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Hood And The Rest Of Yall
Too Reality Pedagogy And
Urban Education
**For White Folks Who
Teach In The Hood
And The Rest Of
Yall Too Reality
Pedagogy And Urban**

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Eventually, you will
certainly discover a new
experience and completion by
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those every needs as soon as
having significantly cash?
Why don't you try to get
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that will guide you to
comprehend even more with
reference to the globe,

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experience, some places, in the same way as history, amusement, and a lot more?

It is your categorically own period to perform reviewing habit. accompanied by guides you could enjoy now is **for**

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white folks who teach in the
hood and the rest of y'all
too reality pedagogy and
urban education below.

~~“For White Folks Who Teach
in the Hood... And the Rest
of Y'all, Too” — a book talk~~

~~File Type PDF For White
Folks Who Teach In The
Christopher Emdin For Y'all
White Folks Who Teach in the
Hood . . . and the Rest of
Y'all Too For White Folks
Who Teach in The Hood
Book study — part 1 \ "For
White Folks Who Teach in the
Hood\ " The Educator's Room~~

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Folks Who Teach In The
~~Interviews Christopher Emdin~~
For White Folk Who Teach in
the HOOD Christopher
Emdin's, \"White Folks Who
Teach In The Hood\"

For White Folks Who Teach in
the Hood Book Review Video
~~For White Folks Who Teach in~~

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~~the Hood And For The Rest Of You!~~
~~Teach in the Hood // Book~~
~~Summary// Chapters 1 to 3.~~
Teaching \u0026amp; Being
Rachetdemic | Christopher
Emdin | TEDxBerkeley ~~For~~
~~White Folks Who Teach in the~~
~~Hood . . . - Professional~~

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Hood And The Rest Of Y'all
Development Talk It Out
Book Club Dr. Robin DiAngelo
Too Reality Pedagogy And
Wants White People to Stop
Urban Education
Saying They're Not Racist
White Rage Audiobook (Dr
Carol Anderson) !!!
Willingham — Book Talk:
White People Who Teach in~~

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~~the Hood And The Rest Of Ya'll~~
*Christopher Emdin at
TEDxTeachersCollege*
Infomercial: For White Folks
Who Teach in the Hood... and
the Rest of Ya'll Too

Christopher Emdin - Teaching
with Style 10 BOOKS WHITE

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*PEOPLE SHOULD READ / BOOKS
FOR ANTIRACISM WORK
Dismantling White Supremacy
in Education | Noelle Picara
| TEDxYouth@UrsulineAcademy*

**For White Folks Who Teach in
the Hood...** *For White Folks
Who Teach*

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"For White Folks" ultimately teaches the unlearned lesson that a hip-hop people's critical perspective must matter in order for authentic teaching and learning to take place, but more importantly the book

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Hood And The Rest Of Yall
offers a bigger case for
colleges to make room for
other hip-hop scholars. Dr.
Andre Perry, "The Hechinger
Report"

*For White Folks Who Teach in
the Hood... and the Rest of*

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For White Folks Who Teach in
the Hood by Christopher

Emdin . In For White Folks
Who Teach in the Hood... and
the Rest of Y'all Too:

Reality Pedagogy and Urban
Education, Christopher Emdin

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shares his experience of learning and teaching in an urban setting and offers up a new approach to education. He dismantles stereotypes and advocates for a student-centered approach, even in “at-risk” classrooms.

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Book Review: For White Folks Who Teach in the Hood ...

For White Folks Who Teach in the Hood... and the Rest of Y'all Too Quotes Showing 1-14 of 14 "Students quickly receive the message that

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they can only be smart when
they are not who they are.
This, in many ways, is
classroom colonialism; and
it can only be addressed
through a very different
approach to teaching and
learning."

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*For White Folks Who Teach in
the Hood... and the Rest of
Y'all*

For White Folks Who Teach in
the Hood...and the Rest of
Y'all Too by Christopher
Emdin explains how teachers

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from different cultures can connect and foster success when teaching black students in poor urban schools. While aimed at black cultures found in the inner city, the advice here applies to anyone teaching students

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that is not their own.

