

SEP 10 1987

University of Michigan
Center for Afroamerican and African Studies
Fall 1987
Instructor: Professor Teshome G. Wagaw
452 - Education of the Black Child

This course deals with the overlooked but crucial questions of education of the Black children in the United States. It deals with education and schooling (formal and informal) incorporating the qualitative questions of public schooling. Emphasis is laid on the analysis of the social, cultural, political and economic forces which act to influence the learning experiences of Black children.

It considers the theoretical frameworks of growth, development and learning of children in different settings and at different life space on the one hand -- and the existing structural, socio-political and psychological conditions of the public school systems on the other -- and attempts to find ways and means of relating the objectives and philosophies of the schools to the needs of Black children.

Defects of present day educational theories which are based on empirical data drawn from a study of less than 1% of the population and their applicability and generalizability to other population groups are considered, the questions concerning whether there are different cultural systems, and whether these contribute to cognitive variations and learning approaches including perception are examined. The different nuances of competence and performance are subjected to analytical considerations.

By the time the student has completed the course her or she is expected to have acquired a critical appreciation of the problems posed and should be ready to begin formulating his own theory on the subject.

Instructional methods include lectures, discussions, and film showing.

Formal evaluation will be administered periodically, announced prior to its occurrence. In addition students will choose a topic (either from a list supplied by the instructor or chosen independently in consultation with the instructor) and write a brief paper to be submitted during the last week of the session.

Students are encouraged to enter into uninhibited and informed dialogue in class. The student is urged to read the textbooks, and at least glance through the other materials in the bibliography.

Textbooks

Jeneks, Christopher, et.al. Inequality, Harper and Row, 1972.

Bowles, Samuel and Gintis, Herbert. Schooling in Capitalist America, Basic Books, 1976.

Persell, Caroline H., Education and Inequality, The Free Press, 1977.
Freire, Paulo, Pedagogy of the Oppressed, The Seabury Press, 1970.

Plan of Studies

Following are suggestions for reading plans. The student is expected to go beyond these minimal suggestions to read journal articles, recent government reports, etc., that are supplied in the syllabus for this course.

Introduction to organization, methods of learning, and content of the course.

Institutional, ideological, economic reasons for inequality.

Persell, pp. 1-32; Bowles and Gintis, pp. 1-15;

Jencks, pp. 1-16; Coleman, pp. 1-35.

Education structures and practices.

Persell, pp. 33-122; Bowles and Gintis, pp. 16-30;

Jencks, pp. 17-37.

Inequality in reward, job satisfaction and quality of life.

Jencks, pp. 135-250.

What is to be done?

Jencks, pp. 253-265; Persell, pp. 153-171; Bowles and Gintis, pp. 128-133.

Current education-related legislation and its possible effects on equal outcome of achievement.

Final examination

Specific requirements:

1. Attendance of all classes and maximum participation.
2. Each member is to read at least one extra book and submit a two page written critique. Same will be presented in class.
3. Final examination covers the terms's work and constitutes two-thirds of the final grade.

Reserve Readings

- Bowles, Samuel and Gintis, Herbert. Schooling in Capitalistic America. New York: Basic Books, 1976.
- Coleman, James S. Equality of Educational Opportunity. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1966.
- Hill, Robert B. The Strengths of Black Families. New York: Emerson Hall, 1971.
- *Jencks, Christopher. Inequality: A Reassessment of the Effect of Family and Schooling in America. New York: Harper Colophon Books, 1972.
- Knowles, Louis and Prewitt, Kenneth, eds. Institutional Racism in America. Englewood Cliffs, NJ: Prentice-Hall, 1969.
- Kozol, Jonathan. Death at an Early Age. Boston: Houghton-Mifflin, 1967.
- *Persell, Caroline. Education and Inequality. New York: The Free Press, 1977.
- Wright, Nathan Jr., ed. What Black Educators Are Saying. New York: Hawthorn Books, Inc., 1970.

