

THE OHIO STATE UNIVERSITY - COLUMBUS
School of Educational Policy and Leadership

ED P&L 863

**AN INTERPRETIVE HISTORY OF
AFRICAN-AMERICAN EDUCATION 1700 to 1950**

Autumn 2008

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Office Hours: Monday 11:00-noon
Tuesday 11:00am-noon & 1:00-3:00pm
And by appointment

Call 08189-7
Tuesday 4:30 p.m. - 6:48pm
345 Arps Hall

This course is designed to provide students with a perspective in African-American educational history that goes beyond the study of "mainstream" movements and ideas. It will be concerned with the education of African-Americans from the perspective of African-American scholars. The course will study primary source documents from the late 19th and early 20th centuries as well as the historical research of contemporary scholars. Such a perspective will: illuminate the historical struggle against educational hegemony and servitude; analyze educational programs provided for and by African-Americans, and; articulate the educational ideology based on the works of these scholars which advocated the social, political and economic course of action they envisioned for the African-American nation.

The major questions to be addressed in this course will be:

- (1) How did racially stratified educational structures seek to perpetuate the oppression of the African Americans? What was the community's response to these threats?
- (2) What is the nature of the 'cultural' knowledge found in African American scholarship? How did this knowledge challenge the prevailing dominant academic structures, which sought to control and curtail the type and amount of education given to the African American community?
- (3) What, if any, "currents of thought" are present throughout this body of knowledge generated in African American scholarship?
- (4) What are the implications of this scholarship for educators and future generations of the African American community?

Required Textbooks:

Anderson, James. (1988). The Education of Blacks in the South 1860-1935. Chapel Hill: University of North Carolina Press.

Hurston, Zora Neal. (1937/1998). Their eyes were watching God. New York: Perennial Classics, Division of HarperCollins Publishers, Inc.

Gordon, Beverly. (2007). Perspectives in African-American Educational History. Book of Readings. Zip Publishing.

Woodson, Carter G. (1933/2000). The Miseducation of the Negro New York: AMS Press. Reprint, African American Images.

Course Requirements and Evaluation:

- 40% Participation in the discussion of assigned readings, as well as a demonstration of an interest in and understanding of the materials and concepts.
- Production and dissemination of conceptual, analytical, factual and/or commentary points/ bullets for each reading. *The first bullet must address the main argument/ thesis of the author.* You will have:
- at least 15 bullets for a book.
 - at least 10 bullets for a chapter
 - at least 4 bullets for each article.

You are required to bring two copies of your bullets to class each week!

For session 2, chapters will be assigned.

20% Attendance

40% Curriculum Development Project: The **History of African Americans : 1700 - 1950. Final project & presentations due: Dec. 9, 2008.**

Statement of Students Rights: Any student with a documented disability who may require special accommodations under The Americans with Disabilities Act, 42 U.S.C. 12101 et. Seq (2001) or Section 504 of the Rehabilitation Act of 1973, 29 U.S.C 794, et. Seq (2001) should self- identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.

Academic Misconduct: Academic misconduct of any kind is a serious matter and will not be tolerated. If you have questions about what constitutes academic misconduct and what procedures are followed, please consult the instructor. Faculty Rule 3335-5-54 will be followed in cases of academic misconduct – “ Each instructor shall report to the Committee on Academic Misconduct all instances of what he or she believes may be academic misconduct.”

Curriculum Development Project: The History of African Americans: 1700 - 1950

Student [s] will construct a unit on one aspect of the history of African Americans between *1700-1950s*. The goal of this project will be to compile materials that students and teachers can use collaboratively in classrooms. A secondary goal is to encourage students to be responsible for selecting and pursuing various topics. The activities within the unit should assist students with hands on experiences, projects, etc., to better help them understand the lived experiences of real people in real situations.

The units will be written at the high school level, so that all teachers will be able to adapt the information to their particular grade level. Topics include but are not limited to the following: Aesthetics-Music; Aesthetics-Theatre; Aesthetics - Artists; K-12 Public, Private or Higher Education; Health; Business; Religion; Demography; Politics/Civil Rights; Military; Community Life; Clubs and Organizations; Entrepreneurs; Employment; Pan Africanism, etc.

You will be required either send your unit as an email attachment and place it on a CD or Zip disk, or in the Course Carmen Drop Box so that it can be added to the ED 863 Homepage of projects. The format to be used is Microsoft Word. Since I have a Macintosh, I should be able to open your project. However, if it cannot be opened successfully, you will receive an incomplete until a copy can be successfully opened.