*For White Folks Who Teach in
the Hood...and the Rest of Y*

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*For White Folks Who Teach in
the Hood...and the Rest of*

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Y'all Too is the much-needed
antidote to traditional top-
down pedagogy and promises
to radically reframe the
landscape of urban education
for the better. He begins by
taking to task the
perception of urban youth of

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color as unteachable, and he challenges educators to embrace and respect ...

For White Folks Who Teach in the Hood... and the Rest of Y ...

For White Folks Who Teach in

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Folks Who Teach In The
the Hood...and the Rest of Y'all
Y'all Too: Reality Pedagogy
and Urban Education, by
Christopher Emdin, is a
fascinating and exciting
work that challenges
teachers who work in urban
environments "in the hood"

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as to how they approach their work, adapt their teaching practice to the needs and the strengths of their students, and reflect upon their own biases and willingness to change.

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*For White Folks Who Teach in
the Hood... and the Rest of
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perception of urban youth of
color as unteachable, and he
challenges educators to
embrace and respect ...

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For White Folks Who Teach in the Hood... and the Rest of Y'all Too

In "For White Folks Who Teach in the Hood ... and the Rest of Y'all Too," his new book released this month,

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Hood And The Rest Of Y'all
Emdin draws parallels
between current urban
educational models and
Native American schools...

*What 'white folks who teach
in the hood' get wrong about
...*

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Christopher Emdin says he wasn't trying to alienate anyone with the title of his new book: "For White Folks Who Teach in the Hood ... and the Rest of Y'all Too." But he did want to start a...

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*A black professor offers
advice 'For White Folks Who
Teach ...*

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the Hood...and the Rest of
Y'all Too is the much-needed
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Amazon.com: For White Folks Who Teach in the Hood... and Urban Education

For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education. Drawing

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on his own experience of
feeling undervalued and
invisible in classrooms as a
young man of color and
merging his experiences with
more than a decade of
teaching and researching in
urban America, award-winning

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Hood And The Rest Of Y'all
educator Christopher Emdin
offers a new lens on an
Too Reality Pedagogy And
approach to teaching ...
Urban Education

*Store | Dr. Christopher
Emdin*

Lively, accessible, and
revelatory, For White Folks

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Christopher Emdin (P) 2016
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*For White Folks Who Teach in
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...*

For white people in America,
it is up to each of us to

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Too Reality, Pedagogy And
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first listen. Then, we must
seek greater knowledge about
our country's deeply rooted
racism. It is an undue
burden on our colleagues
and...

First, Listen. Then, Learn:
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File Type PDF For White Folks Who Teach In The *Anti-Racism Resources For*

•••
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People of other races can
mistreat white people, but
they don't have the power to
practice racism. Yet, even
believing all of this, when
I entered my first

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multicultural education
class as a college student,
I balked when I was told I
had white privilege.

*A Guide to White Privilege
For White People Who Think
They ...*

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Mr. Clarks whiteness, while not an impediment to his teaching, has been fashioned by an audience that exoticizes white performance of Blackness to become complicit in the erasure of a Black teaching tradition

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Hood And The Rest Of Yall
that fights every day for
visibility and validation.

*For White Folks Who Teach in
the Hood and the Rest of Y*

...

*Lively, accessible, and
revelatory, For White Folks*

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Who Teach in the Hood...and
the Rest of Y'all Too is the
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landscape of urban education
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same
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*For White Folks Who Teach in
the Hood...and the Rest of Y
...*

Kimber Simpkins is a white,
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Hood, And The Rest Of Y'all
queer, cis-gender, longtime
yoga/mindfulness instructor
and mom in Northern
California, E-RYT 500. She
teaches weekly classes,
workshops, trainings, and
retreats...

