

Affirmative Action In China And The Us A Dialogue On Inequality And Minority Education International And Development Education

Affirmative Action in China and the U.S.A Dialogue on Inequality and Minority Education Springer

Examines the policies of India, South Africa, Israel, the United States, and other nations that are guilty of government-sanctioned preferential treatment

Advanced degrees are necessary for careers that once required only a college education. Yet little has been written about who gets into grad school and why. Julie Posselt pulls back the curtain on this secret process, revealing how faculty evaluate applicants in top-ranked doctoral programs in the humanities, social sciences, and natural sciences.

Following significant interethnic violence beginning in 2008, Chinese intellectuals and policymakers are now engaged in unprecedented debate over the future direction of their country's ethnic policies. This study attempts to gauge current Chinese opinion on this once-secretive and still highly sensitive area of national policy. Domestic Chinese opinion on ethnic policies over the last five years is reviewed and implications for future policies under the new leadership of CPC Secretary General Xi Jinping are explored. Careful review of a wide spectrum of contemporary Chinese commentary identifies an emerging consensus for ethnic-policy reform. Leading public intellectuals, as well as some party officials, now openly call for new measures strengthening national integration at the expense of minority rights and autonomy. These reformers argue that divisive ethnic policies adopted from the former USSR must be replaced by those supporting an ethnic "melting pot" concept. Despite this important shift in opinion, such radical policy changes as ending regional ethnic autonomy or minority preferences are unlikely over the short-to-medium term. Small-yet-significant adjustments in rhetoric and policy emphasis are, however, expected as the party-state attempts to strengthen interethnic cohesiveness as a part of its larger agenda of stability maintenance. About the author James Leibold is a senior lecturer in Politics and Asian Studies at La Trobe University in Melbourne, Australia. He is the author of *Reconfiguring Chinese Nationalism* (2007) and co-editor of *Critical Han Studies* (2012) and *Minority Education in China* (forthcoming). His research on ethnicity, nationalism, and race in modern China has appeared in *The China Journal*, *The China Quarterly*, *The Journal of Asian Studies*, *Modern China*, and other publications.

This book, a second edition, includes new data from the 2010 Census of India and NSS reports on consumer expenditure (2011-12), health and education (2014) to examine poverty in China and India, and how it connects with minorities. Poverty has generally become less acute in both China and India, thanks to an impressively rapid growth especially between 2010 and 2015 when the rest of the world including the US and the EU slowed down following the economic recession of 2008. But the issues of income and non-income inequalities (especially malnutrition in India), marginalization and social exclusion remain as acute as ever in both countries. As well as the use of new primary material in every chapter, the book also critically examines new relevant

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studies and responds to global perspectives on minority issues. It canvasses a broad range of subjects from global terrorism and civil wars in Libya and Syria, to the Arab Spring and the emergence of Islamic fundamentalism and the Islamic State (ISIS). A riveting blend of family history and original reportage that explores—and reimagines—Asian American identity in a Black and white world “A smart, vulnerable, and incisive exploration of what it means for this brilliant and honest writer—a child of Korean immigrants—to assimilate and aspire while being critical of his membership in his community of origin, in his political tribe, and in America.”—Min Jin Lee, author of *Pachinko* In 1965, a new immigration law lifted a century of restrictions against Asian immigrants to the United States. Nobody, including the lawmakers who passed the bill, expected it to transform the country’s demographics. But over the next four decades, millions arrived, including Jay Caspian Kang’s parents, grandparents, aunts, and uncles. They came with almost no understanding of their new home, much less the history of “Asian America” that was supposed to define them. *The Loneliest Americans* is the unforgettable story of Kang and his family as they move from a housing project in Cambridge to an idyllic college town in the South and eventually to the West Coast. Their story unfolds against the backdrop of a rapidly expanding Asian America, as millions more immigrants, many of them working-class or undocumented, stream into the country. At the same time, upwardly mobile urban professionals have struggled to reconcile their parents’ assimilationist goals with membership in a multicultural elite—all while trying to carve out a new kind of belonging for their own children, who are neither white nor truly “people of color.” Kang recognizes this existential loneliness in himself and in other Asian Americans who try to locate themselves in the country’s racial binary. There are the businessmen turning Flushing into a center of immigrant wealth; the casualties of the Los Angeles riots; the impoverished parents in New York City who believe that admission to the city’s exam schools is the only way out; the men’s right’s activists on Reddit ranting about intermarriage; and the handful of protesters who show up at Black Lives Matter rallies holding “Yellow Peril Supports Black Power” signs. Kang’s exquisitely crafted book brings these lonely parallel climbers together amid a wave of anti-Asian violence. In response, he calls for a new form of immigrant solidarity—one rooted not in bubble tea and elite college admissions but in the struggles of refugees and the working class. An eminent authority presents a new perspective on affirmative action in a provocative book that will stir fresh debate about this vitally important issue

