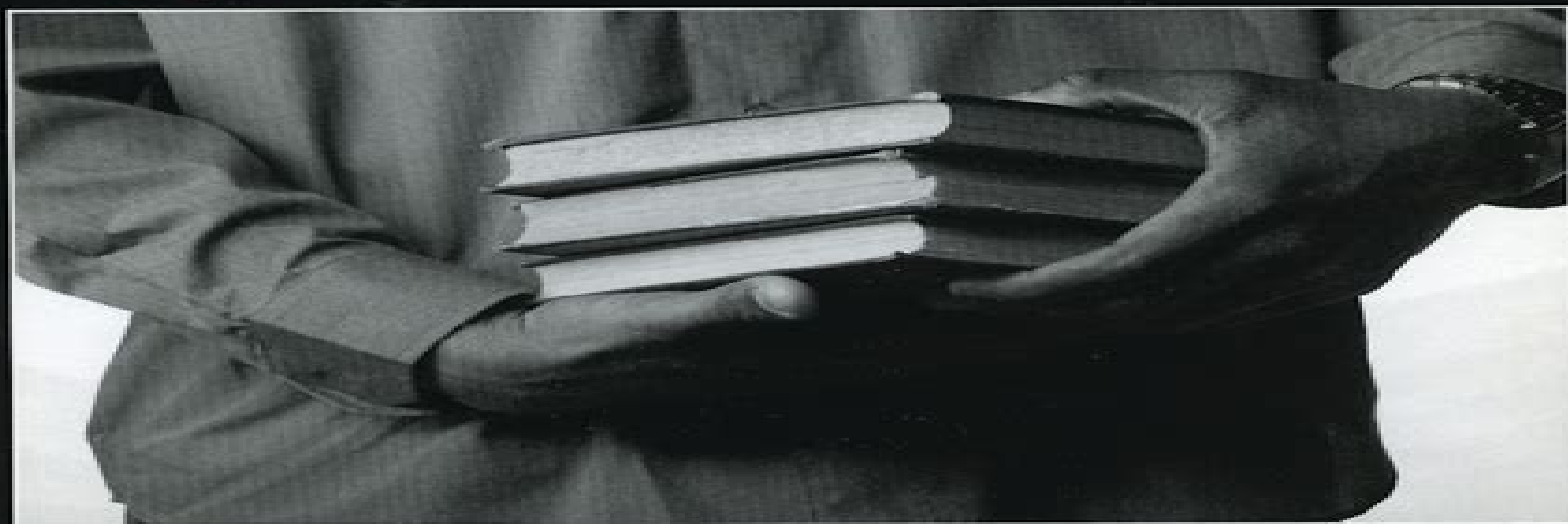


# BEYOND ACTING WHITE

**Reframing the Debate on  
Black Student Achievement**



**Edited By  
Erin McNamara Horvat  
and Carla O'Connor**

# Beyond Acting White Reframing The Debate On Black Student Achievement

**Erin McNamara Horvat, Carla O'Connor**



## **Beyond Acting White Reframing The Debate On Black Student Achievement:**

**Beyond Acting White** Erin McNamara Horvat, Carla O'Connor, 2006 *Beyond Acting White* broadens the extant conversation on the Black White achievement gap that has been dominated by the notion that Blacks underperform in school because they fear being accused of acting white The authors elucidate the limitations of this explanation by presenting new research that theorizes race as a social phenomenon unmasks the heterogeneity of the Black experience and contends with the specifics of social context in the culture and organization of schools and communities

*Beyond Acting White* Erin McNamara Horvat, Carla O'Connor, 2006-03-02 *Beyond Acting White* broadens the extant conversation on the Black White achievement gap that has been dominated by the notion that Blacks underperform in school because they fear being accused of acting white The authors elucidate the limitations of this explanation by pr

*Beyond Acting White* Erin McNamara Horvat, Carla O'Connor, 2006-03-09 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

**Acting White** Stuart Buck, 2010-05-25 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

### **The Satire of the New Black Renaissance**

Kamil Chrzczonowicz,2025-11-11 How do twenty first century Black satirists rewrite American ideas of race This book plunges into the New Black Renaissance a flowering of the 2000s and 2010s African American culture and argues that its most potent tool is anti essentialist satire The study traces what Baratunde Thurston calls Open source Blackness an ethos that prizes individuality inclusivity and remix To map this new terrain this volume offers close readings of three signature works Percival Everett s metafictional Erasure Justin Simien s campus satire Dear White People and Thurston s own multimedia endeavors his memoir How to Be Black and the playful software experiments developed under the auspices of his company Cultivated Wit Together these texts show how literature film and technology fracture worn stereotypes and invite broader co creation of non racial identity The result is the first sustained academic account of Open source Blackness of interest to students and scholars in literary media and cultural studies

