white” as the norm against which all other groups are defined.

Inner City Kids Click here to listen to George Yancy's radio interview with C. S. Soong on 'Against the Grain.' Black Bodies, White Gazes: The Continuing Significance of Race understands Black embodiment within the context of white hegemony within the context of a racist, anti-Black world. George Yancy examines themes such as double consciousness, invisibility, and corporeal maldefinition that capture the lived reality of Black bodies under tremendous existential duress. He demonstrates that the Black body is a historically lived text on which whites have inscribed their projections which speak equally forcefully to whites own self-conceptions.

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

Rhetorics of Whiteness Urban teens of color are often portrayed as welfare mothers, drop outs, drug addicts, and both victims and perpetrators of the many kinds of violence which can characterize life in urban areas. Although urban youth often live in contexts which include poverty, unemployment, and discrimination, they also live with the everydayness of school, friends, sex, television, music, and other elements of teenage lives. Inner City Kids explores how a group of African American, Jamaican, Puerto Rican, and Haitian adolescents make meaning of and respond to living in an inner-city community. The book focuses on areas of particular concern to the youth, such as violence,

Educational opportunities, and a decaying and demoralizing urban environment characterized by trash, pollution, and abandoned houses. McIntyre's work with these teens draws upon participatory action research, which seeks to codevelop programs with study participants rather than for them.

Unhooking from Whiteness A THOROUGH AND CONTEMPORARY EXPLORATION OF ISSUES FUNDAMENTAL TO MULTICULTURAL COMPETENCY Handbook of Multicultural Counseling Competencies draws together an expert group of contributors who provide a wide range of viewpoints and personal experiences to explore the identification and development of specific competencies necessary to work effectively with an increasingly diverse population. Beginning with a Foreword by Derald Wing Sue, this unique handbook offers a broad, comprehensive view of multiculturalism that is inclusive and reflective. The coverage in this important book lies beyond the scope of traditionally defined multiculturalism, with discussion of historically overlooked groups that have experienced prejudice and bias because of their size, social class, age, language, disability, or sexual orientation. This book provides readers with: Practical cases and examples to enhance skill development, promote critical thinking, and increase awareness A cross-section of diversity characteristics and best practice guidelines Examination of detailed, developmentally relevant competency categories Resources and exercises designed for practitioners at various levels of experience and expertise A forum for debate, discussion, and growth Designed to help readers enhance general multicultural competency and their ability to provide services to the populations specifically described, this thought-provoking text will prove useful in facilitating ongoing dialogues about multicultural competence in all its variations.

Making Sense of Race in Education 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 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.

White Privilege In this groundbreaking book, Eric Toshalis explores student resistance through a variety of perspectives, arguing that oppositional behaviors can be not only instructive but productive. All too often treated as a matter of compliance, student resistance can also be understood as a form of engagement, as young people confront and negotiate new identities in the classroom environment. The focus of teachers' efforts, Toshalis says, should not be about "managing" adolescents but about learning how to read their behavior and respond to it in developmentally productive, culturally responsive, and democratically enriching ways. Noting that the research literature is scattered across fields, Toshalis draws on four domains of inquiry: theoretical, psychological, political, and pedagogical. The result is a resource that can help teachers address this pervasive classroom challenge in ways that enhance student agency, motivation, engagement, and academic achievement. The coauthor of Understanding Youth: A Adolescent Development for Educators (Harvard Education Press, 2006), Toshalis blends accessible explanations of theory and research with vignettes of interactions among educators and students. In Make Me!, Toshalis helps teachers perceive possibility, rather than pathology, in student resistance.

Copyright code: 2a43e173ce2b187928e46b8862583a18