

DOWNLOAD PDF POLITICAL PROFILES OF BLACK COLLEGE STUDENTS IN THE SOUTH

Chapter 1 : Colleges with Excellent Political Science Programs | CollegeXpress

Get this from a library! Political profiles of Black college students in the South: socio-political attitudes, preferences, personality, and characteristics. [John Dudley McClain].

Each, to varying degrees, changed government policy and, perhaps more importantly, changed how almost every American lives today. Why did black and white children attend separate schools? Why were women prevented from holding certain jobs? Why could a person be drafted at 18 but not able to vote until 21? This questioning inspired people to begin organizing movements to fight against injustice and for equal rights for all people. Instead of voting for a political candidate and then hoping that the elected official would make good policies, these protesters believed in a more direct democracy. They took direct action—public marches, picketing, sit-ins, rallies, petition drives, and teach-ins—to win converts to their causes and change public policies at the local, state, and federal levels. They contributed their time, energy, and passion with the hope of making a better, more just society for all. Third, the 1950s and 1960s were periods of relative economic prosperity for most of the country, making economic disparity in the United States more obvious. Fourth, a national culture was emerging that linked all Americans more closely than ever before; television became common and allowed people to witness events taking place in other parts of the country and the world. Fifth, more students were going to college than before World War II, creating a concentration of concerned and educated activists on the grounds of universities and colleges. To fight widespread unemployment and poverty, President Franklin Roosevelt created the New Deal programs. For the first time, the federal government assumed a major role in ensuring the welfare of its citizens. Americans began to look to their federal government to provide benefits for the needy and legal protection for the powerless. People began to pressure all branches of the federal government—the courts, Congress, and the president—to provide remedies to the injustices that plagued the nation. This new role, most Americans believed, was necessitated by the absence of any other powerful democratic, capitalist nation and the increasing dominance of the Union of Soviet Socialist Republics USSR. The two countries differed in many ways. Their political philosophies also differed: The United States became dedicated to fighting the spread of Soviet Communism, and for the first time agreed to protect its allies against foreign attack. It backed up its commitments by creating an awesome military capacity. How can the United States tell African or Asian countries to reject Soviet-style Communism and emulate the American way of life, when racism and inequality are so obviously a part of that way of life? Americans, they said, need to work toward democracy and equality for all citizens if they want to win the Cold War. Similarly, between 1950 and 1960 the gross national product of the United States had increased almost percent. As a result, many Americans were better off financially than they had ever been. Economic security also allowed Americans to question why some groups remained mired in poverty and to focus more attention—and spend more money—on remedying injustices and social problems. Not everyone shared in the new national prosperity, and those who did not began to look for the reasons why. Discrimination often played a major role in their impoverishment. With inequality so clearly a part of American society, they began to organize and win national attention. Numbers alone made them important; more than 76 million babies were born during the post-World War II "baby boom. In the early 20th century, most young Americans had moved quickly from childhood to adulthood. In the 1920s only 1 in 5 Americans graduated from high school, and almost all older teenagers were full-time workers. By the 1950s, however, nearly 3 out of 4 students finished high school, and about half of those students went on to college. As a result, by the 1960s, young people stayed with their peers for at least 12 years. College campuses in particular teemed with young people who had the freedom to question the moral and spiritual health of the nation. These young men and women would become a vital component of the social change movements of the 1960s era. The civil rights movement fought to end long-standing political, social, economic, and legal practices that discriminated against black Americans. It influenced later movements for social change, both by inspiring Americans to fight for change and by using methods of direct

