

ERIC #: ED325577

Title: Race and Curriculum: Social Inequality and the Theories and Politics of Difference in Contemporary Research on Schooling.

Authors: [McCarthy, Cameron](#);

Descriptors: [Blacks](#); [Cultural Pluralism](#); [Curriculum](#); [Educational Sociology](#); [Marxian Analysis](#); [Minority Groups](#); [Multicultural Education](#); [Racial Discrimination](#);

Journal Name: N/A

Journal Citation: N/A

Publication Date: 1990-00-00

Pages: 169

Pub Types: Books

Abstract: This book puts into a broader theoretical and political perspective the issues of racial inequality and minority underachievement that face educators in schools and universities across the United States. After presenting a critical overview of mainstream and radical solutions to racial inequality in education, it offers an alternative approach that stresses the importance of understanding the social context and nuance in the dynamics of race relations. Chapter titles are as follows: (1) "Introduction: Race and Curriculum"; (2) "Mainstream Accounts of Racial Inequality in Schooling"; (3) "The Multicultural Solution"; (4) "Neo-Marxist Approaches to Racial Inequality: The Subordination of the Problem of Race"; (5) "Nonsynchrony and Social Difference: An Alternative to Current Radical Accounts of Race and Schooling"; and (6) "Racial Inequality and the Challenge of Educational Reform." A list of references is included. (DM)

Susan MacDonald

Qualitative Research

**Preliminary Research for Articles
on the topic of
Inequality in Education**

Research for articles was done exclusively through ERIC. I know there are many other resources; however, this is where I wanted to start. Doing the searches revealed many things to me:

- **Check the dates of the articles**
- **Check the authors and journals**
- **Even though some topics are dated past 10 years, I still would be interested in reading the research.**
- **My topic had a lot of research articles.**
- **I enjoyed doing the research.**
- **I look forward to continuing my research.**

ERIC #: EJ654208

Title: Falling Behind: A Technology Crisis Facing Minority Students.

Authors: [Pearson, Tamara](#);

Descriptors: [Access to Computers](#); [College Preparation](#); [Disadvantaged Youth](#); [Educational Technology](#); [Elementary Secondary Education](#); [Higher Education](#); [Internet](#); [Minority Groups](#); [Technology Uses in Education](#);

Journal Name: TechTrends

Journal Citation: v46 n2 p15-20 Mar-Apr 2002

Publication Date: 2002-00-00

Pages: N/A

Pub Types: Journal Articles; Reports - Descriptive

Abstract: Discusses the digital divide, or inequality in access to computers, and how it affects minority students at home and school. Highlights include home computer ownership and Internet access; technology experiences at school; and a collaborative college program in Florida that helps disadvantaged students prepare for college by teaching them how to use educational technology. (LRW)

ERIC #: EJ466221

Title: Savage Inequalities: Where Have We Come From? Where Are We Going?

Authors: [Foster, Michele](#);

Descriptors: [Blacks](#); [Consciousness Raising](#); [Democratic Values](#); [Educational Change](#); [Educational Finance](#); [Elementary Secondary Education](#); [Equal Education](#); [Low Income Groups](#); [Politics of Education](#); [Public Education](#); [Racial Discrimination](#); [Racial Segregation](#); [Social Responsibility](#); [Social Values](#); [Urban Education](#);

Journal Name: Educational Theory

Journal Citation: v43 n1 p23-32 Win 1993

Publication Date: 1993-00-00

Pages: N/A

Pub Types: Reports - Descriptive; Journal Articles

Abstract: A discussion of the educational neglect of poor, urban, minority children focuses on Jonathan Kozol's book, *Savage Inequalities*. The article examines the effects of racial segregation in the past, present, and future and emphasizes the role inadequate funding plays in educational inequality. (SM)

ERIC #: ED457311

Title: Educational Inequality: Mapping Race, Class and Gender. A Synthesis of Research Evidence.

