

Race Class And Affirmative Action

[#affirmative action](#) [#race and class](#) [#social equity](#) [#diversity policy](#) [#systemic inequality](#)

Explore the complex interplay of race and class in modern society, examining how affirmative action policies aim to address historical disadvantages and promote social equity. This discussion delves into the multifaceted impacts of diversity policy and confronts ongoing debates surrounding systemic inequality in education and employment.

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Race, Class, and Affirmative Action

No issue in American higher education is more contentious than that of race-based affirmative action. In light of the ongoing debate around the topic and recent Supreme Court rulings, affirmative action policy may be facing further changes. As an alternative to race-based affirmative action, some analysts suggest affirmative action policies based on class. In *Race, Class, and Affirmative Action*, sociologist Sigal Alon studies the race-based affirmative action policies in the United States, and the class-based affirmative action policies in Israel. Alon evaluates how these different policies foster campus diversity and socioeconomic mobility by comparing the Israeli policy with a simulated model of race-based affirmative action and the U.S. policy with a simulated model of class-based affirmative action. Alon finds that affirmative action at elite institutions in both countries is a key vehicle of mobility for disenfranchised students, whether they are racial and ethnic minorities or socioeconomically disadvantaged. Affirmative action improves their academic success and graduation rates and leads to better labor market outcomes. The beneficiaries of affirmative action in both countries thrive at elite colleges and in selective fields of study. As Alon demonstrates, they would not be better off attending less selective colleges instead. Alon finds that Israel's class-based affirmative action programs have provided much-needed entry slots at the elite universities to students from the geographic periphery, from high-poverty high schools, and from poor families. However, this approach has not generated as much ethnic diversity as a race-based policy would. By contrast, affirmative action policies in the United States have fostered racial and ethnic diversity at a level that cannot be matched with class-based policies. Yet, class-based policies would do a better job at boosting the socioeconomic diversity at these bastions of privilege. The findings from both countries suggest that neither race-based nor class-based models by themselves can generate broad diversity. According to Alon, the best route for promoting both racial and socioeconomic diversity is to embed the consideration of race within class-based affirmative action. Such a hybrid model would maximize the mobility benefits for both socioeconomically disadvantaged and minority students. *Race, Class, and Affirmative Action* moves past political talking points to offer an innovative, evidence-based perspective on the merits and feasibility of different designs of affirmative action.

In a sweeping and damning analysis, Kahlenberg examines how the rationale for affirmative action has moved inexorably away from its original commitment to remedy past discrimination and instead has become a means to achieve racial diversity, even if that means giving preference to upper-middle-class blacks over poor whites. Such perverse outcomes, he shows, have undermined the moral legitimacy of affirmative action, which is supposed to benefit the truly disadvantaged, not the well-to-do. If Bill Cosby's kids are given preferences in college admissions and employment opportunities while a coal miner's kids are shut out, then something has gone very wrong. But Kahlenberg goes beyond simple criticism to outline how a class-based system of affirmative action would work, and why the objections often raised turn out to be red herrings. Moreover, he pays particular attention to the impact of such a policy on the African-American community, showing that because blacks are disproportionately poor, they would still continue to reap a disproportionate share of the benefits, but without engendering resentment or feelings of injustice within the white community. The problem of race is not going to disappear anytime soon, but *The Remedy* provides a way to cut the Gordian knot over affirmative action without sacrificing or compromising American ideals.

