

Annotations

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ANNOTATIONS

Beamon, K., & Bell, P. A. (2006). Academics versus athletics: An examination of the effects of background and socialization on African American male student athletes. *The Social Science Journal*, 43(3), 393-403.

The image of the African American college athlete has superseded any other image of the African American male in academia. While there have been successful athletic experiences for many African American males in college, there is a sense that this achievement is bought at the expense of academic achievement. This article studies and addresses the socialization of African American males and how it predicts the success or failure of the African American male athlete as a student. A study of a football team at a Division I University was completed and various issues addressed according to the data collected. Factors such as parental involvement, study habits, and environment are analyzed. Following the reports on the data and collection is a brief summary and conclusion for the implications of the study.

Bonner, W. W. (1997). Black male perspectives of counseling on a predominately white university campus. *Journal of Black Studies*, 27(3), 395 - 408.

This article discusses the challenges that African American males face in adjusting academically on a predominately white campus. As a result, African American men experience many stressors and problems while matriculating at mainstream institutions. Bonner's article highlights the various stressors and indicators for the mental and emotional health of African American male students. In a study conducted by Bonner, he analyzed whether the attitudes of African American male students are in accordance with other studies, if counseling affects their attitudes and furthermore, the various factors that can be correlated with their attitudes. The results of the study are discussed as well as implications for the utilization of resources such as counselors and counseling centers at predominately white institutions.

Bonner, F. A. & Bailey, K. W. (2006). *Enhancing the academic climate for African American college men*. In M. J. Cuyjet (Ed.), *African American Men in College* (pp. 24-46). San Francisco, CA: Jossey-Bass.

Bonner and Bailey offer discourse on the factors that have been proven to enhancing and promoting a successful academic climate and experience for African American men. These factors include peer and family support, personal development and perception, as well as faculty relationships and institutional environment. The authors analyzed all of the aforementioned factors while providing a plethora of research and statistics that illustrate how those factors either assist or inhibit African American males that are in institutions of higher education. This article highlights a need for the support of both academic administration as well as student affairs administration in the creation of positive academic environments as well as positive social settings.

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Brown, C. (2006). The impact of campus activities on African American College men. In M. J. Cuyjet (Ed.), *African American Men in College* (pp. 47-67). San Francisco, CA: Jossey-Bass.

Brown gives an analysis of issues concerning the student involvement and engagement of African American men. He highlights the importance of environmental assessment on college campuses as well as strategic planning. Research and contemporary literature demonstrates that college administrators must pay special attention to the campus climate that they create for all college students if their goal is to increase student involvement and engagement and particularly that of African American males. Brown discusses a case study and details the procedure used, participants, and the findings and conclusions of the study completed. There is also a discussion concerning the non academic environment and how it relates to student perception, engagement as well as student involvement in social activities and organizations.

Cuyjet, M. J. (1997). African Americans on College Campuses: Their needs and their perceptions. *New Directions for Student Services*, 80, 5-16.

Cuyjet analyzes the disproportionate gains between African American men and women as well as the various disparities within higher education. Along with this there is a discussion of the non educational implications particularly those that concern employment and social status. Cuyjet poses the view that while most colleges that admit a significant number of minority students afford them with various services and offices equipped with professional staff, those same services may not necessarily address or meet the needs of African American men. In the article, the various discussion and discourses illustrate a need for special services or special care for African American males on campus, particularly those that can be identified as at risk students.

Cuyjet M. J. (2006). African American College Men: Twenty-First-Century Issues and Concerns. In M. J. Cuyjet (Ed.), *African American Men in College* (pp. 3-23). San Francisco, CA: Jossey-Bass.

As Cuyjet has been one of the leading scholars and researchers on the subject of African American men in higher education, this article focuses on the concerns and implications that African American college males are facing and battling as well as the issues that may arise in the near future. This article is a contemporary analysis on how educators and administrators should examine the issues of retention, student services, programming and development as they relate to the needs of African American males. There are also detailed discussions on relations between African American men and women as well as the various relationships between African American men and other student populations. Cuyjet suggests certain modes and methods of interventions that can assist both African American men and women.

Cuyjet, M. J. (2006). Helping African American men matriculate: Ideas and Suggestions.

In M. J. Cuyjet (Ed.), *African American Men in College* (pp. 237-249). San Francisco, CA: Jossey-Bass.

Cuyjet gives a broad overview of many issues that concern the matriculation of African American males and elevating their levels of academic achievement and success. Cuyjet highlights the need to isolate African American men from any other group for reasons such as assessment and the development of successful programming and implementations. While this article is a summary of various chapters in a book that details the needs and various assessments of African American men in college, it highlights and specifically summarizes the contemporary challenges and issues that African American male students face. Cuyjet ends the discussion by summarizing implications and suggestions and recommendations for college administrators for the near future.