Authors: [Gillborn, David](#); [Mirza, Heidi Safia](#);

Descriptors: [Academic Achievement](#); [Academic Standards](#); [Black Students](#); [Elementary Secondary Education](#); [Equal Education](#); [Ethnic Bias](#); [Foreign Countries](#); [Gender Issues](#); [Indians](#); [Racial Bias](#); [Sex Bias](#); [Sex Differences](#); [Social Bias](#); [Social Class](#);

Journal Name: N/A

Journal Citation: N/A

Publication Date: 2000-11-00

Pages: 33

Pub Types: Reports - Research

Abstract: This document synthesizes research on educational inequality in the United Kingdom, examining the significance of race, ethnicity, gender, and social class. It analyzes data from the Department of Education and Employment and from the ongoing Youth Cohort Study of England and Wales. It emphasizes the principal minority groups in the area (Black Caribbean, Black African, Black other, Indian, Pakistani, and Bangladeshi). It discusses: "Including Everyone in Educational Success" (raising standards of attainment and inclusion); "Mapping Attainment at the Local Level" (measuring attainment, local variability, and variability and inequality); "Raising Standards for All?" (raising standards, unequal shares, and mapping attainment from baseline to standardized testing); "Social Class and Educational Attainment" (measuring social class and class, race, and attainment inequalities); and "The 'Gender Gap'" (gender differences, race and gender, and race, class, and gender). Overall, there are distinct patterns of inequality. Inequality of attainment on standardized tests puts African-Caribbean, Pakistani, and Bangladeshi students at a disadvantage in the youth education, labor, and training markets. Social class and gender differences are associated with differences in attainment, but they cannot account for persistent underlying ethnic inequalities. In some cases, ethnic inequalities have increased in recent years. (Contains 76 references.)

ERIC #: ED470549

Title: Racial Inequity in Special Education.

Authors: [Losen, Daniel J., Ed.](#); [Orfield, Gary, Ed.](#);

Descriptors: [Black Students](#); [Court Litigation](#); [Disabilities](#); [Disproportionate Representation](#); [Educational Research](#); [Elementary Secondary Education](#); [Federal Government](#); [High Stakes Tests](#); [Juvenile Justice](#); [Limited English Speaking](#); [Minority Group Children](#); [Racial Discrimination](#); [Racial Segregation](#); [Special Education](#); [Urban Schools](#);

Journal Name: N/A

Journal Citation: N/A

Publication Date: 2002-09-00

Pages: 298

Pub Types: Books; Reports - Descriptive

Abstract: This collection of papers discusses issues related to the overidentification of minority students in special education. After a "Foreword" (Senator James M. Jeffords) and an introduction, "Racial Inequality in Special Education" (Daniel J. Losen and Gary Orfield), 11 chapters include: (1) "Community and School Predictors of Overrepresentation of Minority Children in Special Education" (Donald P. Oswald, Martha J. Coutinho, and Al M. Best); (2) "Racial Disparities in the Identification, Funding, and Provision of Special Education"(Thomas Parrish); (3) "Double Jeopardy: An Exploration of Restrictiveness and Race in Special Education" (Edward Garcia Fierros and James W. Conroy); (4) "Of Rocks and Soft Places: Using Qualitative Methods to Investigate Disproportionality" (Beth Harry, Janette K. Klingner, Keith M. Sturges, and Robert F. Moore); (5) "Schools Make a Difference: The Overrepresentation of African American Youth in Special Education and the Juvenile Justice System" (David Osher, Darren Woodruff, and Anthony E. Sims); (6) "English-Language Learner Representation in Special Education in California Urban School Districts" (Alfredo J. Artiles, Robert Rueda, Jesus Jose Salazar, and Ignacio Higuera); (7) "Disability, Race, and High-Stakes Testing of Students" (Jay P. Heubert); (8) "Legal Challenges to Inappropriate and Inadequate Special Education for Minority Children" (David J. Losen and Kevin G. Welner); (9) "Evaluating the Office for Civil Rights' Minority and Special Education

Project" (Theresa Glennon); (10) "IDEA and Disproportionality: Federal Enforcement, Effective Advocacy, and Strategies for Change" (Thomas Hehir); and (11) "Ending Segregation of Chicago's Students with Disabilities: Implications of the Corey H. Lawsuit" (Sharon Weitzman Soltman and Donald R. Moore). (Chapters contain references.) (

ERIC #: ED387544

Title: Anti-Racism, Feminism, and Critical Approaches to Education. Critical Studies in Education and Culture Series.

