

- | | |
|-------------------------|---|
| 1. Record Nr. | UNISALENTO991001158569707536 |
| Autore | Guadagni, Stefano |
| Titolo | Il computer in redazione / Stefano Guadagni |
| Pubbl/distr/stampa | Milano : Bibliografica, c1994 |
| ISBN | 8870753794 |
| Descrizione fisica | 263 p. : ill. ; 24 cm. |
| Collana | I mestieri del libro ; 6 |
| Disciplina | 686.22544 |
| Soggetti | Microelaboratori elettronici - Impiego nella tipografia |
| Lingua di pubblicazione | Italiano |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
-
- | | |
|-------------------------|--|
| 2. Record Nr. | UNINA9910681901403321 |
| Autore | Ryan Mark |
| Titolo | The enduring legacy : structured inequality in America's public schools
// Mark Ryan |
| Pubbl/distr/stampa | Ann Arbor, Michigan : , : University of Michigan Press, , 2023 |
| ISBN | 0-472-90398-5 |
| Descrizione fisica | 1 online resource (xv, 161 pages) |
| Disciplina | 379.2630973 |
| Soggetti | Discrimination in education - History - United States
Segregation in education - United States |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di contenuto | A struggle between forces -- An ambiguous philosophical root --
Growing democratic values -- The evolution from common school to
public school -- American exceptionalism -- What is the profession of |

a woman? -- A plan for inclusion -- The Committee of Ten and The cardinal principles -- A particular solution for a specific problem -- Social Darwinism as justification -- White superiority via pseudo empiricism -- Assimilation via Americanism in the classroom -- Personification of duality : Cubberley's life and legacy -- Cubberley's hierarchy -- Structured inequality via perceived ability grouping -- Tracking and segregation endure -- The cycle of segregation, desegregation, and resegregation -- Structured inequality : from political strategy to pedagogical practice -- Courts and the persistence of structured inequality -- The court and "race neutral" diversity -- The Southern strategy -- LBJ : integrate and get funding or stay segregated and get nothing -- Political ambiguity on integration -- Nixon's rise bolstered by the Southern strategy -- Nixon's ambiguity on integration and the courts -- Ford continues Nixonian states' rights policies -- Jimmy Carter, a son of the South, disrupts the Southern strategy -- Reagan nullifies LBJ'S integration legacy via the Southern strategy -- Reagan reverses policies against race discrimination -- Reagan : busing to desegregate : waste of time and public money -- George Herbert Walker Bush and an evolving Southern strategy -- Southern ticket of Clinton and Gore wins as resegregation persists -- Bill Clinton's recognition of resegregation in the 1990s -- George W. Bush follows Reagan's policies as racial isolation builds -- Obama defeats Southern strategy even as school resegregation increases -- Trump triumphant and the spread of the Southern strategy -- From LBJ to Trump : segregation to desegregation to resegregation -- Desegregation of public schools in the twenty-first century -- The pedagogic case for racial integration -- The cognitive benefits of a diverse learning environment -- Affective benefits of a diverse learning environment -- Paradox of segregation and the negligence of scholars -- Solution sets to desegregation in the 2020s -- Vital role of schools and colleges of education -- Gender as a marker of difference -- Culturally relevant teaching and learning -- Dual paradigm of onsite and online -- Hybrid model plus service learning -- Final thoughts.

Sommario/riassunto

"The book outlines the historical, political and pedagogical reality of growing segregation and racial isolation in America's 21st century public schools. It explores the dialectic between the philosophies of inclusion and exclusion, examining an underlying contradiction: public education that continually postures to be ever more inclusive while simultaneously perpetuating an exclusive system through systematized discrimination to maintain inequality. The book concludes that undoing re-segregation is imperative to achieve social justice and a better education for all children"-- Provided by publisher.