A behind-the-scenes examination of Asian Americans in the workplace In the classroom, Asian Americans, often singled out as so-called “model minorities,” are expected to be top of the class. Often they are, getting straight As and gaining admission to elite colleges and universities. But the corporate world is a different story. As Margaret M. Chin reveals in this important new book, many Asian Americans get stuck on the corporate ladder, never reaching the top. In *Stuck*, Chin shows that there is a “bamboo ceiling” in the workplace, describing a corporate world where racial and ethnic inequalities prevent upward mobility. Drawing on interviews with second-generation Asian Americans, she examines why they fail to advance as fast or as high as their colleagues, showing how they lose out on leadership positions, executive roles, and entry to the coveted boardroom suite over the course of their careers. An unfair lack of trust from their coworkers, absence of role models, sponsors and mentors, and for women, sexual

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harassment and prejudice especially born at the intersection of race and gender are only a few of the factors that hold Asian American professionals back. Ultimately, Chin sheds light on the experiences of Asian Americans in the workplace, providing insight into and a framework of who is and isn't granted access into the upper echelons of American society, and why.

Caplan explores the evolution of affirmative action law by the Supreme Court and demonstrates how this evolution is fundamentally at odds with the way that affirmative action has developed throughout America.

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.

Racial and ethnic disparities in health care are known to reflect access to care and other issues that arise from differing socioeconomic conditions. There is, however, increasing evidence that even after such differences are accounted for, race and ethnicity remain significant predictors of the quality of health care received. In *Unequal Treatment*, a panel of experts documents this evidence and explores how persons of color experience the health care environment. The book

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examines how disparities in treatment may arise in health care systems and looks at aspects of the clinical encounter that may contribute to such disparities. Patients' and providers' attitudes, expectations, and behavior are analyzed. How to intervene? Unequal Treatment offers recommendations for improvements in medical care financing, allocation of care, availability of language translation, community-based care, and other arenas. The committee highlights the potential of cross-cultural education to improve provider-patient communication and offers a detailed look at how to integrate cross-cultural learning within the health professions. The book concludes with recommendations for data collection and research initiatives. Unequal Treatment will be vitally important to health care policymakers, administrators, providers, educators, and students as well as advocates for people of color.

Examines the evolution of economic inequality in China from 2002 to 2007; a sequel to *Inequality and Public Policy in China* (2008).

A fresh and bold argument for revamping our standards of “merit” and a clear blueprint for creating collaborative education models that strengthen our democracy rather than privileging individual elites Standing on the foundations of America’s promise of equal opportunity, our universities purport to serve as engines of social mobility and practitioners of democracy. But as acclaimed scholar and pioneering civil rights advocate Lani Guinier argues, the merit systems that dictate the admissions practices of these institutions are functioning to select and privilege elite individuals rather than create learning communities geared to advance democratic societies. Having studied and taught at schools such as Harvard University, Yale Law School, and the University of Pennsylvania Law School, Guinier has spent years examining the experiences of ethnic minorities and of women at the nation’s top institutions of higher education, and here she lays bare the practices that impede the stated missions of these schools. Goaded on by a contemporary culture that establishes value through ranking and sorting, universities assess applicants using the vocabulary of private, highly individualized merit. As a result of private merit standards and ever-increasing tuitions, our colleges and universities increasingly are failing in their mission to provide educational opportunity and to prepare students for productive and engaged citizenship. To reclaim higher education as a cornerstone of democracy, Guinier argues that institutions of higher learning must focus on admitting and educating a class of students who will be critical thinkers, active citizens, and publicly spirited leaders. Guinier presents a plan for considering “democratic merit,” a system that measures the success of higher education not by the personal qualities of the students who enter but by the work and service performed by the graduates who leave. Guinier goes on to offer vivid examples of communities that have developed effective learning strategies based not on an individual’s “merit” but on the collaborative strength of a group, learning and working together, supporting members, and evolving into powerful collectives. Examples are taken from across the country and