Cross, T., & Slater, R. B. (2000). The alarming decline in the academic performance of African American men. *The Journal of Blacks in Higher Education*, 27, 82-87

In contrast to the academic performance of African American women, African American men have had much lower performance, and completion rates. Cross and Slater espouse the gender gap in academic performance as well as highlighting other indicators such as the participation rates of African American males in graduate and professional schools. While there have been many institutions combating these issues concerning African American men, there is some concern that if current trends continue as they have been, the participation of African American men in Higher Education at the end of this century will steadily decline to a nominal level. Cross and Slater indicate various factors including contemporary cultural trends such as negative stereotyping and the favoring of African American women over men by teachers and administrators at various levels.

Davis, J. E. (1995). College in black and white: Campus environment and academic achievement of African American males. *Journal of Negro Education*, 63(4) pp. 620-633

Davis gives a detailed and lengthy analysis of the experience of African American males at predominately white campuses and highlights two significant factors that affect the experience and achievement of African American males. These factors are specified as the perception of a lack of positive support and discrimination from professors, administrators, and fellow students. In an extensive introduction supported by literature, Davis explains how institutional social support can affect the outcome of student achievement and experience as well as the link between the social and academic experience of African American males. In a study that analyzed student background, college-level factors, and academic performance Davis exclusively researches the differences between African American males attending predominately white institutions and historically Black institutions.

Flowers, L. A. (2006). Effects of attending a 2-year institution on African American males' academic and social integration in the first year of college. *Teachers College Record*, 108(2), 267-286.

While a large percentage of African American male students that enter college matriculate at a four year institution, many attend 2 year institutions. This article explores the impact of attending a 2 year institution as opposed to a 4 year institution. The study analyzed academic experiences as well as social integration experiences during the first year of attendance at 2 and 4 year institutions. As many studies do, several variables were isolated and highlighted such as pre-college characteristics, institutional characteristics and students' academic experiences in college. The article includes a plethora of data and as well as charts, graphs, and tables that illustrate demographics, academic experiences and performance. A report on the results is given followed by a comprehensive discussion on the effects of attendance at 2-year institutions.

Garibaldi, A. M. (1992). Educating and motivating African American males to succeed. *The Journal of Negro Education*, 61, 4-11.

Garibaldi focuses on the experience of African American males in various public school systems of American but specifically focused on schools in New Orleans, Louisiana. While African American males face various challenges at the collegiate level, many of them never reach higher education due to their experiences in secondary schools. This article highlights various statistics that have been compiled from various studies demonstrating a need for an analysis of the education of African American males. These studies point to decline in academic performance in areas such as math and reading at the fourth grade level. Other statistics illustrate similar findings as discussed by Garibaldi in the article. While these findings are alarming there is a discussion on what can be done to remedy the situation. According to Garibaldi, African American male students at the elementary school levels face an even greater decline in academic performance due to teachers, administrators and other elements perpetuating negative stereotypes. Research demonstrates that at the elementary level all students need the support of teachers, family and community including African American males.

Gordon, E. T., Gordon, E. W., & Nembhard, J. G. (1994) Social science literature concerning African American men. *The Journal of Negro Education*, 63, 508-531.

The authors of this article highlight the need for research on the African American male as well as an analysis of the past research that has often precluded more progressive research and studies on the African American male in education, social science, economics and law. Before the 1980s much of the literature and discourse on the African American male focused on the plight and negative correlations such as absentee fatherhood, and correlations between collegiate participation and those participating in criminal activity that led to imprisonment. The authors also highlight some of current and contemporary trends and

Hall R. E. (2001). The ball curve: Calculated racism and the stereotype of African American men. *Journal of Black Studies*, 32 (1), 104-119.

This article defines various forms of racism that is present in modern day society in the United States that African American men face on a daily basis. Hall describes the origins of European superiority such as colonialism, slavery, and subjugation. Through a historical lens, Hall explains how Western racism has destroyed the image of the African American men in all aspects of society including the political, educational, economic, and legal realms. As a result African American men face many obstacles in obtaining higher levels of education due to exclusionary admissions standards and reliance on culturally biased measures such as I.Q. and standardized tests. Following Halls discourse on the various effects of institutional and cultural racism is a discussion on the origins and categories of stereotypes associated with African American men. Hall does not limit the scope of his discourse to African American men. The experiences and challenges of other racial minorities are discussed as well.

Hall, R. E., & Rowan, G. T. (2000). African American males in higher education: A descriptive/qualitative analysis. *Journal of African American men*, 5(3), 3-14.

This article analyzes a study on the factors that inhibit academic success for African American males in higher education. There is discourse and analysis on how racism impacts enrollment, retention, as well as graduation. The study also details peripheral factors such as institutional governance, administration and model. The authors give an extensive literature review, methodology, and implications that display several revelations such as institutions only accessing a certain applicant pool, and the effects of racism. The theory of human development is also discussed in the conclusion of the article and how it relates to student success among the population of African American male students.

