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Titolo	(Re)Teaching Trayvon: Education for Racial Justice and Human Freedom // edited by Venus E. Evans Winters, Magaela C. Bethune
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Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Preliminary Material / Venus E. Evans-Winters and Magaela C. Bethune -- Introduction: (Re)Teaching Trayvon / Venus E. Evans-Winters -- The Understanding / A. D. Carson -- Blackness Enclosed / Anthony L. Brown and Marcus W. Johnson -- "Looking-like Trayvon" / Karen A. Johnson and Kenneth L. Johnson -- What Suspicious Looks Like / Antonio L. Ellis -- From Tre Styles to Trayvon Martin / Erica Thurman -- Damaging Glances in Education / Darrell Cleveland Hucks -- A Statement Concerning Concern / A. D. Carson -- The Man in the Mirror / Jason Whitney Biehl -- No Justice in a White Man's Land / Haroon Kharem and Trina Yearwood -- Reflections on Trayvon Martin / Anton Lendor -- Trayvon's Closing Statement / Kevin "3AM" Smith -- "Boxed in" Black / Ahmad R. Washington , Janice Byrd , Jamar Booth and Malik S. Henfield -- Rotten to Its Core / David J. Leonard -- An Untold Story of Two Races and the Criminal Justice System / Nicholas D. Hartlep and Daisy Ball -- What if We All Wore Hoodies? / Christopher B. Knaus -- Beyond Hoodies and Hashtags / Terry Husband -- Conclusion / Magaela C. Bethune -- Contributors / Venus E. Evans-Winters and Magaela C. Bethune.
Sommario/riassunto	The authors bring you in this edited volume a collection of essays that address the relationship between racial violence, media, the criminal justice system, and education. This book is unique in that it brings together the perspectives of university professors, artists, poets, community activists, classroom teachers, and legal experts. With the

Trayvon Martin murder and legal proceedings at the center of reflection and analysis, authors poignantly provide insight into how racial violence is institutionalized and consumed by the mass public. Authors borrow from educational theory, history, gender studies, sociology, cultural studies, the arts, legal scholarship, and personal reflection to begin the dialogue on how to move toward education for racial and social justice. The book is recommended for secondary educators, community organizers, undergraduate and graduate social science and education courses.
