

Black Studies 3103
Fall, 2005
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30F Ketchum
MWF, 0900-0950; ABA
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BLACK EDUCATIONAL HISTORY

I. SYNOPSIS

This course is intended as an intensive examination of the educational experiences of black people in the United States. It covers the period from their arrival in English America as trade goods in 1619 through their transformation from chattel to human in December of 1865 with the addition of the Thirteenth Amendment to the Constitution. After this date the issue becomes one more of management of the education/schooling enterprise than one of preclusion of talent development. In this instance we are talking about otherizing and marginalizing as we move from private efforts to more public efforts to instruct the freedfolk because of a generalized white fear of learned Blacks and the import thereof for easy continuance of the myths and rituals of oppression. For it is by and through these myths and rituals that the privileged classes preserve, protect, and defend their positions, privileges, and power. The second part of the course covers the period up to the present where we will pause to prepare ourselves for serious consideration of the crucial issues that must be addressed by black people, in particular, and by others generally, respecting the design of schooling systems that touch the future engaging and developing the talents of those who transit them for service in the multihued and multiple cultured worlds of tomorrow. A principal concern throughout the semester will be with the political character of education and its manifestations informally and formally in those social institutions we call schools whose operation is influenced by all manner of cultural and economic forces. Our principal focus this semester will be around ascertaining the educational needs of black people—what they are, by whom they are determined and how they might best be realized. We shall also be asking whether there a difference between theirs and those of other people especially in view of the changing status of black people from cargo, to indentured servants, to a peculiar species of property, to freedfolk, to quasi citizens, to....

II. MATERIALS AND METHODS OF INSTRUCTION

A. Required Readings.

Carter G. Woodson, *Mis-education of the Negro*.
Journal of African American History, 90, 1-2 (Winter-Spring 2005).
Supplemental readings will be added as needed.

B. Methods of Instruction

1. Structurally, this course is organized as both a chronological and topical overview of schooling practices and their theoretical presuppositions by and for Aframericans during their sojourn in the United States. The course is divided into four sections. They are: Educational experiences prior to 1861; The struggle for education during and after the Civil War and Reconstruction to *Brown, et al v Board of Education of Topeka, et al*; The years since *Brown*; and future educational concerns to foster survival in an hostile environment. In each of these sections we will look at issues of access, appropriacy and adequacy in primary, secondary and post secondary venues inclusive of the establishment, aims and operations of historically black colleges and universities. Access surveys the opportunity to secure schooling—formal instruction—as distinct from less formal learning including self-teaching. Appropriacy concerns itself with the kind of educational programs offered and their content--that is the degree of fit between what is offered and the assessed needs of the students who transit them. Adequacy addresses how effectively the instructional program that is offered prepares the student to operate in the society including development of talent and a sense of political consciousness necessary for self empowerment and upward social mobility.

2. Operationally, the course is intended more as forum than lecture. What this means is that you must prepare for each class session because it is probable that you will be asked to offer a synopsis of and opinion on the materials you have read and/either participate in student-led small discussion groups at each meeting. Accordingly, to successfully transit the course, you are required first, to take responsibility for the quality of your own education because education, as distinct from schooling, is a participatory process; the instructor helps those who help themselves. To learn you must question: what you know, what you believe, and, what you have previously taken on faith. Second, you must acquire discipline that will assist you in securing mastery over whatever talents you possess. No matter how much talent you believe you have, if you have no discipline, you have no talent because you cannot use your gifts in your own best interest. And third, you must commit to the pursuit of excellence however you choose to define that word. These tasks begin with your reading and finishing the Woodson book as quickly as you can. You will then want to read the special issue of *The Journal of African American History* and begin to prepare a series of questions for exploration and discussion during class meetings. Between these two volumes I will offer to you other articles that will elucidate the topics cited in the following section of the syllabus.

III. TOPICAL OUTLINE

- A. What is Education? How does it differ from schooling?
- B. Aims of Education and Objectives of Schooling: Cloning 101.
- C. Aframerican Statements of the educational needs of black people.
- D. Educational experiences of black people prior to 1861—singular and collective.
- E. Black educational experiences—the Civil War and Reconstruction.
- F. Post Reconstruction educational experiences of black people through the end of the 19th century including the origins and evolution of *dejure* segregation.
- G. The Twentieth century: immigration, urbanization, and schooling
- H. The Campaign to desegregate schooling in the United States—pre and post Brown.
- I. Preparation for the future—Where do we go from here?

IV MEASURES AND METHODS OF PERFORMANCE EVALUATION

There will be **Three** (3) measures of performance evaluation used in this course this term. The first, worth twenty (20) percent of your final grade and **due in my box in 30 Ketchum not later than 1600, Friday, 23 September 2005**, is the preparation of a twenty (20) item annotated bibliography. Each entry—thirty to eighty (30-80) words in length—will contain the author, title and source of the item cited. Further, you will, for each item, synopsise what you have read, provide an evaluation of the piece, and comment as to its usefulness for enhancing your understanding of the subject of black educational history. The second, worth twenty (20) percent of your final grade, and **due in my box in 30 Ketchum not later than 1600, Friday, 28 October 2005**, is a short paper (**cannot exceed five [5] pages in length**) on some aspect of black educational history covered in the course and suitable for public presentation. It is expected that this paper will be clear, cogent and forceful in the presentation of its content. In the event that you are selected to present, your presentation will not exceed twenty (20) minutes. You will then address whatever questions and comments arise from your presentation for up to ten (10) minutes. Once the question period is over, you will have a maximum of five (5) minutes to summarize and conclude.

