

Why Diversity is NOT Integration



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**Material
Context**
(e.g., school finance,
teacher quality,
technology, other
resources)



Student Engagement & Academic Outcomes

Necessary **but** Insufficient

**Material
Context**
(e.g., school finance,
teacher quality,
technology, other
resources)



**Sociocultural
Context**
(substance of relationships
& cultural practices, social
organization, implicit and
explicit codes within the
schools)



Student Engagement & Academic Outcomes

THE GROWN-UPS
SAY THAT EDUCATION
IS THE ONLY WAY
FOR US TO CLIMB OUT
OF THIS ECONOMIC
HOLE. HERE COME
OUR RESCUERS
NOW!



CLIMB
ON UP,
KIDS!



Representation and social diversity are necessary but insufficient for reduction of social and economic inequality if we don't attend to the distribution of power, distinctions, and hierarchies.

CONTEXT MATTERS



Social Capital



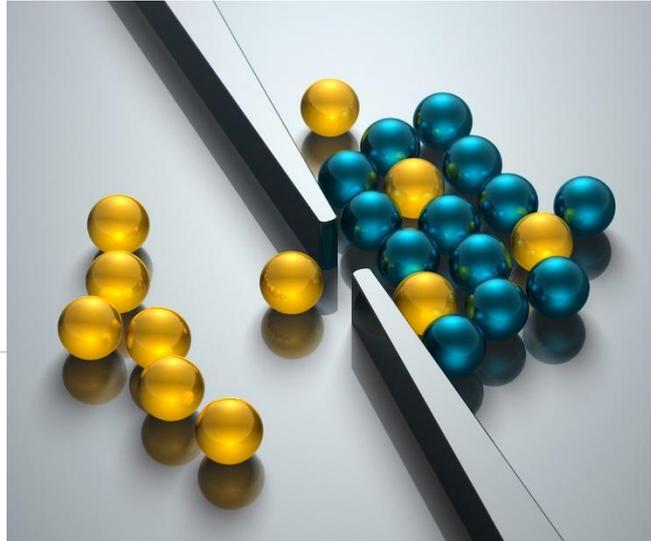
Dominant Cultural Capital



The influence of
a good teacher
can never be
ERASED



Relational inequality



Social Boundaries:
objectified forms of
social differences →
unequal allocation of
resources

Symbolic Boundaries:
cultural tools used to
acquire status,
monopolize resources,
distinguish from
others

“Othering” through boundary maintenance

(Lamont & Molnár 2002; Burton & Welsh 2016; Schwalbe, Goodwin, Holden, Shrock, Shealy, Thompson, & Wolkomir, 2000)

What are the purposes of schooling?

(A group interview with Black males at majority-white, upper middle class North Village Prep)

Judah: ... [T]he system doesn't encourage us to interact. Think about it.

Jarvis: Why should we interact?

Jonathan: Yeah, why?

Marcus: Why do you need to be encouraged?

Judah: Because the VDP [voluntary desegregation program] program is not just about coming out to suburban schools, doing the homework and going back to our own homes. The VDP program is about teaching suburban schools, suburban students what it's like to live in the inner city, what it feels like to be a person of color. It's about...

Jarvis: I thought that the [purpose of] VDP was to come out and get a good education.

Marcus: Yeah.

Jonathan: Yeah.

Judah: No, it's not...that's its main purpose, but the other purpose is to teach each other what we have to offer.

Judah: I'm referring to like the intangibles . . . not whether or not you can reiterate the facts that the teachers are teaching you. Not whether you can memorize like a math equation or a scientific formula. *I'm talking about character, strength, and integrity and how we relate to other people, how we identify with other people and our creativity. Those are things that I feel are not being valued enough in the school system.* I think that it's important to have those attributes if you want to make it far in life; but with the way the system is structured now, they solely focus on, you know, what grades you get, and I think that doesn't do us much justice.

