

Desegregating Ourselves

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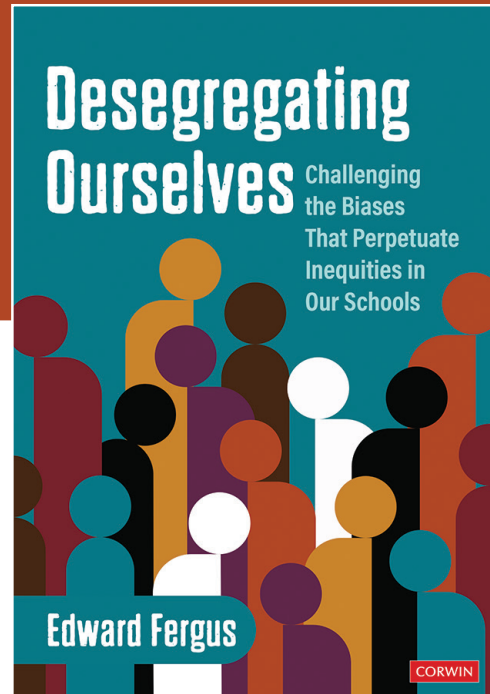
Edward Fergus

Challenge the biases and beliefs at the root of disproportionality

Although the Supreme Court's landmark decision in *Brown v. Board of Education* recognized the detrimental effects of racist ideology in American education, disproportionality and inequality persist in our schools. *Desegregating Ourselves* offers educators a framework for examining and disrupting the deficit-based biases and belief systems that undergird our education system and continue to harm minoritized students. This groundbreaking book examines the root causes of persistent disproportionality, including systemic inequality, color blindness, deficit thinking, and poverty disciplining—all of which create barriers to success for marginalized students. Features include

- An in-depth survey of race and racism in the American education system, its laws, and its policies, all of which perpetuate systemic inequality and harmful stereotypes
- A practical framework for developing cross-cultural skills and dispositions that challenge our biases and promote educational equity
- Concrete strategies for interrupting and replacing deficit-based thinking and prejudices
- Powerful reflections based on survey data from over 4,000 educators, which vividly illustrate how our beliefs manifest in schools and in our treatment of students

Desegregating Ourselves is a critical guide for educators brave enough to address disproportionality by confronting the biases and belief systems that impact marginalized students. By learning to cultivate cross-cultural skills and dispositions, educators can realize the vision of educational equity for all students.



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FIVE STAR REVIEWS



"In this new book [Dr. Edward Fergus] expands his work in new directions challenging his readers to think deeply about how they may be implicated in the production of unequal treatment in our schools. **For those who seek to be part of the solution, this book will be an invaluable resource.**"

—Dr. Pedro Noguera, Dean
Rossier School of Education, and
Distinguished Professor of Education,
University of Southern California