

The Wolfe Institute

*The Ethyle R. Wolfe Institute for the Humanities,
in collaboration with The Herbert Kurz Chair in Constitutional Law
and Civil Liberties at CUNY Brooklyn College,
presents*

Are We More Equal? 60th Anniversary of *Brown v. Board of Education*



David Bloomfield is a professor of Education at Brooklyn College with a joint appointment at the Grad Center's Urban Education Program. He is the founding chair at Brooklyn College Department of Childhood, Bilingual, and Special Education. His areas of expertise include education law, legislation and policy; school and district management; parent and community outreach and NYC school governance. He is a former elementary and secondary school teacher; general counsel, NYC Board of Education; general counsel and senior education adviser to the Manhattan borough president; executive director for public education programs. He is the author of *American Public Education* (Peter Lang, 2011) and many other articles and book chapters about education policy.

Chris Bonastia is a sociologist at CUNY Lehman and the Grad Center who specializes in race and politics in historical perspective. His second book, *Southern Stalemate* with University of Chicago Press examines Prince Edward County, Virginia, the only school district to close its schools for an extended period—1959 to 1964—rather than desegregate them. Bonastia describes the struggle over education during the civil rights era and the human suffering that came with it, as well as the inspiring determination of black residents to see justice served. Artfully exploring the lessons of the Prince Edward saga, *Southern Stalemate* unearths new insights about the evolution of modern conservatism and the politics of race in America.

Karolyn Tyson is a sociologist from UNC Chapel Hill. Her expertise is in the sociology of education, equality of educational opportunity, and qualitative research methods. She is particularly interested in understanding the complex interactions between schooling processes and the achievement outcomes of black students. Tyson has published *Integration Interrupted: Tracking, Black Students, and Acting White after Brown* (Oxford, 2011). The book examines how and why black students have come to equate school success with whiteness. Based on more than ten years of research, *Integration Interrupted* shows how the practice of curriculum tracking in the aftermath of the Brown vs. Board of Education decision contributed to students casting academic achievement as a “white thing.”

**Monday, April 7, 2014
12:50 to 2:15 p.m.
State Lounge, 5th Floor
Brooklyn College Student Center
Campus Road and East 27th Street**

For information: alaw@brooklyn.cuny.edu **Twitter:** twitter.com/Wolfe_Institute