Private versus public good

→ Relational inequality



cultivating human capital and preparing workers

preparing to compete for social status and resources

Developing citizens

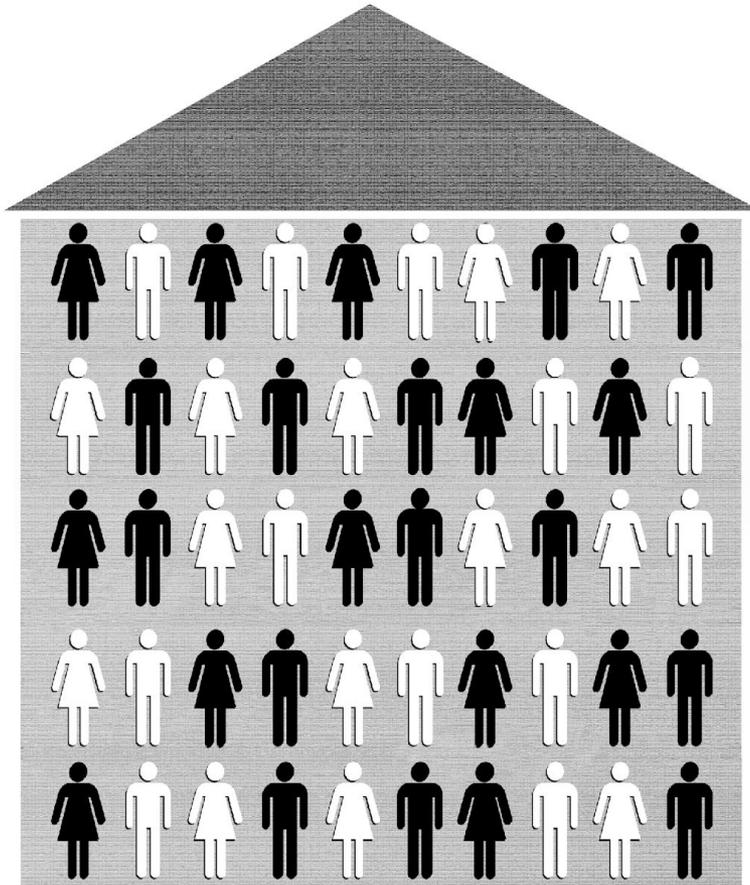
Inequality inheres in mindsets & viewpoints

Social & cultural flexibility

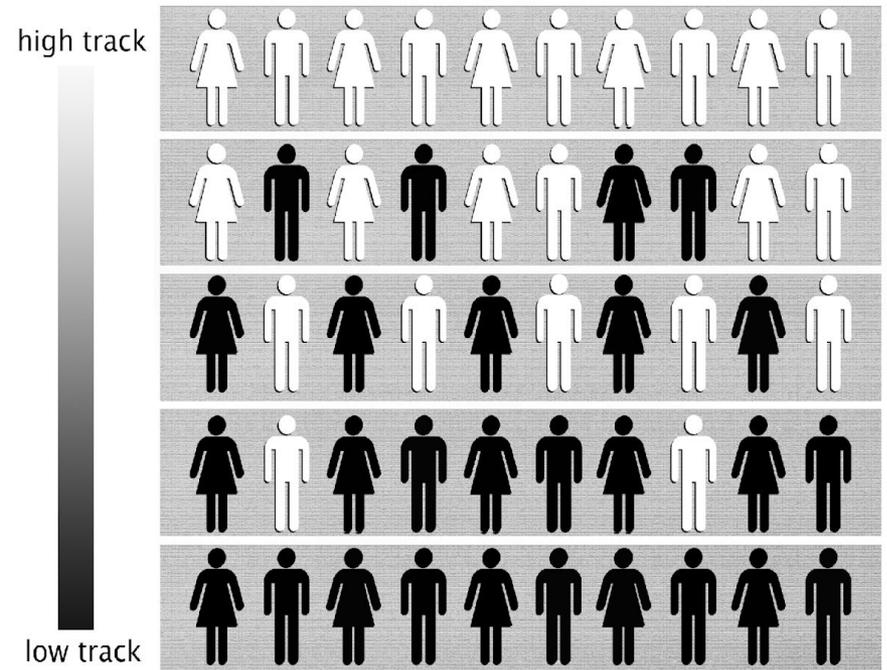


Progress of society [*and schools*] flows from the “flexible” mind, **not** the cognitively “rigid-minded” or “fuzzy-minded” (Zerubavel, 1991)

