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Buy The Biracial and Multiracial Student Experience: A Journey to Racial Literacy 1 by Bonnie M. Davis (ISBN: 9781412975063) from Amazon's Book Store. Everyday low prices and free delivery on eligible orders.

The Biracial and Multiracial Student Experience: A Journey ...

As more biracial and multiracial students enter the classroom, educators have begun to critically examine the concept of race. Through compelling student and teacher narratives, best-selling author Bonnie M. Davis gives voice to a frequently mislabeled and misunderstood segment of the population.

SAGE Books - The Biracial and Multiracial Student ...

The Biracial and Multiracial Student Experience: A Journey to Racial Literacy eBook: Bonnie M. Davis: Amazon.co.uk: Kindle Store

The Biracial and Multiracial Student Experience: A Journey ...

A substantial amount of literature addresses developmental and service needs of monoracial students of color (Asian and Pacific Islander, Black, Latino, Native American), Student affairs educators have observed an increase in the number of biracial and multiracial college students: students who have parents from more than one federally defined racial or ethnic background such as Asian-White, Latino-Black, or Native-White-Latino.

Biracial and multiracial students in SearchWorks catalog

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Biracial and Multiracial Students - Kristen A Renn, Paul ...

grow, but little is known about multiracial students' experiences with racial microaggressions.1 This dearth in research is alarming as the multiracial student population continues to grow at a steady pace. From 2010 to 2012, the multiracial student population enrolled in degree-granting post-secondary

Multiracial college students' experiences with multiracial ...

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The Biracial and Multiracial Student Experience: A Journey ...

Daily Staff Reporter. According to a 2015 Pew Research Center report, 6.9 percent of all Americans 18 and older identify as multiracial. According to the University's Office of the Registrar, last year, just over 3 percent of students identified as two or more races.

Panel talks multiracial identity in academics | The ...

Multiracial Students SS 123 Fa: New Directions for Student Services, Number 123: SS, Renn, Shang: Amazon.com.au: Books

Multiracial Students SS 123 Fa: New Directions for Student ...

Biracial Multiracial Lesbian Gay Bisexual Queer Student Leaders Making Meaning of Their Experiences. Published Doctor of Philosophy dissertation, University of Northern Colorado, 2017. Five biracial multiracial lesbian gay bisexual queer student leaders shared stories about their undergraduate experiences at a prestigious southern university.

Biracial Multiracial Lesbian Gay Bisexual Queer Student ...

Multiracial individuals are often asked about their race or mislabeled. One study demonstrated that Multiracial students engage in more discussions on diverse topics. Whether out of necessity or other factors biracial students on college campuses consistently engage in more discussions about diversity than their mono-racial peers.

Talk: Biracial and multiracial identity development - Wikipedia

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Best-selling author Bonnie M. Davis provides strategies for teaching bi- and multiracial students and deepens readers' understanding of race, ethnicity, and the development of racial identities.

Editors and contributors of this important work have designed it to meet the needs of student affairs professionals who have previously had few resources on which to draw in understanding the experiences and identities of mixed race students. Within a multiracial framework, the authors address the contemporary context for understanding racial issues on campus; several approaches to identity developments; experiences of students and faculty; and student services, programs, and policy, including a Canadian perspective. A substantial amount of literature addresses developmental and service needs of monoracial students of color (Asian and Pacific Islander, Black, Latino, Native American), Student affairs educators have observed an increase in the number of biracial and multiracial college students: students who have parents from more than one federally defined racial or ethnic background such as Asian-White, Latino-Black, or Native-White-Latino. According to data from the U.S. Census Bureau, this population is only going to increase. This volume is sure to become an indispensable resource for student affairs professionals serving the needs of this increasing student population. This is the 123nd volume of the Jossey-Bass quarterly report series New Directions for Student Services, an indispensable resource for vice presidents of student affairs, deans of students, student counselors, and other student services professionals. Each issue of New Directions for Student Services offers guidelines and programs for aiding students in their total development: emotional, social, physical, and intellectual.

Portrays the diverse experiences and identities of mixed race college students.

Recipient of the 2021 Innovation Award of The Multiracial Network (MRN) In the last Census, over 9 million people – nearly 3% of the population – identified themselves as of two or more races. The proportion of college students who identify as Multiracial is somewhat higher, and growing. Although increasing at a slightly slower rate, Multiracial faculty and staff are also teaching and working on campuses in greater numbers. Together, Multiracial people from diverse backgrounds and in various roles are influencing college and university culture, practices, and climate. This book centers the experiences of Multiracial people, those individuals claiming heritage and membership in two or more (mono)racial groups and/or identifies with a Multiracial term. These terms include the broader biracial, multiethnic, and mixed, or more specific terms like Blasian and Mexipino. In addressing the recurring experiences of inclusion, exclusion, affirmation, and challenges that they encounter, the contributors identify the multiple sites in higher education that affect personal perceptions of self, belonging, rejection, and resilience; describe strategies they utilized to support themselves or other Multiracial people at their institutions; and to advocate for greater awareness of Multiracial issues and a commitment to institutional change. In covering an array of Multiracial experiences, the book brings together a range of voices, social identities (including race), ages, perspectives, and approaches. The chapter authors present a multiplicity of views because, as the book exemplifies, multiracial people are not a monolithic group, nor are their issues and needs universal to all. The book opens by outlining the literature and theoretical frameworks that provide context and foundations for the chapters that follow. It then presents a range of first person narratives – reflecting the experiences of students, faculty, and staff – that highlight navigating to and through higher education from diverse standpoints and positionalities. The final section offers multiple strategies and applied methods that can be used to enhance Multiracial inclusion through research, curriculum, and practice. The editors conclude with recommendations for future scholarship and practice. This book invites Multiracial readers, their allies, and those people who interact with and influence the daily lives of Multiracial people to explore issues of identity and self-care, build coalitions on campus, and advocate for change. For administrators, student affairs personnel, and anyone concerned with diversity on campus, it opens a window on a growing population with whom they may be unfamiliar, mis-categorize, or overlook, and on the need to change systems and structures to address their full inclusion and unveil their full impact. Contributors: e alexander Rebecca Cepeda Lisa Combs Wei Ming Dariotis Nick Davis Kira Donnell Chelsea Guillermo-Wann Jessica C. Harris Andrew Jolivette Naliyah Kaya Nicole Leopardo Heather C. Lou Victoria K. Malaney Brown Charlene C. Martinez Orkideh Mohajerl Maxwell Pereyra Kristen A. Renn Stephanie N. Shippen

