**The Loss of African American Culture in the Post-Civil Rights Era**

SR 953: Research for 21st Century Scholarship

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Omega Graduate School

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Professor

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Antwon, you did a good job evaluating your sources’ authors and your assessment of each book’s (a) readability, (b) presentation of the subject, and (c) relevance to your chosen topic. You did a good job with the articles also. Your APA for your Works Cited only had a few mistakes where you used title case instead of sentence case. Overall, this was a great assignment. I only subtracted a little for lateness.

Grade: A-

Continuation of the SR953 Research for 21st Century paper that you began for Assignment #2.

1. **Write a summary for each of your resources** (see Assignment #2 instructions for specifications). Use a Level 1 heading at the beginning of each summary. Level 2 and Level 3 headings are optional.

a. Include the following for each book from Assignment #2 (A minimum of **two books** (minimum of one published in the **last five years)** relevant to your chosen topic.)

* a short biography of the author and his or her credentials, and
* your assessment of each book’s (a) readability, (b) presentation of the subject, and (c) relevance to your chosen topic.

b. Include the following for each journal article from Assignment #2 (A minimum of **five primary research** journal articles relevant to your chosen topic; four articles must be **less than five years old**.)

* the title, year, and author(s) of the research;
* the basic categories in the literature review section;
* a brief description of the research type and methods;
* a brief description of the population being studied and how the participants were selected for the research; and
* a brief description of the findings and conclusions.

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**Lost in Music**

Beth Fowler, PhD is an Associate Professor of Teaching in the Irvin D. Reid Honors College at Wayne State University. Fowler received her doctoral degree from the Department of History of this same university. Before being realized, her book was originally part of a project for her MA degree at the University of Windsor. Her research interests include pop culture and consumerism, the US civil rights movement, urban history, gender and sexuality, and African American history.

While deeply engaging and undoubtedly well researched, Fowler's book proved to be an easy read as it is only 363 pages, including a bibliography, index, and an about the author section. Fowler demonstrated in her book there was a correlation between what was happening within the music industry, specifically the music charts, and the larger American civil rights landscape. She looks at a time in American history when the different ethnic races struggled to coalesce. the music charts blended musical sounds from various artists, such as Chuck Berry, Elvis Presley, Little Richard, and Jerry Lee Lewis, across a spectrum of genres. Fowler’s research demonstrated that both races responded differently to the music and the movement.

I enjoyed this book because when we investigate what might have been lost by the African American culture in the post-civil rights era, it seems logical that one of the first places to research is one of the sectors that defines the African American community and embodies the African American existence.

**Lost in the Home**

Edmund W. Gordon, EdD is the John M. Musser Professor of Psychology, Emeritus at Yale University, Richard March Hoe Professor, Emeritus of Psychology and Education and Founding Director of the Institute of Urban and Minority Education (IUME) at Teachers College, Columbia University. Currently, Professor Gordon is the Senior Scholar and Advisor to the President of the College Board, where he developed and co-chaired the Task Force on Minority High Achievement. As a psychologist and expert in child development who has worked throughout his career on the issues of underprivileged and minority students in American education, he has authored and/or edited over 15 books and 175 articles.

In *Neighborhoods of Promise,* Gordon et al. (2018) noted the disparities in academic achievement between the various races (white and non-white) of students could be addressed by a holistic approach, which makes the focal point of the solution the communities in which schools are situated.

I found the reading of this reference intriguing in that Gordon et al. (2018) addressed the low achievement of non-white students from a vantage point most “experts” and politicians don’t seem to correlate or view as irrelevant. Gordon et al. (2018) seek to find the answers by focusing on the communities in which the schools and a great deal of the students. Their research seems to suggest that by allowing the communities to become vested in the interests of the education of the students by developing comprehensive education programs, the students would demonstrate greater success.

**Lost in Class**

Derek W. Black is a Professor of Law at the University of South Carolina. He began his career in teaching at Howard University School of Law, where he founded and directed the Education Rights Center. Before teaching, he litigated education cases at the Lawyers’ Committee for Civil Rights Under Law. He is the author of the cited work, and his forthcoming book is *Dangerous Learning*.

In *Schoolhouse Burning,* Black is very methodical and meticulous in laying the groundwork for his research. This made the book easy to follow and captivated me as he made his case for how a failing or thriving educational system has consequences for our democracy. Black declares there is an ongoing assault on American education that threatens to topple public education, ultimately affecting democracy. Black looks historically at how education was woven into the fabric of American citizenship by it being the constitutional right of all Americans and how that right has not been applied equally. *Schoolhouse Burning* demonstrates how the commitment to education, or the lack thereof, determines the strength of the American education system, and currently, the commitment is sorely lacking.

I found Black’s *Schoolhouse Burning* intriguing because of the book's title. However, the cover title proved to pale compared to the piece's content. I was further fascinated when I discovered this champion for educational equity and equality was a White law professor from Clinton, TN, raised in a conservative, undereducated White family. In his book, Black writes, “My first conclusion should worry you: The last decade aligns better with the darker periods of our history than the brighter ones. The trend is alarming not just for public education. It is alarming for democracy itself” (p.12). *Schoolhouse Burning,* for me*,* speaks to how a loss of African American culture through a devaluing, or altogether dismissal, of education for “minorities” is a loss of American values and culture.