### **Students of Color and the Achievement Gap**

Richard R. Valencia,2015-03-05 Students of Color and the Achievement Gap is a comprehensive landmark analysis of an incontrovertible racialized reality in U S K 12 public education the relentless achievement gap between low socioeconomic students of color and their economically advantaged White counterparts Award winning author and scholar Richard Valencia provides an authoritative and systemic treatment of the achievement gap focusing on Black and Latino Latina students He examines the societal and educational factors that help to create and maintain the achievement gap by drawing from critical race theory an asset based perspective and a systemic inequality approach By showing how racialized opportunity structures in society and schools ultimately result in racialized patterns of academic achievement in schools Valencia shows how the various indicators of the achievement gap are actually symptoms of the societal and school quality gaps Following each of these concerns Valencia provides a number of reform suggestions that can lead to systemic transformations of K 12 education Students of Color and the Achievement Gap makes a persuasive and well documented case that school success for students of color and the empowerment of their parents can only be fully understood and realized when contextualized within broader political economic and cultural frameworks

### **The SAGE Handbook of African American Education**

Linda C. Tillman,2008-07-17 This Handbook received an honorable mention at the 2009 PROSE Awards The PROSE Awards annually recognize the very best in professional and scholarly publishing by bringing attention to distinguished books journals and electronic content in over 40 categories This volume fills the tremendous void that currently exists in providing a much needed lens for cultural leadership and proficiency The approach provides a wide divergence of perspectives on African American forms of leadership in a variety of diverse leadership settings Len Foster Washington State University The SAGE

Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical perspectives teaching and learning PK 12 school leadership higher education current issues and education policy The purpose of the Handbook is to articulate perspectives on issues affecting the participation and leadership of African Americans in PK 12 and postsecondary education This volume also addresses historical and current issues affecting the education of African Americans and discusses current and future school reform efforts that directly affect this group Key Features Promotes inquiry and development of questions ideas and dialogue about critical practice theory and research on African Americans in the United States educational system Makes significant contributions to the scholarship on African Americans in the broad context of U S education and society Addresses the central question in what ways do African Americans in corporate private and public positions influence and shape educational policy that affects African Americans The SAGE Handbook of African American Education is a unique comprehensive collection of theoretical and empirical scholarship in six important areas historical perspectives teaching and learning Pre K 12 school leadership higher education current issues and education policy TEACHERS OF COLOR A wise scientist once argued that to doubt everything or to believe everything often results in the same solution set both eliminate the need for reflection This handbook provides an intellectual space for those interested in true reflection on the human ecology of the African American experience in schools communities and society The Handbook of African American Education is a repository of information developed to advance the human service professional William F Tate IV Washington University in St Louis This handbook represents the most comprehensive collection of research on African Americans in education to date Its breadth spans the historical the political institutional and community forces that have shaped educational opportunities and attainment among African Americans The review of extant research on a range of topics from the role of culture and identity in learning teacher preparation educational leadership to higher education and educational policy is far reaching and cutting edge This volume has historic significance and will become a classic collection on African American education for scholars and practitioners alike Carol D Lee Professor Northwestern University Vice President Division G American Educational Research Association This handbook is needed as a basic reference for professors and graduate students conducting research on the education of Blacks in America Frank Brown University of North Carolina at Chapel Hill The Fractured College Prep Pipeline Heather E. Price, 2021 This book walks readers through the stages of the high school college prep pipeline that introduces interlocked structural barriers to students The author shows how these barriers reinforce segregated structures that unfairly distribute the public good of education to some students and not others Price argues that the college prep pipeline of Advanced Placement and International Baccalaureate coursework in American high schools constitutes a new form of tracking in the 21st century Even further this new tracking introduces a facade of college readiness that veils the unequal learning opportunities that send some students out into the college world with pockets full of counterfeit credentials that serve only to

reinforce the historically oppressive system Whether intentional or not this new form of tracking is embedded in schools across the United States and have lifetime consequences for individual students that reinforce historically racial ethnic and spatial inequalities This book is a rigorous and engaging portrait of the architecture of opportunity in American schools With a fine grained analysis that never loses sight of the big picture Heather Price reveals structural realities of college readiness in the United States that are ripe for change Sean Kelly University of Pittsburgh [Gender and Education \[2 volumes\]](#)

Barbara J. Bank,2007-09-30 Exploring the intersection of gender and education this work includes entries that deal with educational theories research curricula practices personnel and policies but also with variations in the gendering of education across history and cultural contexts It includes discussions on gender as a social construction **Surveying**

