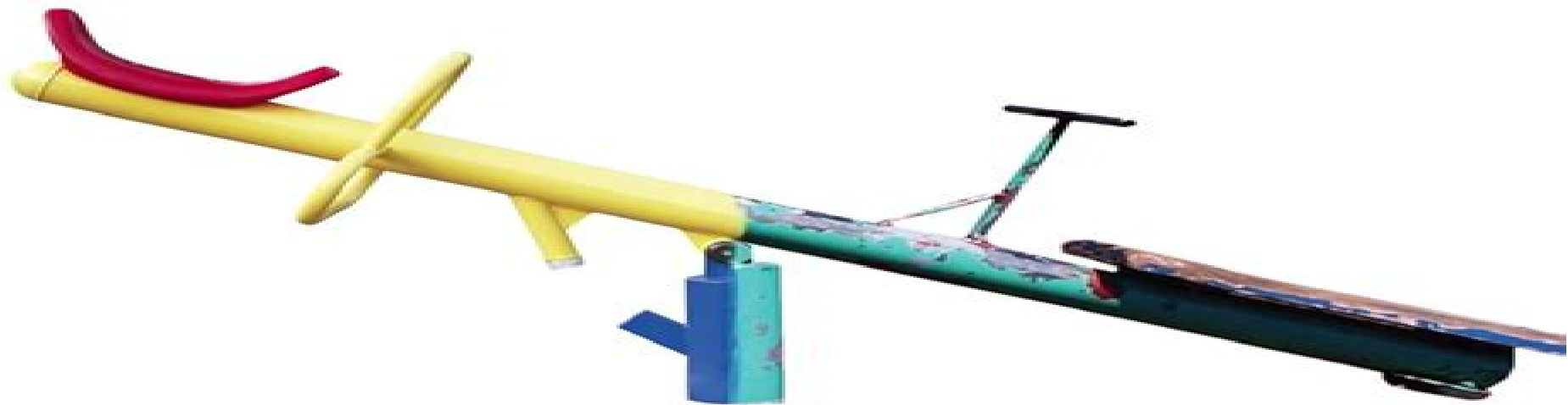


# INEQUALITY IN THE PROMISED LAND

Race, Resources, and  
Suburban Schooling



R. L'Heureux Lewis-McCoy

# Inequality In The Promised Land Race Resources And Suburban Schooling

**KJ Lindholm-Leary**



## **Inequality In The Promised Land Race Resources And Suburban Schooling:**

**Inequality in the Promised Land** R. L'Heureux Lewis-McCoy, 2014-06-25 Nestled in neighborhoods of varying degrees of affluence suburban public schools are typically better resourced than their inner city peers and known for their extracurricular offerings and college preparatory programs Despite the glowing opportunities that many families associate with suburban schooling accessing a district's resources is not always straightforward particularly for black and poorer families Moving beyond class and race based explanations *Inequality in the Promised Land* focuses on the everyday interactions between parents students teachers and school administrators in order to understand why resources seldom trickle down to a district's racial and economic minorities Rolling Acres Public Schools RAPS is one of the many well appointed suburban school districts across the United States that has become increasingly racially and economically diverse over the last forty years Expanding on Charles Tilly's model of relational analysis and drawing on 100 in depth interviews as well participant observation and archival research R L Heureux Lewis McCoy examines the pathways of resources in RAPS He discovers that due to structural factors social and class positions and past experiences resources are not valued equally among families and even when deemed valuable financial factors and issues of opportunity hoarding often prevent certain RAPS families from accessing that resource In addition to its fresh and incisive insights into educational inequality this groundbreaking book also presents valuable policy orientated solutions for administrators teachers activists and politicians