include a wide range of approaches, each innovative and effective. Guinier argues for reformation, not only of the very premises of admissions practices but of the shape of higher education itself.

Xinjiang and the Modern Chinese State views modern Chinese political history from the perspective of Han officials who were tasked with governing Xinjiang. This region, inhabited by Uighurs, Kazaks, Hui, Mongols, Kirgiz, and Tajiks, is also the last significant “colony” of the former Qing empire to remain under continuous Chinese rule throughout the twentieth century. By foregrounding the responses of Chinese and other imperial elites to the growing threat of national determination across Eurasia, Justin Jacobs argues for a reconceptualization of the modern Chinese state as a “national empire.” He shows how strategies for administering this region in the late Qing, Republican, and Communist eras were molded by, and shaped in response to, the rival platforms of ethnic difference characterized by Soviet and other geopolitical competitors across Inner and East Asia. This riveting narrative tracks Xinjiang political history through the Bolshevik revolution, the warlord years, Chinese civil war, and the large-scale Han immigration in the People’s Republic of China, as well as the efforts of the exiled Xinjiang government in Taiwan after 1949 to claim the loyalty of Xinjiang refugees.

Preferential Education Policies in Multi-ethnic China: National Rhetoric, Local Realities explores the cultural logic of China’s preferential policy measures. Similar in premise but different in practice and philosophy to American affirmative action, the preferential policies evoke controversy on all sides: from those who see the measures as insufficient to address problems of educational disparities between ethnic groups, and from those who see the measures as “reverse discrimination.” Yamada shows how the policy measures attempt to manage ethnic-based contradictions and appease both majority and minority populations.

On the global stage, China is often seen to be a homogenous nation when, in fact, it is a diverse multi-ethnic society, with 55 minority nationality groups recognized by the government. Scattered across the vast landmass, ethnic minorities in China occupy a precarious place in the state, where the Confucian concept of cultural community plays down ethnicity and encourages integration of minority nationalities into the majority Han-Chinese society. This insightful book reveals the ethnic diversity underlying the People’s Republic of China and examines how ethnicity intersects with social and political issues through key themes such as ethnic inequality, the preservation and contribution of the rich traditions and customs of minority cultures, and the autonomy of regions such as Tibet and Xinjiang. The author investigates the important role of the state and Beijing’s assimilation stance to show how its nationality policy, driven by Confucian assimilation ideology, has dictated China’s own minority rights regime and influenced its foreign policy towards international minority rights. This book by a distinguished scholar of ethnicity in China will be essential reading for

students and scholars of race and ethnic relations, nationalism and Chinese culture and society.

This volume is the first to comprehensively examine Chinese's affirmative action policies in the critical area of minority education, the most important conduit to employment and economic success in the PRC after the economic reforms begun in the late 1970s.

Using illustrations from research on racial inequality in varied domains from public procurement and contracting to mortgage lending to child maltreatment to competitive swimming, *Race Neutrality: Rationalizing Remedies to Racial Inequality* argues that race neutrality—while desirable on its face—often fails to do what it is intended to do.

Since its inception 30 years ago, *Southeast Asian Affairs (SEAA)* has been an indispensable annual reference for generations of policy-makers, scholars, analysts, journalists, and others. Succinctly written by regional and international experts, *SEAA* illuminates significant issues and events of the previous year in each of the 10 Southeast Asian nations and the region as a whole.

