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Titolo	Power, protest, and the public schools [[electronic resource]] : Jewish and African American struggles in New York City // Melissa F. Weiner
Pubbl/distr/stampa	New Brunswick, N.J., : Rutgers University Press, c2010
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Descrizione fisica	1 online resource (267 p.)
Disciplina	371.829/9607307471
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 New York (N.Y.) Race relations New York (N.Y.) Social conditions
Lingua di pubblicazione	Inglese
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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.
Sommario/riassunto	Accounts of Jewish immigrants usually describe the role of education in 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