**Borders, Boundaries, and Contested Spaces in Curriculum and Pedagogy** Cole Reilly,Victoria Russell,Laurel K.

Chehayl,Morna M. McDermott,2011-10-01 The Curriculum and Pedagogy book series is an enactment of the mission and values espoused by the Curriculum and Pedagogy Group an international educational organization serving those who share a common faith in democracy and a commitment to public moral leadership in schools and society Accordingly the mission of this series is to advance scholarship that engages critical dispositions towards curriculum and instruction educational empowerment individual and collectivized agency and social justice The purpose of the series is to create and nurture democratic spaces in education an aspect of educational thought that is frequently lacking in the extant literature often jettisoned via efforts to de politicize the study of education Rather than ignore these conversations this series offers the capacity for educational renewal and social change through scholarly research arts based projects social action academic enrichment and community engagement Authors will evidence their commitment to the principles of democracy transparency agency multicultural inclusion ethnic diversity gender and sexuality equity economic justice and international cooperation Furthermore these authors will contribute to the development of deeper critical insights into the historical political aesthetic cultural and institutional subtexts and contexts of curriculum that impact educational practices Believing that curriculum studies and the ethical conduct that is congruent with such studies must become part of the fabric of public life and classroom practices this book series brings together prose poetry and visual artistry from teachers professors graduate students early childhood leaders school administrators curriculum workers and planners museum and agency directors curators artists and various under represented groups in projects that interrogate curriculum and pedagogical theories

**College and the Working Class** Allison L. Hurst,2012-03-26 What are the meanings experiences and impact of college for working class people The author of this book addresses the two questions what is college like for working class students and what is college for the working class In The Other Three Percent the author draws on a wealth of previous research to tell the stories of five very different working class college students as they apply to enter successfully navigate and complete college Through these stories readers will learn about the obstacles working class students face and overcome the costs and

effectiveness of higher education as a mechanism of social mobility and the problems caused on our college campuses by our reticence to meaningfully confront the class divide Readers will be invited to compare their own experiences of higher education with those of the students here described and to evaluate their own institutions openness towards working class students through a series of checklists provided in the book s conclusion Allison L Hurst is Assistant Professor in the Department of Sociology at Furman University in Greenville South Carolina She is a member of the Association of Working Class Academics

The Beginner's Guide to Doing Qualitative Research Erin Horvat,2015-04-26 This book provides theoretically grounded real world advice for students beginning to learn how to conduct qualitative research Drawing on the authors extensive experience teaching qualitative methods the text uses students questions and concerns as an organizational framework Unlike many textbooks this one provides students with an inside view into the most common dilemmas and challenges they will face as they start doing research This easy to use book addresses the key phases of any ethnographic project from beginning a project and defining its aims to data collection analysis writing and reporting results While designed specifically for beginners seasoned qualitative researchers will find useful insights helpful tips and new ways of thinking about qualitative research

Justice and Equity in Climate Change Education Elizabeth M. Walsh,2022-02-21 This volume looks at the ways in which climate change education relates to broader ideas of justice equity and social transformation and ultimately calls for a rapid response to the need for climate education reform Highlighting the role of climate change in exacerbating existing societal injustices this text explores the ethical and social dimensions of climate change education including identity agency and societal structure and in doing so problematizes climate change education as an equity concern Chapters present empirical analysis underpinned by a theoretical framework and case studies which provide critical insights for the design of learning environments curricula and everyday climate change related learning in schools This text will benefit researchers academics educators and policymakers with an interest in science education social justice studies and environmental sociology more broadly Those specifically interested in climate education curriculum studies and climate adaption will also benefit from this book

Schools and Society: A Sociological Approach to Education Jeanne H. Ballantine,Joan Z. Spade,2014-02-21 Undergraduate students of the sociology of education education and society and education studies

Risk, Schooling, and Equity Vivian L. Gadsden,Alfredo Artiles,James E. Davis,2009-03-15 Risk Schooling and Equity offers insights from a range of theoretical and practical viewpoints into current conceptions of risk and its effect on access to opportunity The authors challenge existing frameworks and approaches discuss how children and youth experience and live with risk in and out of school and suggest ways to reduce institutional barriers to students full engagement in school By examining risk at different levels and through different lenses the volume provides a critical look at both the issues and the venues that allow us to understand the problems that persist as well as the opportunities spaces and places for change

