

SELECTED WORKING BIBLIOGRAPHY
IN BLACK STUDIES

PREPARED FOR CONFERENCE
ACADEMIC EXCELLENCE AND SOCIAL RESPONSIBILITY
IN BLACK STUDIES: THE STANDARDIZATION OF CURRICULUM
FEBRUARY 24-26, 1977
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INTRODUCTION

This bibliography consists of over 500 references in the general field of Black Studies and Black people in higher education. It is a bibliography in progress and is by no means complete. We hope that it will be useful in our continuing collective efforts to strengthen ACADEMIC EXCELLENCE AND SOCIAL RESPONSIBILITY IN BLACK STUDIES. Further, we hope that YOU will take this bibliography as your own and contribute to its completion by sending us references that we have not included, bibliographies, papers (published and unpublished), and other items.

The significance of bibliographical work--surveying, organizing, cataloging, and disseminating the literature of Black Studies--cannot be overemphasized. It is at the core of standardizing curriculum in Black Studies and continuing the fight for a permanent place for Black Studies in higher education. As the call to this conference clearly states:

As an emerging discipline, there has been little time to systematically organize existing knowledge of the Black experience which is necessary for the development of a sound and effective curriculum. This process of standardization --developing a broad intellectual consensus around a core curriculum--is how disciplines establish their intellectual credibility and lay claim to a permanent place in the university.

Thus, the kind of work that this bibliography represents is an essential contribution to the continued survival and further development of Black Studies.

As we have repeatedly stressed with INTRODUCTION TO AFRO-AMERICAN STUDIES, YOU are essential to the collective process of making it the educational tool that effectively meets the needs of Black Studies in 1977 and beyond. Thus, we need your input in this bibliography and in all of our work. We look forward to your suggestions and to our future collective efforts as we BUILD ACADEMIC EXCELLENCE AND SOCIAL RESPONSIBILITY IN BLACK STUDIES!

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SECTION 1: SELECTED BOOKS, ARTICLES AND MONOGRAPHS

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The first part of the paper discusses the importance of understanding the cultural context of the research. It highlights the need for researchers to be sensitive to the values and beliefs of the communities they are studying. This is particularly important in the field of education, where cultural differences can significantly impact learning outcomes.

The second part of the paper focuses on the methodology used in the study. It describes the process of selecting participants, collecting data, and analyzing the results. The authors emphasize the importance of using a mixed-methods approach to capture both quantitative and qualitative data.

The third part of the paper presents the findings of the study. It shows that there are significant differences in learning outcomes between students from different cultural backgrounds. These differences are attributed to a variety of factors, including language barriers, social norms, and access to resources.

The fourth part of the paper discusses the implications of the findings for education. It argues that educators should take steps to create a more inclusive and culturally responsive learning environment. This can be achieved through a variety of strategies, such as using culturally relevant materials, providing language support, and fostering a sense of community.

The final part of the paper concludes with a summary of the key points and a call to action. It urges researchers and educators to continue to explore the cultural dimensions of education and to work together to create a more equitable and effective learning system.