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action, such as protest marches, rallies, and nonviolent civil disobedience tactics like sit-ins. In the s, many Americans participated in more than one protest movement. Although their specific goals differed, all of the movements were built on the ideal of citizen-activism and a belief that social justice could be won through political change. This movement produced one of the most important American social activists of the 20th century, Martin Luther King, Jr. The civil rights movement, as a national force, took root in the s but greatly expanded in power in the s. It originated among black Americans in the South who faced racial discrimination and segregation, or the separation of whites and blacks, in almost every aspect of their lives. In black Southerners often had to sit in the back of public buses, were refused service in most restaurants and hotels, and still went to racially segregated schools, despite the Supreme Court ruling, *Brown v. Board of Education*, which outlawed racially segregated education. Employment ads were separated into "Negro" and "white" categories, and black Southerners were openly restricted to the lowest paying and lowest status occupations. In addition, most black Southerners were effectively denied the right to vote. Conditions in the North were somewhat better, but segregated housing and schools, as well as job discrimination, were commonplace. Many blacks participated in major demonstrations, often led by King, in Albany, Georgia, in ; Birmingham, Alabama, in ; Washington, D. Young black activists also played a key role in the civil rights movement. In some of these students formed the Student Nonviolent Coordinating Committee SNCC , which fought for the right to vote and for an end to discriminatory laws and practices. Most white Americans, including many white Southerners, were shocked by the brutality that protesters endured in the Deep South. In horrified Americans watched on their television screens as Bull Connor, the police commissioner in Birmingham, Alabama, ordered dogs to attack peacefully marching black men, women, and children. The outrage of the nation and the determination of the activists led to the passage of civil rights legislation. In Congress passed the Voting Rights Act, which suspended the use of any voter qualification devices that prevented blacks from voting. The movement showed activists in other areas that they could work for change outside of the traditional political framework. They could use sit-ins, boycotts, marches, and rallies to focus attention on their cause and help initiate change in legislation and in society. Many of its early organizers had first become politically active in the early s working alongside blacks in civil rights protests. Composed mainly of white college students, the student movement worked primarily to fight racism and poverty, increase student rights, and to end the Vietnam War. At the core of the student movement was a belief in participatory democracy, or the idea that all Americans, not just a small elite, should decide the major economic, political, and social questions that shaped the nation. In a participatory democracy, citizens would join together and work directly to achieve change at the local level. The students hoped to give power to the people so that they could fight for their own rights and for political and economic changes. They demanded that faculty and administrators stop all research and activities that contributed to the Vietnam War. By some , young people around the nation had joined this organization. Berkeley students protested after university officials banned political leafleting on campus. They complained that they were treated like numbers, not people, at the overcrowded Berkeley campus. Other students around the country formed similar protest organizations, demanding an end to restrictive campus rules that failed to treat them like responsible individuals. For example, during the presidential primaries of , thousands of student volunteers worked for Eugene McCarthy, who ran for the Democratic Party nomination on the issue of ending the war in Vietnam. They rejected the traditional American belief in private enterprise and argued that the economy should be organized by the government to guarantee every American a decent standard of living. Some of the most extreme activists argued that only violent protests would lead to real social change. The Weathermen, a revolutionary group formed in , advocated an armed struggle to overthrow the U. They were responsible for a number of bombings during the late s and s. Those who protested the war argued that it was not, as government leaders argued, a vital struggle against world Communism. Many protesters believed that the Vietnam War was the last stage of a long struggle by the Vietnamese for independence. They pointed out that the Vietnamese had already, in , defeated France, which had controlled Vietnam as a colony. Following their defeat of France, the Vietnamese had

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become engaged in a civil war in which, protesters insisted, the United States had no right to interfere. Among student groups, the SDS played a vital role. While antiwar activists came from all elements of American society, most were white, middle class, and well educated. Colleges and universities were among the most important sites of antiwar activism. A key event took place at the University of Michigan in March. Within months, more than schools held similar events. This spirit of questioning authority and determining how common citizens could affect policy-makers was at the core of the antiwar movement. In April simultaneous marches in San Francisco, California, and New York involved some , antiwar activists. In October about 50, more militant protesters marched on the Pentagon. As the war continued, more and more people began to question U. For example, in Martin Luther King, Jr. However, as the war continued, more and more spoke out against it. On October 15, , a national teach-in on Vietnam involved millions of Americans. Millions of Americans staged protests against this widening of the war. In Ohio, the governor called out National Guard troops in response to a large student protest at Kent State University. Panicky National Guardsmen fired into a crowd of students, killing four and heightening tensions at campuses throughout the country. For many sixties-era studentsâ€”approximately three-quarters of a millionâ€”protesting against the Vietnam War became a major part of their everyday lives. Most scholars believe that the movement had little effect on presidential policies, but many other Americans believe that U. Nonetheless, the movement did greatly increase skepticism about the morality of American foreign policy and the purpose of sending American troops into combat. After Vietnam, a far more skeptical citizenry expectedâ€”even demandedâ€”that Congress, the mass media, and citizen groups openly debate every important foreign policy decision. Many women who participated in the movement had also worked in earlier movements, where they had often been relegated to menial tasks, such as photocopying and answering phones. Some began to protest these roles and to question the traditional roles for women in U. During the s and early s, society pressured women to marry, have children, and then remain at home to raise those children. Women were expected to stay at home and to depend on men to provide their financial support. The book encouraged women to work for change.

