

Zinnia Mevawalla

Critical Consciousness, Social Justice and Resistance

The Experiences of Young Children Living on the Streets in India



Developing Critical Consciousness Resistance Literature

Daniel Ian Rubin



Developing Critical Consciousness Resistance Literature:

Latino/a Literature in the Classroom Frederick Luis Aldama, 2015-06-19 In one of the most rapidly growing areas of literary study this volume provides the first comprehensive guide to teaching Latino a literature in all variety of learning environments Essays by internationally renowned scholars offer an array of approaches and methods to the teaching of the novel short story plays poetry autobiography testimonial comic book children and young adult literature film performance art and multi media digital texts among others The essays provide conceptual vocabularies and tools to help teachers design courses that pay attention to Issues of form across a range of storytelling media Issues of content such as theme and character Issues of historical periods linguistic communities and regions Issues of institutional classroom settings The volume innovatively adds to and complicates the broader humanities curriculum by offering new possibilities for pedagogical practice

Critical Resilience and Thriving in Response to Systemic Oppression Melissa L. Morgan, 2023-03-31 This book offers new insight into how individuals utilize resilience in the face of structural and social injustice By drawing on qualitative research methods to foreground the voices of Holocaust survivors and Latinx immigrants to the United States *Critical Resilience and Thriving in Response to Systemic Oppression* illustrates the role of cultural values spirituality and perseverance in the face of severe institutionalized oppression Using this to extend current understandings of resilience the text posits critical resilience as a response to embedded social inequalities and goes on to offer a nuanced reconceptualization of overcoming such hardship not only as overcoming adversity but as recognizing strengths despite ongoing injustice It synthesizes feminist and critical theories to elaborate on the framework of critical resilience and thriving Highlighting the importance of qualitative research on the strengths and resources of oppressed groups this volume will be of interest to students scholars and researchers with an interest in trauma studies qualitative methods and personal development as well as in mental health research

Developing Critical Consciousness in Youth Erin B. Godfrey, Luke J. Rapa, 2023-05-25 Critical consciousness is the ability to critically analyse societal inequities and to develop the motivation and agency to promote social change While there has been a proliferation of empirical work on critical consciousness over the last two decades this is the first volume to consider how we can support youth s critical consciousness development their ability to recognize and fight injustice Leading scholars address some of the field s most urgent questions How does critical consciousness develop What are the key developmental settings such as homes schools community programs and societal experiences racism policy brutality immigration political turmoil that inform critical consciousness development among youth Providing novel insights into key school based out of school based and societal contexts that propel youth to greater critical reflection and action this book will benefit scholars and students in developmental educational and community psychology as well as practitioners working in schools community based organizations and other youth settings

Raza Studies Julio Cammarota, Augustine Romero, 2014-02-27 The well known and controversial Mexican American studies MAS program in

Arizona s Tucson Unified School District set out to create an equitable and excellent educational experience for Latino students This book offers the first comprehensive account of this progressive program by those who created it implemented it and have struggled to protect it The Critical Pedagogy Reader Antonia Darder, Kortney Hernandez, Kevin D. Lam, Marta Baltodano, 2023-11-01 Since its publication The Critical Pedagogy Reader has firmly established itself as the leading collection of classic and contemporary essays by the major thinkers in the field of critical pedagogy While retaining its comprehensive introduction this thoroughly revised fourth edition includes updated section introductions expanded bibliographies and up to date classroom questions The book is arranged topically around such issues as class racism gender sexuality language and literacy and classroom issues for ease of usage and navigation New reading selections cover topics such as youth activism agency and affect and practical implementations of critical pedagogy Carefully attentive to both theory and practice this new edition remains the definitive source for teaching and learning about critical pedagogy

Overcoming Challenges and Creating Opportunity for African American Male Students Butcher, Jennifer T., O'Connor Jr., Johnny R., Titus, Freddie, 2018-11-09 This title is an IGI Global Core Reference for 2019 as it provides solution oriented approaches to confronting confirming and mitigating perpetual disparities within the educational system Containing research from researchers across the U S this publication covers comprehensive research on access to education racial battle fatigue and mentoring programs Overcoming Challenges and Creating Opportunity for African American Male Students is an essential reference source that supports the development of more widespread solution oriented approaches to confronting confirming and mitigating any perpetual disparities that may exist among these students Featuring research on topics such as access to education racial battle fatigue and mentoring programs this book is ideally designed for administrators policymakers educators scholars researchers students and academicians seeking coverage on the many factors that influence African American male success in various educational contexts **Multiculturalism, Dialectical Thought, and Social Justice Pedagogy** Daniel Ian Rubin, 2017-02-01 This monograph lays out a qualitative collective case study designed to assess how students in a secondary Latina Latino Literature class began to think dialectically about issues of social justice By using various methods of data collection I ascertained how the students thoughts and perceptions of Latinas Latinos in this country changed over the course of the study I introduced the students to both print and nonprint texts e g news articles documentary films which when presented through Karl Marx s dialectical method helped them see social justice issues such as racism poverty and subjugation more clearly and critically After analysis several important themes emerged from the data stereotyping and invisibility in the media immigration the notion of power racism and discrimination education anger and frustration and questioning By the end of the Latina Latino Literature class all of the students in the study were able to identify particular social justice issues explain the historical context which framed the current debates e g immigration reform and articulate their opinions of the issues Each student participant started to use social justice terminology which I