This volume examines trends in inequality in the People's Republic of China. It contains findings on inequality nationwide, as well as within the rural and urban sectors, with an emphasis on public policy considerations. Several chapters focus on inequality of income; others analyse poverty, inequality in wealth, and the distribution of wages. Attention is given to groups such as migrants, women, and the elderly, as well as the relationship between income and health care funding and the impact of the rural tax reform. All contributors to this volume make use of a large, nationwide survey of Chinese households, the product of long-term co-operation between Chinese and international researchers that is unique in its scope and duration. Using these data, the contributors examine changes in inequality from 1988 to 2002.

In 2014 and 2015, students at dozens of colleges and universities held protests demanding increased representation of Black and Latino students and calling for a campus climate that was less hostile to students of color. Their activism recalled an earlier era: in the 1960s and 1970s, widespread campus protest by Black and Latino students contributed to the development of affirmative action and open admissions policies. Yet in the decades since, affirmative action has become a magnet for conservative backlash and in many cases has been completely dismantled. In *To Fulfill These Rights*, Amaka Okechukwu offers a historically informed sociological account of the struggles over affirmative action and open admissions in higher education. Through case studies of policy retrenchment at public universities, she documents the protracted—but not always successful—rollback of inclusive policies in the context of shifting race and class politics. Okechukwu explores how conservative political actors, liberal administrators and legislators, and radical students have defined, challenged, and transformed the racial logics of colorblindness and diversity through political struggle. She highlights the voices and actions of the students fighting policy shifts in on-the-ground accounts of mobilization and

activism, alongside incisive scrutiny of conservative tactics and messaging. *To Fulfill These Rights* provides a new analysis of the politics of higher education, centering the changing understandings and practices of race and class in the United States. It is timely and important reading at a moment when a right-wing Department of Justice and Supreme Court threaten the end of affirmative action.

This book reports the results of the first systematic nationwide survey in China of the attitudes that ordinary Chinese citizens have toward increased inequalities generated by the market reform program launched in 1978.

“I want to call it a cry of the heart, but it’s more like a cry of the brain, a calm and erudite one.” —Peggy Noonan, *The Wall Street Journal* The former dean of Yale Law School argues that the feverish egalitarianism gripping college campuses today is a threat to our democracy. College education is under attack from all sides these days. Most of the handwringing—over free speech, safe zones, trigger warnings, and the babying of students—has focused on the excesses of political correctness. That may be true, but as Anthony Kronman shows, it’s not the real problem. “Necessary, humane, and brave” (Bret Stephens, *The New York Times*), *The Assault on American Excellence* makes the case that the boundless impulse for democratic equality gripping college campuses today is a threat to institutions whose job is to prepare citizens to live in a vibrant democracy. Three centuries ago, the founders of our nation saw that for this country to have a robust government, it must have citizens trained to have tough skins, to make up their own minds, and to win arguments not on the basis of emotion but because their side is closer to the truth. Without that, Americans would risk electing demagogues. Kronman is the first to tie today’s campus clashes to the history of American values, drawing on luminaries like Alexis de Tocqueville and John Adams to argue that our modern controversies threaten the best of our intellectual traditions. His tone is warm and wise, that of an educator who has devoted his life to helping students be capable of living up to the demands of a free society—and to do so, they must first be tested in a system that isn’t focused on sympathy at the expense of rigor and that values excellence above all.

Whiteshift: the turbulent journey from a world of racially homogeneous white majorities to one of racially hybrid majorities This is the century of whiteshift. As Western societies are becoming increasingly mixed-race, demographic change is transforming politics. Over half of American babies are non-white, and by the end of the century, minorities and those of mixed race are projected to form the majority in the UK and other countries. The early stages of this transformation have led to a populist disruption, tearing a path through the usual politics of left and right. Ethnic transformation will continue, but conservative whites are unlikely to exit quietly; their feelings of alienation are already redrawing political lines and convulsing societies across the West. One of the most crucial challenges of our time is to enable conservatives as well as cosmopolitans to view whiteshift as a positive development. In this groundbreaking book, political scientist Eric

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Kaufmann examines the evidence to explore ethnic change in North American and Western Europe. Tracing four ways of dealing with this transformation—fight, repress, flight, and join—he charts different scenarios and calls for us to move beyond empty talk about national identity. If we want to avoid more radical political divisions, he argues, we have to open up debate about the future of white majorities. Deeply thought provoking, enriched with illustrative stories, and drawing on detailed and extraordinary survey, demographic, and electoral data, *Whiteshift* will redefine the way we discuss race in the twenty-first century.

