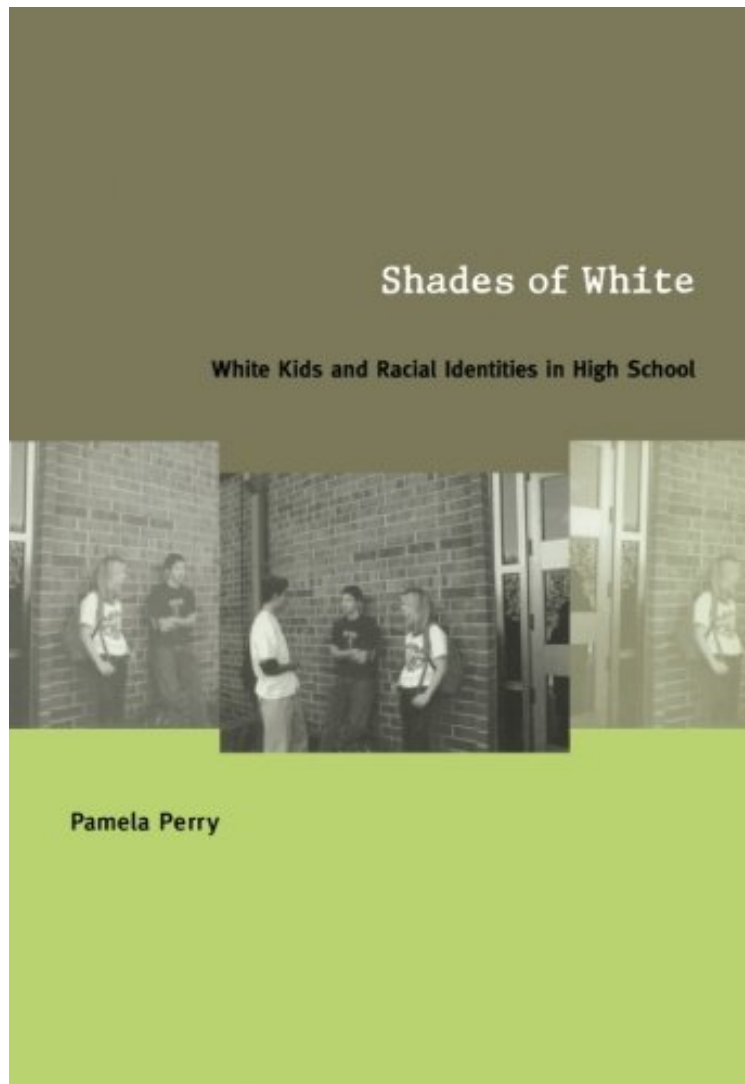


(Download) Shades of White: White Kids and Racial Identities in High School

Shades of White: White Kids and Racial Identities in High School

Pamela Perry

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Pamela Perry : Shades of White: White Kids and Racial Identities in High School before purchasing it in order to gauge whether or not it would be worth my time, and all praised Shades of White: White Kids and Racial Identities in High School:

0 of 0 people found the following review helpful. YES. By Isabelle Definitely a good purchase, and a good read. Item is true to description, definitely recommend to anyone interested in education. 1 of 1 people found the following review helpful. Exceptional Research and Writing By A. Barker I read this for an Anthropology of Education class. I was pleasantly surprised that it didn't contribute to the "white guilt" that makes it so difficult to have honest discussions about race. Perry provided a deep and insightful look at the wide range of experiences and identities that white

students developed during their high school years. She discovered that white students who went to the predominantly white school thought that it was racist to talk about any racial differences--"we are all human beings." White students who went to the racially diverse school said that their stereotypes had been confirmed by the differences they witnessed between the racial groups on campus and they were more likely to have negative attitudes about other racial groups. Perry proved that racial identity is extremely complex. Her research and writing are exceptional and forever changed my understanding of white culture and white identity. This book will make you realize that "everyone is a little bit racist" and that racism is not a black-or-white issue. This book doesn't provide any answers, it only illuminates the complexity of the issue. Now I get a headache every time I think about race. I want to repeat one thing: Perry is an exceptional writer. 9 of 11 people found the following review helpful. A detailed ethnographic analysis of race relations

