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


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


Suggested Reading


* 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


Levine, Donald M. "Educational Policy After Inequality." Teachers College Record. Vol. 75 (December 1973), pp. 149-179.


Moynihan, Daniel P. "Equalizing Education: In Whose Benefit?" The Public Interest. (Fall 1972), pp. 69-89.