Suggested Reading

- Banks, James A. and Grambs, Jean D. Black Self-Concept: Implication for Education and Social Science. New York: McGraw-Hill, 1972.
- Banks, James A. Teaching Strategies for Ethnic Studies. Boston: Allyn and Bacon, 1975.
- Brookover, Wilbur B., and Erickson, Edsel E. Society, Schools and Learning. Boston: Allyn and Bacon, 1969.
- Grambs, Jean D. and Carr, John C. (eds.) Black Image: Education Copes With Color. Dubuque: William C. Brown, 1971.
- Green, Robert L. (ed.) Racial Crisis in American Education. Chicago: Follet Educational Corporation, 1969.
- Leacock, Eleanor B. Teaching and Learning in City Schools: A Comparative Study. New York: Basic Books, 1969.
- Miles, Matthew and Charters, W.W. (eds.) Learning in Social Settings. Boston: Allyn and Bacon, 1970.
- Trager, Helen and Yarrow, Marian R. They Learn What They Live. New York: Harper and Brothers, 1952.

Wheelis, Allen. The Quest for Identity. New York: W.W. Morton and Co., 1968.

* Journal articles, newspaper stories, court proceedings, testimonies by witnesses of the recent Federal court decision on the "Black English" case.

* Indicates Required Texts.

Library Facilities

In addition to the Graduate Library and the Undergraduate Library, there are two other collections on campus that focus on the Afroamerican experience. It is suggested you call ahead to check their hours.

They are:

Center for Afroamerican and African Studies Library
100 West Engineering Building
764-5518

Program for Education Opportunity Resource Center
512 School of Education
763-9910

Suggested Project Topics

The student in consultation with the instructor may choose any topic for her or his project. The following are only suggestive:

- a. The genesis of self-concept in children
- b. The affective component of self-concept
- c. The concept of equality of opportunity
- d. The linguistic dimension of Black education
- e. The public schools and the Black child's home background
- f. Language, test performance, achievement of the Black child
- g. Motivation as a function of success experience
- h. Isolation and child development

Students are encouraged to work on chosen topics in groups of 3 to 5.

BIBLIOGRAPHY

- Armor, David J. "The Evidence on Busing." The Public Interest. (Summer 1972). pp. 90-126.
- Averch, Harvey A. et al. How Effective Is Schooling? A Critical Review and Synthesis of Research Findings. Santa Monica, California: Rand Corporation, 1972.
- Ballard, Allen B. The Education of Black Folks. New York: Harper & Row, 1973.
- Beruhe, Maurice R. "Community Control: Key to Educational Achievement." Social Policy (July-August, 1970). pp. 42-45.
- Boudon, Raymond. Education, Opportunity and Social Inequality: Changing prospects in Western Society. New York: John Wiley, 1974.
- Brickman, William W. and Stanley Lehrer. (eds.) Education and the Many Faces of the Disadvantaged: Cultural and Historical Perspectives. New York: John Wiley, 1972.
- Cohen, David K. "School Resources and Racial Equality." Education and Urban Society. Vol. 1 (February 1969), pp. 121-137.
- Coleman, James S. et al. "Longitudinal Effects of Education on the Incomes and Occupational Prestige of Blacks and Whites." Social Science Research. (September 1972).
- Cordasco, Francesco and David N. Alloway (eds.) "Poverty in America: Economic Inequality, New Ideologies, and the Search for Educational Opportunity." Journal of Human Relations. Vol. 20 (Third Quarter, 1972). pp. 234-396.
- Crain, Robert L. The Politics of School Desegregation. Chicago: Aldine, 1968.
- Crain, Robert L. "School Integration and Occupational Achievement of Negroes," American Journal of Sociology. Vol. 75 (January 1970), pp. 593-606.
- Daly, C.A. (ed.) The Quality of Inequality. Chicago: University of Chicago Policy Center, 1968.
- Ford, Nick A. Black Studies: Threat or Challenge? Port Washington, New York: Kennikat Press, 1973.
- Gartner, Alan, et al. The New Assault on Equality: IQ and Social Stratification. New York: Harper & Row, 1973.
- Gartner, Alan and Colin Greer, Frank Riseman (eds.) After Deschooling What? New York: Harper & Row, 1973.

