Record Nr. UNINA9910459502203321 **Titolo** Critical race theory matters: education and ideology / / Margaret M. Zamudio. [et al.] Pubbl/distr/stampa New York:,: Routledge,, 2011 **ISBN** 1-136-90768-8 1-136-90769-6 1-282-89856-6 9786612898563 0-203-84271-5 Descrizione fisica 1 online resource (193 p.) Altri autori (Persone) ZamudioMargaret <1964-2009.> 370.89 Disciplina Racism in education - United States Soggetti Discrimination in education - United States Critical pedagogy - United States Electronic books. Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Description based upon print version of record. Note generali Nota di bibliografia Includes bibliographical references and index. Nota di contenuto Book Cover; Title; Copyright; Contents; Acknowledgments; Introduction; Part I: Critical Race Theory Concepts and Education; Chapter 1 Critical Race Theory Critique of Liberalism; Chapter 2 Critical Race Theory Critique of Colorblindness; Chapter 3 Whiteness as Property, Interest Convergence, and Intersectionality; Part II: Policies and Practices: A Critical Race Theory Approach to Understanding Schooling; Chapter 4 Macro-Level Policies-Segregation, Desegregation, and Resegregation: Chapter 5 Macro-Level Policies-Bilingual Education: Chapter 6 Macro-Level Policies-Higher Education Chapter 7 Macro-Level Policies-Affirmative ActionChapter 8 Micro-Level Practices-Critical Race Theory Applied in Schools and Classrooms; Chapter 9 Micro-Level Practices-Race, Racism, and the Everyday Practices of Schooling; Chapter 10 Critical Race Theory and the Role of Educational Research; Part III: Narratives of the Oppressed: Countering Master Narratives: Chapter 11 American Indian Counter Narratives: On

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Sommario/riassunto

Over the past decade, Critical Race Theory (CRT) scholars in education have produced a significant body of work theorizing the impact of race and racism in education. Critical Race Theory Matters provides a comprehensive and accessible overview of this influential movement, shining its keen light on specific issues within education. Through clear and accessible language, the authors synthesize scholarship in the field, highlight major themes and assumptions, and examine strategies of resistance and practices for challenging the existing inequalities in education. By linking theory