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*Should White People Teach
Yoga? Whoa. How does it
feel to ...*

First, learn what racism is,
and what it's not. I need
White people to understand
that all White people are
racist. Admit it, and let's

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*Yes My Dear, All White
People Are Racists | by
Marley K ...*

ROSA PARKS: Black people and

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white people were still kept
separate in other ways, but
it was a start. ROSA PARKS:
A step towards equality and
justice. ROSA PARKS: I was
just an ordinary person ...

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A New York Times Best Seller
Merging real stories with
theory, research, and
practice, a prominent
scholar offers a new
approach to teaching and
learning for every
stakeholder in urban

File Type PDF For White Folks Who Teach In The Hood And The Rest Of Y'all Too Reality Pedagogy And Urban Education

Drawing on his own experience of feeling undervalued and invisible in classrooms as a young man of color and merging his experiences with more than a decade of teaching and researching in urban

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Hood, And The Rest Of Y'all
Too Really Pedagogy And
Urban Education

America, award-winning
educator Christopher Emdin
offers a new lens on an
approach to teaching and
learning in urban schools.
For White Folks Who Teach in
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Y'all Too is the much-needed

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antidote to traditional top-down pedagogy and promises to radically reframe the landscape of urban education for the better. He begins by taking to task the perception of urban youth of color as unteachable, and he

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Too Really Pedagogy And
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challenges educators to
embrace and respect each
student's culture and to
reimagine the classroom as a
site where roles are
reversed and students become
the experts in their own
learning. Putting forth his

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theory of Reality Pedagogy,
Emdin provides practical
tools to unleash the
brilliance and eagerness of
youth and educators
alike—both of whom have been
typecast and stymied by
outdated modes of thinking

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about urban education. With
this fresh and engaging new
pedagogical vision, Emdin
demonstrates the importance
of creating a family
structure and building
communities within the
classroom, using culturally

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relevant strategies like hip-hop music and call-and-response, and connecting the experiences of urban youth to indigenous populations globally. Merging real stories with theory, research, and practice,

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Too Reality Pedagogy And
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Emdin demonstrates how by implementing the “Seven C’s” of reality pedagogy in their own classrooms, urban youth of color benefit from truly transformative education.

For White Folks Who Teach in the Hood...and the Rest of

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Y'all Too has been featured
in MotherJones.com,
Education Week, Weekend All
Things Considered with
Michel Martin, Diverse:
Issues in Higher Education,
PBS NewsHour.com, Slate, The
Washington Post, Scholastic

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Administrator Magazine,
Essence Magazine, Salon,
ColorLines, Ebony.com,
Huffington Post Education

A New York Times Best Seller
Merging real stories with
theory, research, and

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practice, a prominent scholar offers a new approach to teaching and learning for every stakeholder in urban education. Drawing on his own experience of feeling undervalued and invisible in

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landscape of urban education for the better. He begins by taking to task the perception of urban youth of color as unteachable, and he challenges educators to embrace and respect each student's culture and to

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reimagine the classroom as a site where roles are reversed and students become the experts in their own learning. Putting forth his theory of Reality Pedagogy, Emdin provides practical tools to unleash the

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brilliance and eagerness of youth and educators alike—both of whom have been typecast and stymied by outdated modes of thinking about urban education. With this fresh and engaging new pedagogical vision, Emdin

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demonstrates the importance of creating a family structure and building communities within the classroom, using culturally relevant strategies like hip-hop music and call-and-response, and connecting the

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experiences of urban youth
to indigenous populations
globally. Merging real
stories with theory,
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Emdin demonstrates how by
implementing the “Seven C’s”
of reality pedagogy in their

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Things Considered with
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Urban Education
PBS NewsHour.com, Slate, The
Washington Post, Scholastic
Administrator Magazine,
Essence Magazine, Salon,
ColorLines, Ebony.com,

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Huffington Post Education

A revolutionary new

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educational model that
encourages educators to
provide spaces for students
to display their academic
brilliance without
sacrificing their identities
Building on the ideas
introduced in his New York

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Hood And The Rest Of Y'all
Times best-selling book, For
White Folks Who Teach in the
Hood, Christopher Emdin
introduces an alternative
educational model that will
help students (and teachers)
celebrate ratchet identity
in the classroom.