By A Customer
This book provides a detailed ethnographic analysis of race and race relations as experienced in two Pacific Coast high schools. Perry examines the extent to which racial differences play a part in students' self-perceptions and explores significant differences in racial identities between whites who have daily contact with non-whites and whites whose contacts with non-whites are limited. This study is notable for its careful attention to the meanings high school students attribute to clothing styles, tastes in music, leisure activities, and so on. But the author's major contribution is conveying how affluent white students feel about non-whites. The author offers few original assessments, but her scrupulous attention to detail, sensitive portrayals of students, and accessible prose makes this a valuable study. Recommended. Stephen D. Glazier, Adjunct Professor of Anthropology, University of Nebraska-Lincoln

What does it mean to be young, American, and white at the dawn of the twenty-first century? By exploring this question and revealing the everyday social processes by which high schoolers define white identities, Pamela Perry offers much-needed insights into the social construction of race and whiteness among youth. Through ethnographic research and in-depth interviews of students in two demographically distinct U.S. high schools—one suburban and predominantly white; the other urban, multiracial, and minority white—Perry shares students' candor about race and self-identification. By examining the meanings students attached (or didn't attach) to their social lives and everyday cultural practices, including their taste in music and clothes, she shows that the ways white students defined white identity were not only markedly different between the two schools but were considerably diverse and ambiguous within them as well. Challenging reductionist notions of whiteness and white racism, this study suggests how we might go beyond whiteness to new directions in antiracist activism and school reform. *Shades of White* is emblematic of an emerging second wave of whiteness studies that focuses on the racial identity of whites. It will appeal to scholars and students of anthropology, sociology, and cultural studies, as well as to those involved with high school education and antiracist activities.

From Library Journal
Setting out to examine how white high school students identify themselves in terms of race, Perry (community studies, Univ. of California, Santa Cruz) spent two school years studying and observing two high schools in California: "Clavey," a large, urban, multiethnic public school in a metropolitan area, and "Valley Groves," a large, suburban, predominantly white public school. Not surprisingly, she found that when she asked students to define what it means to be white, they often had trouble doing so. In addition, she found that while students at both schools tended to look past ethnic origin when interacting with peers in classes or organized activities, friends in their immediate circle were usually of the same race. Nevertheless, there were significant differences between the two schools: race issues were openly acknowledged at Clavey because of the diversity, while at Valley Groves they were more covert. Perry's research provided her with ideas for restructuring education to enhance cultural diversity and compatibility among students, emphasizing that, as this country becomes more racially diverse, we should try to strip away racial identity and think of Americans as one people. These ideas might seem out of reach, but they're worth considering. While the issues addressed here are of interest to the general public, the work itself leans toward the technical, making it more accessible to those in academia. For academic and larger public libraries. Terry Christner, Hutchinson P.L., KS Copyright 2002 Cahners Business Information, Inc.

From Booklist
Interested in learning how American high-school students view their own whiteness, Perry took to the field to find out. After two years of interviewing, attending class, and just hanging out with students at two California schools, her collected research provides answers and insight. Students at an almost all-white high school, who experienced whiteness as the norm, seemed to define white as the absence of cultural heritage; white students at a multiracial school were both more able to articulate what made them different from blacks, Asians, and Latinos and better equipped to discuss race in general. It may surprise those who haven't heard of the field to learn that Perry's book is part of a second wave of whiteness studies; she challenges "new racism" theories with the encouraging idea that inconsistencies in whites' attitudes are not the subtle, modern face of racism, but "potential inlets for nurturing antiracism." Trying to broaden this ethnography's appeal, the author has limited the jargon-heavy passages, making the book readable by those simply curious about what the kids have to say. Keir Graff Copyright American Library Association. All rights reserved
Do whites have a culture? Pamela Perry shows us that not only do they have a culture, they have many. An engrossing study of teenage

peer culture in an increasingly multiracial society, *Shades of White* is an enlightening romp through white youth identityan important contribution to the burgeoning literature on whiteness. Dalton Conley, author of *Honky*