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Present Curriculum, Segregated Knowledge, and the New Negro; Multicultural and Integrated Knowledge; Narrowed Knowledge Era; Discussion; Conclusion; Notes; References; 3. The Power of Counterstories: The Complexity of Black Male Experiences in Pursuit of Academic Success; Introduction; State of Affairs for Black Males; Critical Race Theory and Black Males; Black Male Voice and Experience in Schools: Some Key Studies; How Black Males See Schools: Privileging their Stories  
Design Principles for Counterstories Final Thoughts; References; 4. Closing the Schoolhouse Doors: State Efforts to Limit K-12 Education for Unauthorized Migrant School Children; Introduction; Unauthorized Migration: Historically and Today; Unauthorized Migrants' Legal Right to K-12 Education; Schools and the Creation of Committed Democrats; The Power of Anti-Democratic Experiences; Unauthorized Migrants as Committed Democrats; References; 5. (In)capable and (Un)deserving: A Critical Race Media and Policy Analysis of Educational and Immigration Policies; Purpose of Our Chapter  
Foundations of Critical Race Theory in Media, Policy, and Education An Historical Overview: Segregation Coupled with Policies for the (In) Capable; Methodology and Methods; Findings & Implications: Framing Voices in the Political and Media Discourse; Conclusion; Notes; References; 6. Prison Schooling: Segregation, Post-Racialism, and the Criminalization of Black and Brown Youth; Introduction; "The Race Card": Critical Race Theory; Context and Data; Methodology; The Post-Racial State as Parent; Post-Racialized Black Families: Moynihan Resurrected  
Post-Racial Eugenics: The Criminal Genome Project

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Sommario/riassunto

Access to a quality education remains the primary mechanism for improving one's life chances in the United States, and for children of color, a "good education" is particularly linked to their individual and collective well-being. Despite the popular perception that America is in a "post-racial" epoch, opportunities to access quality learning environments and human development resources remain determined according to race, class, gender, and ability. Taking a more nuanced approach to race and the resegregation of the American school system, this volume examines how and why the education qua

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