16TH ANNUAL *BROWN* LECTURE IN EDUCATION RESEARCH

THURSDAY, OCTOBER 24, 2019

“A SHADE LESS OFFENSIVE”: SCHOOL INTEGRATION AS RADICAL INCLUSION IN THE PURSUIT OF EDUCATIONAL EQUITY

PRUDENCE L. CARTER
UNIVERSITY OF CALIFORNIA, BERKELEY

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16TH ANNUAL BROWN LECTURE IN EDUCATION RESEARCH

"A SHADE LESS OFFENSIVE": SCHOOL INTEGRATION AS RADICAL INCLUSION IN THE PURSUIT OF EDUCATIONAL EQUITY

WELCOME

VANESSA SIDDLE WALKER
PRESIDENT, AMERICAN EDUCATIONAL RESEARCH ASSOCIATION; EMORY UNIVERSITY
WITH APPRECIATION TO FRIENDS OF THE BROWN LECTURE

American Anthropological Association
American Association of Colleges for Teacher Education
American Institutes for Research
American Political Science Association
Educational Testing Service
Foundation for Child Development
George Washington University Graduate School of Education and Human Development
Institute for Educational Leadership
Learning Policy Institute
Miami University College of Education, Health and Society
National Communication Association
Pennsylvania State University
Russell Sage Foundation
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Society for the Psychological Study of Social Issues
Society for Research in Child Development
Spencer Foundation
Stanford University Graduate School of Education
University of Arizona
University of California, Berkeley
University Council of Educational Administration
University of Houston College of Education
University of Maryland College of Education
University of Michigan School of Education
William T. Grant Foundation
‘A Shade Less Offensive’:
School Integration as Radical Inclusion in the Pursuit of Educational Equity”

Prudence L. Carter
Prepared for the AERA Brown Lecture
24 October 2019
Speedy Elevators

Smooth-riding Escalators

Broken Stairwells
Brown Lecture

- Call for *multidimensional competency* in understanding of (educational) inequality
- Macro-, meso- & micro-level challenges with research implications
- Toward a direction of radical inclusion
From MACRO ➔ Meso ➔ micro

Multidimensional Competency in Understanding Educational Inequality

Conceptualizations of social and economic inequality

1. As sociohistorical, economic & political phenomena with accumulated material consequences

2. As categorization tools that engender social boundaries, which reinforce exclusion, segregation and discrimination

3. As belief, attitudes, & ideas about social status; the distribution of resources; different groups’ and individuals’ incorporation into various facets of society
MACRO

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Academic Achievement and Socioeconomic Status
100 Largest US School Districts, 2009-2016

© Sean F. Reardon, 2018
The Geography of Upward Mobility in the United States
Average Household Income for Children with Parents Earning $27,000 (25th percentile)

Note: Blue = More Upward Mobility, Red = Less Upward Mobility

Source: Opportunity Insights, Raj Chetty, Nathan Hendren, Maggie Jones & Sonya Porter 2018
“While many Americans agree that 'the system is rigged' economically, few are aware of the ways in which racial inequality has been structured and embedded in our society. This is why candid, fact-based discussions about racial inequality are so desperately needed.”

Kimberle Williams Crenshaw
Legal and Black feminist scholar
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Diversity is *neither* integration *nor* inclusion
May 23, 1963

RE: No. 217 - Goss v. Board of Education of City of Knoxville

Dear Tom:

Of course I am with you. May I make two suggestions?

I recall that when we had Cooper v. Aaron, we thought that it would be well to avoid the use of the word "integrated" and to use instead "desegregated." I remember that there was a feeling the latter is a shade less offensive than the former. Wouldn't that require the substitution of "a desegregated" for "an integrated" in the second line of the paragraph at the bottom of page 5 and at the first line of the top of page 6.

Source: Library of Congress
Conceptualizations of social and economic inequality

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3. As belief, attitudes, & ideas about social status; the distribution of resources; different groups’ and individuals’ incorporation into various facets of society
Majority of Americans believe in local schools, not integrated schools

<table>
<thead>
<tr>
<th></th>
<th>% believe students should attend local schools, even if not diverse</th>
<th>% believe students should attend diverse schools, even if not local</th>
</tr>
</thead>
<tbody>
<tr>
<td>All adults</td>
<td>54</td>
<td>42</td>
</tr>
<tr>
<td>White</td>
<td>62</td>
<td>35</td>
</tr>
<tr>
<td>Black</td>
<td>28</td>
<td>68</td>
</tr>
<tr>
<td>Hispanic</td>
<td>47</td>
<td>49</td>
</tr>
<tr>
<td>Asian*</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>Rep/Lean Rep</td>
<td>73</td>
<td>24</td>
</tr>
<tr>
<td>Dem/Lean Dem</td>
<td>41</td>
<td>57</td>
</tr>
</tbody>
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PEW Research Center
Conducted online Jan. 22-Feb. 5, 2019, in English and Spanish

National representative sample: 6,637 U.S. adults
Prevalent social and cultural attitudes about education and others

- Education as a private good
- NIMBY “Othering” different children & families
- Fierce subscription to the meritocratic ideal of the “test”
Why is radical inclusion in schools and communities a must?

“Inclusive education … is not concerned with the assimilation or accommodation of discriminated groups or individuals within existing socio-economic conditions and relations…

It is ultimately about the transformation of a society and its formal institutional arrangements, such as education. This means change in the values, priorities and policies that support and perpetuate practices of exclusion and discrimination.”

Multidimensional problems of (educational) inequality demand multidimensional solutions

<table>
<thead>
<tr>
<th>Macro</th>
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<tbody>
<tr>
<td>• Better, equitable distribution of resources</td>
</tr>
<tr>
<td>• Deeper and more just educational opportunities</td>
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<td>• Eradication of unfair housing practices</td>
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<td>• Eradicate covert &amp; overt job discrimination</td>
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<tr>
<th>Meso</th>
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<tr>
<td>• Social Networks</td>
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<tr>
<td>• Communities</td>
</tr>
<tr>
<td>• Neighborhood location</td>
</tr>
<tr>
<td>• Access to Civic, Social, Cultural Organizations</td>
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<table>
<thead>
<tr>
<th>Micro</th>
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<tbody>
<tr>
<td>• Viewing education as a public, not a private good</td>
</tr>
<tr>
<td>• Multiculturalism/Diverse identities</td>
</tr>
<tr>
<td>• Erasing Prejudice</td>
</tr>
<tr>
<td>• Eradicating Bias</td>
</tr>
<tr>
<td>• High quality teaching, curriculum, leadership</td>
</tr>
</tbody>
</table>
“Until we get equality in education, we won’t have an equal society.”

Sonia Sotomayor
Associate Supreme Court Justice

“The progress of the world will call for the best that all of us have to give.”

Mary MacLeod Bethune
American educator, philanthropist & civil rights activist
16th Annual Brown Lecture in Education Research

“A Shade Less Offensive”:
School Integration as Radical Inclusion
In the Pursuit of Educational Equity

Moderator
Lauren Camera
U.S. News & World Report

Commentators
Ary Amerikaner
The Education Trust

Wade J. Henderson
Leadership Conference on Civil and Human Rights (Retired)
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Thank you

Felice J. Levine
Executive Director, American Educational Research Association
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