



Unequal City: Race, Schools, and Perceptions of Injustice

Carla Shedd

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From Reader Review Unequal City: Race, Schools, and Perceptions of Injustice for online ebook

Rocío says

One of the best books I've read on the current police relations in school in Chicago. It was a perfect balance of student narratives and statistics.

Wenfei Xu says

Unequal City is an interesting portrait of how students' perceptions of social mobility at four Chicago-area schools in Chicago are mediated by race, spatial thresholds, and the police. Shedd's research provides valuable insight into how perception and knowledge, which has been conditioned on a limited set of experiences, shape individual behavior. A second important connection that Shedd draws out is how the police and the carceral system distorts the school environment from one that should, in theory, encourage openness and growth, to one that mostly imposes a sense of control and discipline.

My biggest critique of the book is that, given Shedd's overarching premise that different contextual landscapes shape perception, there is not enough context. The school and the various mediating frames can feel more like a narrative instrument at times, rather than shaping perceptions.

Dmitri says

Really extraordinary book. Humbling and insightful. Disagree with some minor editorial details toward the end but overall amazing perspective.

Steven Lin says

A brilliant book. Shedd explores the diversity of Chicago high school student perspectives regarding police-community and police-school relations. Central to her analysis are issues of race, space, age, gender, and class. Drawing equally from quantitative and qualitative data sources, she finds that compared to their white and Asian peers, black and Hispanic students are both significantly more likely to have had negative interactions with police and are, generally speaking, more cognizant of disciplinary injustice at home and at school. Shedd argues that this exposure can lead to a premature "adultification" with significant consequences for future opportunities and outcomes. Her focus on geographical location and movement in or around what she terms the "racial-spatial divide" in Chicago is particularly cogent, inviting consideration of how the places in which we live and the places we travel to regularly can either broaden or narrow our perception of injustice.

Erica Hauswald says

Such a great contribution to the conversation on segregation and schooling. Shedd's use of student voices was really effective and her comparison of the four very different schools and their effects on students' perceptions of injustice was powerful. Highly recommend.