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 ?2010 Book News, Inc., Portland, OR (booknews.com).

Becoming a Model Minority: Schooling Experiences of Ethnic Koreans in China looks at the manner in which ethnic Korean students construct self-perception out of the model minority stereotype in their school and lives in Northeast China. It also examines how this self-perception impacts the strength of the model minority stereotype in their attitudes toward school and strategies for success. Fang Gao shows how this stereotype tends to obscure significant barriers to scholastic success suffered by Korean students, as well as how it silences the disadvantages faced by Korean schooling in China's reform period and neglects the importance of multiculturalism and racial equality under the context of a harmonious society.

Affirmative Action and the Law analyses the practical application of affirmative action measures and their efficacy in achieving substantive equality through the lenses of the United Nations human rights machinery and the legal regime and policies implemented in China, India, Central and South America, South Africa and the United Kingdom. The product of a joint research project involving academics from the Brazil, Chile, Mexico, India, Spain and the United Kingdom, the findings identify and reflect on trends emerging from State practice across the world in eradicating structural inequality through special measures for certain designated groups. The book seeks to provide a coherent and systematic approach to the analysis of special measures in the targeted countries. It also comprises two case-studies with in-depth insights on gender diversity on the boards of public listed companies in the UK and the European Union and the access of persons with disabilities to higher education in Brazil. The book will be a valuable resource for students and academics in the field

of human rights, law, sociology and politics. It will also provide a source of good practice for states and policy makers in the framing of responses to increased inequality at national and international level; and for civil society actors seeking to explore meaningful interaction with a highly controversial topic in society.

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.

An eye-opening and timely look at how colleges drive the very inequalities they are meant to remedy, complete with a call—and a vision—for change. Colleges fiercely defend America's deeply stratified higher education system, arguing that the most exclusive schools reward the brightest kids who have worked hard to get there. But it doesn't actually work this way. As the recent college-admissions bribery scandal demonstrates, social inequalities and colleges' pursuit of wealth and prestige stack the deck in favor of the children of privilege. For education scholar and critic Anthony P. Carnevale, it's clear that colleges are not the places of aspiration and equal opportunity they claim to be. *The Merit Myth* calls out our elite colleges for what they are: institutions that pay lip service to social mobility and meritocracy, while offering little of either. Through policies that exacerbate inequality, including generously funding so-called merit-based aid for already-wealthy students rather than expanding opportunity for those who need it most, U.S. universities—the presumed pathway to a better financial future—are woefully complicit in reproducing the racial and class privilege across generations that they pretend to abhor. This timely and incisive book argues for unrigging the game by dramatically reducing the weight of the SAT/ACT; measuring colleges by their outcomes, not their inputs; designing affirmative action plans that take into consideration both race and class; and making 14 the new 12—guaranteeing every American a public K–14 education. *The Merit Myth* shows the way for higher education to become the beacon of opportunity it was intended to be.

Asian Americans are often stereotyped as the “model minority.” Their sizeable presence at elite universities and high household incomes have helped construct the narrative of Asian American “exceptionalism.” While many scholars and activists characterize this as a myth, pundits claim that Asian Americans' educational attainment is the result of unique

