

Social Development in Urban Contexts

EDPSY 582A, Fall, 1999

Wednesdays 2:00-4:20 pm, Miller 104

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Purpose

Exploring a wide range of tensions that exist in urban contexts, participants in this course will collaborate to construct a sense of how intra- and inter-personal differences should be treated in urban schools. We will start by exploring the child's sense of self and move to how this is connected to their understanding of family, peers, school, and society. We will explore issues like:

- How does ethnic diversity influence identity development? Are students more comfortable with themselves if they learn in ethnically homogeneous or heterogeneous settings?
- How do social stereotypes about urban life affect development in family contexts?
- How are peer relations affected by school size, population diversity, and diverging sociocultural values?
- How do children's primary relationships affect their academic and social behavior in school settings?
- To what extent is it ethical to raise issues of victimization and power in educational settings where social inequalities are readily apparent and intractable?

Readings

We will rely heavily on readings that you choose and will work to identify important themes across papers. However, each of you will be asked to choose at least one of the following books and become the "class expert" on its content.

Cairns, R. B., & Cairns, B. D. (1994). *Lifelines and risks: Pathways of youth in our lifetime*. New York: Cambridge University Press.

Cross, W. E. (1991). *Shades of black: Diversity in African-American identity*. Philadelphia, PA: Temple University Press.

Huston, A. C. (Ed.) (1991). *Children in poverty*. New York: Cambridge University Press.

Nicholls, J. G., & Thorkildsen, T. A. (1995). *Reasons for learning: Expanding the conversation on student-teacher collaboration*. New York: Teachers College Press.

Tatum, B. D. (1997). *"Why are all the Black kids sitting together in the cafeteria?" and other conversations about race*. New York: Basic Books.

Assignments

Attached is a bibliography of readings that you might use as a starting point for identifying your own topic of inquiry. It is important that you complete assigned readings and before coming to class so that our discussions can be "meaty" and well-informed. The most important criteria for grades will involve the extent to which you participate in class activities and contribute to our struggle to understand the lives of urban children.

Thought papers (semi-structured writing assignments) will be assigned at various points in the semester. Instructions for each assignment will be given in class. More information about these tasks will be provided as we go.

Each student will also complete a final project. Early in the semester everyone will be asked to select an ethnic group they do not have direct experience with and propose a plan for developing a richer understanding of the how such individuals see themselves and their social worlds.

We will be working to construct a general working model for organizing our research and for representing the major conclusions we draw about social development in urban contexts.

Therefore, it is students' responsibility to volunteer information about how their project relates to the general model, ask for assistance from the group, and give us an indication of interesting experiences and findings they might have.

Tentative Schedule

Dates	Topics	Suggested Readings
Sept. 29th	Developing a Sense of Context	Brown, Kotlowitz, Bing
Oct. 6th	How Valid is the Research?	Washington & McLoyd; McLoyd & Randolph; Spencer & Dornbusch; Fisher et al.
Oct. 13th	The Developing Sense of Self	Spencer & Markstrom-Adams, Cross
Oct. 20th	The Developing Sense of Difference	About, Tatum
Oct. 27th	Youth and Families	Huston
Nov. 3rd	Youth and Peers	Cairns & Cairns
Nov. 10th	Youth and Schooling: Factors Influencing Achievement	Spencer & Dornbusch
Nov. 17th	Youth and Schooling: Factors Influencing Social Adjustment	Nicholls & Thorkildsen
Nov. 24th	Youth and Society	Youniss & Yates
Dec. 1st	Student Presentations	
Dec. 8th	Student Presentations	
Dec. 15th	Final Projects Due	

The Social Development in Urban Contexts: Sample Readings

Developing a Sense of Context

- Brown, C. (1965). *Manchild in the promised land: A modern classic of the black experience*. New York: NAL Penguin
- Edelman, M. W. (1985). The sea is so wide and my boat is so small: Problems facing black children today. In H. P. McAdoo & J. L. McAdoo (Eds.), *Black children: Social, educational, and parental environments* (pp. 72-82). Newbury Park, CA: Sage Publications.
- Kotlowitz, A. (1991). *There are no children here: The story of two boys growing up in the other America*. New York: Doubleday.
- Rose, M. (1995). *Possible lives: The promise of public education in America*. New York: Houghton Mifflin Company.
- Sabol, B. J. (1991). The urban child. *Journal of Health Care for the Poor and Underserved*, 2, 59-73.
- Tatum, B. D. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. *Harvard Educational Review*, 62, 1-24.
- Reed, S, & Sautter, R. C. (1990, June). Children of poverty: The status of 12 million young Americans. *Phi Delta Kappan*, K1 -K12.

