

The book cover features a warm, golden-brown background. The top half is a solid color, while the bottom half shows a blurred image of rows of wooden chairs in a lecture hall, creating a sense of depth and perspective. The title 'ENGAGING EQUITY' is prominently displayed in the upper left, with 'ENGAGING' in a dark red serif font and 'EQUITY' in a white serif font. To the right of the title, the subtitle 'New Perspectives on Anti-Racist Education' is written in a smaller, white serif font. At the bottom left, the author's name 'Leeno Karumanchery Ph.D.' is printed in a white serif font.

ENGAGING EQUITY

New Perspectives
on Anti-Racist
Education

Leeno Karumanchery Ph.D.

Engaging Equity New Perspectives On Antiracist Education

Ayan Abdulle, Anne Nelun Obeyesekere

Engaging Equity New Perspectives On Antiracist Education:

Engaging Equity Leeno Karumanchery, 2005-01-01 Contrary to those mainstream efforts that paint racism and social oppression as remnants of a troubled past today's relations of social power remain intractable as they continue to mediate and discipline the lives of the oppressed Recognizing that racism and other forms of oppression continue to evolve and adapt to our changing times it is crucial that our strategies for resistance are equally dynamic and proactive In this reader Leeno Karumanchery has brought together some of critical theory's most powerful and insurgent voices to explore this vital strand of the anti racist tapestry by asking How do we understand our oppression and how do we frame and manage our resistance in the face of it Engaging Equity is framed as a sociohistoric expose of the Western educational system revealing the banality of oppression in today's schools Developed within a philosophy of hope this book reminds us that real and meaningful change towards social justice can be achieved but only if our politics strategies and resolve are equal to the task *Promising Practices in Indigenous Teacher Education* Paul Whiting, Carmen Rodriguez de France, Onowa McIvor, 2017-10-28 This book provides a comprehensive overview of navigating the on going systemic challenges hardships and problems facing many indigenous teacher education programs today helping to foster a commitment to developing quality indigenous teacher education programs that are sustainable distinctive and excellent However despite a growing cadre of indigenous peoples working in teacher education there is still a noticeable gap between the uptake of what is being taught in conventional teacher education programs and how this translates to what we see student teachers doing in the classroom The often tricky and complex nature of indigenous teacher education programming also means that there are multiple realities approaches and pathways that require greater communication collaboration and cooperation The very nature of this complexity the book suggests requires a strength based and future focused approach built on trust integrity courage and respect for indigeneity as well as an understanding of what it means to be indigenous The examples and experiences presented identify a number of promising practices that work well in current indigenous teacher education programs and beyond By promoting a greater appreciation for the inclusion of culturally relevant practices in teacher education the book aims to breathe new life into the hopes dreams and aspirations of indigenous teacher education programs moving forward **Revisiting The Great White North?** Darren E. Lund, 2015-01-20 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 Kumashiro, 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.

Decolonization and Anti-colonial Praxis, 2019-06-07. Decolonization and Anti colonial Praxis presents research on contemporary forms of decolonization and anti colonialism in practice. It pertains to the ways in which individuals, groups and communities engage with the logic of epistemic colonial power within areas of citizenship, migration, education, Indigeneity, language, land, struggle and social work. The contributions in this edited volume empirically document the conceptual and bodily engagement of racialized and violated individuals and communities as they use anti colonial principles to disrupt criminalizing institutional discourses and policies within various global imperial contexts. The terms Decolonization and Anti colonialism are used in diverse and interdisciplinary academic perspectives. They are researched upon and elaborated in necessary ways in the theoretical literature; however, it is rare to see these principles employed in applied forms. Decolonization and Anti colonial Praxis provides a much needed contemporary and representative reclamation of these concepts from the standpoint of racialized communities. It explores the frameworks and methods rooted in their indigeneity, cultural history and memories to imagine a new future. The research findings and methodological tools presented in this book will be of interdisciplinary interest to

teachers graduate students and researchers Contributors are Harriet Akanmori Ayah Al Oballi Sevgi Arslan Jacqueline Benn John Lucy El Sherif Danielle Freitas Pablo Isla Monsalve Dionisio Nyaga Hoda Samater Rose Ann Torres Umar Umangay and Anila Zainub **Handbook of Curriculum Theory, Research, and Practice** Peter Pericles Trifonas, Susan