The following description will provide you with a guide for the construction of the unit. For examples of units, please refer to Professor Gordon's homepage in the School of Educational Policy and Leadership on the College of Education's homepage.

The first section will be The Overview. It will contain general information regarding the topic under study, and also provide background data and information for the reader to become more familiarized with the topic. This section should be approximately 5 pages in length.

The second section is Activities. These activities will provide teacher directives and suggestions for classroom projects and activities. These activities are to assist k-12 students with hands on experiences, projects, etc., to better help them understand the lived experiences of real people in real situations. The activities should include projects, games, dramatic activities, primary historical documentation and a good sampling of bibliographic material. You are encouraged to use graphics in your

project, which can be scanned onto your disk[s]. Some of the activities in a given section may rather long and complicated. Teachers should not feel obligated to complete the entire section of activities for each unit. In such a situation, the teacher and students may want to generate a priority list for the activities. Teachers and students should engage not only in these activities, but use the materials to extend their work or ideas.

The third section will be Bibliography. As a reference and resource for the unit, the bibliography will contain extensive library, journal, magazine, record album, and audiovisual references and resources.

Course Outline

September 30 Session 1

Dissemination of syllabus and requirements.
Introduction of an interpretative history of African-American Education.

October 7 Session 2

Woodson, C.G., The Education of the Negro Prior to 1861.
(Reading for the entire class- chapters to be assigned)
Class Project – Time Line For your assigned chapter please bring your bullets to class [at least 10] for your chapter.

October 14 Session 3

Anderson, J., The Education of Blacks in the South
1860 -1935.

October 21 Session 4

Greider, Katharine. The Schoolteacher's Stand. American Legacy.
Summer, 2006. pp. 12-16.

Washington, B.T. The Awakening of the Negro.
The Atlantic Monthly. September, 1896. 78(466) pp. 322-328.

DuBois, W.E.B. A Negro Schoolmaster in the New South. The Atlantic Monthly. January, 1899. 83 (495) pp. 99-105.

DuBois, W.E.B. Of the training of Black Men. The Atlantic Monthly. September, 1902. 247 (4) pp.98-108.

DuBois, W.E.B. Sociology and Industry in Southern Education.
(1907). The Voice of the Negro. May 1907, 4 (5) pp. 170-175.

Roman, C. V. A Knowledge of History is Conducive to Racial
Solidarity. (1911)

October 28 Session 5

Crummell, A., " Civilization--The Primal Need of the Race."

Crummell, A., "The Attitude of the American Mind toward the
Negro Intellect."

Dabney, W., "Colored School History to 1902, by Shotwell—
Teachers in Colored Schools, 1925."

Scarborough, W.S., "The Educated Negro and His Mission." (1916).

DuBois, W.E.B., "Education and Work (1930)"

Leavell, Ullin W. Needed Redirection of elementary Education
For Negroes (1936).

Jackson, Reid, E. "A Proposed Curriculum for Training
Elementary Teachers in Negro Colleges (1936).

November 4 Session 6 American Negro Art -- for what purpose

PBS Film: *I'll make me a world: The Harlem
Renaissance*

Hurston, Z.N. Their Eyes were watching God

November 11 Session 7

Franklin, V. P. (1979). The Education of Black Philadelphia.

November 18 Session 8

Woodson, C. G., The Miseducation of the Negro (1930)

November 25 Session 9

Douglas, Harl R. & Collins, Joseph H. (1936). "The Relationship of Certain factors to Failure Among Superior Pupils in a Junior High School for Negroes."

Trigg, H.L. (1934). " The Negro High School."

Wilkerson, D.A. (1936). "A High School Text for Negro History."

Anderson, W.E. (1947). The personality Characteristics of 153 Negro Pupils, Dunbar High School, Okmulgee, Oklahoma

Gregg, Howard D. (1938). "Non-Academic and Academic Interests of Negro High School Students in Mixed and Separate Schools."

December 2 Session 10

Jones, Clifton, R. (1946). Social Stratification in the Negro Population: A Study of social classes in South Boston, Virginia

Boardman, Helen. (1945). Current Trends and Events of National Importance Section A: Elementary Propaganda

Holden, P.H. (1938). After-School Careers of Negro High School Graduates of Houston, Texas, 1933.

Gordon, B. "The Fringe Dwellers: African American Women Scholars in the Postmodern Era."

Jensen, Norma (1948). Current Trends and Events of national Importance. Section A: A survey of Segregation practices in the New Jersey School System.

N.H.B. (1949). Segregation in Education.

Film: *The American Experience: Goin' Back to "T" Town*

**December 9 Session 11
Final Project presentation**