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Ratchetademic advocates for a new kind of student identity—one that bridges the seemingly disparate worlds of the ivory tower and the urban classroom. Because modern schooling often centers whiteness,

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Emdin argues, it dismisses
ratchet identity (the
embodying of “negative”
characteristics associated
with lowbrow culture, often
thought to be possessed by
people of a particular
ethnic, racial, or

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socioeconomic status) as
anti-intellectual and
punishes young people for
straying from these alleged
“academic norms,” leaving
young people in classrooms
frustrated and uninspired.
These deviations, Emdin

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explains, include so-called
“disruptive behavior” and a
celebration of hip-hop music
and culture. Emdin argues
that being “ratchetdemic,”
or both ratchet and academic
(like having rap battles
about science, for example),

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can empower students to
embrace themselves, their
backgrounds, and their
education as parts of a
whole, not disparate
identities. This means
celebrating protest,
disrupting the status quo,

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and reclaiming the genius of
youth in the classroom.

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Empower black boys to dream,
believe, achieve Schools
that routinely fail Black
boys are not extraordinary.
In fact, they are all-too

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ordinary. If we are to
succeed in positively
shifting outcomes for Black
boys and young men, we must
first change the way school
is "done." That's where the
eight in ten teachers who
are White women fit in . . .

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and this urgently needed
resource is written
specifically for them as a
way to help them understand,
respect and connect with all
of their students. So much
more than a call to call to
action—but that, too!—The

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Teach Black Boys brings
together research,
activities, personal
stories, and video
interviews to help us all
embrace the deep realities
and thrilling potential of

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this crucial American task.
With Eddie, Ali, and
Marguerite as your mentors,
you will learn how to:

Develop learning
environments that help Black
boys feel a sense of
belonging, nurturance,

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challenge, and love at
school Change school culture
so that Black boys can show
up in the wholeness of their
selves Overcome your
unconscious bias and forge
authentic connections with
your Black male students If

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you are a teacher who is
afraid to talk about race,
that's okay. Fear is a
normal human emotion and
racial competence is a skill
that can be learned. We
promise that reading this
extraordinary guide will be

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a life-changing first step
forward . . . for both you
and the students you serve.
About the Authors Dr. Eddie
Moore, Jr., has pursued and
achieved success in
academia, business,
diversity, leadership, and

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community service. In 1996,
he started America & MOORE,
LLC to provide comprehensive
diversity, privilege, and
leadership
trainings/workshops. Dr.
Moore is recognized as one
of the nation's top

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motivational speakers and
educators, especially for
his work with students K-16.
Dr. Moore is the
Founder/Program Director for
the White Privilege
Conference, one of the top
national and international

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conferences for participants
who want to move beyond
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dialogue and into action
Urban Education
around issues of diversity,
power, privilege, and
leadership. Ali Michael,
Ph.D., is the co-founder and
director of the Race

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Institute for K-12
Educators, and the author of
Too Reality Pedagogy And
Raising Race Questions:
Whiteness, Inquiry, and
Education, winner of the
2017 Society of Professors
of Education Outstanding
Book Award. She is co-editor

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of the best-selling *Everyday
White People Confront Racial
and Social Injustice* and
sits on the editorial board
of the journal, *Whiteness
and Education*. Dr. Michael
teaches in the mid-career
doctoral program at the

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University of Pennsylvania's
Graduate School of
Education, as well as the
Graduate Counseling Program
at Arcadia University. Dr.
Marguerite W. Penick-Parks
currently serves as Chair of
Educational Leadership and

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Policy at the University of
Wisconsin, Oshkosh. Her work
Too Reality Pedagogy And
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centers on issues of power,
privilege, and oppression in
relationship to issues of
curriculum with a special
emphasis on the
incorporation of quality

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literature in K-12 classrooms. She appears in the movie, "Mirrors of Privilege: Making Whiteness Visible," by the World Trust Organization. Her most recent work includes a joint article on creating safe

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spaces for discussing White
privilege with preservice
teachers.