**Advancing Culturally Responsive Research and Researchers** Penny A. Pasque, e alexander, 2022-08-19 *Advancing Culturally Responsive Research and Researchers Qualitative Quantitative and Mixed Methods* encourages readers to design and engage in methodologies and methods that place cultural relevancy at the center of inquiry In doing so it highlights the need to uplift voices and needs of people who have been historically marginalized in the environments that we both inhabit and engage in as part of knowledge construction The scholars whose work is featured in this volume take up research from different paradigmatic ontological epistemological axiological and methodological approaches yet with adherence to centering cultural responsiveness in all research decisions Each chapter seeks to extend understandings of social inequities methodologies and or methods and to contribute to meaningful and evolving social change through innovative and cutting edge research strategies While doing this work the authors illustrate and highlight the importance of researcher positions and reflexivity in supporting the expansion of culturally responsive approaches they also do so while considering global sociopolitical conditions of this moment in time The contributions to this volume were initially presented at the first biennial Advanced Methods Institute in 2021 The Institute was hosted by QualLab in The Ohio State University's College of Education and Human Ecology and shared this volume's thematic focus As a handbook the volume can help faculty and advanced researchers with interest in doing culturally responsive projects to better understand frameworks approaches and considerations for doing so It includes activities to support readers in developing said understandings **Just Schools Ann**

M. Ishimaru, 2020 *Just Schools* examines the challenges and possibilities for building more equitable forms of collaboration among non dominant families communities and schools The text explores how equitable collaboration entails ongoing processes that begin with families and communities transform power build reciprocity and agency and foster collective capacity through collective inquiry These processes offer promising possibilities for improving student learning transforming educational systems and developing robust partnerships that build on the resources expertise and cultural practices of non dominant families Based on empirical research and inquiry driven practice this book describes core concepts and provides multiple examples of effective practices This is the most compelling work to date on school and community engagement It will be required reading for all my future classes Muhammad Khalifa University of Minnesota Full of practical steps that educators and administrators can and must take to build strong collaborations with families Mark R Warren University of Massachusetts Boston This important publication provides a way forward for educators families students and community members to co create Just Schools by honoring validating and celebrating each other s knowledge skills power and resources Karen Mapp Harvard Graduate School of Education [Reclaiming Community](#) Bianca J. Baldrige, 2019-05-28

Approximately 2.4 million Black youth participate in after school programs which offer a range of support including academic tutoring college preparation political identity development cultural and emotional support and even a space to develop strategies and tools for organizing and activism In *Reclaiming Community* Bianca Baldrige tells the story of one such community based program Educational Excellence EE shining a light on both the invaluable role youth workers play in these spaces and the precarious context in which such programs now exist Drawing on rich ethnographic data Baldrige persuasively argues that the story of EE is representative of a much larger and understudied phenomenon With the spread of neoliberal ideology and its reliance on racism marked by individualism market competition and privatization these bastions of community support are losing the autonomy that has allowed them to embolden the minds of the youth they serve Baldrige captures the stories of loss and resistance within this context of immense external political pressure arguing powerfully for the damage caused when the same structural violence that Black youth experience in school starts to occur in the places they go to escape it *The Journey Before Us* Laura Nichols, 2020-01-17 More students are enrolling in college than ever before in U S history Yet many never graduate In *The Journey Before Us* Laura Nichols examines why this is by sharing the experiences of aspiring first generation college students as they move from middle school to young adulthood By following the educational trajectories and transitions of Latinx mainly second generation immigrant students and analyzing national data Nichols explores the different paths that students take and the factors that make a difference The interconnected role of schools neighborhoods policy employment advocates identity social class and family reveal what must change to address the college completion crisis Appropriate for anyone wanting to understand their own educational journey as well as students teachers counselors school administrators scholars and policymakers *The Journey Before Us* outlines what is needed so that

education can once again be a means of social mobility for those who would be the first in their families to graduate from college

**Recognizing Race and Ethnicity** Kathleen J. Fitzgerald, 2020-06-03 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