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Chapter 2 : Greensboro Sit-In - HISTORY

Political profiles of black college students in the South: socio-political attitudes, preferences, personality and characteristics / J. Dudley McClain, Jr.

Why should you study at a historically Black university or college? And the colleges and universities ranked here are those which still hold to that conviction. They have proven their commitment to local communities and underserved populations through ongoing programming. They recognize the volatile political climate and produce leaders and visionaries. Attending an HBCU means you will not only develop academically, but personally, socially, and entrepreneurially. You will develop leadership qualities while becoming an advocate for justice. And you will also make lifelong friends, as many of these small colleges encourage you to get involved with student-led organization, study abroad programs, and more. How much money do people make with a degree from a HBCU? Projected salaries can vary widely, as no degree payout is exactly the same. Though it is difficult to project how much you will make with a degree from a HBCU, one thing is certain: Many of these programs offer some of the lowest tuition rates in the nation. On top of these low rates, students at HBCUs receive more financial assistance, Pell Grants, and scholarships than any other kind of institution. What can you do with a degree from a HBCU? Many of these schools are small universities or colleges founded on a liberal arts core. That means you will have the opportunity for an interdisciplinary education while also honing your personal interests and skills. Likewise, many of these schools also offer trade training. So whatever your passions and career aspirations, a degree from an HBCU can help you achieve your goals. HBCUs have a long history of providing education that meets the demands of a changing economy and culture. Not surprising then that some of the most popular programs at these schools are in business, the social sciences, and, most notably, they include all of the STEM fields. What are the requirements for a degree from a HBCU? The application process for HBCUs is similar to that of traditional colleges and universities. However, HBCUs value a demonstrated commitment to community advancement and leadership formation. They also require proof of a strong academic program. Once accepted and attending, you can anticipate a four-year degree that will offer numerous opportunities for growth. From study abroad to research collaborations, many of these colleges and universities encourage you to become an involved, conscientious student. What are the best historically Black colleges and universities for ? To determine the 50 best HBCUs we employed our standard methodology while paying special attention to student opportunity and equity. For example, while investigating retention rates, which are a sign of student satisfaction, we also examined scholarships and financial assistance. Similarly, we ensured each school is affordable, highly regarded, and offers a solid return on investment. But we also made sure to include schools that prioritize leadership formation among their students.

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Chapter 3 : J. Dudley McClain (Author of Political Profiles of Female College Students in the South)

Political Profiles of Black College Students in the South: Socio-Political Attitudes, Preferences, Personality and Characteristics avg rating 4.0 ratings published

Republicans have leads among whites — particularly white men, those with less education and evangelical Protestants — as well as members of the Silent Generation. A new analysis of long-term trends in party affiliation among the public provides a detailed portrait of where the parties stand among various groups in the population. It draws on more than 25,000 interviews conducted by the Pew Research Center in 2014, which allows examination of partisan affiliation across even relatively small racial, ethnic, educational and income subgroups. Explore detailed tables for here. The share of independents in the public, which long ago surpassed the percentages of either Democrats or Republicans, continues to increase. This is the highest percentage of independents in more than 75 years of public opinion polling. For a timeline of party affiliation among the public since 1952, see this interactive feature. This report examines partisan affiliation among all adults, providing an in-depth look at subgroups of the public and tracking trends over time. To be sure, party identification also often differs by level of political engagement. But with the presidential election more than 18 months away, this report is intended to give a broad perspective on party identification. The demographic patterns among the general public seen throughout this report are mirrored among registered voters. As the presidential election grows closer, we will update this report on trends in partisan affiliation among registered voters. A closer look at

! Race and ethnicity. Gender differences are evident in nearly all subgroups: Across all educational categories, women are more likely than men to affiliate with the Democratic Party or lean Democratic. There are only slight differences in partisan affiliation between older and younger millennials. Republicans lead in leaned party identification by 48 points among Mormons and 46 points among white evangelical Protestants. Younger white evangelicals those under age 35 are about as likely older white evangelicals to identify as Republicans or lean Republican. Adults who have no religious affiliation lean Democratic by a wide margins 36 points. The balance of leaned partisan affiliation among white Catholics and white mainline Protestants closely resembles that of all whites. Party Affiliation The biggest change in partisan affiliation in recent years is the growing share of Americans who decline to affiliate with either party: The rise in the share of independents has been particularly dramatic over the past decade: Since 2008, the percentage of independents has increased nine points while Republican affiliation has fallen six points. Most of those who identify as independents lean toward a party. And in many respects, partisan leaners have attitudes that are similar to those of partisans — they just prefer not to identify with a party. Democrats have led in leaned party identification among the public for most of the past two decades. Among both men and women, increasing percentages describe themselves as independents. Since 2008, women have been consistently more likely than men to identify as Democrats or lean Democratic. Party ID by Race, Education There continue to be stark divisions in partisan leaning by race and ethnicity: Party identification among Asian Americans has shown little change in recent years. This data is based on interviews conducted in English. Differences in partisan identification across educational categories have remained fairly stable in recent years, with one exception: Highly-educated people increasingly identify with or lean toward the Democratic Party. There has been less change since 2008 in the partisan leanings of those with less education. In 2008, the Silent Generation leaned Democratic by a wide margin: The Democratic leanings of the Millennials are associated with the greater racial and ethnic diversity among this generation. Older generations of whites lean Republican by about 10 points or more.