Christopher Emdin is an
assistant professor of
science education and
director of secondary school

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initiatives at the Urban
Science Education Center at
Teachers College, Columbia
University. He holds a Ph.D.
in urban education with a
concentration in
mathematics, science and
technology; a master's

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degree in natural sciences;
and a bachelor's degree in
physical anthropology,
biology, and chemistry.

THE BATTLE FOR ROOM 314 In a
fit of idealism, Ed Boland
left a twenty-year career as

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a non-profit executive to
teach in a tough New York
City public high school. But
his hopes quickly collided
headlong with the appalling
reality of his students'
lives and a hobbled
education system unable to

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help them: Freddy runs a
drug ring for his
incarcerated brother; Nee-
cole is homeschooled on the
subway by her brilliant
homeless mother; and Byron's
Ivy League dream is dashed
because he is undocumented.

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In the end, Boland isn't
hoisted on his students'
shoulders and no one passes
AP anything. This is no
urban fairy tale of at-risk
kids saved by a Hollywood
hero, but a searing
indictment of schools that

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claim to be progressive but still fail their students. Told with compassion, humor, and a keen eye, Boland's story is sure to ignite debate about the future of American education and attempts to reform it.

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White Folks explores the experiences and stories of eight white people from a small farming community in northern Wisconsin. It examines how white people learn to be 'white' and

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reveals how white racial
identity is dependent on
people of color—even in
situations where white
people have little or no
contact with racial others.
Drawing on in-depth
interviews with Delores,

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Frank, William, Erin,
Robert, Libby, and Stan, as
well as on his own
experiences growing up in
this same rural community,
Lensmire creates a portrait
of white people that
highlights how their

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relations to the people of color
and their cultures are
seldom simple and are
characterized not just by
fear and rejection, but also
by attraction, envy, and
desire. White Folks helps
readers recognize the

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profound ambivalence that has characterized white thinking and feeling in relation to people of color for at least the last two hundred years. There is nothing smooth about the souls of white folks.

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Current antiracist work is
often grounded in a white
privilege framework that has
proven ineffective - in part
because it reduces white
people to little more than
the embodiment of privilege.
Lensmire provides an

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alternative that confronts
the violence at the core of
white racial selves that has
become increasingly visible
in American society and
politics, but that also
illuminates conflicts and
complexities there.

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Winner of the 2020 Society
of Professors of Education

Outstanding Book Award

Drawing on personal stories,
research, and historical
events, an esteemed educator
offers a vision of

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Too Reality Pedagogy And
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educational justice inspired
by the rebellious spirit and
methods of abolitionists.
Drawing on her life's work
of teaching and researching
in urban schools, Bettina
Love persuasively argues
that educators must teach

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students about racial
violence, oppression, and
how to make sustainable
change in their communities
through radical civic
initiatives and movements.
She argues that the US
educational system is

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maintained by and profits
from the suffering of
children of color. Instead
of trying to repair a flawed
system, educational
reformers offer survival
tactics in the forms of test-
taking skills, acronyms,

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hood labs, and character
education, which Love calls
the educational survival
complex. To dismantle the
educational survival complex
and to achieve educational
freedom—not merely
reform—teachers, parents,

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and community leaders must approach education with the imagination, determination, boldness, and urgency of an abolitionist. Following in the tradition of activists like Ella Baker, Bayard Rustin, and Fannie Lou

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Than Survive introduces an
alternative to traditional
modes of educational reform
and expands our ideas of
civic engagement and
intersectional justice.

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This new edition deepens the discussion of race and social justice in education with many updates, including a new section entitled The Whiteness of School Reform. Widely used for teacher preparation and in-service

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professional development, it
speaks to what good teachers
know, what they do, and how
they embrace culturally
responsive teaching.

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