**Researching Black Communities** James S. Jackson,Cleopatra Howard Caldwell,Sherrill L

Sellers,2012-09-14 Experts from a range of disciplines offer practical advice for conducting social science research in racial and ethnic minority populations Readers will learn how to choose appropriate methods longitudinal studies national surveys quantitative analysis personal interviews and other qualitative approaches and how best to employ them for research on specific demographic groups The volume opens with a brief introduction to the difficulty of defining a population and designing a research program and then moves to illustrative examples drawn from the contributors own studies of Blacks in the United States the Caribbean and South Africa Case studies cover research on the media mental health churches work marital relationships education and family roles

**Confronting Equity Issues on Campus** Estela Mara Bensimon,Lindsey Malcom,2023-07-03 How can it be that 50 years after the passage of the Civil Rights Act our institutions of higher education have still not found ways of reducing the higher education gaps for racial and ethnic groups That is the question that informs and animates the Equity Scorecard model of organizational change It shifts institutions focus from what students do or fail to do to what institutions can do through their practices and structures as well as the actions of their leaders and faculty to produce equity in outcomes for racially marginalized populations Drawing on the theory of action research it creates a structure for practitioners to become investigators of their own institutional culture to become aware of racial disparities confront their own practices and learn how things are done on their own turf to ask In what ways am I contributing to equity inequity The Equity Scorecard model differs significantly from traditional approaches to effecting change by creating institutional teams to examine and discuss internal data about student outcomes disaggregated by race and ethnicity The premise of the project is that institutional data acts as a powerful trigger for group learning about inequities in educational outcomes and that the likelihood of improving those outcomes increases if the focus is on those things within the immediate control of the participating leaders and practitioners Numerous institutions have successfully used The Equity Scorecard s data tools and processes of self reflection to uncover and document the behaviors and structures that lead to failure to retain and graduate students from diverse racial and ethnic backgrounds with a history of unequal opportunity and to create the climate for faculty and staff to take ownership of the issues and develop sustainable practices to eliminate racial disparities in academic performance The Scorecard can be used at a small scale to analyze individual courses or programs as well as broader institutional issues This book presents the underlying concept of funds of knowledge for race conscious expertise that informs this process describes its underlying theories defines the attributes needed to achieve equity minded practice demonstrates through examples of implementation what different institutions have learned and what they have achieved and provides a blueprint for action for higher education as a whole For college leaders instructors and support staff who feel the pressure moral or otherwise to close the racial equity gap that their institutions produce year after year this book provides the structure knowledge and tools to do so It is also of value to scholars and students of higher education who have an interest in the study of organizational change

Crossing Segregated Boundaries Dionne Danns,2020-10-16 Scholars have



long explored school desegregation through various lenses examining policy the role of the courts and federal government resistance and backlash and the fight to preserve Black schools However few studies have examined the group experiences of students within desegregated schools Crossing Segregated Boundaries centers the experiences of over sixty graduates of the class of 1988 in three desegregated Chicago high schools Chicago's housing segregation and declining white enrollments severely curtailed the city's school desegregation plan and as a result desegregation options were academically stratified providing limited opportunities for a chosen few while leaving the majority of students in segregated underperforming schools Nevertheless desegregation did provide a transformative opportunity for those students involved While desegregation was the external impetus that brought students together the students themselves made integration possible and many students found that the few years that they spent in these schools had a profound impact on broadening their understanding of different racial and ethnic groups In very real ways desegregated schools reduced racial isolation for those who took part

**Handbook on Positive Development of Minority Children and Youth** Natasha J. Cabrera, Birgit Leyendecker, 2017-02-07 This Handbook presents current research on children and youth in ethnic minority families It reflects the development currently taking place in the field of social sciences research to highlight the positive adaptation of minority children and youth It offers a succinct synthesis of where the field is and where it needs to go It brings together an international group of leading researchers and in view of globalization and increased migration and immigration it addresses what aspects of children and youth growing in ethnic minority families are universal across contexts and what aspects are more context specific The Handbook examines the individual family peers and neighborhood policy factors that protect children and promote positive adaptation It examines the factors that support children's social integration psychosocial adaptation and external functioning Finally it looks at the mechanisms that explain why social adaptation occurs

*Towards a Brighter Tomorrow* Walter R. Allen, Erin Kimura-Walsh, Kimberly A. Griffin, 2009-09-01 The book aims to develop a clearer understanding of the influence of social dynamics on the educational opportunities of high school students of color in the urban setting of California's Los Angeles area Specifically we examine how students' backgrounds high school experiences and own agency shape their college preparation processes and postsecondary aspirations While some research has been done on high school students' college choice process this book is unique in its broad and comparative approach It examines the experiences of students across 10 schools identifying broad themes that are illustrated through specific case studies This approach allows readers to understand the broader issues that face students from underserved backgrounds as they pursue college while illuminating how these issues uniquely manifest themselves in individual school contexts

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