introduced and used frequently in class e.g equity and these words became a part of the students everyday vocabularies Furthermore by the completion of the class the student participants began to realize that they had their own individual voices and could help transform societal issues in order to make the United States more equitable for all *The Yazzie Case* Wendy S. Greyeyes, Lloyd L. Lee, Glenabah Martinez, 2023-10-15 The story of Wilhelmina Yazzie and her son's effort to seek an adequate education in New Mexico schools revealed an educational system with poor policy implementation inadequate funding and piecemeal educational reform The 2018 decision in the Yazzie Martinez lawsuit proved what has always been known the educational needs of Native American students were not being met In this superb collection of essays the contributors cover the background and significance of the lawsuit and its impact on racial and social politics The Yazzie Case provides essential reading for educators policy analysts attorneys professors and students to understand the historically entrenched racism and colonial barriers impacting all Native American students in New Mexico's public schools It constructs a new vision and calls for transformational change to resolve the systemic challenges plaguing Native American students in New Mexico's public education system Contributors Georgina Badoni Cynthia Benally Rebecca Blum Martinez Nathaniel Charley Melvatha R Chee Shiv R Desai Donna Deyhle Terri Flowerday Wendy S Greyeyes Alexandra Bray Kinsella Lloyd L Lee Tiffany S Lee Nancy Lopez Hondo Louis photographer Glenabah Martinez Natalie Martinez Jonathan Nez Carlotta Penny Bird Karl Pino cover artist Preston Sanchez Karen C Sanchez Griego Christine Sims Leola Tsinnajinnie Paquin Vincent Werito Wilhelmina Yazzie **Transformative Ethnic Studies in Schools** Christine E. Sleeter, Miguel Zavala, 2020 This timely and compelling book conceptualizes Ethnic Studies not only as a vehicle to transform and revitalize the school curriculum but also as a way to reinvent teaching Drawing on Sleeter's research review on the impact of Ethnic Studies commissioned by the National Education Association NEA the authors show how the traditional curriculum's Eurocentric view of the world affects diverse student populations The text highlights several contemporary exemplars of curricula from classroom level to district or state wide illustrating core concepts in Ethnic Studies across a variety of disciplines and grade levels A final chapter considers how research on P 12 ethnic studies can be conceptualized and conducted in ways that further both advocacy and program sustainability Transformative Ethnic Studies in Schools is essential reading for educators working to transform schools by rehumanizing learning spaces for all students Book Features Explores how the traditional curriculum is not ideologically neutral and the effect that has on both students of color and White students Situates Ethnic Studies within anti racist movements to decolonize schooling Illustrates the transformative potential of contemporary Ethnic Studies projects Draws on the insights of Ethnic Studies teachers researchers and activists from across the United States Updates and expands on NEA's synthesis of the research on the academic and social value of Ethnic Studies Christine Sleeter and Miguel Zavala pull no punches in their approach to ethnic studies in education Despite the negative critiques of ethnic studies rooted in White supremacy and the politics of fear their contribution to critical thought and praxis is necessary and commendable

Like many of our comrades in this struggle I rejoice in the fact that they remain undeterred and unafraid David Stovall University of Illinois at Chicago *To Exist is to Resist* Akwugo Emejulu, Francesca Sobande, 2019-05-20 This book brings together activists artists and scholars of colour to show how Black feminism and Afrofeminism are being practiced in Europe today exploring their differing social positions in various countries and how they organise and mobilise to imagine a Black feminist Europe Deeply aware that they are constructed as Others living in a racialised and hierarchical continent the contributors explore gender class sexuality and legal status to show that they are both invisible presumed to be absent from and irrelevant to European societies and hyper visible assumed to be passive and sexualised angry and irrational Through imagining a future outside the neocolonial frames and practices of contemporary Europe this book explores a variety of critical spaces including motherhood and the home friendships and intimate relationships activism and community and literature dance and film