cultural values. In *The Asian American Achievement Paradox*, sociologists Jennifer Lee and Min Zhou offer a compelling account of the academic achievement of the children of Asian immigrants. Drawing on in-depth interviews with the adult children of Chinese immigrants and Vietnamese refugees and survey data, Lee and Zhou bridge sociology and social psychology to explain how immigration laws, institutions, and culture interact to foster high achievement among certain Asian American groups. For the Chinese and Vietnamese in Los Angeles, Lee and Zhou find that the educational attainment of the second generation is strikingly similar, despite the vastly different socioeconomic profiles of their immigrant parents. Because immigration policies after 1965 favor individuals with higher levels of education and professional skills, many Asian immigrants are highly educated when they arrive in the United States. They bring a specific “success frame,” which is strictly defined as earning a degree from an elite university and working in a high-status field. This success frame is reinforced in many local Asian communities, which make resources such as college preparation courses and tutoring available to group members, including their low-income members. While the success frame accounts for part of Asian Americans’ high rates of achievement, Lee and Zhou also find that institutions, such as public schools, are crucial in supporting the cycle of Asian American achievement. Teachers and guidance counselors, for example, who presume that Asian American students are smart, disciplined, and studious, provide them with extra help and steer them toward competitive academic programs. These institutional advantages, in turn, lead to better academic performance and outcomes among Asian American students. Yet the expectations of high achievement come with a cost: the notion of Asian American success creates an “achievement paradox” in which Asian Americans who do not fit the success frame feel like failures or racial outliers. While pundits ascribe Asian American success to the assumed superior traits intrinsic to Asian culture, Lee and Zhou show how historical, cultural, and institutional elements work together to confer advantages to specific populations. An insightful counter to notions of culture based on stereotypes, *The Asian American Achievement Paradox* offers a deft and nuanced understanding how and why certain immigrant groups succeed.

Western political scientists have tended to neglect the ethnic dimension in China, and have overemphasized the development from large empire to unified nation. This book brings together a number of case studies on the ethnic and regional dimensions of Chinese politics and society.

We’ve heard plenty from politicians and experts on affirmative action and higher education, about how universities should intervene—if at all—to ensure a diverse but deserving student population. But what about those for whom these issues matter the most? In this book, Natasha K. Warikoo deeply explores how students themselves think about merit and race at a uniquely pivotal moment: after they have just won the most competitive game of their lives and gained

admittance to one of the world's top universities. What Warikoo uncovers—talking with both white students and students of color at Harvard, Brown, and Oxford—is absolutely illuminating; and some of it is positively shocking. As she shows, many elite white students understand the value of diversity abstractly, but they ignore the real problems that racial inequality causes and that diversity programs are meant to solve. They stand in fear of being labeled a racist, but they are quick to call foul should a diversity program appear at all to hamper their own chances for advancement. The most troubling result of this ambivalence is what she calls the “diversity bargain,” in which white students reluctantly agree with affirmative action as long as it benefits them by providing a diverse learning environment—racial diversity, in this way, is a commodity, a selling point on a brochure. And as Warikoo shows, universities play a big part in creating these situations. The way they talk about race on campus and the kinds of diversity programs they offer have a huge impact on student attitudes, shaping them either toward ambivalence or, in better cases, toward more productive and considerate understandings of racial difference. Ultimately, this book demonstrates just how slippery the notions of race, merit, and privilege can be. In doing so, it asks important questions not just about college admissions but what the elite students who have succeeded at it—who will be the world's future leaders—will do with the social inequalities of the wider world. While affirmative action has helped lessen inequality, it has not removed ethnic tension as initially envisaged. The ultimate question is whether affirmative action has led to a fairer, more just and peaceful society or whether it has simply worsened the existing situation. The book takes the view that the answer is a mixed one and reflects the complexity of the situation, rather than one which is simply positive or negative.

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

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consider best practices in student admission policies, and to assess the future of affirmative action.

The classic, bestselling book on the psychology of racism -- now fully revised and updated Walk into any racially mixed high school and you will see Black, White, and Latino youth clustered in their own groups. Is this self-segregation a problem to address or a coping strategy? Beverly Daniel Tatum, a renowned authority on the psychology of racism, argues that straight talk about our racial identities is essential if we are serious about enabling communication across racial and ethnic divides. These topics have only become more urgent as the national conversation about race is increasingly acrimonious. This fully revised edition is essential reading for anyone seeking to understand the dynamics of race in America.

