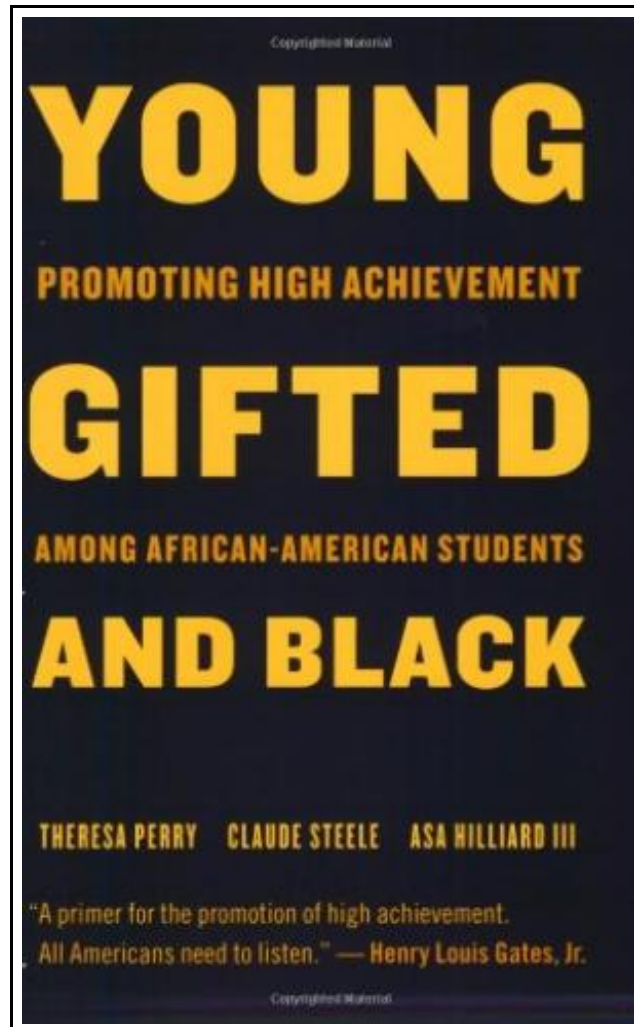


## Young, Gifted and Black: Promoting High Achievement among African American Students



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## YOUNG, GIFTED AND BLACK: PROMOTING HIGH ACHIEVEMENT AMONG AFRICAN AMERICAN STUDENTS



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Beacon Press, United States, 2004. Paperback. Book Condition: New. 213 x 137 mm. Language: English . Brand New Book. Young, Gifted, and Black is a unique joint effort by three leading African-American scholars to radically reframe the debates swirling around the achievement of African-American students in school. In three separate but allied essays, Theresa Perry, Claude Steele, and Asa Hilliard place students social identity as African-Americans at the very center of the discussion. They all argue that 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. And they all argue that a proper understanding of the forces at work can lead to practical, powerful methods for promoting high achievement at all levels. Theresa Perry argues that African-American students face dilemmas, founded in the experience of race and ethnicity in America, that make the task of achievement distinctive and difficult. (For instance: How do I commit myself to achieve, to work hard over time in school, if I cannot predict when or under what circumstances this hard work will be acknowledged and recognized? ) She uncovers a rich and powerful African- American philosophy of education, historically forged against such obstacles and capable of addressing them, by reading African-American narratives from Frederick Douglass to Maya Angelou. She carefully critiques the most popular theoretical explanations for group differences in achievement. And she lays out how educators today-in a postcivil rights era-can draw on theory and on the historical power of the African-American philosophy and tradition of education to reorganize the school experience of African-American students. Claude Steele reports stunningly clear empirical psychological evidence that when Black students believe they are being judged as members of a stereotyped group rather than as...



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