Race, Class and Conservatism

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Affirmative Action Matters

Affirmative Action Matters focuses specifically on affirmative action policies in higher education admissions, the sphere that has been the most controversial in many of the nations that have such policies. It brings together distinguished scholars from diverse nations to examine and discuss the historical, political and philosophical contexts of affirmative action and clarify policy developments to further the meaningful equality of educational opportunity. This unique volume includes both well established and emerging policies from the Americas, Europe, Africa, and Asia, policies which developed under a variety of political systems and target a range of underrepresented groups, based on race, ethnicity, gender, class, social background, or region. Accessible and thought provoking case studies of affirmative action demonstrate that such policies are expanding to different countries and target populations. While some countries, such as India, have affirmative action policies that predate those in the United States, affirmative action is a recent development in countries such as Brazil and France. Legal or political pressures to move away from explicitly race-based policies in several countries have complicated affirmative action and make this assessment of international alternatives particularly timely. New or newly modified policies target a variety of disadvantaged groups, based on geography, class, or caste, in addition to race or sex. International scholars in six countries spanning five continents offer insights into their own countries' experiences to examine the implications of policy shifts from race toward other categories of disadvantage, to consider best practices in student admission policies, and to assess the future of affirmative action.

The Future of Affirmative Action

As the United States experiences dramatic demographic change--and as our society's income inequality continues to rise--promoting racial, ethnic, and economic inclusion at selective colleges has become more important than ever. At the same time, however, many Americans--including several members of the U.S. Supreme Court--are uneasy with explicitly using race as a factor in college admissions. The Court's decision in *Fisher v. University of Texas* emphasized that universities can use race in admissions only when "necessary," and that universities bear "the ultimate burden of demonstrating, before turning to racial classifications, that available, workable race-neutral alternatives do not suffice." With race-based admission programs increasingly curtailed, *The Future of Affirmative Action* explores race-neutral approaches as a method of promoting college diversity after *Fisher* decision. The volume suggests that *Fisher* might on the one hand be a further challenge to the use of racial criteria in admissions, but on the other presents a new opportunity to tackle, at long last, the burgeoning economic divisions in our system of higher education, and in society as a whole. Contributions from: Danielle Allen (Princeton); John Brittain (University of the District of Columbia) and Benjamin Landy (MSNBC.com); Nancy Cantor and Peter Englot (Rutgers-Newark); Anthony P. Carnevale, Stephen J. Rose, and Jeff Strohl (Georgetown University); Dalton Conley (New York University); Arthur L. Coleman and Teresa E. Taylor (EducationCounsel LLC); Matthew N. Gaertner (Pearson); Sara Goldrick-Rab (University of Wisconsin-Madison); Scott Greytak (Campinha Bacote LLC); Catharine Hill (Vassar); Richard D. Kahlenberg (The Century Foundation); Richard L. McCormick (Rutgers); Nancy G. McDuff (University

of Georgia); Halley Potter (The Century Foundation); Alexandria Walton Radford (RTI International) and Jessica Howell (College Board); Richard Sander (UCLA School of Law); and Marta Tienda (Princeton).

Race and Representation

An exploration of one of the most debated--and divisive--issues in American society today. Why has affirmative action become the lightning rod for conflicts over racial inequality in the United States? Have color-blind legal and political doctrines intensified or ameliorated America's racial divisions? *Race and Representation* invites the reader to enter a debate on a matter of the greatest moment for American universities, politics, and public life. Focusing on the politically driven decision of California's governor and the Board of Regents of the University of California to end affirmative action at the university, the subsequent enactment of an amendment to the California Constitution prohibiting the state from engaging in affirmative action, and court decisions in Texas that used the federal Constitution to prohibit affirmative action at state universities, the contributors to this volume incisively assess the current state of the tumultuous controversy over affirmative action.

The Death of Affirmative Action?

Affirmative action in college admissions has been a polarizing policy since its inception, decried by some as unfairly biased and supported by others as a necessary corrective to institutionalized inequality. In recent years, the protected status of affirmative action has become uncertain, as legal challenges chip away at its foundations. This book looks through a sociological lens at both the history of affirmative action and its increasingly tenuous future. J. Scott Carter and Cameron D. Lippard first survey how and why so-called "colorblind" rhetoric was originally used to frame affirmative action and promote a political ideology. The authors then provide detailed examinations of a host of recent Supreme Court cases that have sought to threaten or undermine it. Carter and Lippard analyze why the arguments of these challengers have successfully influenced widespread changes in attitude toward affirmative action, concluding that the discourse and arguments over these policies are yet more unfortunate manifestations of the quest to preserve the racial status quo in the United States.

