Record Nr. UNINA9910464085403321 Autore Weiner Melissa F Titolo Power, protest, and the public schools [[electronic resource]]: Jewish and African American struggles in New York City / / Melissa F. Weiner New Brunswick, N.J., : Rutgers University Press, c2010 Pubbl/distr/stampa **ISBN** 1-283-38314-4 9786613383143 0-8135-4980-9 Descrizione fisica 1 online resource (267 p.) 371.829/9607307471 Disciplina Soggetti African Americans - Education - New York (State) - New York African Americans - New York (State) - New York - Social conditions Jews - Education - New York (State) - New York Jews - New York (State) - New York - Social conditions Public schools - New York (State) - New York Discrimination in education - New York (State) - New York Racism in education - New York (State) - New York Electronic books. New York (N.Y.) Race relations New York (N.Y.) Social conditions Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Nota di bibliografia Includes bibliographical references and index. Nota di contenuto New York City's racial and educational terrain -- Resources, riots, and race: the Gary plan and the Harlem 9 -- Resource equalization and citizenship rights -- Contesting curriculum: Hebrew and African American history -- Multicultural curriculum, representation, and group identities -- Racism, resistance, and racial formation in the public schools -- The foreseeable split: Ocean Hill-Brownsville and Jewish and African American relations today. Accounts of Jewish immigrants usually describe the role of education in Sommario/riassunto helping youngsters earn a higher social position than their parents. Power, Protest, and the Public Schools argues that New York City

schools did not serve as pathways to mobility for Jewish or African

American students. Instead, at different points in the city's history, politicians and administrators erected similar racial barriers to social advancement by marginalizing and denying resources that other students enjoyed. It concludes by considering how today's Hispanic and Arab children face similar inequalit