Hare, N., & Hare, J. (1991). African American males on campus: An endangered species. *Black Collegian*, 21(4), 126-130.

This article is a brief synopsis of the plight of African American males on the various college campuses across the United States. While this article highlights some of the factors that contribute to lack of enrollment, the article also details some of various implications that the future holds for all African Americans in education and in society. The lack of African American males obtaining college degrees will result in a smaller applicant pool for jobs requiring baccalaureate and graduate degrees. Along with this African American females that are attending colleges find it more difficult to locate their male counterpart for social communication and possible partnership, whether it be possible marriage or for professional reasons. Other factors such as the presence of middle class white women permeating all facets of society and education have even more implications for the cultural representation of African American males. As trends continue in education and the economy for African American males this article illustrates the furthering of the crisis that African American males are currently facing.

Harper, S. R. (2006). Enhancing African American male student outcomes through leadership and active involvement. In M. J. Cuyjet (Ed.), *African American Men in College* (pp. 69-94). San Francisco, CA: Jossey-Bass.

The lack of African American male student involvement in the social and academic climate at predominately white institutions can be one of the significant factors that impede social and academic success at predominately white institutions. Harper analyzes and considers the gains of African American male participation in social experiences as well as leadership activities. There is a review of current literature on theories of student involvement and how it relates to the current trends of African American males in Higher Education. There is also a discussion concerning the positive correlations between student involvement and outcomes. By highlighting the current trends of African American males concerning student involvement and leadership, Harper illustrates strategic initiatives that can lead to higher rates of student involvement and as a result, higher rates of success and achievement.

Harper, S. R., & Harris, F. (2006). The role of black fraternities in the African American male undergraduate experience. In M. J. Cuyjet (Ed.), *African American Men in College* (pp. 128-153). San Francisco, CA: Jossey-Bass.

While fraternities offer a social network unlike any others to all those that participate, the significance of African American male fraternities has always been large and relevant to the college experience to those that join. Harper and Harris give a historical context of the presence of the Black fraternities in higher education but the article also offers discourse on how the fraternal experience relates to student development, leadership development as well as cognitive development. There is also some discourse on current issues and the many challenges and problems concerning Black Fraternities. The issue of academic achievement and failure in correlation to participation in fraternal organizations is also discussed. Harper and Harris dictate that as this new century progresses, fraternities must progress as well if those that have membership to the various fraternities are to continue the past trends of leadership.

Hood, D.W. (1992). Academic and non-cognitive factors affecting the retention of Black men at a predominantly White university. *Journal of Negro Education*, 61 (1), 12-23.

While much literature on the African American male focuses on environmental and social factors, Hood focuses on measures that may indicate academic success at a mainstream institution such as standardized tests, high school G.P.A., and the courses taken and completed in high school. The bulk of the article focuses on a study that was completed at a predominately white Midwestern university. A cohort of African American males was followed and various questionnaires completed. Variables used in the questionnaires included self assessment, campus support, academic support and family support. The aforementioned factors coupled with the various indexes including GPA, standardized test scores, and high school class ranking provided the data for the

study. Hood analyzed the results of the study for a discussion and brief analysis on the attrition rates of African American males at predominately white institutions.

Journal of Blacks in Higher Education. (1998). Why the large and growing gender gap in African American Higher education. *Journal of Blacks in Higher Education*, 19, 34-35.

Although brief, this article highlights the alarming gender gap between African American women and men in Higher Education. The article offers numerous statistics in various areas of higher education demonstrating the obvious gap but there is also some discourse on the factors that are attributed and associated with the large gender gap between African American males and women in higher education. Obvious indicators include racism and discrimination but the article also highlights motivating factors. One of which is the absence of African American males in higher education and in general in many areas of society but also the absence of African American fathers and positive role models. The author also highlights some of the various factors that propel African American women into higher education such as the concept of being a double minority, making them more attractive to the corporate world and in education. The discussion includes the adverse effects of slavery, and years and years of degradation that African Americans have faced.

Messer, K. L. (2006). African American male college athletes. In M. J. Cuyjet (Ed.), *African American Men in College* (pp. 154-173). San Francisco, CA: Jossey Bass.

Messer raises many issues ranging from the effects of the professional sports industry on the African American community to the issue of academic mediocrity that many college athletes face at colleges and universities. While many college athletes live the lives of celebrities when they are members of successful college athletic teams and clubs, their glamorous life is often cut short and their experience is unfulfilling as many college athletes do not graduate and this is particularly true of African American male athletes. While some college athletes do have the opportunity of becoming professional athletes, this mitigating factor does not hide the fact that college athletes are at risk for academic mediocrity and failure. Messer gives a review of the current literature but also details the experience of the African American male athlete. There is an analysis of the various factors that affect the experience of the aforementioned student population such as academic support, peer and family support as well as academic factors or stereotypes and discrimination. Messer reviews programs that have been initiated to thwart the challenges that student athletes faced and gives a summary of effective practices for African American male athletes.

