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"learning race and ethnicity explores the intersection of race and ethnicity with post-9/11 politics, online hate-speech practices, and digital youth and media cultures. it examines universal access and the racial and ethnic digital divide from the perspective of digital media learning and youth. the chapters treat such subjects as racial identity in the computer-mediated public sphere, minority technology innovators, new methods of music distribution, digital artist judy baca's worth with youth, native american digital media literacy, and minority youth technology access and the pervasiveness of online health information."--book jacket

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it may have been true once that (as the famous cartoon of the 1990s put it) "nobody knows you're a dog on the internet," and that (as an mci commercial of that era declared) on the internet there is no race, gender, or infirmity, but today, with the development of web cams, digital photography, cell phone cameras, streaming video, and social networking sites, this notion seems quaintly idealistic. this volume takes up issues of race and ethnicity in the new digital media landscape. the contributors address this topic--still difficult to engage honestly, clearly, empathetically, and with informed understanding in twenty-first century america--with the goal of pushing consideration of a vexing but important subject from margin to center. *learning race and ethnicity* explores the intersection of race and ethnicity with post 9/11 politics, online hate-speech practices, and digital youth and media cultures. it examines universal access and the racial and ethnic digital divide from the perspective of digital media learning and youth. the chapters treat such subjects as racial identity in the computer-mediated public sphere, minority technology innovators, new methods of music distribution, digital artist judy baca's work with youth, native american digital media literacy, and minority youth technology access and the pervasiveness of online health information.

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contributors

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rather than cover the whole book, i want to focus on one article that relates most to my ce group e-waste p there are a wide variety of articles in this book that the editors divide into three categories. the first section is on the history of the internet and the people of color who have been innovators and inventors. the second part talks about youth-led or extra-curricular programs. the last section focuses on hate speech online and health issues for youth of color as mediated by the internet.

rather than cover the whole book, i want to focus on one article that relates most to my ce group e-waste project. the article is called "circling the cross: bridging native america, education, and digital media."

how was this book related to your americorps work?

one thing the author articulates really well is how the conversation about "access" is simplified in detrimental ways. he says that some of the answers to the digital divide – donating computers to schools or after school programs – only mean more highly regulated spaces for under-served youth, whereas wealthy youth have private computers that are not nearly as regulated. this is an example lopez uses to advocate for critical literacy programs for under-served youth. he sums this up in the following quote: "usually, the discussion about technology for underserved communities begins with access, but rarely is it contextualized in terms of wisdom."

lopez talks about is how we might use technology to express and share different kinds of wisdom. one of the issues he sites for many native communities is ecological and health problems: how can we talk about technology as part of a holistic response to ecological and health problems? lopez acknowledges that encouraging the use of electronics that are powered by many toxic materials may be counterproductive. i want to look up this guy he quotes, jerry mander, who says "the advance of computers is contributing to a loss of ecological sensitivity and understanding, since the very process of using computers, particularly educating through computers effectively excludes an entire set of ideas and experiences that heretofore had been building blocks for developing connection with the earth . . . computers alter the pathways of children's cognition." interesting observation. anyway, lopez argues otherwise and gives an example of his work teaching gis to youth who did research on environmental degradation on their reservation.

i think the way lopez connects technology literacy to environmental awareness helps me frame the e-waste project we are working on. his work provides a model of projects that acknowledge the environmental threats of technology while also acknowledging how powerful technology is and how significant tech-know-how is in mainstream society.

should other ctepers read this book?

yes. it was a good opportunity to think about technology from a different perspective. in other parts of the book there were a couple interesting websites that i found out. lopez also has a website mediacology.com and new book called mediacology that both talk about "bridging media literacy with ecoliteracy." ...more flag like · see review damon blue rated it liked it

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