Place, Not Race

From a nationally recognized expert, a fresh and original argument for bettering affirmative action. Race-based affirmative action had been declining as a factor in university admissions even before the recent spate of related cases arrived at the Supreme Court. Since Ward Connerly kickstarted a state-by-state political mobilization against affirmative action in the mid-1990s, the percentage of four-year public colleges that consider racial or ethnic status in admissions has fallen from 60 percent to 35 percent. Only 45 percent of private colleges still explicitly consider race, with elite schools more likely to do so, although they too have retreated. For law professor and civil rights activist Sheryll Cashin, this isn't entirely bad news, because as she argues, affirmative action as currently practiced does little to help disadvantaged people. The truly disadvantaged—black and brown children trapped in high-poverty environs—are not getting the quality schooling they need in part because backlash and wedge politics undermine any possibility for common-sense public policies. Using place instead of race in diversity programming, she writes, will better amend the structural disadvantages endured by many children of color, while enhancing the possibility that we might one day move past the racial resentment that affirmative action engenders. In *Place, Not Race*, Cashin reimagines affirmative action and champions place-based policies, arguing that college applicants who have thrived despite exposure to neighborhood or school poverty are deserving of special consideration. Those blessed to have come of age in poverty-free havens are not. Sixty years since the historic decision, we're undoubtedly far from meeting the promise of *Brown v. Board of Education*, but Cashin offers a new framework for true inclusion for the millions of children who live separate and unequal lives. Her proposals include making standardized tests optional, replacing merit-based financial aid with need-based financial aid, and recruiting high-achieving students from overlooked places, among other steps that encourage cross-racial alliances and social mobility. A call for action toward the long overdue promise of equality, *Place, Not Race* persuasively shows how the social costs of racial preferences actually outweigh any of the marginal benefits when effective race-neutral alternatives are available.

Race Versus Class

Race versus Class traces the evolution of affirmative action policies and explores the issues surrounding the current debate. In addition to providing fundamental facts, the book presents original insights

and recommendations for salvaging the policy. Included among the essays are case studies of race-exclusive scholarships, housing policies, and the Head Start program. The book also includes a discussion of the difficulty of measuring public opinion on affirmative action, and of how existing methods might be improved. Sound public policy recommendations emerge from the book's racially diverse group of contributors. Contents: Affirmative Action Revisited, Carol M. Swain; Racial Classifications, April Chou; Attitudes Toward Affirmative Action: Paradox or Paradigm?, Frederick Vars; Affirmative Action and Public Opinion Polls, Ricshawon Adkins; Philosophical Perspectives, Justin McCrary; Race-Exclusive Scholarships for Undergraduate Education, Jessica Malman; Fresh Start: Redefining Affirmative Action to Include Socioeconomic Class, Jonathon Goldman; Residential Segregation, Racial Discrimination, and the Road to Reform, Cindy Kam; The Head Start Program: Constructive Affirmative Action, Priya Rajan; Index.

Affirmative Advocacy

The United States boasts scores of organizations that offer crucial representation for groups that are marginalized in national politics, from women to racial minorities to the poor. Here, in the first systematic study of these organizations, Dara Z. Strolovitch explores the challenges and opportunities they face in the new millennium, as waning legal discrimination coincides with increasing political and economic inequalities within the populations they represent. Drawing on rich new data from a survey of 286 organizations and interviews with forty officials, Strolovitch finds that groups too often prioritize the interests of their most advantaged members: male rather than female racial minorities, for example, or affluent rather than poor women. But Strolovitch also finds that many organizations try to remedy this inequity, and she concludes by distilling their best practices into a set of principles that she calls affirmative advocacy—a form of representation that aims to overcome the entrenched but often subtle biases against people at the intersection of more than one marginalized group. Intelligently combining political theory with sophisticated empirical methods, *Affirmative Advocacy* will be required reading for students and scholars of American politics.