Rich, J. A. (2000). The health of African American men. *ANNALS, AAPSS*, 569,

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Health has always been a concern for African American males, and in this article, Rich analyzes various factors that impede the health of African American men including socio-economic factors, stressors, and discrimination that many African American males face in daily life. While other minority groups face similar social ills in the United States, the health of African American men is significantly at odds moreover than any other ethnic group or gender. This article highlights the importance of educating African American males on issues concerning health and fitness and it is equally important to introduce African American youth to positive habits that will promote good health and a possible longer life that is on par with other Americans.

Roach, R. (2001). Where are the Black men on campus? *Black issues in Higher Education*, 18(6).

Roach offers a brief analysis of the imbalance in the levels of participation of Black men at academic institutions. A study was completed at Dillard University in New Orleans to offer discourse on the effects of the absence of African American men on campus. While there are many issues concerning African American male enrollment, retention and graduation at predominately white institutions, historically Black universities and colleges are experiencing the same phenomena. At universities like Dillard, African American women grossly outnumber the males. This article analyzes and identifies factors that are keeping African American men from entering college. Factors such as military service, incarceration, are analyzed as well as campus environment.

Roberts. G. W. (1994). Brother to Brother; African American modes of relating among men. *Journal of Black studies*, (24) 4, 379-390.

Roberts' article explores the various cultural elements that are present in friendships and communications of African American men. In the context of Western European values and modes of masculinity African American men often struggle in their own recognizance in the midst of American society. This article details the various barriers to male-male relationships and the modes that African American males use in relating to one another. Roberts analyzes various studies that have been done on African American male-male relationships that address these relationships as both a cultural norm and as a reaction to the social constraints placed on African American men due to negative stereotypes and racism as well as Eurocentric modes of masculinity. Roberts' article supports the premise that African American men have to compromise and negotiate between the two modes which are often in conflict with one another. While the Afro-centric mode of masculinity stresses community and cooperation, the Eurocentric model stresses competition and individuality.

Sutton, E. M. (2006). *Developmental mentoring of African American college men*. In M. J. Cuyjet (Ed.), *African American Men in College* (pp. 95-111). San Francisco, CA: Jossey-Bass.

The significance of mentorship has always been relevant to the discussion of African American males in higher education. Not only does mentorship foster academic success, and professional development, but bonds are made and strengthened through constant interaction with peers, mentors and any individuals involved. Sutton highlights a need for African American male mentorship and that mentoring programs for African American males are growing in various academic institutions in various forms. There is also a discussion on various approaches to mentoring such as instructional mentoring and developmental mentoring. Examples and overviews of mentoring programs are detailed followed by a summary and recommendations.

Washington, V. & Newman, J. (1991). Setting our own Agenda: Exploring the meaning of gender disparities among Blacks in Higher Education. *The Journal of Negro Education*, 60(1), 19-35

Although African Americans have maintained significant participation and in higher education since the late 1960s the presence of African American men at collegiate institutions can be described as sporadic at best. African American males have experienced greater losses in higher education than any other racial or gender group, especially in enrollment and graduation. In this article the authors analyze and offer discourse on various factors and measures including pre college experiences such as high school and other factors and inhibitors that African American males face before matriculating at universities or colleges. These factors include family experiences and background, social and cognitive factors as well as peer interactions and environmental influences. The experience of African Americans in graduate school and as faculty members is not excluded. Extensive discourse is offered on the aforementioned as well as discussion on the present of African Americans in graduate and professional schools and as administrative and executive personnel or faculty. By constantly highlighting the gender gap, many scholars deemphasize from larger problems which stem from racism and discrimination. In this article a discussion on the status and outlook for African Americans is given but the authors also isolate males and females by examining factors and challenges that are specific to both populations of students.

Wilson-Sadberry, K. R., Winfield, L. F., & Royster, D. A. (1991). Resilience and persistence of African American males in post-secondary enrollment. *Education and Urban Society*, 24(1), 87-102.

This article highlights the decrease in degree attainment of African American males since the 1980s. While there have been gains for African Americans across the country in various fields and in different disciplines, the decreases in African American college enrollments reflect the lack of participation of African Americans in higher education. The article goes on to analyze the factors that help African American male students achieve success and academic achievement on college campuses. Other issues

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are discussed such as self confidence, financial resources, as well as the aspirations of African American men. An extensive discussion on the impact that peers, counselors, and educational preparation have on the success rates of African American males.