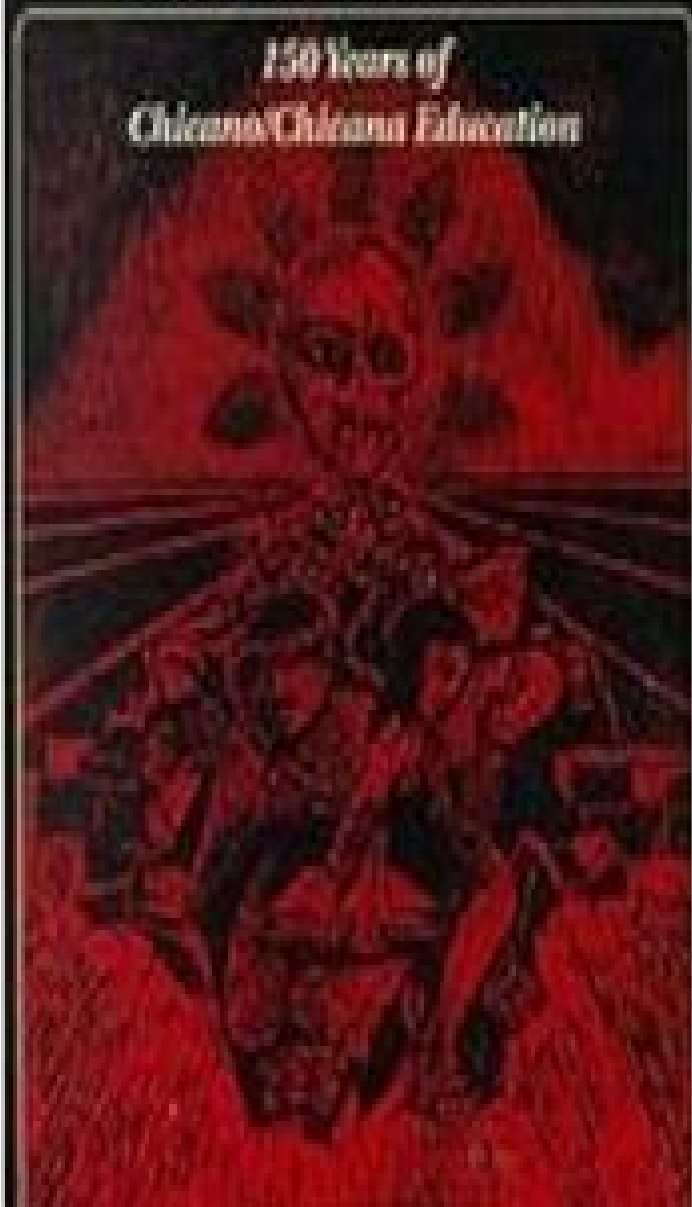


THE ELUSIVE QUEST FOR EQUALITY

*150 Years of
Chicano/Chicana Education*



Elusive Quest Of Equality

Kristi L. Bowman



Elusive Quest Of Equality:

The Elusive Quest Edwin Margolis, Stanley Moses, 1992 *Chicano School Failure and Success* Richard R. Valencia, 2002 Examines from various perspectives the school failure and success of Chicano students The contributors include specialists in cultural and educational anthropology bilingual and special education educational history developmental psychology

The Appearance of Equality Christophe M. Burke, 1999-06-30 An examination of the language of law in the area of political representation this book considers the development and recognition of group claims brought pursuant to the Voting Rights Act and the Equal Protection Clause in Supreme Court opinions In his analysis Burke highlights the different discursive strategies broadly identified as liberal and communitarian used by the Supreme Court to justify the outcomes of various cases and he argues that no particular strategy of justification is inherently politically conservative or liberal and that no conception of political representation is unassailable Therefore it is unlikely that the Supreme Court will articulate a stable measure of fair representation The Supreme Court offers one more forum in the deliberation over what is fair representation however it is not likely to provide minority communities with a legal answer to the problem of political underrepresentation As such this book tells the uncertain story of the creation of political fairness by the Supreme Court The language used to characterize what is fair and representative and the theoretical designs which the rhetoric reflects allows us to formulate concepts of fair representation as legal standards evolve By placing the debate over fair representation in not only political and legal but also philosophical terms we are better able to understand the inevitable tensions that drive the concept of representation into new ill defined and contentious areas