A Century of Segregation

This book examines the history of racial segregation in America and many of the heroic battles that were waged against the system. From the 1930s to the 1960s court challenges were won and laws were enacted that killed Jim Crow. However, despite considerable advances, substantial barriers to racial equality persist.

When Affirmative Action Was White: An Untold History of Racial Inequality in Twentieth-Century America

A groundbreaking work that exposes the twisted origins of affirmative action. In this "penetrating new analysis" (New York Times Book Review) Ira Katznelson fundamentally recasts our understanding of twentieth-century American history and demonstrates that all the key programs passed during the New Deal and Fair Deal era of the 1930s and 1940s were created in a deeply discriminatory manner. Through mechanisms designed by Southern Democrats that specifically excluded maids and farm workers, the gap between blacks and whites actually widened despite postwar prosperity. In the words of noted historian Eric Foner, "Katznelson's incisive book should change the terms of debate about affirmative action, and about the last seventy years of American history."

Affirmative Action Around the World

The Constitution of Empire offers a constitutional and historical survey of American territorial expansion from the founding era to the present day. The authors describe the Constitution's design for territorial acquisition and governance and examine the ways in which practice over the past two hundred years has diverged from that original vision. Noting that most of America's territorial acquisitions - including the Louisiana Purchase, the Alaska Purchase, and the territory acquired after the Mexican-American and Spanish-American Wars - resulted from treaties, the authors elaborate a Jeffersonian-based theory of the federal treaty power and assess American territorial acquisitions from this perspective. They find that at least one American acquisition of territory and many of the basic institutions of territorial governance have no constitutional foundation, and they explore the often strange paths that constitutional law has travelled to permit such deviations from the Constitution's original meaning.

Affirmative Action

This guide to the literature presents 451 descriptions of books, reports and articles dealing with all aspects of affirmative action including: Race relations; Economic aspects; Reverse discrimination; Preferences; Affirmative Action programs; Public opinion; Court decisions; Education and many more. Complete author and subject indexes are provided.

The Social Construction of Difference and Inequality

This anthology examines the social construction of race, class, gender, and sexuality and the institutional bases for these relations. While other texts discuss various forms of stratification and the impact of these on members of marginalized groups, Ore provides a thorough discussion of how such systems of stratification are formed and perpetuated and how forms of stratification are interconnected. The anthology supplies sufficient pedagogical tools to aid the student in understanding how the material relates to her/his own life and how her/his own attitudes, actions, and perspectives may serve to perpetuate a stratified system.

The Prism of Race

How race quotas--and their public perception--reflect Brazil's complicated history with racial injustice

Race, Class, and Gender

Race, Class, and Gender includes interdisciplinary readings. The articles show how race, class, and gender shape people's experiences, and help students to see the issues in an analytic, as well as descriptive, way. The book also provides conceptual grounding in understanding race, class, and gender; has a historical and sociological perspective; and includes conceptual introductions by the authors. Students may gain the most from the introduction sections that highlight key points and relate the essential concepts. Included in the collection are narratives aimed at building empathy, and articles on social issues such as imprisonment, affirmative action, poverty, immigration, and racism.

Shadows of Race and Class

One problem which continues to absorb social scientists is the way in which so much social deprivation stems from racial or class status. The discussion in this book is developed in two ways: firstly, careful attention is given to an examination of the way minority groups create and maintain collective identities and action. Secondly, the relationship between this movement and such topics as racism in schools, schooling, unemployment and West Indian involvement in sporting rather than academic activities is analysed, together with the nature of the educational experience of different class and gender groups.

Race, Class and Education (RLE Edu L)

Through an in-depth case study of the black professional middle class in Oakland, this book provides an analysis of the experiences of black professionals in the workplace, community, and local politics. Brown shows how overlapping dynamics of class formation and racial formation have produced historically powerful processes of what he terms "racialized class formation," resulting in a distinct (and internally differentiated) entity, not merely a subset of a larger professional middle class.

