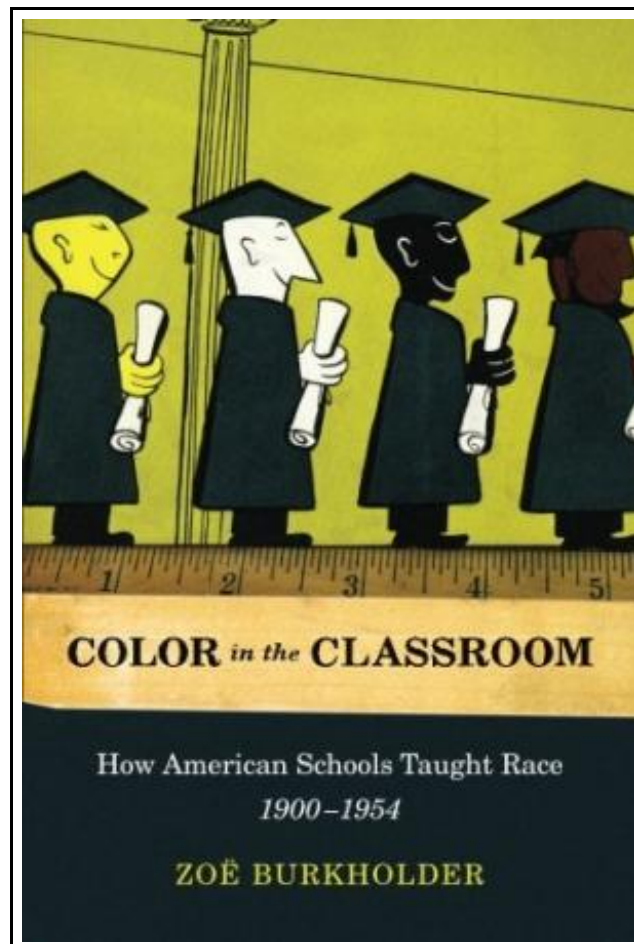


Color in the Classroom: How American Schools Taught Race, 1900-1954



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Reviews

The publication is simple in go through preferable to fully grasp. I am quite late in start reading this one, but better then never. It is extremely difficult to leave it before concluding, once you begin to read the book.

(Mrs. Josiane Collins)

COLOR IN THE CLASSROOM: HOW AMERICAN SCHOOLS TAUGHT RACE, 1900-1954



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Oxford University Press Inc. Paperback. Book Condition: new. BRAND NEW, Color in the Classroom: How American Schools Taught Race, 1900-1954, Zoe Burkholder, Between the turn of the twentieth century and the Brown v. Board of Education decision in 1954, the way that American schools taught about "race" changed dramatically. This transformation was engineered by the nation's most prominent anthropologists, including Franz Boas, Ruth Benedict, and Margaret Mead, during World War II. Inspired by scientific racism in Nazi Germany, these activist scholars decided that the best way to fight racial prejudice was to teach what they saw as the truth about race in the institution that had the power to do the most good-American schools. Anthropologists created lesson plans, lectures, courses, and pamphlets designed to revise what they called "the 'race' concept" in American education. They believed that if teachers presented race in scientific and egalitarian terms, conveying human diversity as learned habits of culture rather than innate characteristics, American citizens would become less racist. Although nearly forgotten today, this educational reform movement represents an important component of early civil rights activism that emerged alongside the domestic and global tensions of wartime. Drawing on hundreds of first-hand accounts written by teachers nationwide, Zoe Burkholder traces the influence of this anthropological activism on the way that teachers understood, spoke, and taught about race. She explains how and why teachers readily understood certain theoretical concepts, such as the division of race into three main categories, while they struggled to make sense of more complex models of cultural diversity and structural inequality. As they translated theories into practice, teachers crafted an educational discourse on race that differed significantly from the definition of race produced by scientists at mid-century. Schoolteachers and their approach to race were put into the spotlight with the Brown v. Board...



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