How Valid is the Research?

- Fisher, C. B., Higgins-D'Alessandro, A., Rau, J-M. B., Kuther, T. L., & Belanger, S. (1996). Referring and reporting research participants at risk: Views from urban adolescents. *Child Development*, 67, 2086-2100.
- Gates, H. L. (1991). "Authenticity," or the lesson of Little Tree. *New York Times Book Review*, November 24, 1, 26-30.
- McLoyd, V. C., Randolph, S. M. (1984). The conduct and publication of research on Afro-American children: A content analysis. *Human Development*, 27, 65-75.
- Slaughter-Defoe, D. T., Nakagawa, K., Takanishi, R., & Johnson, D. J. (1990). Toward cultural/ecological perspectives on schooling and achievement in African- and Asian-American children. *Child Development*, 61, 363-383.
- Spencer, M. B., & Dornbusch, S. M. (1990). Challenges in studying minority youth. In S. S. Feldman, & G. R. Elliott (Eds.), *At the threshold: The developing adolescent*. (pp. 123-146). Cambridge, MA: Harvard University Press.
- Washington, E. D., & McLoyd, V. C. (1982). The external validity of research involving American minorities. *Human Development*, 25, 324-339.

The Developing Sense of Self

Ethnic Identity Formation

- Burnett, M. N., Sisson, K. (1995). Doll studies revisited: A question of validity. *Journal of Black Psychology*, 12, 19-29.
- Cross, W. E. (1985). Black identity: Rediscovering the distinction between personal identity and reference group orientation. In M.B. Spencer, G. K. Brookins, & W. R. Allen (Eds.), *Beginnings: The social and affective development of black children* (pp. 155-171). Hillsdale, NJ: Lawrence Erlbaum.

- Cross, W. E. (1987). A two-factor theory of black identity: Implications for the study of identity development in minority children. In J. S. Phinney & M. J. Rotheram (Eds.), *Children's ethnic socialization: Pluralism and development* (pp. 117-133). Newbury Park, CA: Sage Publications.
- Cross, W. E. (1991). *Shades of black: Diversity in African-American identity*. Philadelphia, PA: Temple University Press.
- Long, W. C. & Farr, C. A. (1991). Lost and found: Reflections on identity and success from six black men. *Urban Education*, 26, 310-326.
- Peshkin, A. (1991). Riverview High School students: Ethnicity and identity. In A. Peshkin, *The color of strangers, the color of friends: The play of ethnicity in school and community* (pp. 171-212). Chicago: University of Chicago Press.
- Ramsey, P. G. (1987). Young children's thinking about ethnic differences. In J. S. Phinney & M. J. Rotheram (Eds.), *Children's ethnic socialization: Pluralism and development* (pp. 56-72). Newbury Park, CA: Sage Publications.
- Spencer, M. B. (1985). Cultural cognition and social cognition as identity correlates of black children's personal-social development. In M.B. Spencer, G. K. Brookins, & W. R. Allen (Eds.), *Beginnings: The social and affective development of black children* (pp. 215-230). Hillsdale, NJ: Lawrence Erlbaum.
- Spencer, M. B. (1987). Black children's ethnic identity formation: Risk and resilience of castelike minorities. In J. S. Phinney & M. J. Rotheram (Eds.), *Children's ethnic socialization: Pluralism and development* (pp. 103-116). Newbury Park, CA: Sage Publications.
- Spencer, M. B., & Markstrom-Adams, C. (1990). Identity processes among racial and ethnic minority children in America. *Child Development*, 61, 290-310