Diversity Is Not Integration: The Problem of Racialized Tracking



Overall racial composition of school

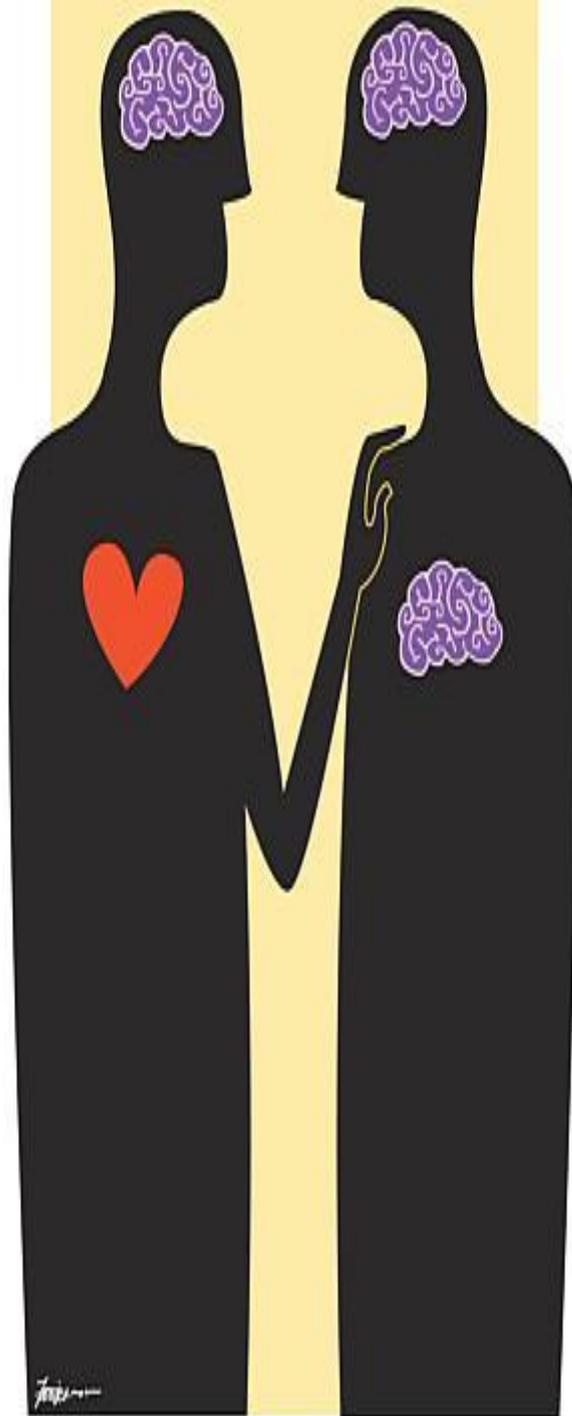


Segregation level of the classroom

SEPARATE



EQUAL



“If we want to reduce the achievement gap, we must also eradicate the empathy gap.”

**“Judah,” African American
10th grader**

TRUE INTEGRATION requires:



- **All** learning opportunities within schools to reflect student population
- Racialized and class-based tracking in public schools banned
- Development of deep teacher & principal training on educating diverse students
- Investment in teacher recruitment of exemplary teachers & school leaders of color
- Vigilance against “othering” and bringing all groups to the core or center

As Parents and Individuals...

What are the implications and consequences of “opportunity hoarding”?

How might my practices reproduce an “us” versus “them”—signaling social boundaries?

Am I aware of the limitations of my own cultural knowledge base?

How do I create diverse, equitable and inclusive schools, classrooms, and communities and encourage myself and others to move our social comfort zones?