**Academic Apartheid** Sean J. Drake, 2022-03-22 Introduction segregated schools and disadvantaged students in an affluent neighborhood If you re not in AP classes then who are you how pinnacle s institutional culture stratified the student body The symbolic criminalization of failure the segregation of teaching and learning The institutionalization of ethnic capital We ve failed these kids missed opportunities and signs of hope Conclusion Methodological postscript

**The Grammar of School Discipline** Hannah Carson Baggett, Carey E. Andrzejewski, 2021-05-18 The Grammar of School Discipline examines how seemingly discrete school discipline policies and practices constitute a particular grammar Removal Resistance and Reform Weaving numeric data with portraits of students and school practitioners the authors detail a nuanced landscape of school discipline in Alabama and its anti Black foundations The removal of Black students can be traced to the antebellum construction of Blackness as criminal deviant and deserving of punishment A focus on resistance centers the agency that students and practitioners exercise despite anti Black removal An exploration of specific reform efforts emphasizes that even the most well intentioned and well organized reforms are limited when the removal of students remains an option for practitioners The authors end with an appeal to educational stakeholders to repair the harms that these anti Black policies and practices inflict on students and communities and thus move towards repairing the damage that white supremacy inflicts on everyone s humanity

*Soaking the Middle Class* Anna Rhodes, Max Besbris, 2022-07-15 Extreme weather is increasing in scale and severity as global warming worsens While poorer communities are typically most vulnerable to the negative effects of climate change even well resourced communities are increasingly vulnerable as climate related storms intensify Yet little is known about how middle class communities are responding to these storms and the resulting damage In *Soaking the Middle Class* sociologists Anna Rhodes and Max Besbris examine how a middle class community recovers from a climate related disaster and how this process fosters inequality within these kinds of places In 2017 Hurricane Harvey dropped record breaking rainfall in Southeast Texas resulting in more

than 125 billion in direct damages Rhodes and Besbris followed 59 flooded households in Friendswood Texas for two years after the storm to better understand the recovery process in a well resourced majority White middle class suburban community As such Friendswood should have been highly resilient to storms like Harvey yet Rhodes and Besbris find that the recovery process exacerbated often invisible economic inequality between neighbors Two years after Harvey some households were in better financial positions than they were before the storm while others still had incomplete repairs were burdened with large new debts and possessed few resources to draw on should another disaster occur Rhodes and Besbris find that recovery policies were significant drivers of inequality with flood insurance playing a key role in the divergent recovery outcomes within Friendswood Households with flood insurance prior to Harvey tended to have higher incomes than those that did not These households received high insurance payouts enabling them to replace belongings hire contractors and purchase supplies Households without coverage could apply for FEMA assistance which offered considerably lower payouts and for government loans which would put them into debt Households without coverage found themselves exhausting their financial resources including retirement savings to cover repairs which put them in even more financially precarious positions than they were before the flood The vast majority of Friendswood residents chose to repair and return to their homes after Hurricane Harvey Even this devastating flood did not alter their plans for long term residential stability and the structure of recovery policies only further oriented homeowners towards returning to their homes Prior to Harvey many Friendswood households relied on flood damage from previous storms to judge their vulnerability and considered themselves at low risk After Harvey many found it difficult to assess their level of risk for future flooding Without strong guidance from federal agencies or the local government on how to best evaluate risk many residents ended up returning to potentially unsafe places As climate related disasters become more severe Soaking the Middle Class illustrates how inequality in the United States will continue to grow if recovery policies are not fundamentally changed

**Does Compliance Matter in Special Education?** Catherine Kramarczuk Voulgarides,2018-04-20 This book asks a question that many educators may think but won't say out loud Does compliance with IDEA legislation matter The author acknowledges that while compliance with IDEA Individuals with Disabilities Education Act is important it can also be an administrative burden that detracts from practitioners capacity to adequately serve students with disabilities Using data collected from three suburban school districts Voulgarides helps us to understand how compliance with IDEA intersects with decades of evidence of racial inequities in student outcomes This timely and thought provoking book unpacks the civil rights history of IDEA examines the impact of its procedural focus on educational practice and questions why racial inequities in special education persist despite good intentions by policymakers educators and school personnel Book Features Uses empirical evidence to examine the common assumption that compliance with IDEA leads to educational equity Focuses on the different dimensions of the equity concern that lie at the intersection between race disability and educational policy Challenges practitioners to think about the roles