Jagger, 2024-02-22 This Handbook paints a portrait of what the international field of curriculum entails in theory research and practice It represents the field accurately and comprehensively by preserving the individual voices of curriculum theorist researchers and practitioners in relation to the ideas rules and principles that have evolved out of the history of curriculum as theory research and practice dealing with specific and general issues Due to its approach to both specific and general curriculum issues the chapters in this volume vary with respect to scope Some engage the purposes and politics of schooling in general Others focus on particular topics such as evaluation the use of instructional objectives or curriculum integration They illustrate recurrent themes and historical antecedents and the curricular debates arising from and grounded in epistemological traditions Furthermore the issues raised in the handbook cut across a variety of subject areas and levels of education and how curricular research and practice have developed over time This includes the epistemological foundations of dominant ideas in the field around theory research and practice that have led to marginalization based on race class gender sexuality ethnicity age religion and ability The book argues that basic curriculum issues extend well beyond schooling to include the concerns of anyone interested in how people come to acquire the knowledge skills and values that they do in relation to subjectivity and experience A History of Islamic Schooling in North America Nadeem A. Memon, 2019-09-24

This insightful text challenges popular belief that faith based Islamic schools isolate Muslim learners impose dogmatic religious views and disregard academic excellence This book attempts to paint a starkly different picture Grounded in the premise that not all Islamic schools are the same the historical narratives illustrate varied visions and approaches to Islamic schooling that showcase a richness of educational thought and aspiration A History of Islamic Schooling in North America traces the growth and evolution of elementary and secondary private Islamic schools in Canada and the United States Intersecting narratives between schools established by indigenous African American Muslims as early as the 1930s with those established by immigrant Muslim communities in the 1970s demonstrate how and why Islamic Education is in a constant ongoing process of evolution renewal and adaptation Drawing on the voices perspectives and narratives of pioneers and visionaries who established the earliest Islamic schools chapters articulate why Islamic schools were established what distinguishes them from one another and why they continue to be important This book will be of great interest to graduate and postgraduate students researchers academics teaching professionals in the fields of Islamic education religious studies multicultural education curriculum studies and faith based teacher education **Measuring the Effects of Racism** Robert T. Carter, Alex L. Pieterse, 2020-07-21 A large body of research has established a causal relationship between experiences of racial discrimination and adverse effects on mental and physical health In Measuring the Effects of Racism Robert T Carter

and Alex L. Pieterse offer a manual for mental health professionals on how to understand, assess, and treat the effects of racism as a psychological injury. Carter and Pieterse provide guidance on how to recognize the psychological effects of racism and racial discrimination. They propose an approach to understanding racism that connects particular experiences and incidents with a person's individual psychological and emotional response. They detail how to evaluate the specific effects of race-based encounters that produce psychological distress and possibly impairment or trauma. Carter and Pieterse outline therapeutic interventions for use with individuals and groups who have experienced racial trauma, and they draw attention to the importance of racial awareness for practitioners. The book features a racial trauma assessment toolkit including a race-based traumatic stress symptoms scale and interview schedule. Useful for both scholars and practitioners, including social workers, educators, and counselors. *Measuring the Effects of Racism* offers a new framework of race-based traumatic stress that helps legitimize psychological reactions to experiences of racism. Southern Mercy Annette Louise

Bickford, 2017-01-06 From the late nineteenth to mid twentieth century, juvenile reformatories served as citizen-building institutions and a political tool of state racism in post-emancipation America. New South advocates cemented their regional affiliation by using these reformatories to showcase mercies, which were racialized, gendered, and linked to sexuality. *Southern Mercy* uses four historical examples of juvenile reformatories in North Carolina to explore how spectacles of mercy have influenced Southern modernity. Working through archival material pertaining to race and moral uplift, including rare photos from the private archives of Samarcand Manor, the State Home, and Industrial Manor for Girls, and restricted archival records of reformatory racial policies, Annette Bickford examines the limits of emancipation and the exclusions inherent in liberal humanism that distinguish racism in the contemporary post-race era. **Navigating Precarity in Educational Contexts**