Ego Development

- Delpit, L. D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58, 280-298.
- Enger, J. M., Howerton, D. L., Cobbs, C. R. (1994). Internal/external locus of control, self-esteem, and parental verbal interaction of at-risk Black male adolescents. *Journal of Social Psychology*, 134, 269-274.
- Falbo, T., Poston, D. L., Jr., Triscari, R. S., Zhang, X. (1997). Self-enhancing illusions among Chinese school children. *Journal of Cross-Cultural Psychology*, 28, 172-191.
- Fordham, S. (1988). Racelessness as a factor in black students' school success: Pragmatic strategy or pyrrhic victory? *Harvard Educational Review*, 58, 54-84.
- Franklin, V. P. (1985). From integration to black self-determination: Changing social science perspectives on Afro-American life and culture. In M.B. Spencer, G. K. Brookins, & W. R. Allen (Eds.), *Beginnings: The social and affective development of black children* (pp. 19-28). Hillsdale, NJ: Lawrence Erlbaum.
- Gibbs, J. (1988). *Young, black, and male in America: An endangered species*. Dover, MA: Auburn House.
- Hare, B. R., & Castenell, L. A., Jr., (1985). No place to run, no place to hide: Comparative status and future prospects of black boys. In M.B. Spencer, G. K. Brookins, & W. R. Allen (Eds.), *Beginnings: The social and affective development of black children* (pp. 117-130). Hillsdale, NJ: Lawrence Erlbaum.

- Hart, D., Atkins, R., & Ford, D. (1998). Urban America as a context for the development of moral identity in adolescence. *Journal of Social Issues, 54*, 513-530.
- Krause, N. (1985). Interracial contact in schools and black children's self-esteem. In H. P. McAdoo & J. L. McAdoo (Eds.), *Black children: Social, educational, and parental environments* (pp. 257-269). Newbury Park, CA: Sage Publications.
- Lawrence, C. M., Thelen, M. H. (1995). Body image, dieting, and self-concept: Their relation in African-American and Caucasian children. *Journal of Clinical Child Psychology, 24*, 41-48.
- Levy, G., Lysne, M., & Underwood, L. (1995). Children's and adults' memories for self-schema consistent and inconsistent content. *Journal of Social Psychology, 135*, 113-115.
- Markstrom-Adams, C., Adams, G. R. (1995). Gender, ethnic group, and grade differences in psychosocial functioning during middle adolescence? *Journal of Youth and Adolescence, 24*, 397-417.
- Ogbu, J. U. (1985). A cultural ecology of competence among inner city blacks. In M.B. Spencer, G. K. Brookins, & W. R. Allen (Eds.), *Beginnings: The social and affective development of black children* (pp. 45-66). Hillsdale, NJ: Lawrence Erlbaum.
- Powell, G. J. (1989). Defining self-concept as a dimension of academic achievement. In G. L. Berry and J. K. Asaman (Eds.), *Black students: Psychosocial issues and achievement* (pp. 69-82). Newbury Park, CA: Corwin Press.
- Silverman, W. K., LaGreca, A. M., Wasserstein, S. (1995). What do children worry about? Worries and their relation to anxiety. *Child Development, 66*, 671-686.
- Zhang, S. X. (1995). Measuring shaming in and ethnic context. *British Journal of Criminology, 35*, 248-262.

