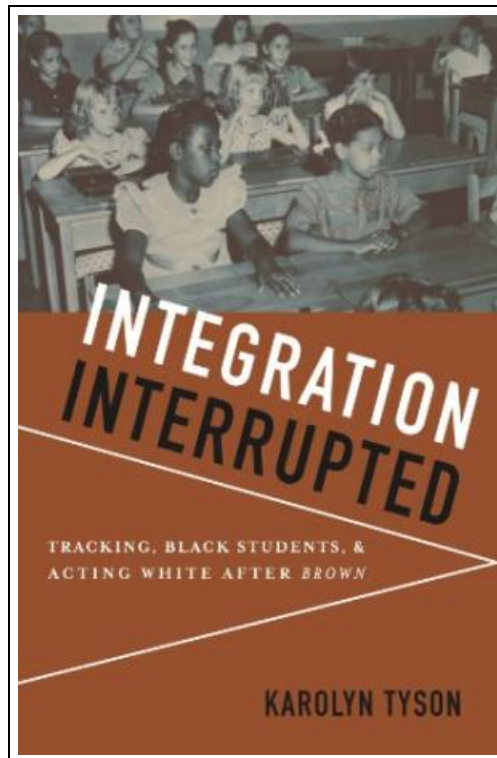


Integration Interrupted: Tracking, Black Students, and Acting White After Brown



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Reviews

This pdf is definitely worth getting. Better then never, though i am quite late in start reading this one. It is extremely difficult to leave it before concluding, once you begin to read the book.
(Jeramie Davis)

INTEGRATION INTERRUPTED: TRACKING, BLACK STUDENTS, AND ACTING WHITE AFTER BROWN



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Oxford University Press Inc. Paperback. Book Condition: new. BRAND NEW PRINT ON DEMAND., Integration Interrupted: Tracking, Black Students, and Acting White After Brown, Karolyn Tyson, There is lots of popular and scholarly concern today about why black students aren't doing better in school. The most popular explanation, the "acting white" thesis, is that they have a culture that rejects achievement-that students' peer cultures hold them back. As Karolyn Tyson convincingly demonstrates, that is not the main or even a central explanation of black academic underachievement. Instead of looking at the students, Tyson argues that when and where students understand race to be connected with achievement, it is a powerful, if indirect, lesson conveyed by schools. Integration Interrupted focuses on the consequences, particularly for black students, of the practice of curriculum tracking in the post-Brown era, and on the relationship between racialized tracking and the emergence of academic excellence as a "white thing." Desegregation may have been officially outlawed over fifty years ago, but race now determines which classes students are in: black students are typically placed in general and remedial classes and whites in advanced classes. In effect, same school, but different schooling. Right after Brown, it was easy to see the deliberate use of tracking to separate kids in schools that courts had mandated integrated. The practice still exists in many schools, though perhaps exercised more subtly, but with same outcome-tracking, including gifted and magnet programs, contributes to distinct racial patterns in achievement. Through ten years of classroom observations and hundreds of interviews with students, parents, and school personnel in thirty schools, Tyson found that only in very specific circumstances, when black students were drastically underrepresented in advanced and gifted classes, did anxieties about "the burden of acting white" emerge. But "acting white" is not the only nor the...



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