Mixed presents engaging and incisive first-person experiences of what it is like to be multiracial in what is supposedly a postracial world. Bringing together twelve essays by college students who identify themselves as multiracial, this book considers what this identity means in a reality that occasionally resembles the post-racial dream of some and at other times recalls a familiar world of racial and ethnic prejudice. Exploring a wide range of concerns and anxieties, aspirations and ambitions, these young writers, who all attended Dartmouth College, come from a variety of racial, ethnic, and socioeconomic backgrounds. Unlike individuals who define themselves as having one racial identity, these students have lived the complexity of their identity from a very young age. In *Mixed*, a book that will benefit educators, students, and their families, they eloquently and often passionately reveal how they experience their multiracial identity, how their parents' race or ethnicity shaped their childhoods, and how perceptions of their race have affected their relationships.

Increasing attention and representation of multiraciality in both the scholarly literature and popular culture warrants further nuancing of what is understood about multiracial people, particularly in the changing contexts of higher education. This book offers a way of Preparing Higher Education for its Mixed Race Future by examining Why Multiraciality Matters. In preparation, the book highlights recent contributions in scholarship – both empirical studies and scholarly syntheses – on multiracial students, staff, and faculty/scholars across three separate yet interrelated parts, which will help spur the continued evolution of multiraciality into the future. Marc P. Johnston-Guerrero is Associate Chair of the Department of Educational Studies, Associate Professor in the Higher Education and Student Affairs (HESA) program, and affiliate faculty in Asian American Studies at The Ohio State University, USA. His research focuses on race and multiraciality across changing contexts. Lisa Delacruz Combs is a doctoral student in the Higher Education and Student Affairs (HESA) program at The Ohio State University, USA. Her research interests include race, multiraciality, and Filipinx identity. She previously worked in multicultural affairs and received her B.A. from The Ohio State University and M.S. from Miami University, USA. Victoria K. Malaney-Brown is Director of Academic Integrity at Columbia University, USA. She earned her BA from Skidmore College and M.Ed. and Ph.D. from the University of Massachusetts Amherst (USA) in higher education. Dr. Malaney-Brown's research interests include multiraciality, student success, and intergroup dialogue. She is Research Affiliate at the Center for Student Success Research at UMass Amherst.

"This book invites Multiracial readers, their allies, and those people who interact with and influence the daily lives of Multiracial people to explore issues of identity and self-care, build coalitions on campus, and advocate for change. For administrators, student affairs personnel, and anyone concerned with diversity on campus, it opens a window on a growing population with whom they may be unfamiliar, mis-categorize, or overlook, and on the need to change systems and structures to address their full inclusion and unveil their full impact"--

Are you seeing your students clearly? This unique collaboration between a veteran educator and a psychotherapist asserts that the educators who are most effective in teaching diverse populations are those who can "see students clearly and respond to their needs without hesitation or bias." Framed around an original, eight-stage model of diversity development, this book provides readers with essential tools for building a sturdy foundation of mutual respect. Included are specific strategies for creating a school environment that: Gives voice and consideration to all students Shows interest, empathy, and respect for all staff members Advocates respect and reverence of individuality

Grounded in the life experiences of children, youth, teachers, and caregivers, this book investigates how implicit bias affects multiracial kids in unforeseen ways. Drawing on critical mixed-race theory and developmental psychology, the authors employ radical listening to examine both how these children experience school and what schools can do to create more welcoming learning environments. They examine how the silencing of mixed-race experiences often creates a barrier to engaging in nuanced conversations about race and identity in the classroom, and how teachers are finding powerful ways to forge meaningful connections with their mixed-race students. This is a book written from the inside, integrating not only theory and research but also the authors' own experiences negotiating race and racism for and with their mixed-race children. It is a timely and essential read not only because of our nation's changing demographics, but also because of our racially hostile political climate. Book Features: Examination of the most contemporary issues that impact mixed-race children and youth, including the racialized violence with which our country is now reckoning.Guided exercises with relevant, action-oriented information for educators, parents, and caregivers in every chapter.Engaging storytelling that brings the school worlds of mixed-race children and youth to life.Interdisciplinary scholarship from social and developmental psychology, critical mixed-race studies, and education. Expansion of the typical Black/White binary to include mixed-race children from Asian American, Latinx, and Native American backgrounds.

This collection presents the first scholarly attempt to map the rapidly emerging field of mixed-race literature, defined as texts written by authors who represent multiple cultural and literary traditions. It also situates these literatures in relation to contemporary fields of literary inquiry.

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