The Black Professional Middle Class

The definitive reckoning with one of America's most explosively contentious and divisive issues—from "one of our most important and perceptive writers on race and the law.... The mere fact that he wrote this book is all the justification necessary for reading it."—The Washington Post What precisely is affirmative action, and why is it fiercely championed by some and just as fiercely denounced by others? Does it signify a boon or a stigma? Or is it simply reverse discrimination? What are its benefits and costs to American society? What are the exact indicia determining who should or should not be accorded affirmative action? When should affirmative action end, if it must? Randall Kennedy gives us a concise and deeply personal overview of the policy, refusing to shy away from the myriad complexities of an issue that continues to bedevil American race relations.

For Discrimination

Included in RACE, CLASS, AND GENDER are 64 interdisciplinary readings. The authors provide very accessible articles that show how race, class, and gender shape people's experiences, and help

students to see the issues in an analytic, as well as descriptive way. The book provides conceptual grounding in understanding race, class, and gender; it has a strong historical and sociological perspective; and it is strengthened by conceptual introductions by the authors. Students find the readings engaging and accessible, but may gain the most from the introduction sections that highlight key points and relate essential concepts. Included in the collection of readings are narratives aimed at building empathy, and articles on social issues such as prison, affirmative action, poverty, immigration, and racism, among other topics.

Race, Class, and Gender

This is the first text in the rapidly growing study of the intersections of race, class, gender, and sexuality in the United States today. Using clear and accessible language, analysis of case studies, and a progression of questions for critical reflection, the text presents a conceptual framework for the analysis of the interlocking nature of race, class, gender, and sexuality systems of oppression. The framework illustrates that race, class, gender, and sexuality are: socially constructed, historically and globally specific power relations that are simultaneously expressed at the macro/institutional and the micro/individual levels. The analysis presented is complex, addresses the intersections of oppressive systems without rank ordering them, and points toward effective strategies to promote social justice. A leader in the development of race, class, gender, and sexuality scholarship, Weber has carefully devised the pedagogy of the text and the case studies to reflect the knowledge she has gained from almost twenty years of teaching and consulting with faculty and students across the country about the most effective ways to communicate these complex and sometimes emotionally charged ideas in ways that engage diverse audiences.

Understanding Race, Class, Gender, and Sexuality

How do race and social class influence who gets into America's elite colleges? This important book takes a comprehensive look at how all aspects of the elite college experience--from application and admission to enrollment and student life--are affected by these factors. To determine whether elite colleges are admitting and educating a diverse student body, the authors investigate such areas as admission advantages for minorities, academic achievement gaps tied to race and class, unequal burdens in paying for tuition, and satisfaction with college experiences. Arguing that elite higher education affects both social mobility and inequality, the authors call on educational institutions to improve access for students of lower socioeconomic status. Annotation m2010 Book News, Inc., Portland, OR (booknews.com).

No Longer Separate, Not Yet Equal

Christopher Edley, who served as point man for President Clinton's review of affirmative action, offers a spirited, lively analysis of one of the most vexing and contented issues in politics today. As he did for the President, so here, in a cogent, persuasive book for general readers and serious voters, Edley considers all the relevant legal data, social-science evidence, public-policy developments, and private-sector practice, then makes his eloquent, powerful case.

Not All Black and White

Racial preference policies first came on the national scene as a response to black poverty and alienation in America as dramatically revealed in the destructive urban riots of the late 1960s. From the start, however, preference policies were controversial and were greeted by many, including many who had fought the good fight against segregation and Jim Crow to further a color-blind justice, with a sense of outrage and deep betrayal. In the more than forty years that preference policies have been with us little has changed in terms of public opinion, as polls indicate that a majority of Americans continue to oppose such policies, often with great intensity. In *Wounds That Will Not Heal* political theorist Russell K. Nieli surveys some of the more important social science research on racial preference policies over the past two decades, much of which, he shows, undermines the central claims of preference policy supporters. The mere fact that preference policies have to be referred to through an elaborate system of euphemisms and code words—"affirmative action," "diversity," "goals and timetables," "race sensitive admissions"—tells us something, Nieli argues, about their widespread unpopularity, their tendency to reinforce negative stereotypes about their intended beneficiaries, and their incompatibility with core principles of American justice. Nieli concludes with an impassioned plea to refocus our public attention on the "truly disadvantaged" African American population in our nation's urban centers—the people for

