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Autore	Saran, Franz
Titolo	Goethes Mahomet und Prometheus / Franz Saran
Pubbl/distr/stampa	Walluf, Nendeln : M. SSndig Reprint, 1975
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2. Record Nr.	UNINA9910461258303321
Titolo	Integrating schools in a changing society [[electronic resource]] : new policies and legal options for a multiracial generation // edited by Erica Frankenberg and Elizabeth Debray
Pubbl/distr/stampa	Chapel Hill, : University of North Carolina Press, c2011
ISBN	1-4696-0258-X 0-8078-6920-1
Descrizione fisica	1 online resource (352 p.)
Altri autori (Persone)	FrankenbergErica DebrayElizabeth H
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Soggetti	School integration - United States Discrimination in education - United States Multicultural education - United States Educational equalization - United States Education and state - United States Educational law and legislation - United States Electronic books.
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	<p>Cover; Contents; Acknowledgments; Introduction: Looking to the Future; Part I: Where Have We Been and Where Are We Now?; Standing at a Crossroads: The Future of Integrated Public Schooling in America; School Choice as a Civil Right: The Political Construction of a Claim and Its Implications for School Desegregation; Integration after Parents Involved: What Does Research Suggest about Available Options?; Advancing the Integration Agenda under the Obama Administration and Beyond; Part II: The Case for Integration</p> <p>School Racial and Ethnic Composition and Young Children's Cognitive Development: Isolating Family, Neighborhood, and School Influences Southern Graduates of School Desegregation: A Double Consciousness of Resegregation yet Hope; Legally Viable Desegregation Strategies: The Case of Connecticut; Regional Coalitions and Educational Policy: Lessons from the Nebraska Learning Community Agreement; Part III: Student Assignment Policy Choices and Evidence; Socioeconomic School Integration: Preliminary Lessons from More Than 80 Districts</p> <p>The Effects of Socioeconomic School Integration Policies on Racial School Desegregation Is Class Working? Socioeconomic Student Assignment Plans in Wake County, North Carolina, and Cambridge, Massachusetts; Using Geography to Further Racial Integration; Magnet Schools, MSAP, and New Opportunities to Promote Diversity; Part IV: The Pursuit of School-Level Equity; Resource Allocation Post-Parents Involved; Improving Teaching and Learning in Integrated Schools; Latinos, Language, and Segregation: Options for a More Integrated Future</p> <p>Part V: Integrated Means toward Integrated Ends: Broadening Social Policies Federal Legislation to Promote Metropolitan Approaches to Educational and Housing Opportunity; Linking Housing and School Integration to Growth Management; Conclusion: Returning to First Principles; Contributors; Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; R; S; T; U; V; W; Y; Z</p>
Sommario/riassunto	<p>"In this comprehensive volume, a roster of leading scholars in educational policy and related fields offer eighteen essays seeking to illuminate new ways for American public education to counter persistent racial and socioeconomic inequality in our society. Drawing on extensive research, the contributors reinforce the key benefits of racially integrated schools, examine remaining options to pursue multiracial integration, and discuss case examples that suggest how to build support for those efforts"--</p>