Racial Attitudes

- Aboud, F. (1988). *Children and prejudice*. New York: Basil Blackwell.
- Kiang, P. N., & Kaplan, J. (1994). Where do we stand? Views of racial conflict by Vietnamese American high-school students in a black and white context. *The Urban Review, 26*, 95-119.
- Katz, P. A. (1982). Development of children's racial awareness and intergroup attitudes. In L. G. Katz (Ed.), *Current topics in early childhood education, Vol 4*. (pp. 17-54). Norwood, NJ: Ablex.
- Kochman, T. (1987). The ethnic component in black language and culture. In J. S. Phinney & M. J. Rotheram (Eds.), *Children's ethnic socialization: Pluralism and development* (pp. 219-238). Newbury Park, CA: Sage Publications.
- Marshall, S. (1995). Ethnic socialization of African American children: Implications for parenting, identity development, and academic achievement. *Journal of Youth and Adolescence, 24*, 377-396.
- McAdoo, H. P. (1985). Racial attitude and self-concept of young black children over time. In H. P. McAdoo & J. L. McAdoo (Eds.), *Black children: Social, educational, and parental environments* (pp. 213-242). Newbury Park, CA: Sage Publications.
- McAdoo, J. L. (1985). Modification of racial attitudes and preferences in young black children. In H. P. McAdoo & J. L. McAdoo (Eds.), *Black children: Social, educational, and parental environments* (pp. 243-256). Newbury Park, CA: Sage Publications.
- Rooney-Rebeck, P., & Jason, L. (1986). Prevention of prejudice in elementary school students. *Journal of Primary Prevention, 7*, 63-73.

Aggression

- Coie, J. D., Dodge, K. A., Terry, R., Wright, V. (1991). The role of aggression in peer relations: An analysis of aggression episodes in boy's play groups. *Child Development, 62*, 812-826.
- Dodge, K. A., Pettit, G. S., Bates, J. E., & Valente, E. (1995). Social information-processing patterns partially mediate the effect of early physical abuse on later conduct problems. *Journal of Abnormal Psychology, 104*, 632-643.
- Durant, R. H., Getts, A., Cadenhead, C., & Emans, S. J. (et al.) (1995). Exposure to violence and victimization and depression, hopelessness, and purpose in life among adolescents living in and around public housing. *Journal of Developmental and Behavioral Pediatrics, 16*, 233-237.
- Graham, S., Hudley, C., & Williams, E. (1992). Attributional and emotional determinants of aggression among African-American and Latino young adolescents. *Developmental Psychology, 28*, 731-740.
- Hudley, C., & Graham, S. (1993). An attributional intervention to reduce peer-directed aggression among African-American boys. *Child Development, 64*, 124-138.
- Osterman, K., Bjorkqvist, K., Lagerspetz, K., M-J., Kaukiainen, A. (et al.) (1994). Peer and self-estimated aggression and victimization in 8-year-old children from five ethnic groups. *Aggressive Behavior, 20*, 411-428.
- Wall, J. E., Holden, E. W. (1994). Aggressive, assertive, and submissive behaviors in disadvantages, inner-city preschool children. Special issue: Impact of poverty on children, youth, and families. *Journal of Clinical Child Psychology, 23*, 382-390.

Youth and Their Parents

The Impact of Economic and Sociological Factors on Development

- Attar, B. K., Guerra, N. G., Tolan, P. H. (1994). Neighborhood disadvantage, stressful life events, and adjustment in urban elementary-school children. Special Issue: Impact of poverty on children, youth, and families. *Journal of Clinical Child Psychology, 23*, 391-400.
- Howes, C., Sakai, L. M., Shinn, M., Phillips, D. (et al.) (1995). Race, social class, and maternal working conditions as influences on children's development. *Journal of Applied Developmental Psychology, 16*, 107-124.
- Jarrett, R. L. (1995). Growing up poor: The family experiences of socially mobile youth in low-income African-American neighborhoods. Special issue: Creating supportive communities for adolescent development: Challenges to scholars. *Journal of Adolescent Research, 10*, 111-135.
- McAdoo, H. P. (1978). Factors related to stability in upwardly mobile black families. *Journal of Marriage and the Family, 40*, 761-776.
- McLoyd, V. C. (1989). Socialization and development in a changing economy: The effects of paternal job and income loss on children. *American Psychologist, 44*, 293-302.
- McLoyd, V. C. (1990). The impact of economic hardship on black families and children: Psychological distress, parenting and socioemotional development. *Child Development, 61*, 311-346.
- Simmons, D. A. (1994). Urban children's preferences for nature: Lessons for environmental education. *Children's Environments, 11*, 194-203.

