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The authors have focused on understanding how Black Americans in high school recognize racial discrimination. Racial discernment has significant impacts on individuals of color in the United States because it leads to unequal distribution of resources as well as access to services. Therefore, the article focusing on high school students is essential because it will provide insights into the understanding of racial discernment among adolescents. Moreover, the author utilized the Youth Participatory Action Research (YPAR) program. Eight students were involved in the study comprising two girls and six boys, which is less likely to represent the whole population. Nonetheless, proper conclusions can be made in the school where participants could represent racial discernment and inequality in the school.

Through the semi-structured interview, all participant students must be involved and provide their views and experiences based on different areas. For instance, they were interviewed individually on racial stereotypes, discernment from teachers and staff, insufficient racial diversity in curricular delivery, and absence of school support for a suitable racial climate. The experiences that the Black population passes through make them have a particular perception because when they undergo being denied certain services, they will know the white discriminate against them because of their color hence affecting their social relationship with the white.

Based on the information obtained from the YPAR program participants, the authors concluded Black students depict significant race-based experiences while in school at the same time have explained them in terms of interpersonal and methodical subjugation and discernment. Therefore, the school can be used as an environment for enhancing societal coercion by devaluing Black students. However, implementing proper curricular and classroom activities can

be vital for incorporating and teaching other students the importance of valuing every population's cultural race.

Reference

Hope, E. C., Skoog, A. B., & Jagers, R. J. (2015). "It'll never be the white kids, it'll always be us" black high school students' evolving critical analysis of racial discrimination and inequity in schools. *Journal of Adolescent Research*, 30(1), 83-112.

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