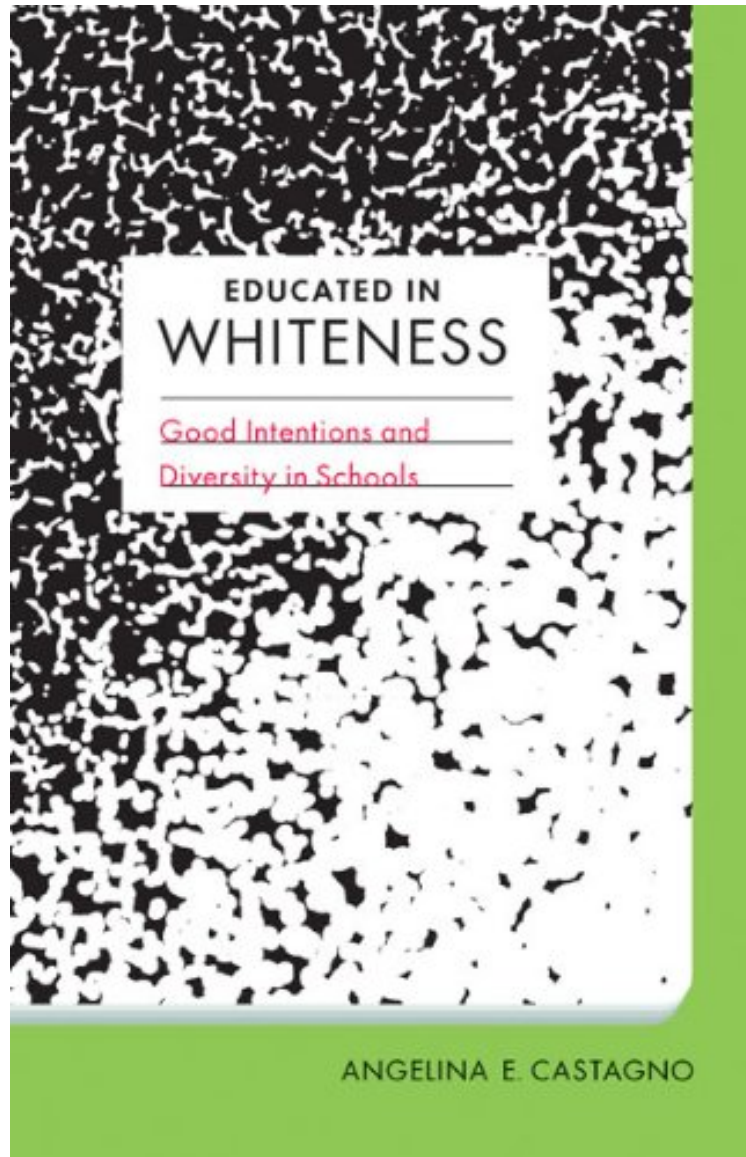


(Download pdf ebook) Educated in Whiteness: Good Intentions and Diversity in Schools (Spirituality in Education)

Educated in Whiteness: Good Intentions and Diversity in Schools (Spirituality in Education)

Angelina E. Castagno

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Angelina E. Castagno : Educated in Whiteness: Good Intentions and Diversity in Schools (Spirituality in Education) before purchasing it in order to gage whether or not it would be worth my time, and all praised Educated in Whiteness: Good Intentions and Diversity in Schools (Spirituality in Education):