- Scanzoni, J. (1985). Black parental values and expectations of children's occupational and educational success: Theoretical implications. In H. P. McAdoo & J. L. McAdoo (Eds.), *Black children: Social, educational, and parental environments* (pp. 113-122). Newbury Park, CA: Sage Publications.
- Wyman, P. A., Cowen, E. L., Work, W. C., Hoyt-Meyers, L., Magnus, K. B., & Fagen, D. B. (1999). Caregiving and developmental factors differentiating young at-risk urban children showing resilient versus stress-affected outcomes: A replication and extension. *Child Development, 70*, 645-659.

Parenting Strategies and Discipline

- Foster, H. (1983). African patterns in the Afro-American family. *Journal of Black Studies, 14*, 201-232.
- Franklin, A. J. & Boyd-Franklin, N. (1985). A psychoeducational perspective on black parenting. In H. P. McAdoo & J. L. McAdoo (Eds.), *Black children: Social, educational, and parental environments* (pp. 194-212). Newbury Park, CA: Sage Publications.
- Harrison, A. O. (1985). The black family's socializing environment: Self-esteem and ethnic attitude among black children. In H. P. McAdoo & J. L. McAdoo (Eds.), *Black children: Social, educational, and parental environments* (pp. 174-193). Newbury Park, CA: Sage Publications.
- Harrison, A. O., Wilson, M. N., Pine, C. J., Chan, S. Q., & Buriel, R. (1990). Family ecologies of ethnic minority children. *Child Development, 61*, 347-362.
- Kelley, M. L., Power, T. G., & Wimbush, D. D. (1992). Determinants of disciplinary practices in low-income black mothers. *Child Development, 63*, 573-582.
- Kelly, M. L., Sanchez, H. J., & Walker, R. R. (1993). Correlates of disciplinary practices in working to middle-class African American mothers. *Merrill Palmer Quarterly, 39*, 252-264.
- Neal, A. M., Nagle, L. (1995). Fears in African-American sibling and nonsibling pairs. *Journal of the National Medical Association, 87*, 48-50.
- Peters, M. F. (1985). Racial socialization of young black children. In H. P. McAdoo & J. L. McAdoo (Eds.), *Black children: Social, educational, and parental environments* (pp. 159-173). Newbury Park, CA: Sage Publications.
- Phinney, J. S., Chavira, V. (1995). Parental ethnic socialization and adolescent coping with problems related to ethnicity. *Journal of Research on Adolescence, 5*, 31-53.
- Smith, C., Krohn, M. D., (1995). Delinquency and family life among male adolescents: The role of ethnicity. *Journal of Youth and Adolescence, 24*, 69-93.
- Stewart, J. P. (1995). Home environments and parental support for literacy: Children's perceptions and school literacy achievement. *Early Education and Development, 6*, 97-125.
- Wade, J. C. (1994). African American fathers and sons: Social, historical and psychological considerations. *Families in Society, 75*, 561-570.
- Wilson, M. N. (1989). Child development in the context of the Black extended family. *American Psychologist, 44*, 380-385.

Youth and Their Peers

Gang Life

- Bing, L. (1991). *Do or die*. New York: HarperCollins Publishers.
- Bowker, L. H., Klein, M. W. (1983). The etiology of female juvenile delinquency and gang membership: A test of psychological and social structural explanations. *Adolescence, 18*, 739-751.
- Hagedorn, J. M. (1988). *People and folks: Gangs, crime and the underclass in a rustbelt city*. Chicago: Lakeview Press.
- Jankowski, M. S. (1991). *Islands in the street: Gangs in American urban society*. Berkeley, CA: University of California Press.
- Labov, T. (1982). Social structure and peer terminology in a Black adolescent gang. *Language in Society, 11*, 391-411.
- Perkins, U. E. (1987). *Explosion of Chicago's black street gangs: 1900 to present*. Chicago: Third World Press.
- Suttles, G. (1968). *The social order of the slum: Ethnicity and territory in the inner city*. Chicago, IL: University of Chicago Press.