A rich, multifaceted history of affirmative action from the Civil Rights Act of 1866 through today's tumultuous times From acclaimed legal historian, author of a biography of Louis Brandeis ("Remarkable" --Anthony Lewis, The New York Review of Books, "Definitive"--Jeffrey Rosen, The New Republic) and Dissent and the Supreme Court ("Riveting"--Dahlia Lithwick, The New York Times Book Review), a history of affirmative action from its beginning with the Civil Rights Act of 1866 to the first use of the term in 1935 with the enactment of the National Labor Relations Act (the Wagner Act) to 1961 and John F. Kennedy's Executive Order 10925, mandating that federal contractors take "affirmative action" to ensure that there be no discrimination by "race, creed, color, or national origin" down to today's American society. Melvin Urofsky explores affirmative action in relation to sex, gender, and education and shows that nearly every public university in the country has at one time or another instituted some form of affirmative action plan--some successful, others not. Urofsky traces the evolution of affirmative action through labor and the struggle for racial equality, writing of World War I and the exodus that began when some six million African Americans moved northward between 1910 and 1960, one of the greatest internal migrations in the country's history. He describes how Harry Truman, after becoming president in 1945, fought for Roosevelt's Fair Employment Practice Act and, surprising everyone, appointed a distinguished panel to serve as the President's Commission on Civil Rights, as well as appointing the first black judge on a federal appeals court in 1948 and, by executive order later that year, ordering full racial integration in the armed forces. In this important, ambitious, far-reaching book, Urofsky writes about the affirmative action cases decided by the Supreme Court: cases that either upheld or struck down particular plans that affected both governmental and private entities. We come to fully understand the societal impact of affirmative action: how and why it has helped, and inflamed, people of all walks of life; how it has evolved; and how, and why, it is still needed.

Media, politicians, and the courts portray college campuses as divided over diversity and affirmative action. But what do students and faculty really think? This book uses a novel technique to elicit honest opinions from students and faculty and measure preferences for diversity in undergraduate admissions and faculty recruitment at seven major universities, breaking out attitudes by participants' race, ethnicity, gender, socio-economic status, and political partisanship. Scholarly excellence is a top priority everywhere, but the authors show that when students consider individual candidates, they favor members of all traditionally underrepresented groups - by race, ethnicity, gender, and socio-economic background. Moreover, there is little evidence of

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polarization in the attitudes of different student groups. The book reveals that campus communities are less deeply divided than they are often portrayed to be; although affirmative action remains controversial in the abstract, there is broad support for prioritizing diversity in practice.

From a journalist on the frontlines of the Students for Fair Admission (SFFA) v. Harvard case comes a probing examination of affirmative action, the false narrative of American meritocracy, and the attack on Asian American excellence with its far-reaching implications—from seedy test-prep centers to gleaming gifted-and-talented magnet schools, to top colleges and elite business, media, and political positions across America. Even in the midst of a nationwide surge of bias and incidents against them, Asians from coast to coast have quietly assumed mastery of the nation's technical and intellectual machinery and become essential American workers. Yet, they've been forced to do so in the face of policy proposals?written in the name of diversity?excluding them from the upper ranks of the elite. In *An Inconvenient Minority*, journalist Kenny Xu traces elite America's longstanding unease about a minority potentially upending them. Leftist agendas, such as eliminating standardized testing, doling out racial advantages to "preferred" minorities, and lumping Asians into "privileged" categories despite their deprived historical experiences have spurred Asian Americans to act. Going beyond the Students for Fair Admission (SFFA) v. Harvard case, Xu unearths the skewed logic rippling countrywide, from Mayor Bill de Blasio's attempted makeover of New York City's Specialized School programs to the battle over "diversity" quotas in Google's and Facebook's progressive epicenters, to the rise of Asian American activism in response to unfair perceptions and admission practices. Asian Americans' time is now, as they increase their direct action and amplify their voices in the face of mounting anti-Asian attacks. *An Inconvenient Minority* chronicles the political and economic repression and renaissance of a long ignored racial identity group?and how they are central to reversing America's cultural decline and preserving the dynamism of the free world.

Muslim minorities in China and India form only a small fraction of their respective populations, yet as they principally live in troubled border states, they are of key strategic importance in the war on terror. In this global context, this book explores whether economics is more important than the suppression of rights in explaining social unrest.

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