Karen Monkman, Ann Frkovich, Amira Proweller, 2022-08-01 This volume offers a timely collection of research-based studies that engage with contemporary conditions of precarity across an array of locations, exploring how it is understood, experienced, and acted upon by educators in schools, universities, and nonformal educational spaces. *Precarity* presents as layered, unpredictable, destabilizing, and rapidly shifting sociopolitical and economic dynamics shown here in various forms, including the global pandemic, divisive populist politics, displacement of refugees, and the landless race and gender injustices and neoliberal policies that constrain educational and social possibilities. Grouped around reflection, educational practice, and social activism, the authors show how educators engage these precarious conditions as they work toward a more interconnected, humane, and just society. This text will benefit researchers, academics, and educators with an interest in social foundations of education, multicultural and social justice education, educational policy, and international and comparative education, sociology, and anthropology of education, and cultural studies within education, among other fields. *Race and Racialization, 2E* Tania Das Gupta, Carl E. James, Chris Andersen, Grace-Edward Galabuzi, Roger C. A. Maaka, 2018-02-01 Few words have generated as much debate and controversy as the word race. Through a critical examination of this complex

subject this anthology brings together essential contributions to the study of race and racialization. An excellent compilation of classic and contemporary works by academic and activist writers, *Race and Racialization* provides historical, comparative, and global perspectives on race and its intersection with gender, class, ethnicity, indigeneity, and sexuality. This well updated second edition includes a new section on state multiculturalism and a diverse ensemble of Canadian and international contributors who explore such relevant themes as colonialism, institutional racism, ethnocentrism, privilege, marginalization, and resistance. Featuring introductions to each piece written by the editors, annotated lists of supplementary readings to encourage further exploration, and contributions by activists from Idle No More and Black Lives Matter, this comprehensive and highly accessible anthology is perfect for students studying race, racism, cultural diversity, identity, and belonging, social inequality, and social justice.

Counternarratives of Pain and Suffering as Critical Pedagogy Ardavan Eizadirad, Andrew Campbell, Steve Sider, 2022-07-04. Foregrounding diverse lived experiences and non-dominant forms of knowledge, this edited volume showcases ways in which narrating and sharing stories of pain and suffering can be engaged as critical pedagogy to challenge oppression and inequity in educational contexts. The volume illustrates the need to consider both the act of narrating and the experience of bearing witness to narration to harness the full transformative potentials of counternarratives in disrupting oppressive practices. Chapters are divided into three parts: Telling and Reliving Trauma as Pedagogy; Pedagogies of Overcoming Silence and Forgetting as Pedagogy; illustrating a range of relational pedagogical and methodological approaches including journaling, poetry, and arts-based narrative inquiry. The authors make the argument that the language of pain and suffering is universal, hence its potential as critical pedagogy for transformative and therapeutic teaching and learning. Readers are encouraged to reflect on their own lived experiences to constructively engage with their pain, suffering, and trauma. Focusing on trauma-informed, non-hegemonic storytelling and transformative pedagogies, this volume will be of interest to students, faculty, scholars, and community members with an interest in advancing anti-oppressive and social justice education.

The Effectiveness of Educational Policy for Bias-Free Teacher Hiring Zuhra Abawi, 2021-05-12. This volume offers a critical examination of educational policy in Ontario, Canada, and critiques the success of such policies in ensuring diversity and equity of access in teacher hiring. Providing comprehensive coverage of historical marginalization in the Canadian education system, the book explains the rationale and objectives of policies enacted with the aim of ensuring bias-free or colourblind hiring. Drawing on qualitative data to illustrate how educators' lived experiences often sit at odds with the inclusivity that such policies claim to achieve, the book presents the Equity Hiring Toolkit as a practical framework enabling educational administrators to recognize how unconscious biases and relative positions of power can implicate hiring decisions. This text will benefit researchers, doctoral students, and academics in the fields of teacher education, educational policy, and multicultural education, more broadly. Those interested in the school leadership and management, as well as race and ethnic studies, will also enjoy this volume.

Race, Racialization and Antiracism in

Canada and Beyond Genevieve Fuji Johnson, Randy Enomoto, 2007-06-23 This multidisciplinary volume brings together scholars and activists to examine expressions of racism in contemporary policy areas including education labour immigration media and urban planning While anti racist struggles during the twentieth century were largely pitched against overt forms of racism e g pogroms genocide segregation apartheid and ethnic cleansing it has become increasingly apparent that there are other less visible forms of racism These subtler incarnations are of special interest to the contributors The intent of *Race Racialization and Antiracism in Canada and Beyond* is to probe systemic forms of racism as well as to suggest strategies for addressing them The collection is organized by themes pertinent to political and social expressions of racism in Canada and the wider world such as the state and its mediation of race education and the perpetuation of racist marginalization and the role of the media The contributors argue that in order to effectively combat racism various methodological approaches are required approaches that are reflective of the diversity of the world we seek to understand

Bullying and Racism
Bullying in Schools Dr. Sairah Qureshi, 2013-04-24 Unlike most this book highlights gaps in the literature as well as addressing the core issue what schools parents and educators are missing when it comes to dealing with bullying and racism Henceforth schools face underreporting on a significant level Through academic and practical research the author emphasizes areas for growth in anti bullying education within the school curriculum and presents recommendations which include methods to eradicate all forms of bullying Included are modules and class based activities This book is ideal for school teachers educators and researchers