6 of 9 people found the following review helpful. Wonderful critique of alleged multicultural educational practices
By IvyLeagueLady
This is an amazing text. I am a professor at a private liberal arts college with a PhD from Vanderbilt. I teach in the education department and use this text in both graduate and undergraduate courses. The author grounds the entire text within critical race theory, theories of privilege and power, and critical whiteness. This is a text that is NOT going to be popular because frankly, she is exposing the reason why we have racial/economic/linguistic/gender achievement gaps: because people think good intentions equate to equitable teaching. The text uses empirical data gathered from a total of 3 years of ethnographic research. This is not a text one can swallow without strong grounding in the verbiage and prior knowledge of her multiple theoretical frameworks. She is challenging what we normally accept as 'good teaching' and exposing the ways specific practices grounded in 'niceness' reify white dominance. This text is *not racist*; that is a reactionary and defensive response that perfectly illustrates her primary thesis: people are so worried about being nice, they refuse to be honest, vulnerable, and accountable. By all means please purchase this text, read it thoughtfully and honestly. Then give it to a friend.
5 of 20 people found the following review helpful.
Demeaning, Dystopian, and Racist
By LaurenB
This book is an unscientific, non-data oriented racist rant that offers no solutions to solving the achievement gap in America. I would give it a zero if allowed. The book follows two schools in Salt Lake City, one in an upper middle class neighborhood, the other in a neighborhood that has many students living at or below the poverty level. The "data" on which the book is premised are quotes from teachers at these schools that appear to be off the cuff or said in frustration. There is no compelling evidence supporting the author's theories that derive from the teachers' random statements. A direct quote from the book is as follows "Whiteness refers to structural arrangements and ideologies of race dominance. Racial power and inequities are at the core of whiteness, but all forms of power and inequity create and perpetuate whiteness. The function of whiteness is to maintain the status quo, and although White people most often benefit from whiteness, some people of color have tapped into the ideological components of whiteness for their own financial and educational benefits." Can Ms. Castagno really believe that most people whose skin is fair are racist, and some people having dark skin are, in effect, opportunists and racists? Yet that is the core premise of the book. Another quote: "Because race and racism form the core of whiteness failing to acknowledge them also fails to challenge whiteness." What? Another quote directly from the book: "Later chapters will examine some of the specific ways educators are invested in notions of powerblindness and colorblindness, politeness, equality, individualism and liberalism. These are the workhorses of whiteness." If I listed the antonyms of the concepts listed above as the goals of our educators, we would be living in something akin to Nazi Germany. Another direct quote: "Most educators are well intentioned and want what is best for students, but whiteness is protected despite (and sometimes through) even the best intentions. Part of the problem is that most educators are not aware of whiteness." English as a Second Language (ESL) Programs and federally funded School Improvement Grants (SIG) are deemed by the author as instruments of whiteness and thereby failures. Why the title of the book includes in parentheses: (Spirituality in Education) is a mystery. Spirituality is not mentioned once in the book's text. Angelina Castagno concludes with no solutions. This dystopian view of education is demeaning to educators and people in general.

Educators across the nation are engaged in well-meaning efforts to address diversity in schools given the current context of NCLB, Race to the Top, and the associated pressures of standardization and accountability. Through rich ethnographic accounts of teachers in two demographically different secondary schools in the same urban district, Angelina E. Castagno investigates how whiteness operates in ways that thwart (and sometimes co-opt) even the best intentions and common sense—thus resulting in educational policies and practices that reinforce the status quo and protect whiteness rather than working toward greater equity. Whereas most discussions of the education of diverse students focus on the students and families themselves, *Educated in Whiteness* highlights the structural and ideological mechanisms of whiteness. In schools, whiteness remains dominant by strengthening and justifying the status quo while simultaneously preserving a veneer of neutrality, equality, and compassion. Framed by critical race theory and whiteness studies, this book employs concepts like interest convergence, a critique of liberalism, and the possessive investment in whiteness to better understand diversity-related educational policy and practice. Although in theory most diversity-related educational policies and practices are intended to bring about greater equity, too often in practice they actually maintain, legitimate, and so perpetuate whiteness. Castagno not only sheds light on this disconnect between the promises and practices of diversity-related initiatives but also provides insight into why the disconnect persists.

"Angelina E. Castagno's up-close look at how whiteness operates in actual schools, and within one school district, offers a rare, ethnographic portrait of how policies ostensibly aimed at effecting educational equity actually end up reinforcing the status quo. We still have much to learn about how whiteness and racism function in everyday life, and *Educated in Whiteness* is unusual in the field, offering an important way of seeing how whiteness operates across the system." —Thea Abu El-Haj, Rutgers University