QuantCrit Nichole M. Garcia, Nancy López, Verónica N. Vélez, 2023-05-29 Critical race theory CRT in education centers examines and seeks to transform the relationship that undergirds race racism and power CRT scholars have applied a critical race framework to advance research methodologies in the form of qualitative interventions Informed by this work this book reconsiders the possibilities of CRT applications to quantitative methodologies through QuantCrit This volume posits the question How can quantitative methods long critiqued for their inability to capture the nuance of everyday experience support and further a critical race agenda in educational research It provides a starting point for how QuantCrit principles are employed by interdisciplinary contributions in race and quantitative studies The contributors to the book examine the legacy and genealogy of QuantCrit traditions across disciplines to uncover a rich lineage of methodological possibilities for disrupting racism in research They argue that quantitative approaches cannot be adopted for racial justice aims without an ontological reckoning that considers historical social political and economic power relations Only then can quantitative approach be re imagined and rectified This book will be of interest to researchers and advanced students of Education Sociology Social Work Politics and Racial and Ethnic Studies It was originally published as a special issue of the journal Race Ethnicity and Education

Chicana/o Struggles for Education Guadalupe San Miguel, 2013-04-29 Much of the history of Mexican

American educational reform efforts has focused on campaigns to eliminate discrimination in public schools. However, as historian Guadalupe San Miguel demonstrates in *Chicana o Struggles for Education Activism in the Community*, the story is much broader and more varied than that. While activists certainly challenged discrimination, they also worked for specific public school reforms and sought private schooling opportunities utilizing new patterns of contestation and advocacy. In documenting and reviewing these additional strategies, San Miguel's nuanced overview and analysis offers enhanced insight into the quest for equal educational opportunity to new generations of students. San Miguel addresses questions such as what factors led to change in the 1960s and in later years, who the individuals and organizations were that led the movements in this period, and what motivated them to get involved and what strategies were pursued, how they were chosen, and how successful they were. He argues that while Chicana o activists continued to challenge school segregation in the 1960s, as earlier generations had, they broadened their efforts to address new concerns such as school funding, testing, English-only curricula, the exclusion of undocumented immigrants, and school closings. They also advocated cultural pride and memory, inclusion of the Mexican American community in school governance, and opportunities to seek educational excellence in private religious, nationalist, and secular schools. The profusion of strategies has not erased patterns of de facto segregation and unequal academic achievement. San Miguel concludes that it has played a key role in expanding educational opportunities. The actions he describes have expanded, extended, and diversified the historic struggle for Mexican American education.

Has Liberalism Failed Women? J. Klausen, C. Maier, 2001-07-05. This book comes out of a conference in April of 1999 at the Center for European Studies at Harvard University on the topic of Gender Parity and the Liberal Tradition: Proposals and Debates in Europe and the United States. It is a collection of short essays that attempt to capture the theoretical arguments and policy changes presented at the conference. The essays are divided into three sections, each of which approaches from a different angle the central question of whether liberalism has failed women. The first section aims to frame the discussion by outlining the theoretical arguments for the amendments or revisions implied by the proponents of the Parity Movement in Europe and for the concerns raised by critics. The second describes recent changes in party rules, European legal framework, and national constitutions, as well as the gains made by women in response to rule change. The third section provides American perspectives on the lessons that parity advocates might draw from affirmative action policies and speculations about how parity rules would work in the American context. The essays are drawn from top European and American scholars.

Democracy and Difference Seyla Benhabib, 2021-08-10. The global trend toward democratization of the last two decades has been accompanied by the resurgence of various politics of identity difference. From nationalist and ethnic revivals in the countries of east and central Europe to the former Soviet Union to the politics of cultural separatism in Canada and to social movement politics in liberal western democracies, the negotiation of identity difference has become a challenge to democracies everywhere. This volume brings together a group of distinguished thinkers who rearticulate and

reconsider the foundations of democratic theory and practice in the light of the politics of identity difference In Part One Jürgen Habermas Sheldon S Wolin Jane Mansbridge Seyla Benhabib Joshua Cohen and Iris Marion Young write on democratic theory Part Two on equality difference and public representation contains essays by Anne Phillips Will Kymlicka Carol C Gould Jean L Cohen and Nancy Fraser and Part Three on culture identity and democracy by Chantal Mouffe Bonnie Honig Fred Dallmayr Joan B Landes and Carlos A Forment In the last section Richard Rorty Robert A Dahl Amy Gutmann and Benjamin R Barber write on whether democracy needs philosophical foundations

Voice, Trust, and Memory Melissa S. Williams, 2021-05-11 Does fair political representation for historically disadvantaged groups require their presence in legislative bodies The intuition that women are best represented by women and African Americans by other African Americans has deep historical roots Yet the conception of fair representation that prevails in American political culture and jurisprudence what Melissa Williams calls liberal representation concludes that the social identity of legislative representatives does not bear on their quality as representatives Liberal representation's slogan one person one vote concludes that the outcome of the electoral and legislative process is fair whatever it happens to be so long as no voter is systematically excluded Challenging this notion Williams maintains that fair representation is powerfully affected by the identity of legislators and whether some of them are actually members of the historically marginalized groups that are most in need of protection in our society Williams argues first that the distinctive voice of these groups should be audible within the legislative process Second she holds that the self representation of these groups is necessary to sustain their trust in democratic institutions The memory of state sponsored discrimination against these groups together with ongoing patterns of inequality along group lines provides both a reason to recognize group claims and a way of distinguishing stronger from weaker claims The book closes by proposing institutions that can secure fair representation for marginalized groups without compromising principles of democratic freedom and equality