Claiming Space Cheryl Teelucksingh, 2006-05-29 *Claiming Space* Racialization in Canadian Cities critically examines the various ways in which Canadian cities continue to be racialized despite objective evidence of racial diversity and the dominant ideology of multiculturalism Contributors consider how spatial conditions in Canadian cities are simultaneously part of and influenced by racial domination and racial resistance Reflecting on the ways in which race is systematically hidden within the workings of Canadian cities the book also explores the ways in which racialized people attempt to claim space These essays cover a diverse range of Canadian urban spaces and various racial groups as well as the intersection of ethnicity class gender and sexuality Linking themes include issues related to subjectivity and space the importance of new space that arises by challenging the dominant ideology of multiculturalism and the relationship between diasporic identities and claims to space

Race and Racialization Tania Das Gupta, 2007 This provocative volume will influence the way people think of race and racialization It provides a thorough examination of these complex and intriguing subjects with historical comparative and international contributions Edited as a theoretically strong cohesive whole this book unites a remarkable ensemble of academic thinkers and writers from a diversity of backgrounds Themes of ethnocentrism cultural genocide conquest and colonization disease and pandemics slavery and the social construction of racism run throughout

New Framings on Anti-Racism and Resistance Joanna Newton, Arezou Soltani, 2017-09-12 Using a critical anti racism approach contributors to this volume demonstrate and document the

resistance and futurity possible when students educators administrators policymakers and community members engage in critical anti racism education Relying on contemporary educational issues and personal political reflections this collection of essays brings together a variety of new insights on anti racism praxis This volume speaks to readers who are working with or seeking new conceptual framings of race white supremacy and Indigeneity in order to work towards a politics of decolonization *New Framings on Anti Racism Resistance and the New Futurity* provides new theoretical directions and practical applications for people engaged in the field of anti racism **Still Hanging** Bryant Keith Alexander, Mary E. Weems, 2021-05-25

The current socio political climate in the United States sheds a critical glaring light on the racism and white supremacy which has been part of the fabric of this country since the seventeenth century Barack Obama s tenure as president resulted in a major increase in white hate groups hate crimes and unrelenting violence against innocent Black men and women by police In response people of different races ethnicities genders sexual orientations religions ages and classes have taken to the streets in protest and increased decades long efforts to organize against racism and for a more empathetic just democratic society Social change about racism must begin with acknowledgement followed by open focused critical dialogue *Still Hanging Using Performance Texts to Deconstruct Racism* referencing both the resilience of Black people in the face of institutionalized racism and systemic oppression and the fact that Black people continue to be literally and metaphorically lynched in 2020 is designed to use the power of lived experience specific performance texts as frames for engaging faculty students and others interested in beginning to deconstruct racism and construct an anti racist way of being

Ruptures: Anti-colonial & Anti-racist Feminist Theorizing Njoki Wane, Jennifer Jagire, Zahra Murad, 2014-02-07 This book provides tools and theoretical frameworks to make sense of how the world is regulated governed controlled with regard to the exclusivity of certain members of the society and in particular women from marginalized groups This book therefore engages readers by asking thought provoking questions to interrogate issues of marginality and oppression in society The book as a collective provides an intellectual discourse on feminism anticolonial thought and anti racism This book is a must read for scholars activists theorists and researchers who are seeking to rupture the borders of confinement and move beyond the imaginary margins created by organized structures in society

New Framings on Anti-Racism and Resistance Ayan Abdule, Anne Nelun Obeyesekere, 2017-06-09 This collection of essays generates important enquiries into the teaching and practice of anti racism education by way of working through conversations contestations and emotions as presented by a diverse group of strong women committed to social justice work in their own right Throughout the collection contemporary educational issues are situated within personal political historical and philosophical conversations which work to broach the challenges and possibilities for students educators staff administrators policy makers and community members who engage in critical anti racism education This work diverges from the existing scholarship by way of bringing new insights to the theoretical possibilities of resistance and futurity as voiced through pedagogues practitioners and scholars in anti racism In

this book the authors speak to the importance of anti racism discursivity in a time when even those who desire to engage this framework struggle to be heard in a time when there are anti racism policies in institutions yet to speak anti racism philosophy remains dangerous and in a time when to speak race and anti racism is considered to be stirring up trouble in the face of post racial discourses

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