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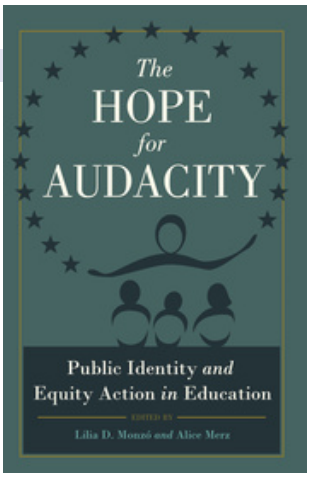
Monzó, Lilia D. / Merz, Alice (eds.)

The Hope for Audacity

Public Identity and Equity Action in Education



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Book synopsis

The Hope for Audacity: Public Identity and Equity Action in Education calls for audacious action from the president and his administration as they attempt to guide educators, policymakers, as well as the general public in thinking critically about education. This book also discusses the role of education faculties in becoming more active agents of change. The authors argue that issues of equity and social justice for students in all schools cannot be overlooked if leaders want to make a positive difference in education and the lives of children and their families. *The Hope for Audacity: Public Identity and Equity Action in Education* includes the voices of diverse students and their teachers, including those of racial and linguistic minorities, the LGBTQ community, and students with disabilities. Through research and personal stories, this volume seeks to raise awareness of the needs of these communities so that their education can become a national priority.

Contents

Contents: Alice Merz/Lilia D. Monzó: Foreword - Lilia D. Monzó/Alice Merz: Introduction - Margie Curwen: Middle-Class Latinos Opting for the American Creed: Stories of Hope - Lilia D. Monzó/Suzanne SooHoo: A Wink or a Nod, Mr. President? A Call for the President's Consideration of Race - Anaida Colón-Muñiz/Norma Valenzuela: Bilingual Education as an EEO: Educational Enrichment Opportunity for All - Anna V. Wilson/Veronica Bloomfield/Ronald Lane: «Equality for All» Means Classrooms, Too - Mary McNeil/Ann Nevin: Dear Mr. President: Please Keep Hope Alive for Students with Disabilities - Debbie Tye/Ken Tye/Barbara Tye: The Slow Death of the American Teacher - Zeynep Isik-Ercan: Teaching «Other People's Children» in the Obama Era: Challenges and Promises - Penny S. Bryan/Olivia Hayes et al.: Making Space for Our Stories! Imagining a Democratic Classroom - Suzanne SooHoo/Lilia D. Monzó/Alice Merz/Barry Kanpol: Afterword.

About the author(s)/editor(s)

Lilia D. Monzó is Assistant Professor at the College of Educational Studies at Chapman University. Her research involves ethnography with Latino immigrant children and families and the educational contexts in which they participate. She teaches courses in the teacher education program on diversity and bilingual education and second language learning. She also teaches doctoral level courses in qualitative research methods.
Alice Merz is Associate Professor at the College of Education and Public Policy at Indiana University-Purdue University Fort Wayne. Dr. Merz's research focuses on case studies that examine how teachers become aware of and use interpretive lenses, such as the Reggio Approach, to guide their students' work, discourse, and dispositions. She teaches methods courses in elementary mathematics as well as graduate research methods courses.

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