Critical Race Theory Kimberlé Crenshaw, Neil Gotanda, Gary Peller, Kendall Thomas, 1995 In the past few years a new generation of progressive intellectuals has dramatically transformed how law race and racial power are understood and discussed in America Questioning the old assumptions of both liberals and conservatives with respect to the goals and the means of traditional civil rights reform critical race theorists have presented new paradigms for understanding racial injustice and new ways of seeing the links between race gender sexual orientation and class This reader edited by the principal founders and leading theoreticians of the critical race theory movement gathers together for the first time the movement's most important essays Back cover

Race, Redistricting, and Representation David T. Canon, 2024-05-31 Since the creation of minority dominated congressional districts eight years ago the Supreme Court has condemned the move as akin to political apartheid while many African American leaders argue that such districts are required for authentic representation In the most comprehensive treatment of the subject to date David Canon shows that the unintended consequences of black majority districts actually contradict the common wisdom that whites will not be

adequately represented in these areas Not only do black candidates need white votes to win but this crucial swing vote often decides the race And once elected even the black members who appeal primarily to black voters usually do a better job than white members of walking the racial tightrope balancing the needs of their diverse constituents Ultimately Canon contends minority districting is good for the country as a whole These districts not only give African Americans a greater voice in the political process they promote a politics of commonality a biracial politics rather than a politics of difference *Achieving Equal Educational Opportunity for Students of Color* Richard R. Valencia, Valencia presents the most comprehensive theory based analysis to date on how society and schools are structurally organized and maintained to impede the optimal academic achievement of low SES marginalized K 12 Black and Latino Latina students compared to their privileged White counterparts The book interrogates how society contributes to educational inequality as seen in racialized patterns in income wealth housing and health and how public schools create significant obstacles for students of color as observed in reduced access to opportunities e g little access to high status curricula knowledge Valencia offers suggestions for achieving equal education e g implementing fairness of school funding improving teacher quality and providing students of color access to multicultural education by disrupting structural racism Considering the rapid aging of the White population and the sharp decline of White youth coupled with the explosive growth in people of color this book argues that the American Imperative must be to assiduously mount an effort to provide an excellent education for students of color who the nation will depend on for a sizable proportion of its work force Book Features Examines how society and schools are failing Black and Latino Latina students principally Mexican Americans who are by far the largest Latino Latina group Uses theoretical frameworks that draw from analysis of structural inequality critical race theory anti deficit thinking narratives class by race covariation and an asset based perspective of students of color Discusses the American Imperative and the personal and economic consequences of not investing in students of color **Redefining Equality** Neal Devins, Davison M. Douglas, 1998 These essays present an array of views about the meaning of equality and provide perspectives on the on going debates about it The collection presents a range of opinions and insights that speak to America's ability to define and deal with the politics of equality

Resources in Education, 1998 The Pursuit of Racial and Ethnic Equality in American Public Schools Kristi L. Bowman, 2014-12-19 In 1954 the Supreme Court decided *Brown v Board of Education* ten years later Congress enacted the Civil Rights Act These monumental changes in American law dramatically expanded educational opportunities for racial and ethnic minority children across the country They also changed the experiences of white children who have learned in increasingly diverse classrooms The authors of this commemorative volume include leading scholars in law education and public policy as well as important historical figures Taken together the chapters trace the narrative arc of school desegregation in the United States beginning in California in the 1940s continuing through *Brown v Board* the Civil Rights Act and three important Supreme Court decisions about school desegregation and voluntary integration in 1974 1995 and

2007 The authors also assess the status of racial and ethnic equality in education today and consider the viability of future legal and policy reform in pursuit of the goals of Brown v Board This remarkable collection of voices in conversation with one another lays the groundwork for future discussions about the relationship between law and educational equality and ultimately for the creation of new public policy A valuable reference for scholars and students alike this dynamic text is an important contribution to the literature by an outstanding group of authors **Critical Theories, Radical Pedagogies, and Social Education**