whom affirmative action policies were initially instituted but whose interests, Nieli charges, were soon forgotten as the fruits of the policies were hijacked by members of the black and Hispanic middle class. Few will be able to read this book without at least questioning the wisdom of our current race-based preference regime, which Nieli analyses with a penetrating gaze and an eye for cant that will leave few unmoved.

The Crisis of Color and Democracy

What is the real story behind the fight over affirmative action in college admissions? Veteran journalist Peter Schmidt reveals truths that will outrage readers and forever transform the debate. His book exposes the hidden agendas of all sides, revealing how: * The conservative opposition to affirmative action preaches equality in college admissions, yet guts programs that help poor kids get in the running. * The higher education establishment feeds lies to the federal courts and the public about the benefits of affirmative action, and attempts to squelch any talk about how selective colleges' favoritism toward the privileged undermines professed commitments to diversity. * Affirmative action has evolved from a means of bringing about social justice into a tool colleges cynically use to sell themselves and attract corporate support. * Lower and middle class students of all races are being lost in the affirmative action struggle. The underlying premise is that affirmative action is a band aid used to hide a very deep wound that neither side of the debate has much interest in treating any time soon. The real winners in the war over college affirmative action are rich white kids, whose spot on the inside track is secure no matter which side comes out on top. The real losers are African- American, Hispanic, and Asian-American kids, who continue to have the deck stacked against them, and those worthy white kids who lack cash and connections and find their futures sacrificed by colleges for "diversity" and the almighty dollar. Unafraid to shine a harsh light on schools such as Harvard, the University of Michigan, Princeton, and the University of California, this is a startling and brave book that will inspire a national dialogue on class, race, and education.

Wounds That Will Not Heal

In a climate where whites who criticize affirmative action risk being termed racist and blacks who do the same risk charges of treason and self hatred, a frank and open discussion of racial preference is difficult to achieve. But, in the first book on racial preference written from personal experience, *Reflections of an Affirmative Action Baby*, Stephen L. Carter, Cromwell Professor of Law at Yale University and self-described beneficiary (and, at times, victim) of affirmative action, does it. Using his own story of success and frustration as "an affirmative action baby" as a point of departure, Carter, who has risen to the top of his profession, provides an incisive analysis of one of the most incendiary topics of our day—as well as an honest critique of the pressures on black professionals and intellectuals to conform to the "politically correct" way of being black. Affirmative action as it is practiced today not only does little to promote racial equality, Carter argues, but also allows the nation to escape rather cheaply from its moral obligation to undo the legacy of slavery. Affirmative action, particularly in hiring often reinforces racist stereotypes by promoting the idea that the black professional cannot aspire to anything more than being "the best black." Has the time come to abandon these programs? No—but affirmative action must return to its simpler roots, Carter argues: to provide educational opportunities for those who might not otherwise have them. Then the beneficiaries should demand to be held to the same standards as anyone else.

Color and Money

The debate over affirmative action has raged for over four decades, with little give on either side. Most agree that it began as noble effort to jump-start racial integration; many believe it devolved into a patently unfair system of quotas and concealment. Now, with the Supreme Court set to rule on a case that could sharply curtail the use of racial preferences in American universities, law professor Richard Sander and legal journalist Stuart Taylor offer a definitive account of what affirmative action has become, showing that while the objective is laudable, the effects have been anything but. Sander and Taylor have long admired affirmative action's original goals, but after many years of studying racial preferences, they have reached a controversial but undeniable conclusion: that preferences hurt underrepresented minorities far more than they help them. At the heart of affirmative action's failure is a simple phenomenon called mismatch. Using dramatic new data and numerous interviews with affected former students and university officials of color, the authors show how racial preferences often put students in competition with far better-prepared classmates, dooming many to fall so far behind