Racial Subjection Theory in Higher Education Jon S. Iftikar, 2023-04-30 Inspired by his own personal experiences in the borderlands of racial intelligibility Jon Iftikar introduces racial subjection theory in this conceptual book The theory contributes to the third wave of college student development theory by drawing upon insights from cultural studies critical and postmodern theory and Critical Race Theory Through racial subjection theory Iftikar demonstrates how racial identity is not a stage status nor an internal essence but instead an on going process that informs and is informed by experiences with White supremacy where college students are positioned as racial subjects through racial ideologies and within hegemonic Whiteness Iftikar also utilizes the theory to analyze how students racial identifications and interests are formed and how students embody and enact their racial identities Re envisioned as racial subjection racial identity formation is thus a site of struggle of both domination and empowerment and a space for reproducing and or challenging racial inequities in higher education contexts In addition to its theoretical contributions the book aims to facilitate critical consciousness about race and racism in higher education among policymakers and practitioners that can reveal alternative sites for struggling against White supremacy and to provide conceptual tools for better understanding supporting and re envisioning important racial identity based forms of activism

Confronting Intolerance Stephen G. Mogge, 2008-01-01 *Confronting Intolerance Critical Responsive Literacy Instruction with Adult Immigrants* captures the experience of adult immigrants who are improving their English literacy while confronting an intolerant political culture It examines recent immigration policy and the anti immigrant fervor that has gripped the United States and describes the perseverance and struggles of immigrant students to pursue their goals through literacy education The book offers a powerful and vivid example of critical pedagogy blended with sociocultural perspectives of literacy education in an effort to raise student consciousness and alter the political culture *Confronting Intolerances* is an ethnographic teacher research narrative that describes a year in the life of the author s classroom with adult Latino immigrants mostly Mexican in a Chicago Illinois USA settlement house Specific focus is given to immigrant students response to reading material that was selected to

meet individual ambitions but was also selected to meet the concerns and anxieties that surfaced in response to the intolerant climate. The book describes students' engagement with narrative and informational reading and displays the students' evolving perspectives on politics, economics, culture, and race as these relate to Latino immigrants in the United States. Through extensive classroom dialogue and descriptions of students engaged in political activities, the book explores the students' emerging sense of what it means to become American amidst an immigrant backlash. It takes the reader through a year in a settlement house classroom and reveals the hopes, dreams, and struggles of immigrants who continue to pursue America's promises, those realized and those broken.

Reclaiming Poch@ Pop: Examining the Rhetoric of Cultural Deficiency C. Medina, 2014-12-10. Tracing the historical trajectory of the pocho Latinos who are influenced by Anglo culture in pop culture, Medina shows how the trope of pocho/pocha/poch, which traditionally signified the negative connotation of cultural traitor in Spanish, has been reclaimed through the pop cultural productions of Latinos who self-identify as poch.

Achieving Equal Educational Opportunity for Students of Color Richard R. Valencia, 2024-09-27. 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 population growth of 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 upon whom the nation will depend for a sizable proportion of its workforce. **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 of 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.

White Washing American Education Denise M. Sandoval, Anthony J. Ratcliff, Tracy Lachica Buenavista, James R. Marín, 2016-10-03. Recent attacks on Ethnic Studies, revisionist actions in curriculum content, and anti-immigrant policies are creating a new culture war in America. This important work lays out the current debates, both in K-12 and higher education, to uncover the dangers and to offer solutions. In 2010, HB 2281, a law that bans ethnic studies in Arizona, was passed. In the same year, Texas whitewashed curriculum and textbook changes at the K-12 level. Since then, the nation has seen a rise in the legal and

political war on Ethnic Studies revisionist actions in curriculum content and anti immigrant policies creating a new culture war in America White Washing American Education demonstrates the value and necessity of Ethnic Studies in the 21st century by sharing the voices of those in the trenches educators students community activists and cultural workers who are effectively using multidisciplinary approaches to education This two volume set of contributed essays provides readers with a historical context to the current struggles and attacks on Ethnic Studies by examining the various cultural and political wars that are making an impact on American educational systems and how students faculty and communities are impacted as a result It investigates specific cases of educational whitewashing and challenges to that whitewashing such as Tom Horne s attack along with the State Board of Education against the Mexican American studies in the Tucson School District the experiences of professors of color teaching Ethnic Studies in primarily white universities across the United States and the role that student activists play in the movements for Ethnic Studies in their high schools universities and communities Readers will come away with an understanding of the history of Ethnic Studies in the United States the challenges and barriers that Ethnic Studies scholars and practitioners currently face and the ways to advocate for the development of Ethnic Studies within formal and community based spaces Teacher Education in the 21st Century Maria Jose