- Gintis, Herbert, "I.Q. in the U.S. Class Structure." Social Policy (January 1973).
- Ginsburg, H. The Myth of the Deprived Child. Englewood Cliffs, New Jersey: prentice-Hall, 1972.
- Jencks, Christopher, et al. Inequality: A Reassessment of the Effect of Family and Schooling in America. New York: Basic Books, 1972.
- Jencks, Christopher and Mary J. Bane. "The Schools and Equal Opportunity." Saturday Review. Vol. 55. (October 1972), pp. 37-42.
- Jensen, Arthur R. "How Much Can We Boost IQ and Scholastic Achievement?" Harvard Educational Review. Vol. 39 (Winter 1969), pp. 78-88.
- Keppel, Francis. The Necessary Revolution in American Education. New York: Harper & Row, 1966.
- Kirp, David. "The Poor, the Schools, and Equal Protection." Harvard Educational Review. Vol. 38 (Fall 1968), pp. 635-668.
- Kirp, David. "Race, Class, and the Limits of Schooling." The Urban Review. May (1970). pp. 10-13.
- Kozol, Jonathan. Death at an Early Age: The Destruction of the Hearts and Minds of Negro Children in the Boston Public Schools. Boston: Houghton, Mifflin, 1972.
- Levine, Donald M. "Educational Policy After Inequality." Teachers College Record. Vol. 75 (December 1973), pp. 149-179.
- Mosteller, Frederick and Daniel P. Moynihan, (eds.) On Equality of Educational Opportunity. New York: Random House, 1972.
- Moynihan, Daniel P., (ed.) On Understanding Poverty. New York: Basic Books, 1969.
- Moynihan, Daniel P. Maximum Feasible Misunderstanding: Community Action in the War on Poverty. New York: Free press, 1969.
- Moynihan, Daniel P. "Equalizing Education: In Whose Benefit?" The Public Interest. (Fall 1972), pp. 69-89.
- Molte, M. Chester. "The Quest for Educational Equality." The American School Board Journal (July 1972), pp. 25026.
- Rist, Ray C. The Urban School: A Factory of Failure. Cambridge, Mass.: MIT Press, 1974.

- Rubin, Lillian B. Busing and Backlash. Berkeley, California: University of California Press, 1972.
- Silver, Catherine B. Black Teachers in Urban Schools: The Case of Washington, D.C. New York: Praeger, 1973.
- Sowell, Thomas. Black Education: Myths and Tragedies. New York: David McKay, 1972.
- St. John, Nancy H. "Desegregation and Minority Group Performance." Review of Educational Research. Vol. 40, (February 1970), pp. 111-133.
- Swanson, Bert. The Struggle for Equality: The School Integration Controversy in New York. New York: Hobbs, Dorman, 1966.
- Tesconi, Charles A. and Emmanuel Hurwitz, Jr. (eds.) Education for Whom: The Question of Equal Educational Opportunity. New York: Dodd, Mead, 1974.
- Thurow, Lester C. "Education and Economic Equality." The Public Interest (Summer 1972), pp. 66-81.
- Wilson, Alan B. Consequences of Segregation: Academic Achievement in a Northern Community. Santa Barbara, California: Glendassary Press, 1970.
- Wise, Arthur E. Rich Schools, Poor Schools: The Promise of Equal Educational Opportunity. Chicago: University of Chicago Press, 1960.
- Ziegler, H. and K.F. Johnson. The Politics of Education in the States. Indianapolis: Bobbs-Merrill, 1972.