Authors: [Ng, Roxana, Ed.](#); [And Others](#);

Descriptors: [Cooperation](#); [Educational Policy](#); [Educational Practices](#); [Educational Theories](#); [Equal Education](#); [Ethnic Groups](#); [Feminism](#); [Foreign Countries](#); [Indigenous Populations](#); [Minority Groups](#); [Multicultural Education](#); [Racial Discrimination](#); [Teacher Education](#);

Journal Name: N/A

Journal Citation: N/A

Publication Date: 1995-00-00

Pages: 188

Pub Types: Books; Collected Works - General; Reports - Evaluative

Abstract: This book argues that there has not been sufficient dialog and exchange between various forms of critical approaches to education, such as multicultural and antiracist education, feminist pedagogy, and critical pedagogy. Contributors from the United States and Canada address issues relevant to ethnic and minority groups in light of feminist and critical pedagogical theory in the following discussions: (1) "Multicultural Education, Anti-Racist Education, and Critical Pedagogy: Reflections on Everyday Practice" (Goli Rezai-Rashti); (2) "Multicultural Policy Discourses on Racial Inequality in American Education" (Cameron McCarthy); (3) "Multicultural and Anti-Racist Teacher Education: A Comparison of Canadian and British Experiences in the 1970s and 1980s" (Jon Young); (4) "Warrior as Pedagogue, Pedagogue as Warrior: Reflections on Aboriginal Anti-Racist Pedagogy" (Robert Regnier); (5) "Connecting Racism and Sexism: The Dilemma of Working with Minority

Female Students" (Goli Rezai-Rashti); (6) "Aboriginal Teachers as Organic Intellectuals: (Rick Hesch); and (7) "Teaching against the Grain: Contradictions and Possibilities" (Roxana Ng). (Contains 328 references.) (SLD)

ERIC #: ED425883

Title: School Reform. IDRA Focus.

Authors: N/A

Descriptors: [Accountability](#); [Dropout Rate](#); [Educational Assessment](#); [Educational Change](#); [Educational Needs](#); [Educational Policy](#); [Educational Vouchers](#); [Elementary Secondary Education](#); [Equal Education](#); [Minority Groups](#); [Student Attrition](#); [Student Evaluation](#);

Journal Name: IDRA Newsletter

Journal Citation: v25 n9 Oct 1998

Publication Date: 1998-10-00

Pages: 21

Pub Types: Collected Works - Serials

Abstract: This theme issue addresses school reform, focusing on accountability, attrition, public-supported private education, equitable education, and schoolwide reform. "School-Student Performance and Accountability" (Jose A. Cardenas) discusses what constitutes good performance in school; the shifting emphasis among the input, output, and process of achievement measures; the present burden of accountability on the student; and the invalid use of the Texas Assessment of Academic Skills (TAAS) test as a criterion for high school graduation. "The State of School Dropouts in Texas Public High Schools" (Roy Johnson) presents data on student attrition for Texas high schools, 1997-98. Tables break down data by race/ethnicity and county. "Reflections: Celebrating Teachable Moments" (Art Cole) describes four frameworks for creating a critical teaching moment: access, content of information, knowing the student, teacher self-awareness. "Using Public Money for Private Schooling: A Bad Idea for Children" (Maria Robledo Montecel) sees the use of public and private voucher monies as increasing educational inequality, and concludes that

public funding should focus on improving public schools. "Who's at the Table? Or Is There Room Enough for All?" (Bradley Scott) explores the question of truly creating equitable educational opportunities. Systemic change requires four transformations: organizational, pedagogical, political, and social and attitudinal. "Systemic Reform and Opportunities with the Schoolwide Vision" (Joe Vigil) compares the Comprehensive School Reform Demonstration (CSR) program and the Schoolwide Program as the means to achieving higher standards and accountability, and describes a "toolkit" for planning, assessing, and revising schoolwide strategies. (SAS)

ERIC #: ED431045

Title: Racial Inequality in Schools.

Authors: N/A

Descriptors: [Cultural Awareness](#); [Disadvantaged Youth](#); [Educational Policy](#); [Elementary Secondary Education](#); [Equal Education](#); [Ethnic Groups](#); [Foreign Countries](#); [Language Minorities](#); [Minority Groups](#); [Multicultural Education](#); [Racial Bias](#);

Journal Name: N/A

Journal Citation: N/A

Publication Date: 1998-00-00

Pages: 14

Pub Types: Reports - Descriptive

Abstract: In spite of considerable progress on racial equality issues and multicultural education made in the schools of the United Kingdom, many areas of disadvantage remain for ethnic minority students and some new ones have emerged. Quite apart from the moral and educational imperatives behind policies against racism, there are legal implications for schools that neglect these areas of concern. The duties of local authorities under the Race Relations Act of 1976 are outlined. Suggestions are also made for things classroom teachers can do to promote racial equality in the whole school. In addition to their role in making whole-school policy, teachers can do much in specific subject areas to enhance equality for all students and combat racist behavior and assumptions. Some ideas are offered for various

subject areas. Sensitivity to the languages and culture of students is needed, and educational establishments can take a leading role in the whole area of equal opportunities. (SLD)