,2010-01-01 A refreshing collection of essays that offers a range of critical and radical voices which are generally marginalized in the critical social studies mainstream This collection is a good read with valuable insights that can impact teaching practice Canadian Social Studies Canada s National Social Studies Journal Volume 45 Issue 1 Award American Educational Studies Association AERA Critics Choice Book Award 2011 This edited collection begins with the assertion that there are emergent and provocative theories and practices that should be part of the discourse on social studies education in the 21st century Anarchist eco activist anti capitalist and other radical perspectives such as disability studies and critical race theory are explored as viable alternatives in responding to current neo conservative and neo liberal educational policies shaping social studies curriculum and teaching Despite the interdisciplinary nature the field and a historical commitment to investigating fundamental social issues such as democracy human rights and social justice social studies theory and practice tends to be steeped in a reproductive framework celebrating and sustaining the status quo encouraging passive acceptance of current social realities and historical constructions rather than a critical examination of alternatives These tendencies have been reinforced by education policies such as No Child Left Behind which have narrowly defined ways of knowing as rooted in empirical science and apolitical forms of comprehension This book comes at a pivotal moment for radical teaching and for critical pedagogy bringing the radical debate occurring in social sciences and in activist circles where global protests have demonstrated the success that radical actions can have in resisting rigid state hierarchies and oppressive regimes worldwide to social studies education *The Impacts of Innovative Institutions in Higher Education* Noah Coburn,Ryan Derby-Talbot,2023-09-30 As they have done historically innovative institutions enrich the college ecosystem helping the higher educational industry develop flexible resilience The chapters in this book showcase perspectives hard won lessons challenges and provocative ideas about how historically innovative institutions can contribute to the current discourse on innovation in higher education The chapters in this book include case studies of innovative campuses and practices as well as future looking directions for innovation Taken together they ask is there a way to consider how future trends can be navigated in effective ways so that the most important features of higher education student learning the liberal arts the cultivation of critical thinking can remain central to tomorrow s institutions *The Principle of Equality in Diverse States* Eva Maria Belser,Thea Bächler,Sandra Egli,Lawrence Zünd,2021-05-25 This book examines different approaches by which states characterised by federal or decentralized arrangements reconcile equality and

autonomy In case studies from four continents leading experts analyse the challenges of ensuring institutional social and economic equality whilst respecting the competences of regions and the rights of groups

The Supreme Court, Race, and Civil Rights Abraham L. Davis, Barbara Luck Graham, 1995-07-25 Discover the first law textbook to provide a comprehensive examination of the Supreme Court's institutional commitment to equality over a time span of more than 190 years Filling the void of literature in this area this long awaited volume incorporates information from the disciplines of law political science and history to provide the student with a thorough analysis of race and law from the perspective of politically disadvantaged groups Carefully selected cases stimulate classroom discussion and at the same time cultivate competence in reading actual Supreme Court rulings Accessible and flexible this textbook affords professors and instructors an opportunity to pick and choose from the essays and cases for each historical period The authors instill in students a deeper appreciation of the multicultural component of ongoing struggles for equality within the American context Written specifically for undergraduate graduate and law school courses that emphasize civil rights race and the law The Supreme Court Race and Civil Rights stands alone as an outstanding textbook

The Changing Racial Regime Matthew Holden, 2017-11-30 The National Political Science Review is the official publication of the National Conference of Black Political Scientists The Review's purpose as described by Matthew Holden in his introduction is to lead to new information insights and findings into the social and political status of African Americans The volume is not exclusionist or narrow It integrates essays that could stand alone as they initially were written according to the method and theory of the author in question As presented here however they also lend themselves to a broader treatment of race and the political order The present volume combines essays expressly focused on African Americans Africa and the African diaspora At the same time it contains essays about broad generic subjects such as budgeting and interest groups written with no explicit racial relevance Holden integrates these essays under the theme of the changing racial regime The integrating concept is the old word regime which political scientists have used in many situations before to define such more or less persistent though not necessarily permanent orders of precedence If no significant benefits and no significant burdens could be forecast by knowledge of the social identity called race then the regime could be seen as non racial In American experience the regime was at one time purposeful and sustained white advantage The white race and its preferential standing was central to virtually all institutional practice public and private The significant contemporary question is the degree of change in the racial regime Some proceed with the assumption that a large degree of change has occurred in the American political system The view of other contributors is that the system still sustains racial stratification In its very internal dialogue this volume presents a panorama of current work by political scientists African American and other on the character of the American political system Contributors include Cedric Robinson Charles Henry Edward J Muller Marjorie Lewis Katherine A Hinckley and Bette S Hill Nancy Haggard Gilson and Vernon Johnson The Changing Racial Regime is an essential resource for political scientists black studies specialists and

scholars and policy analysts of race relations in the United States *Judicial Politics in the D.C. Circuit Court* Christopher P. Banks, 1999 In this new book political scientist Christopher Banks explains that this unique role evolved largely as a result of the politics of the nation's capital Because there are few books on circuit courts and their impact upon national politics and law *Judicial Politics in the D C Circuit Court* will be a welcome addition to the literature It is a book for political scientists legal scholars and students BOOK JACKET

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