Hernández-Serrano,2021-06-16 In the face of unprecedented disruption from the COVID 19 pandemic and the rapid acceleration of digital technologies it is necessary to rethink the competences required by teachers for meeting new and flexible learning demands Teacher training is an area constantly evolving along with emerging social challenges that are transforming educational institutions and agents This book provides teachers with skills innovative solutions cutting edge studies and methodologies to meet education and training system demands In our changing world preparing teachers worldwide for the challenges and shifts of this era involves the opportunity to exchange theories practices and experiences such as those contained in this book *meXicana Roots and Routes* Vanessa Fonseca-Chávez,Anita

Huizar-Hernández,2025-09-23 Community voices are often an underrepresented aspect of our historical and cultural knowledge of the U S Southwest In this collection established and emerging scholars draw upon their rootedness in the U S Southwest and U S Mexico borderlands The meXicana contributors use personal and scholarly inquiry to discuss what it means to cultivate spaces of belonging navigate language policies and explore and excavate silences in various spaces among other important themes From the recruitment of Latinas for the U S Benito Ju rez Squadron in World War II to the early twentieth century development of bilingual education in Arizona to new and insightful analyses of Bracero Program participants and their families the book details little known oral histories and archival material to present a rich account of lives along the border with emphasis on women and the working class As the inaugural publication of the Arizona Crossroads series readers will find Arizona featured as a central node of borderlands roots and routes Each section of the book intentionally centers Arizona within broader comparative and cross state dialogues alongside chapters that reflect regional

concerns in other southwestern states including Texas California Colorado and New Mexico Throughout this volume highlights the ways in which personal experience community building and scholarly perspectives can provide a powerful space for community voices Contributors Vanessa Fonseca Ch vez Lillian Gorman Gloria Holgu n Cu draz Anita Hu zar Hern ndez Christine Marin Valerie A Mart nez Alina R M ndez Karen R Roybal Yvette J Saavedra Liliana Toledo Guzm n Andrea Tovar

Research Anthology on Business and Technical Education in the Information Era Management Association, Information Resources,2021-01-08 The Fourth Industrial Revolution has disrupted businesses worldwide through the introduction of highly automated processes This disruption has affected the way in which companies conduct business impacting everything from managerial styles to resource allocations to necessary new skillsets As the business world continues to change and evolve it is imperative that business education strategies are continuously revised and updated in order to adequately prepare students who will be entering the workforce as future entrepreneurs executives and marketers among other careers The Research Anthology on Business and Technical Education in the Information Era is a vital reference source that examines the latest scholarly material on pedagogical approaches in finance management marketing international business and other fields It also explores the implementation of curriculum development and instructional design strategies for technical education Highlighting a range of topics such as business process management skill development and educational models this multi volume book is ideally designed for business managers business and technical educators entrepreneurs academicians upper level students and researchers

A Transdisciplinary Lens for Bilingual Education Eurydice Bauer,Lenny Sánchez,Yang Wang,Andrea Vaughan,2021-11-18 Addressing the intersections between cognitive sociocultural and sociolinguistic research this volume explores bilingual development across educational contexts to discuss and uncover the influences and impact of language in school programming and everyday practices Confronting a standard monolingual lens this collection highlights the importance of applying cross disciplinary approaches to examine bilingualism in relation to topics such as language politics linguistic identities students experiences at home and in schools asset based teaching and curricula and overall benefits Ideal for courses in bilingualism literacy psychology and language education this text is an important resource for understanding and applying transdisciplinary inclusive approaches to positively influence cognitive development academic learning and identity formation in bilingual education

Condition or Process? Researching Race in Education Adrienne D. Dixon,Gloria J. Ladson-Billings,Cecilia E. Suarez,William T. Trent,James D. Anderson,2021-01-18 The question of why we need to think about how we research race demands a conceptualization of race that captures both its social construction and its temporal evolution We need both an understanding of race and clarity about how we talk about it in our design and conduct of research and in how we interpret and apply it in our findings As a field we can use research on race and racism in education to help construct social change Our purpose with this volume is to underscore the persistence of the discriminatory actions processes and the normalization

of the use of race and class conditions to justify the existing and growing disparity between the quality of life and opportunity for middle class and more affluent Whites and that for people of color and people of color who live in poverty As editors of this volume we wonder what more we could learn and understand about the process and condition of race if we dare to ask bold questions about race and racism and commit to methods and analyses that respect the experiences and knowledges of our research participants and partners

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