Friendship

- Bonn, M. (1995). Associations between peer relations in childhood and adversity. *Early Child Development & Care, 105*, 77-91.
- Brook, J. S., Gordon, A. S., Brook, A., Brook, D. W. (1989). The consequences of marijuana use on intrapersonal and interpersonal functioning in Black and White adolescents. *Genetic, Social, and General Psychology Monographs, 115*, 349-369.
- Dean, A. L., Malik, M. M., Richards, W., & Stringer, S. A. (1986). Effects of parental maltreatment on children's conceptions of interpersonal relationships. *Developmental Psychology, 22*, 617-626.
- DuBois, D. L. & Hirsch, B. J. (1990). School and neighborhood friendship patterns of blacks and whites in early adolescence. *Child Development, 61*, 524-536.
- Giordano, P. C., Cernkovich, S. A., & Pugh, M. D. (1986). Friendship and delinquency. *American Journal of Sociology, 91*, 1170-1202.
- Goodenow, C., & Grady, K. E. (1993). The relationship of school belonging and friend's values to academic motivation among urban adolescent students. *Journal of Experimental Education, 62*, 60-71.
- Kistner, J., Metzler, A., Gatlin, D., & Risi, S. (1993). Classroom racial proportions and children's peer relations: Race and gender effects. *Journal of Educational Psychology, 85*, 446-452.
- Panella, D., & Henggeler, S. W. (1986). Peer interactions of conduct-disordered, anxious-withdrawn, and well-adjusted Black adolescents. *Journal of Abnormal Child Psychology, 14*, 1-11.

Youth and Their School

Achievement Motivation

- Allen, B. A., & Boykin, A. W. (1992). African American children and the education process: Alleviating cultural discontinuity through prescriptive pedagogy. *School Psychology Review, 21*, 586-596.

- Atwater, M. M., Wiggins, J., & Gardner, C. M. (1995). A study of urban middle school students with high and low attitudes toward science. *Journal of Research in Science Teaching*, *32*, 665-677.
- Birrell, J. R. (1995). "Learning how the game is played": An ethnically encapsulated beginning teacher's struggle to prepare Black youth for a White world. *Teaching and Teacher Education*, *11*, 137-147.
- Boykin, W. (1986). The triple quandary and the schooling of Afro-American children. In U. Neisser (Ed.), *The school achievement of minority children* (pp. 57-92). Hillsdale, NJ: Erlbaum.
- Busch, C. (1995). Mathematics in the city: The desire for meaning and the fear of freedom. In J. G. Nicholls & T. A. Thorkildsen (Eds.), *Reasons for learning: Expanding the conversation on student-teacher collaboration* (pp. 62-89). New York: Teachers College Press.
- Catterall, J. S. (1998). Risk and resilience in student transitions to high school. *American Journal of Education*, *106*, 302-333.
- Colsant, L. C. Jr. (1995). "Hey, man, why do we gotta take this...?" Learning to listen to students. In J. G. Nicholls & T. A. Thorkildsen (Eds.), *Reasons for learning: Expanding the conversation on student-teacher collaboration* (pp. 90-113). New York: Teachers College Press.
- Ellison, C. M., & Boykin, A. W. (1994). Comparing outcomes from differential cooperative and individualistic learning methods. *Social Behavior and Personality*, *22*, 91-103.
- Epps, J. (1985). Killing them softly: Why Willie can't write. In C. K. Brooks (Ed.), *Tapping potential: English and language arts for the black learner* (pp. 154-159). Urbana: IL, Black Caucus of the National Council of Teachers of English.
- Ford, D. Y. (1994). Nurturing resilience in gifted Black youth. Special issue: Affective dimensions of being gifted. *Roeper Review*, *17*, 80-85.
- Graham, S. (1988). Can attribution theory tell us something about motivation in Blacks? *Educational Psychologist*, *23*, 3-21.
- Graham, S. (1989). Motivation in Afro-Americans. In G. L. Berry and J. K. Asaman (Eds.), *Black students: Psychosocial issues and achievement* (pp. 40-68). Newbury Park, CA: Corwin Press.
- Grubb, H. J., & Dozier, A. (1989). Too busy to learn: A "competing behaviors" explanation of cross-cultural differences in academic ascendancy based on the cultural distance hypothesis. *Journal of Black Psychology*, *16*, 23-45.
- Jagers, R. (1992). Attitudes toward academic interdependence and learning outcomes in two learning contexts. *Journal of Negro Education*, *61*, 531-538.
- Jordan, T. J. (1981). Self-concepts, motivation, and academic achievement of Black adolescents. *Journal of Educational Psychology*, *73*, 509-517.
- Kohl, H. (1991). *I won't learn from you: The role of assent in learning*. Minneapolis, MN: Milkweed Editions.
- Nelson-LeGall, S. & Jones, E. (1990). Cognitive-motivational influences on the task-related help-seeking behavior of black children. *Child Development*, *61*, 581-589.
- Perry, I. (1988). A black student's reflection on public and private schools. *Harvard Educational Review*, *58*, 332-336.
- Peshkin, A. & White, C. J. (1990). Four Black American students: Coming of age in a multiethnic high school. *Teachers College Record*, *92*, 21-38.