**Lost in the System**

Katheryn K. Russell, PhD, is an assistant professor of criminology and criminal justice at the University of Maryland at College Park. She has also taught at the American University School of Law, City University of New York Law School, Howard University, and Alabama State University.

Russell’s book was found to be easily readable, not just due to its brevity (only 203 pages inclusive of appendices, notes, bibliography, index, and author’s biography) but also to the methodical way she laid out her case and research. Russell’s book was pertinent to my chosen subject because it helped identify some key issues or concerns plaguing African Americans (particularly males) while interacting with law enforcement and the criminal justice system. It speaks to some core issues of why the African American culture has been lost in America since the civil rights era, which is that it’s hard to maintain a culture when the culture is being prohibited from progressing due to incarceration.

**Journal Summaries**

**The Journal of Negro Education**

Ashford-Hanserd, S., Springer, S.B., Hayton, M.-P., & Williams, K.E. (2020). Shadows of Plessy v. Ferguson: The Dichotomy of Progress Toward Education Equity.

Ashford-Hanserd, et al. conducted their research using the integrative review of literature method (Toracco, 2005). They reviewed literature spanning 65 years from the time of the decision of *Brown v. Board of Education*(1954) to 2019. They limited their search to full-text, peer-reviewed articles in academic journals from 1954 to 2019, which yielded 235 articles. They narrowed this down to 25 articles containing the requisite data they needed to conduct their study. The authors noted that the majority of the studies involved children 18 and under, between K-12, spanning the United States. Ashford-Hansferd, et al. organized their findings into three standards of educational equity theory: access, participation, and outcomes.

The study found that the issues that existed in 1954 and earlier concerning equality in education for African Americans still persist, especially in the three standard areas they researched. The authors noted, “Until society is serious about equity, there will be no significant change, and the shadows of *Plessy v. Ferguson* will remain. Overwhelmingly, we attribute the slow climb for equity and upward mobility for African Americans to both overt and covert racism”.

**Journal of Youth and Adolescence**

Johnson, B.R., Jang, S.J., Li, S.D., & Larson, D. (2000). The ‘invisible institution’ and Black youth crime: The church as an agency of local social control.

Johnson et al. used the qualitative research method through surveys and questionnaires. In their research, they tested their hypotheses with data collected from the “National Youth Survey (NYS), a longitudinal study of a national probability sample of 1725 persons aged 11-17, originally surveyed in early 1997 (Elliot et., 1985). The sample was obtained through a multistage cluster sampling of households in the continental United States”. Their study concentrated on the fifth wave of the original study when the respondents had reached the age of 15 through 21. Johnson et al. selected this category of respondents because they were the only wave that included items measuring the 2 concepts they were focused on: neighborhood disorder and religious involvement.

The study found that the church should no longer be an invisible institution or a passive actor in the reduction of Black youth crime, nor should they be overlooked by criminologists. They suggested that social scientists should assist in the visibility of the African American church by conducting qualitative and quantitative studies of the efficacy of the African American church of social control.

**American Sociological Review**

Sugie, N.F., & Turney, K. (2017). Beyond Incarceration: Criminal Justice and Mental Health.

Sugie and Turney used the qualitative research method, which included surveys, questionnaires, and a longitudinal study. In their research Sugie and Turney examined “associations between criminal justice contact and mental health using data from the National Longitudinal Survey of Youth 1997 (NLSY97). The NLSY97 is a panel dataset of 8,984 youth between the ages of 12 and 16 on December 31, 1996 (Moore et al. 2000). These data include a nationally representative sample of 6,748 youths born between January 1, 1980, and December 31, 1984, and over-sample of 2,236 Hispanic and non-Hispanic black youth”.

Sugie and Turney concluded from their research that criminal justice contact (arrest or pretrial detention) does not necessarily reflect criminality or culpability. They noted that the distinction between criminal justice contact and behavior is important because their study's results showed that this contact had consequences for inequality. Moreover, their research showed the disproportionate criminal justice contact between the races/ethnic groups.

**Liberty University**

Robbins, R.M. (2023). Agents of Redemptive Hope: Churches and Communities Addressing the Problem of Anger and the African American Male.

Robbins, in conducting his research for this dissertation, used literature relating to: the historical perspective of African Americans, racial identity formation, anger, environmental factors, the Church, biblical response, and preventive and intervention response.

Robbins employed the qualitative research method, using a survey of adolescent boys between the ages of 10 and 17 and in-depth interviews with these same adolescents. The method employed was taken from (Mertens, 2019, p. 242) “to arrive at an understanding and interpretation of the human world based on real-life experiences” (p. 91). Robbins further stated, “This study’s qualitative approach derives from the Phenomenological Variant of the Ecological Systems Theory (PVEST) perspective regarding the African American adolescent male. The rationale for using such a framework emphasizes the individual’s context-centered concept; in other words, PVEST is a framework that provides a foundational understanding of the identity struggle of young Black men in the United States” (p.92).

Robbins concluded from his research that the Church and the community at large must become strategic partners in equipping adolescent African American males to process and deal with their anger issues. Furthermore, the Church being the body of Christ must demonstrate its potential for transformation within the community by sharing the redemptive message of the Gospel.

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