

WHITED OUT

Unique Perspectives
on Black Identity
and Honors Achievement

ANTHONY A. PITTMAN

UNIVERSITY
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Whited Out Unique Perspectives On Black Identity And Honors Achievement Counterpoints

Nadia Lyndora Ward



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Beyond Acting White Erin McNamara Horvat, Carla O'Connor, 2006-03-02 Why do Blacks underperform in school Researchers continue to pursue this question with vigor not only because Blacks currently lag behind Whites on a wide variety of educational indices but because the closing of the Black White achievement gap has slowed and by some measures reversed during the last quarter of the 20th century The social implications of the persistent educational gap between Blacks and Whites are substantial Black people s experience with poor school achievement and equally poor access to postsecondary education reduces their probability for achieving competitive economic and social rewards and are inconsistent with repeated evidence that Black people articulate high aspirations for their own educational and social mobility Despite the social needs that press us towards making better sense of the gap we are nevertheless limited in our understanding of how race operates to affect Black students educational experiences and outcomes In *Beyond Acting White* we contend with one of the most oft cited explanations for Black underachievement the notion that Blacks are culturally opposed to acting White and therefore culturally opposed to succeeding in school Our book uses the acting White hypothesis as the point of departure in order to explore and evaluate how and under what conditions Black culture and identity are implicated in our understanding of why Black students continue to lag behind their White peers in educational achievement and attainment *Beyond Acting White* provides a response to the growing call that we more precisely situate how race its representations intersectionalities and context specific contingencies help us make better sense of the Black White achievement gap

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Young, Gifted, and Black Theresa Perry, Claude Steele, 2012-09-11 An important and powerful book that radically reframes the debates swirling around the academic achievement of African American students Boston Review The solutions offered by each essay are creative inspirational and good old common sense Los Angeles Times In 3 separate but allied essays African American scholars Theresa Perry Claude Steele and Asa Hilliard examine the alleged achievement gap between Black and white students Each author addresses how the unique social and cultural position Black students occupy in a society which often devalues and stereotypes African American identity fundamentally shapes students experience of school and sets up unique obstacles *Young Gifted and Black* provides an understanding of how these forces work opening the door to practical powerful methods for promoting high achievement at all levels In the first piece Theresa Perry argues that the dilemmas African American students face are rooted in the experience of race and ethnicity in America making the task of achievement distinctive and difficult Claude Steele follows up with stunningly clear empirical psychological evidence that when Black students believe they are being judged as members of a stereotyped group rather than as individuals they do worse on tests Finally Asa Hilliard argues against a variety of false theories and misguided views of African American achievement sharing examples of real schools programs and teachers around the country that allow African American students to achieve at high levels Now more than ever *Young Gifted and Black* is an eye opening work that has the power to not only change how we talk and think about African American student achievement but how we view the African American experience as a whole

Blacked Out Signithia Fordham, 1996-05 This innovative portrait of student life in an urban high school focuses on the academic success of African American students exploring the symbolic role of academic achievement within the Black community and investigating the price students pay for attaining it Signithia Fordham s richly detailed ethnography reveals a deeply rooted cultural system that favors egalitarianism and group cohesion over the individualistic competitive demands of academic success and sheds new light on the sources of academic performance She also details the ways in which the achievements of successful African Americans are blacked out of the public imagination and negative images are reflected onto black adolescents A self proclaimed native anthropologist she chronicles the struggle of African American students to construct an identity suitable to themselves their peers and their families within an arena of colliding

ideals This long overdue contribution is of crucial importance to educators policymakers and ethnographers The Black-White Achievement Gap Rod Paige, Elaine P. Witty, 2010 Looks at the history causes and consequences of the achievement gap between black and white students in the United States Aspects of "racial" Identity that Impact Academic Achievement Outcomes of African American High School Students Nadia Lyndora Ward, 1998 **A Historical Perspective** Stefan McDonald, 2007 The dropout rates for African American students in the urban areas of western New York are increasing at an alarming rate Many young African Americans are becoming victims to gang related violence drug trafficking and other rills that affect our community Worst of all society is producing young people who are uneducated and will be unable to make their communities better economically politically and educationally Young African Americans aspire to the images they see throughout the media Being a gangster or thug life is more important than getting good grades Unfortunately many African Americans are unaware of their history They have never heard the eloquence of Malcolm X or the exploits of Benjamin Banneker or Charles Drew Once African Americans are aware of the greatness of their legacy they will aspire to be like their ancestors who overcame amazing obstacles in order to achieve greatness **Racial Identity Development and Academic Achievement in Black and White College Students** Laurie L. Greenberg, 1997 *The Stares to Achievement* CHe Yvette Wyatt, 2012 Author s abstract For African American students academic achievement is often discussed in terms of student deficits and cultural deficiencies Citing high dropout rates and the achievement gap focus is often centered on understanding African American achievement in terms of school failures As such African American students are at times recognized negatively in terms of their academic abilities Moving away from this deficit perspective of understanding African American students and their school achievement this study examines the standpoint of six African American students who despite possessing characteristics that complicated their school experiences achieved success Interrupting common discourse and recognizing these students as holders of knowledge this study engages African American students in sharing their perspectives on how their understanding of their racial identity and the perception others hold regarding their identity affect their achievement in school Through critical race theory and narrative inquiry this study attends to the students perspectives on their struggles their determination and their successes as they journeyed through high school The stories told interject fresh perspectives into the discourse and suggest an avenue for further investigations of African American student achievement **African American Academic Achievement as Compared to Whites** Obie Tentman (Jr), 2007

Embracing the Track of Term: An Psychological Symphony within **Whited Out Unique Perspectives On Black Identity And Honors Achievement Counterpoints**

In a global consumed by displays and the ceaseless chatter of immediate interaction, the melodic elegance and mental symphony created by the published word frequently disappear into the background, eclipsed by the constant sound and disruptions that permeate our lives. But, located within the pages of **Whited Out Unique Perspectives On Black Identity And Honors Achievement Counterpoints** an enchanting fictional value filled with natural feelings, lies an immersive symphony waiting to be embraced. Crafted by a wonderful composer of language, that fascinating masterpiece conducts visitors on a mental trip, skillfully unraveling the concealed melodies and profound affect resonating within each carefully constructed phrase. Within the depths of the poignant analysis, we can explore the book is central harmonies, analyze their enthralling publishing model, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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