- Schultz, G. F. (1993). Socioeconomic advantage and achievement motivation: Important mediators of academic performance in minority children in urban schools. *Urban Review*, 25, 221-232.
- Simmons, R. G., Black, A., & Zhou, Y. (1991). African-American versus white children and the transition to junior high school. *American Journal of Education*, 99, 481-520.
- Slaughter, D., & Epps, E. G. (1987). The home environment and academic achievement of Black American children and youth: An overview. *Journal of Negro Education*, 56, 3-20.
- Trusty, J., & Dooley-Dicky, K. (1993). Alienation from school: An exploratory analysis of elementary and middle school students' perceptions. *Journal of Research and Development in Education*, 26, 232-242.

Social Relations

- Clark, K. B. (1965). Getto schools: separate and unequal. In K. B. Clark, *Dark ghetto: Dilemmas of social power* (pp. 111-153). Middletown, CT: Wesleyan University Press.
- Johnson, L. (1995). *The girls in the back of the class*. New York: St. Martin's Press.
- Lamberth, J. (1979). The effects of punishment on academic achievement: A review of recent research. In I. A. Hyman & J. Wise (Eds.), *Corporal punishment in American education* (pp. 384-393). Temple, University Press.
- Marshall, N. L., Coll, C. G., Marx, F. McCartney, K., Keefe, N., & Ruh, J. (1997). After-school time and children's behavioral adjustment. *Merrill-Palmer Quarterly*, 43, 497-514.
- Phinney, J. S., & Cobb, N. J. (1996). Reasoning about intergroup relations among Hispanic and Euro-American adolescents. *Journal of Adolescent Research*, 11, 306-324.
- Posner, J. K., & Vandell, D. L. (1999). After-school activities and the development of low-income urban children: A longitudinal study. *Developmental Psychology*, 35, 868-879.

Achievement

- Allen, B. A., & Boykin, A. W. (1991). The influence of contextual factors on Afro-American and Euro-American children's performance: Effects of movement opportunity and music. *International Journal of Psychology*, 26, 373-387.
- Asamen, J. K. (1989). Afro-American students and academic achievement. In G. L. Berry, & J. K. Asamen, (Eds.) *Black students: Psychosocial issues and achievement* (pp. 10-16). Newbury Park, CA: Corwin Press.
- Ford, D. Y. (1993). Black students' achievement orientation as a function of perceived family achievement orientation and demographic variables. *Journal of Negro Education*, 62, 47-66.
- Frisby, C. L. (1993). "Afrocentric" explanations for school failure: Symptoms of denial, frustration, and despair. *School Psychology Review*, 22, 568-577.
- Gonzalez, M. L. (1990, June). School + home=a program for educating homeless students. *Phi Delta Kappan*. 71 (10), 785-787.
- Hale, J. E. (1993). Rejoinder to "myths of Black cultural learning styles in defense of Afrocentric scholarship. *School Psychology Review*, 22, 558-561.
- Hare, B. R. (1985). Reexamining the achievement central tendency: Sex differences within race and race differences within sex. In H. P. McAdoo & J. L. McAdoo (Eds.), *Black children: Social, educational, and parental environments* (pp. 139-155). Newbury Park, CA: Sage Publications.
- Heath, S. B. (1989). Oral and literate traditions among Black Americans living in poverty. *American Psychologist*, 44, 367-373.

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