



Raising Race Questions: Whiteness and Inquiry in Education (Practitioner Inquiry Series)

Ali Michael

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Conversations about race can be confusing, contentious, and frightening, particularly for White people. Even just asking questions about race can be scary because we are afraid of what our questions might reveal about our ignorance or bias. *Raising Race Questions* invites teachers to use inquiry as a way to develop sustained engagement with challenging racial questions and to do so in community so that they learn how common their questions actually are. It lays out both a process for getting to questions that lead to growth and change, as well as a vision for where engagement with race questions might lead. Race questions are not meant to lead us into a quagmire of guilt, discomfort, or isolation. Sustained race inquiry is meant to lead to anti-racist classrooms, positive racial identities, and a restoration of the wholeness of spirit and community that racism undermines.

Book Features:

- Case studies of expert and experienced White teachers who still have questions about race.
- Approaches for talking about race in the K–12 classroom.
- Strategies for facilitating race conversations among adults.
- A variety of different resources useful in the teacher inquiry groups described in the book.
- Research *with* teachers, not *on* teachers, including written responses from each teacher whose classroom is featured in the book.

“In *Raising Race Questions* Ali Michael is an excavator, determined to dig into every unexplored crevice of White teachers’ experiences with race in order to unearth the complex realities of racism and schooling, and a model of reflective inquiry, willing to lay herself and her assumptions bare in service to the reader’s consciousness and her own. This book grew my consciousness in multiple ways, and that is the greatest gift an author can give me.”

—Paul Gorski, founder, EdChange, associate professor, George Mason University

“Ali Michael has a gift for getting people talking. This must-read book captures her ‘magic’ and shares useful strategies for teachers and schools working to develop their racial proficiency. As a White teacher engaged in this work, I’ve watched these tools help educators support one another as they make mistakes, reflect, and grow together.”

—Lynn Eckerman, Teacher, Independence Charter School, Philadelphia, PA



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