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Chapter 4 : 10 Secrets for Top College Admissions | HuffPost

*Political profiles of Black college students in the South: Socio-political attitudes, preferences, personality, and characteristics [John Dudley McClain] on calendrierdelascience.com *FREE* shipping on qualifying offers.*

Co-Founder, Top Tier Admissions 10 Secrets for Top College Admissions High test scores can boost the chances that your application will be read, but to rise above the rest, here are some college admissions secrets. A senior administrator at Claremont McKenna, a highly regarded California liberal arts college, resigned after acknowledging he falsified college entrance exam scores for years to rankings publications such as US News. The scale was small: High test scores can boost the chances that your application will be read, but to rise above the rest, the critical components are grade point average and rank, institutional fit, love of learning, an academic focus, going above and beyond, and teacher recommendations. Many students assume very high SATs make them sure Ivy accepts and that just is not the case. Low test scores might mean you will not be in range, but high scores do not guarantee anything. The benefit of a hook Having a "hook," meaning something that offers strong positionality for an applicant, dramatically improves the odds of college admission. Typically 40 percent of the students attending top-tier universities such as Harvard, Princeton, and Yale have a hook. The major hooks are: Parents and socioeconomic background matter For the purposes of applying to college, it can help if the applicant is from a non-college or low-income background for college admission. Rather than hiding a non-college background, highlight it! Private high schools are not necessarily better than public high schools The perspective may be that attending a private school or boarding school from K offers a leg up in college admissions, but this is simply not the case. Attending a public high school can actually be better in the long run than going to a "fancy" private school in determining your college admissions odds. Colleges today are trying to diversify when it comes to their admitted classes. Dartmouth College, for instance, typically accepts 69 to 70 percent of its incoming freshman from public high schools, which gives students the chance to be at the top of their class in a larger pool as compared to a smaller private high school. In short, pick a college because of the FIT, not based on any perceived admissions advantage. College admissions officers will use this to translate and better understand your transcript. Even high schools that claim they do not rank often provide a very exact GPA distribution that allows colleges to "force" a rank. Establish connections and make contact -- not just online contact, but in-person contact Not all colleges offer on-campus interviews, but when applying to an institution that offers an option to interview, take them up on this offer. If offered an alumni interview, applicants should accept the offer. Interviews can make a student who is within range meaning has high scores, grades, a possible hook, promising institutional fit, etc. Also, many schools keep track of your "level of interest," so do check in at the admissions office when you visit. Be aware that a file will likely be created for you at any institution to which you apply At one Ivy League institution, real-life examples of items that have been placed into prospective student files which are housed at the admissions office and then later sent to senior admissions officers, faculty, department chairs, etc. Again, these are real-life examples! In addition, students should perform Google searches of their own names, ensure their online pictures and profiles have privacy settings engaged, conduct regular social media self-image checks, and ensure their email addresses and personal websites that are public are business appropriate. Many college admissions officers have assistants who perform these checks on top applicants, on-the-fence applicants and wait-listed applicants, and place corresponding notes in applicant files. Do not buy into college marketing confusion Colleges can give false encouragement to students and their families by buying their names and contact information from the College Board which administers standardized tests. Students with scores in a certain range may be targeted by colleges urging them to apply. This does not mean they are "invited" or have any kind of edge. In fact, it gives false hope for some and can cause confusion. The same applies for students who receive brochures, booklets, emails, and online invitations to admissions events. Applicants should not read into institutional marketing as any kind of an indication of potential or pending

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admission. Applicants should understand that the pool of applicants is smaller if and when they are able to apply early decision. If an applicant is sure of and committed to a university, taking the plunge and applying early decision can boost the odds of admission simply with the pool of students being lower. Colleges and universities care a great deal about their yield because it has an impact on their prestige, planning, and finances; students who apply early decision have committed to the institution and that helps institutions boost their yields. At many elite universities, students who include extra information that showcases their talents give themselves a chance to rise above the rest. Samples of extra information may include: Students have the opportunity to work with Michele and Mimi and leverage their experiences to create applications that rise above the rest. For those students applying to college this year, Mimi and Michele have created a self guided option based on their internationally acclaimed 4-day Application Boot Camp workshops.