that they can never catch up. Mismatch largely explains why, even though black applicants are more likely to enter college than whites with similar backgrounds, they are far less likely to finish; why there are so few black and Hispanic professionals with science and engineering degrees and doctorates; why black law graduates fail bar exams at four times the rate of whites; and why universities accept relatively affluent minorities over working class and poor people of all races. Sander and Taylor believe it is possible to achieve the goal of racial equality in higher education, but they argue that alternative policies -- such as full public disclosure of all preferential admission policies, a focused commitment to improving socioeconomic diversity on campuses, outreach to minority communities, and a renewed focus on K-12 schooling -- will go farther in achieving that goal than preferences, while also allowing applicants to make informed decisions. Bold, controversial, and deeply researched, Mismatch calls for a renewed examination of this most divisive of social programs -- and for reforms that will help realize the ultimate goal of racial equality.

Reflections Of An Affirmative Action Baby

This anthology provides the definitive theoretical sources of contemporary thinking about identity, including explorations of race, class, gender, and nationality. Explores the long and rich tradition of philosophical analysis and debate over the genesis, contours, and political effects of identity categories. Provides the definitive theoretical sources and contemporary debates by leading theorists such as selections from Hegel, Marx, Freud, DuBois, Beauvoir, Lukács, Fanon, Hall, Guha, Hobsbawm, Wittig, Butler, Halperin, R. Robertson, Said, and LaClau. Combines general and specific analyses of particular identity categories: race/ethnicity, gender/sexuality, class, nationality. Allows for a comparative study of identities through multiple theoretical frameworks.

Mismatch

In recent years a number of countries have introduced affirmative action programmes in order to put right historical injustices and economic inequalities involving ethnic communities. This book examines affirmative action programmes in a range of countries around the world. It discusses how such programmes came about and how they have been implemented, and examines their effectiveness. Throughout it explores how far affirmative action programmes reinforce ethnic identities and thereby contribute to division and conflict. The countries covered are India, the United States, South Africa, Northern Ireland, Brazil, Malaysia and Fiji.

Identities

This book focuses on a critical case study of the first students to graduate from university in Brazil under an affirmative action program of racial and social quotas. It places the students' educational trajectories at the center of the debate about racial inequality and the need to eradicate it.

Solutions to Problems of Race, Class, and Gender

Over the past 45 years, award-winning sociologist David L. Altheide has illuminated how media formats and media logic affect our understanding of social issues, of how political decisions are made, and of how we relate to each other. In this masterful, summative work, Altheide describes the media syndrome: how these factors shape our expectations of, and reactions to, both public and personal events. Ideal for courses on mass media and political communication, the book provides a detailed description of the media syndrome and its impact on daily life; uses historical and contemporary examples from Watergate to Edward Snowden; includes the changes in the ecology of communication from mass media to social media and its social impact.

Affirmative Action, Ethnicity and Conflict

This book addresses race, class, and gender in education in the United States. It debates the issues of institutionalized power and privilege, and the policies, discourses, and practices that silence powerless groups. At the center of the silence are the most critical and powerful voices of all -- children and adolescents with their relentless desire to be heard and to survive. Weis and Fine go beyond examining policies, discourse, and practices to call up the voices of young people who have been expelled from the centers of their schools and our culture to speak as interpreters of adolescent culture -- among them, lesbian and gay students who have been assaulted in their schools; adolescent women burying their political and personal resistances the moment their bodies "fill out;" young men and women struggling

for identities amid the radically transforming conditions of late twentieth-century capitalism; and Native American college students almost wholly excluded from the academic conversation.