The third and final item, worth sixty (60) percent of your final grade, and **due in my box in 30 Ketchum not later than 1600, Friday, 9 December 2005**, is a

concept paper on the topic of educational forecasting growing out of item “I” in the topical outline. How you choose to address this topic is left completely up to you. You are encouraged to be as imaginative as possible in that you are dealing with a time and a world of tomorrow in which you are required to be sensitive to and respectful of a wide range of peoples, cultures, language, behavior, dreams, interests, ambitions, symbols, rituals, etc that lay outside the kind of socialization you received from your primary groups of belonging and orientation. Because you are being of some service to this world, it follows that you must know how to respond to the differences of this world both appropriately and adequately if only to realize what you seek to accomplish. Accordingly, here are some hints you might want to consider:

One source you might want to read is a short novel by Issac Asimov in the July 1957 number of *Astounding Science Fiction* titled, “Profession.” Unless it has been removed to off campus storage, you should be able to find the item in Norlin Library in the Periodicals room.

As you design what you would consider to be a viable core for a multiple culture educational process, keep in mind as you do this that schooling practices are culturally bounded. Some of the specifics you are required to address include policies and procedures to secure and artfully employ enhanced critical skills in analysis, synthesis, interpretation, and understanding; acceptance and appreciation of difference; flexibility of response to changing situations. Whatever design you proffer must proceed from the principle that once a person has learned how to learn, her only limitations are the ones he imposes on herself.

Some of the questions you might ask here include but are not limited to: What is your conception of a human being? I ask this here because educational systems are usually designed with some model of potential students in mind—their talents, abilities, attitudes, etc. What are the origins of this conception? How did it come into being? What does this conception tell you about yourself and your own acceptance of difference? Keep in mind as you build your system the reality that a curriculum is a political statement about a desired reality; that it is a species of intellectual property that it is both an expression of and instrument of the culture and domains within which it was created and by whose representatives it is employed.

Finally logistics. What kinds of resources are required to effect this design? You will want to pay attention to whatever economic, political, cultural, consequential problems that arise here. Your plan must prepare for the capabilities of those who might not desire what you propose not their intentions.

V CRITERIA FOR THE EVALUATION OF WRITTEN WORK

A. THE DAY MY EVALUATION OF YOUR WORK TAKES PRECEDENCE OVER THE PROCESSES OF ITS CREATION IN IMPORTANCE, YOU HAVE A PROBLEM. NOT ONLY IS GRADING NOT FAIR AND NOT OBJECTIVE, IT HAS VERY LITTLE TO DO WITH EDUCATION AND A LOT TO DO WITH SCHOOLING. PURELY AND SIMPLY IT IS THE EXERCISE OF POWER THROUGH THE AUTHORITY OF THE TEACHER. ITS END IS PURPOSELY POLITICAL: TO LIMIT ACCESS TO SMALLER AND MORE ELITE GROUPS AS A MEANS OF PRESERVING THE STATUS QUO.

B. All work submitted must be an original copy. Reproductions (Xerox, mimeo, ditto, etc.) submitted in lieu of original copies will earn penalties. **MAKE SURE YOU KEEP A COPY FOR YOUR OWN FILES.**

C. ALL WORK MUST BE SUBMITTED IN THE MANNER CITED IN SECTION IV OF THE SYLLABUS. **LATE SUBMISSIONS REQUIRE LATE FEES. IN THIS INSTANCE THE LATE FEE IS AUTOMATIC REDUCTION BY ONE FULL LETTER OF THE HIGHEST POSSIBLE GRADE DETERMINED BY THE QUALITY OF YOUR WORK.**

D. Because each of us has a different image of what a specific grade means, I offer herewith what they mean for me. **DO NOT, REPEAT, DO NOT ATTEMPT TO WRITE TO THESE CRITERIA IN YOUR WORK. THEY ARE ILLUSTRATIVE ONLY. WRITE FIRST TO EXPRESS YOURSELF, EXPLAIN YOURSELF AND THE POSITIONS YOU HAVE TAKEN. AND, FINALLY, TO PLEASE YOURSELF WITH WHAT YOU HAVE WRITTEN.**

1. "A." Readily evident mastery of the subject and its supporting materials. A neat, solid, tightly organized presentation in which you make your case with authority.

2. "B." A solid work but unimaginative in character. Covers all the bases but rarely transcends them to express new insights, personal feelings or understandings.

3. "C." Competent. Follows the letter not the spirit of the assignment. Lacks substance, effort, care and concern.

4. "D." A weak and ineffectual presentation. A thoroughly disorganized endeavor from start to finish with no evident craftsmanship whatever.

E. GRADES SHALL BE ASSIGNED ON THE BASIS OF HOW EFFECTIVELY YOU ADDRESS THE FOLLOWING ITEMS IN YOUR WORK.

1. Appropriate evidence of a thorough review of the pertinent resources. The identification, assembly and organization of those materials that help to establish context for your presentation can show this. 15 percent of grade.
2. Demonstrated understanding of your project, its supporting materials and its relations to the larger subject of which it is a part. The emphasis here is on analysis, synthesis and interpretation of those materials. This will be reflected in the thought, detail, and examination of issues (indicators of rigor, discipline and skill) that appear in your paper. In short, how completely you have developed the character of your presentation. 35 percent of grade.
3. Effective transmission of the meanings you have made of your labors. This will be reflected in the organization of the work (form) and the manner (style) with which they are communicated. To achieve maximum impact and effectiveness, purpose, direction, focus and objective must be clear. Coherence is your main goal here. 35 percent of grade.
4. Errors in composition. Here I am concerned with the appearance of the final copy, spelling, syntax, grammar, typing and verb/subject agreements. Neatness counts. 15 percent of grade.