

1. Record Nr.	UNISA996208049003316
Autore	Binder Amy J. <1964->
Titolo	Contentious curricula [[electronic resource] ] : afrocentrism and creationism in American public schools // Amy J. Binder
Pubbl/distr/stampa	Princeton, NJ, : Princeton University Press, c2002
ISBN	1-282-08716-9 1-282-93532-1 9786612935329 9786612087165 1-4008-2545-8
Edizione	[Course Book]
Descrizione fisica	1 online resource (319 p.)
Collana	Princeton studies in cultural sociology
Disciplina	375.0010973
Soggetti	Curriculum change - United States Social movements - United States Afrocentrism - Study and teaching - United States Creationism - Study and teaching - United States
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Formato	Materiale a stampa
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Nota di bibliografia	Includes bibliographical references (p. [285]-295) and index.
Nota di contenuto	Front matter -- Contents -- Preface -- One. Introduction to Afrocentrism and Creationism, Challengers to Educational "Injustice" -- Two. The Challengers -- Three. History of the Three Afrocentric Cases: Atlanta, Washington, D.C., and New York State -- Four. Cultural, Political, and Organizational Factors Influencing Afrocentric Outcomes -- Five. History of the Four Creationist Cases: Louisiana State, California State, Vista, California, and Kansas State -- Six. Cultural, Political, and Organizational Factors Influencing Creationist Outcomes -- Seven. Making More Institutional the Study of Challenge -- Appendix -- Notes -- References -- Index
Sommario/riassunto	This book compares two challenges made to American public school curricula in the 1980's and 1990's. It identifies striking similarities between proponents of Afrocentrism and creationism, accounts for their differential outcomes, and draws important conclusions for the study of culture, organizations, and social movements. Amy Binder gives a brief history of both movements and then describes how their

challenges played out in seven school districts. Despite their very different constituencies--inner-city African American cultural essentialists and predominately white suburban Christian conservatives--Afrocentrists and creationists had much in common. Both made similar arguments about oppression and their children's well-being, both faced skepticism from educators about their factual claims, and both mounted their challenges through bureaucratic channels. In each case, challenged school systems were ultimately able to minimize or reject challengers' demands, but the process varied by case and type of challenge. Binder finds that Afrocentrists were more successful in advancing their cause than were creationists because they appeared to offer a solution to the real problem of urban school failure, met with more administrative sympathy toward their complaints of historic exclusion, sought to alter lower-prestige curricula (history, not science), and faced opponents who lacked a legal remedy comparable to the rule of church-state separation invoked by creationism's opponents. Binder's analysis yields several lessons for social movements research, suggesting that researchers need to pay greater attention to how movements seek to influence bureaucratic decision making, often from within. It also demonstrates the benefits of examining discursive, structural, and institutional factors in concert.

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2. Record Nr.	UNINA9910792196903321
Autore	Vivanco Luis Antonio <1969-, >
Titolo	Reconsidering the bicycle : an anthropological perspective on a new (old) thing // Luis A. Vivanco
Pubbl/distr/stampa	New York : , : Routledge, , 2013
ISBN	1-136-65677-4 0-203-58453-8 1-299-27971-6 1-136-65670-7
Descrizione fisica	1 online resource (181 p.)
Collana	The Routledge series for creative teaching and learning in anthropology
Disciplina	796.6
Soggetti	Bicycles Cycling
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; RECONSIDERING THE BICYCLE: An Anthropological Perspective on a New (Old) Thing; Copyright; CONTENTS; FIGURES; BOXES; SERIES FOREWORD; PREFACE: The Bicycle, a New (Old) Thing; ACKNOWLEDGMENTS; 1 ANTHROPOLOGY, BICYCLES, AND URBAN MOBILITY; Reconsidering the Bicycle; Toward an Anthropology of Urban Bicycle Mobility; Fieldwork on Two Wheels: Pedaling Toward Critical Estrangement; For Further Exploration; 2 WHAT (AND WHEN) IS A BICYCLE?; Part One: A Brief History of Bicycles; Part Two: A Bicycle is a Multidimensional Object; For Further Exploration 3 CONSTRUCTING URBAN BICYCLE CULTURES: PERSPECTIVES ON THREE CITIESUrban Form, Mobility Systems, and Bicycles; AMSTERDAM: Unfazed and Nonplussed on Two Wheels; BOGOTA: "Bicycle Consciousness" and the Right to the City; BURLINGTON: Sharing the Road in a "Bicycle Friendly Community"; Conclusion; For Further Exploration; 4 "GOOD FOR THE CAUSE": THE BIKE MOVEMENT AS SOCIAL ACTION AND CULTURAL POLITICS; Constructing a Bike Movement with a Politically Flexible Symbol; Asserting the Visibility (and Invisibility) of the Bicycle; Dilemmas of Fun and Convenience; Conclusion; For Further Exploration

5 CONCLUSION: ON THE NEED FOR THE BICYCLENOTES; BIBLIOGRAPHY;  
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Sommario/riassunto

In cities throughout the world, bicycles have gained a high profile in recent years, with politicians and activists promoting initiatives like bike lanes, bikeways, bike share programs, and other social programs to get more people on bicycles. Bicycles in the city are, some would say, the wave of the future for car-choked, financially-strapped, obese, and sustainability-sensitive urban areas. This book explores how and why people are reconsidering the bicycle, no longer thinking of it simply as a toy or exercise machine, but as a potential solution to a number of contemporary problems