

1. Record Nr.	UNINA9910965281703321
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Titolo	Acting White : the ironic legacy of desegregation / / Stuart Buck
Pubbl/distr/stampa	New Haven [Conn.], : Yale University Press, c2010
ISBN	1-282-54348-2 9786612543487 0-300-16313-4
Edizione	[1st ed.]
Descrizione fisica	1 online resource (288 p.)
Classificazione	PSY0000000SOC000000
Disciplina	371.829/96073
Soggetti	African American students School integration - United States Educational equalization - United States Minorities - Education - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Contents -- Acknowledgments -- Introduction -- 1. Does "Acting White" Occur? -- 2. Why Should We Care? How Peers Affect the Achievement Gap -- 3. The History of Black Education in America -- 4. What Were Black Schools Like? -- 5. The Closing of Black Schools -- 6. The Loss of Black Teachers and Principals -- 7. The Rise of Tracking -- 8. When Did "Acting White" Arise? -- 9. Where Do We Go from Here? -- Notes -- Bibliography -- Index
Sommario/riassunto	Commentators from Bill Cosby to Barack Obama have observed the phenomenon of black schoolchildren accusing studious classmates of "acting white." How did this contentious phrase, with roots in Jim Crow-era racial discord, become a part of the schoolyard lexicon, and what does it say about the state of racial identity in the American system of education?The answer, writes Stuart Buck in this frank and thoroughly researched book, lies in the complex history of desegregation. Although it arose from noble impulses and was to the overall benefit of the nation, racial desegregation was often implemented in a way that was devastating to black communities. It frequently destroyed black schools, reduced the numbers of black principals who could serve as role models, and made school a strange and uncomfortable

environment for black children, a place many viewed as quintessentially "white." Drawing on research in education, history, and sociology as well as articles, interviews, and personal testimony, Buck reveals the unexpected result of desegregation and suggests practical solutions for making racial identification a positive force in the classroom.