they play in both the production and the disruption of educational inequities

**Negotiating Opportunities** Jessica McCrory Calarco, 2018 In *Negotiating Opportunities* Jessica McCrory Calarco argues that the middle class has a negotiated advantage in school Drawing on five years of ethnographic fieldwork Calarco traces that negotiated advantage from its origins at home to its consequences at school Through their parents coaching working class students learn to follow rules and work through problems independently Middle class students learn to challenge rules and request assistance accommodations and attention in excess of what is fair or required Teachers typically grant those requests creating advantages for middle class students Calarco concludes with recommendations advocating against deficit oriented programs that teach middle class behaviors to working class students Those programs ignore the value of working class students resourcefulness respect and responsibility and they do little to prevent middle class families from finding new opportunities to negotiate advantages in school

[Viral Justice](#) Ruha Benjamin, 2024-02-06 Benjamin draws on her own experiences as well as research to show how we can build a more just world one small and viral step at a time

*Nice Is Not Enough* C. J. Pascoe, 2025-02-25 This provocative story of contemporary high school argues that a shallow culture of kindness can do more lasting harm than good Based on two years of research *Nice Is Not Enough* shares striking dispatches from one high school's regime of kindness to underline how the culture operates as a Band Aid on persistent inequalities Through incisive storytelling and thoughtful engagement with students this brilliant study by C J Pascoe exposes uncomfortable truths about American politics and our reliance on individual solutions instead of profound systemic change *Nice Is Not Enough* brings readers into American High a middle and working class high school characterized by acceptance connection and kindness a place where a prominent sign states there is no room for hate Here inequality is narrowly understood as a problem of individual merit meanness effort or emotion rather than a structural issue requiring deeper intervention Surface level sensitivity allows *American High* to avoid political topics related to social inequality based on race sex gender or class Being nice to each other Pascoe reveals does not serve these students or solve the broader issues we face however a true politics of care just might

**Local Citizenship in a Global Age** Kenneth A. Stahl, 2020-05-14 Presents a distinctly local idea of citizenship that with the advance of globalization often conflicts with national citizenship

[Our Children Can't Wait](#) Joseph P. Bishop, 2022-12-23 Education policies have too often ignored how conditions outside of school can alter life chances for young people especially students of color before they even reach the classroom More recently COVID 19 has made it impossible to overlook the needs of the whole child both inside and outside of school The authors assert that responding to a number of factors like air quality housing public health community safety segregation and neighborhood conditions are essential to improving academic outcomes and student health *Our Children Can't Wait* urges readers to reconsider what education policy is what it could be who it is for and who should be directly shaping it at all levels of government Experts present a new equity roadmap by bridging scholarship ideas and original thinking on education policy as a vehicle for setting

a redemptive path forward for reckoning with race in America Book Features Presents a new evidence based blueprint for addressing persistent gaps in education opportunity through a number of interrelated social policies Includes contributing authors from 17 organizations and universities representing a powerful national network of scholars Goes beyond diagnosing or identifying challenges to present solutions in the form of tools and promising models Offers strategies for preventing more students from experiencing homelessness or entering the criminal justice system through strategic investments Addresses timely issues that are in the hearts and minds of many key stakeholders in no small part due to the COVID 19 pandemic

*Critical Approaches Toward a Cosmopolitan Education* Sandra R. Schecter, Carl E. James, 2021-08-29 This book aims to reconceptualize teaching and learning in spaces with diverse populations of young people Chapters focus on the schooling experiences and social and cultural adaptation issues of individuals who through the meaning that they assign to their lived experiences ascribe to multiple identity qualifiers Contributors explore the impact of this cosmopolitan awareness on students educators and educational institutions presenting issues such as curricular concerns around civic engagement individual subjectivity versus social identity and the convergence of context specific policy and teaching environments on global dynamics in education reform An emphasis on this understanding promises to better equip educators and policy makers to plan instructional approaches and devise pedagogic resources that serve the needs and career aspirations of an expanding cohort of multifaceted learners