Confronting Affirmative Action in Brazil

Affirmative Action and the University is the only full-length study to examine the impact of affirmative action on all higher education hiring practices. Drawing on data provided by the Equal Employment Opportunity Commission and the U.S. Department of Education's National Center for Education Statistics, the authors summarize, track, and evaluate changes in the gender and ethnic makeup of academic and nonacademic employees at private and public colleges and universities from the late 1970s through the mid-1990s. Separate chapters assess changes in employment opportunities for white women, blacks, Asians, Hispanics, and Native Americans. The authors look at the extent to which a two-tier employment system exists. In such a system minorities and women are more likely to make their greatest gains in non-elite positions rather than in faculty and administrative positions. The authors also examine differences in hiring practices between public and private colleges and universities.

The Media Syndrome

Chicago has long struggled with racial residential segregation, high rates of poverty, and deepening class stratification, and it can be a challenging place for adolescents to grow up. *Unequal City* examines the ways in which Chicago's most vulnerable residents navigate their neighborhoods, life opportunities, and encounters with the law. In this pioneering analysis of the intersection of race, place, and opportunity, sociologist and criminal justice expert Carla Shedd illuminates how schools either reinforce or ameliorate the social inequalities that shape the worlds of these adolescents. Shedd draws from an array of data and in-depth interviews with Chicago youth to offer new insight into this understudied group. Focusing on four public high schools with differing student bodies, Shedd reveals how the predominantly low-income African American students at one school encounter obstacles their more affluent, white counterparts on the other side of the city do not face. Teens often travel long distances to attend school which, due to Chicago's segregated and highly unequal neighborhoods, can involve crossing class, race, and gang lines. As Shedd explains, the disadvantaged teens who traverse these boundaries daily develop a keen "perception of injustice," or the recognition that their economic and educational opportunities are restricted by their place in the social hierarchy. Adolescents' worldviews are also influenced by encounters with law enforcement while traveling to school and during school hours. Shedd tracks the rise of metal detectors, surveillance cameras, and pat-downs at certain Chicago schools. Along with police procedures like stop-and-frisk, these prison-like practices lead to distrust of authority and feelings of powerlessness among the adolescents who experience mistreatment either firsthand or vicariously. Shedd finds that the racial composition of the student body profoundly shapes students' perceptions of injustice. The more diverse a school is, the more likely its students of color will recognize whether they are subject to discriminatory treatment. By contrast, African American and Hispanic youth whose schools and neighborhoods are both highly segregated and highly policed are less likely to understand their individual and group disadvantage due to their lack of exposure to youth of differing backgrounds.

Solutions for the New Millennium

"An excellent book. Takagi takes a very complex and sensitive subject-racial politics-and shows, through a careful analysis . . . that changes in the discourse about Asian American admissions have facilitated a 'retreat from race' in the area of affirmative action. . . . This book will appeal to an audience significantly wider than a typical academic one."- David Karen, *Bryn Mawr College Charges by Asian Americans* that the top universities in the United States used quotas to limit the enrollment of Asian-American students developed into one of the most controversial public controversies in higher education since the Bakke case. In *Retreat from Race*, Dana Takagi follows the debates over Asian-American admissions at Berkeley, UCLA, Brown, Stanford, Harvard, and Princeton. She explains important developments in the politics of race: changes in ethnic coalitions, reconstruction of the debate over affirmative action, and the conservative challenge to the civil rights agenda of the 1960s. Takagi examines the history and significance of the Asian American admissions controversy on American race relations both inside and outside higher education. Takagi's central argument is that the Asian-American admissions controversy facilitated a subtle but important shift in affirmative action policy away from racial preferences toward class preferences. She calls this development a retreat from race. Takagi suggests that the retreat signals not only an actual policy shift but also the increasing reluctance on the part of intellectuals,

politicians, and policy analysts to identify and address social problems as explicitly racial problems. Moving beyond the university setting, Takagi explores the political significance of the retreat from race by linking Asian-American admissions to other controversies in higher education and in American politics, including the debates over political correctness and multiculturalism. In her assessment, the retreat from race is likely to fail at its promise of easing racial tension and promoting racial equality.

Beyond Silenced Voices

Affirmative Action and the University