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Chapter 5 : Historically black colleges and universities - Wikipedia

Add tags for "Political profiles of white college students in the South: socio-political attitudes, preferences, personality, and characteristics". Be the first.

Maxwele, the son of a poor miner, used to play football with his friends in a field behind his house. One morning in , when he was not yet 10 years old, he was startled in the middle of a game by an unfamiliar noise from above – somewhere between a rumble and a drone. He let the ball dribble away and tilted his head to the sky. The Eastern Cape legend had it that planes, a rare sighting, were flown by influential people, even people to be feared. But now the liberation movement had its own planes. That implied a promise: Several years after the historic election that brought Mandela to power, Maxwele moved from the Eastern Cape to an area outside Cape Town called Delft, where people said there were better schools and more jobs. But Delft turned out to be a bitter place. Almost half its residents were unemployed. The black township next door, Khayelitsha, where he went to volunteer for an HIV awareness campaign, was even worse. Families defecated in plastic boxes collected once a week by the municipality. While the boxes sat by the kerb, children played around them. In the winter, a bluster of whipping wind and sideways-slanting rain, Khayelitsha flooded, and sometimes the makeshift shacks dissolved wholesale, their tarp roofs and cardboard-box sidings disintegrating like sandcastles in a heavy wave. Maxwele got a job in working at Woolworths, an upscale supermarket in another Cape Town neighbourhood named Claremont. On their first day, he and his mostly black colleagues were given uniforms: His colleagues felt proud – they were real businesspeople now, office worker types! But Maxwele could see he was not in an office. He just looked the part. The vast majority of the Woolworths customers were white, and he was standing on his feet, attending to the needs of white people. It was a bitter reminder of the plane that had soared over his village in . He had heard that plane, but he had never flown on one. Freedom, it seemed to him, was an illusion, a promise heard but not truly experienced – fresh new clothes that concealed the dogged persistence of humiliations from the past. In his years in Cape Town, at the Delft community library, Maxwele had been reading more and more about the history of South Africa. Khayelitsha was prone to flooding because it had been a black-only settlement, built on sand; under apartheid, black people were consigned to the worst land. The customers at Woolworths were mostly white because Claremont was historically a whites-only neighbourhood, and white people with capital were usually still the only people who could afford to live there. The apartheid past, Maxwele realised, was still shaping his life. The realisation made him feel more and more angry, because it had not been what he had been taught growing up. In school and at home, their elders often reminded them how different life was for them and how much they had to be grateful for. The realisation made him feel more and more angry On the morning of 9 March, Maxwele travelled by minibus taxi out to Khayelitsha, picked up one of the buckets of shit that sat reeking on the kerbside, and brought it back to the campus of the University of Cape Town UCT , where, in , he had gained a scholarship to study political science. He took it to a bronze statue of the 19th-century British colonialist Cecil John Rhodes that held pride of place on campus, just downhill from the convocation hall. Formerly whites-only, in recent decades it has been considered a Jerusalem for young black students, the height of post-apartheid opportunity.

Chapter 6 : Best Historically Black Colleges and Universities

The United Negro College Fund: Established in , the UNCF awards scholarships and other types of financial aid to students attending 37 different HBCUs in the U.S. UNCF member institutions account for more than 60, college graduates each year.

Chapter 7 : Explore and Compare College Majors with College Factual

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University of Vermont had a black student-to-black faculty ratio in This is a much smaller ratio than most schools in the U.S. This is a much smaller ratio than most schools in the U.S. 6.

Chapter 8 : A Deep Dive Into Party Affiliation | Pew Research Center

In , the share of black students attending HBCUs had dropped to % of the total amount of black students enrolled in degree granting institutions nationwide. This figure is a decline from the 13% of black students that enrolled in an HBCU in the year and the 17% that enrolled in

Chapter 9 : The 30 Best Historically Black Colleges | calendrierdelascience.com

The first annual Black College Day is held in Washington, D.C., attracting 18, students who aim to increase attention to black colleges and universities. President Jimmy Carter signs Executive Order , a federal program to strengthen HBCUs and increase funding.