**Hyper Education** Pawan Dhingra, 2021-09-07 An up close look at the education arms race of after school learning academic competitions and the perceived failure of even our best schools to educate children Beyond soccer leagues music camps and drama lessons today's youth are in an education arms race that begins in elementary school In *Hyper Education* Pawan Dhingra uncovers the growing world of high achievement education and the after school learning centers spelling bees and math competitions that it has spawned It is a world where immigrant families vie with other Americans to be at the head of the class putting in hours of studying and testing in order to gain a foothold in the supposed meritocracy of American public education A world where enrichment centers like Kumon have seen 194 percent growth since 2002 and target children as young as three Even families and teachers who avoid after school academics are getting swept up Drawing on over 100 in depth interviews with teachers tutors principals children and parents Dhingra delves into the why people participate in this phenomenon and examines how schools families and communities play their part Moving past Tiger Mom stereotypes he addresses why Asian American and white families practice what he calls hyper education and whether or not it makes sense By taking a behind the scenes look at the Scripps National Spelling Bee other national competitions and learning centers Dhingra shows why good schools good grades and good behavior are seen as not enough for high achieving students and their parents and why the education arms race is likely to continue to expand

**Poison in the Ivy** W. Carson Byrd, 2017-11-24 The world of elite campuses is one of rarified social circles as well as prestigious educational opportunities W Carson Byrd studied twenty eight of the most selective colleges and universities in



the United States to see whether elite students social interactions with each other might influence their racial beliefs in a positive way since many of these graduates will eventually hold leadership positions in society He found that students at these universities believed in the success of the best and the brightest leading them to situate differences in race and status around issues of merit and individual effort Poison in the Ivy challenges popular beliefs about the importance of cross racial interactions as an antidote to racism in the increasingly diverse United States He shows that it is the context and framing of such interactions on college campuses that plays an important role in shaping students beliefs about race and inequality in everyday life for the future political and professional leaders of the nation Poison in the Ivy is an eye opening look at race on elite college campuses and offers lessons for anyone involved in modern American higher education **Is Affirmative**

**Action Fair?** Natasha Warikoo,2022-09-23 Affirmative action in college admissions considering whether an applicant is part of an underrepresented group when making selection decisions has long been a topic of heated public debate Some argue that it undermines racial equity Others advocate for its ability to promote equal opportunity in a racially unequal society Who is right Natasha Warikoo dives into the arguments for and against a policy that has made it to the US Supreme Court many times She digs into the purposes of higher education and the selection process itself to argue that it is a mistake to equate college admissions with personal merit and reward College admissions should be based on furthering the mission of higher education contributing to our shared democracy and to the human condition Ultimately Warikoo concludes that a focus on individual fairness conceals much more important questions about justice No matter what their perspective readers will find themselves thinking anew and asking the deeper questions that underlie this emotive debate *College Belonging* Lisa M. Nunn,2021-02-12 College Belonging reveals how colleges and universities efforts to foster a sense of belonging in their students are misguided Colleges bombard new students with the message to get out there and find your place by joining student organizations sports teams clubs and the like Nunn shows that this reflects a flawed understanding of what belonging is and how it works Drawing on the sociological theories of Emile Durkheim College Belonging shows that belonging is something that members of a community offer to each other It is something that must be given like a gift Individuals cannot simply walk up to a group or community and demand belonging That s not how it works The group must extend a sense of belonging to each and every member It happens by making a person feel welcome to feel that their presence matters to the group that they would be missed if they were gone This critical insight helps us understand why colleges push for students simply to get out there does not always work

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