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Collana	Sociocultural, political, and historical studies in education
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Book Cover; Title; Copyright; Contents; Preface; Acknowledgment and Dedication; Introduction; I: Black Academic Achievement and Its Explanations; 1 Black-White Academic Achievement Gap; 2 Academic Disengagement in Shaker Heights; 3 Explaining the Academic Gap; Conventional and Alternative Explanations; II: Societal and School Factors; 4 Race Relations; 5 Pygmalion in History, Society, and School; 6 Leveling; 7 Counselors, Teachers, and Discipline; III: Community Forces; 8 Opportunity Structure: Schooling and Getting Ahead; 9 Collective Identity, Culture, and Language; 10 Peer Pressures 11 The Family 12 Community Forces and Academic Disengagement: A Summary of Findings; 13 Policy Implications; References; Author Index; Subject Index
Sommario/riassunto	John Ogbu has studied minority education from a comparative perspective for over 30 years. The study reported in this book--jointly sponsored by the community and the school district in Shaker Heights, Ohio--focuses on the academic performance of Black American students. Not only do these students perform less well than White

students at every social class level, but also less well than immigrant minority students, including Black immigrant students. Furthermore, both middle-class Black students in suburban school districts, as well as poor Black students in inner-city schools are not doing we
