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Two Article Summaries

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FIRST ARTICLE

Being Black in a Sea of Color, Phenomenological Study Exploring Black Students' Racial Experience at an AANAPISI and Emerging HIS

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Semi-structured interviews thirteen black students who attended both Asian American Native American Pacific Islander Serving Institution (AANAPISI) as well as the emerging Hispanic-Serving Institution (HSI). The study's main goal was to illustrate symbolic interaction theory using interaction theory. It was identified that Asian and black students found a mismatch of their interaction due to their culture, invisible and hypersensitive. A research analysis of 20 years illustrated that African American students faced isolation, racism, cultural challenges, and other difficulties because of being in the environment of high white population institutions. Therefore, many researchers should focus their research on the experiences students pass through Asian or Hispanic institutions. The study's main research question was on how black students make sense of their experiences and their racial identity at AANAPISI and HIS and how they (black students) also tend to make sense of Asian and Hispanic peers in AANAPISI and HIS.

The study's literature review illustrates that various scholars have researched the lives of the black students studying in the schools dominated by whites and their experiences. Black and Asian students studying in institutions with a high population of whites were found to have to pass through almost the problems such as racial discrimination, poor performances based on the discriminatory climate of the compass, and lack of motivation. Their experiences are the same as the Hispanic students present in such institutions. Black students studying in the schools that are predominant with the black people were found to be successful than those who were in the schools that have predominant with the whites (Lu and Channel ,2019).Black students were more satisfied with their grades in black institutions than black students in white schools. The relationship between black's attitude, experience, and relationship can be analyzed in five stages: pre-encounter, encounter, immersion, immersion, internalization, and internalization commitment. Nigresence perspective is well illustrated with the black, Hispanic, and Asian students in the predominantly white schools and their ethnically predominant schools. Most of their experiences are based on their racial identity and not capabilities. The research used a theoretical framework of symbolic interactionism, which illustrates how people tend to co-construct with the society identifying their social meaning. It describes how black, Asian, and Hispanic students co-construct with society identifying their social world and what it means. Methods of the study were guided through a phenomenological approach because it seeks to understand the student experiences critically. Students from four institutions in the USA of mixed racial backgrounds were taken for the study. Participants came from all ethnic backgrounds and were sampled for the study.

Data collection was done through interviews which were digitally recorded. Data analysis was analyzed through deductive thematic analysis such as symbolic analysis, language, and interaction. The limitation of the study involved the presentation of single cases which do not represent the whole program. All participants were black who represented other ethnic groups thus, they could not do it efficiently. Findings if the study involved cultural mismatch, racial visibility, and invisibility (Lu and Channel, 2019). Discussions of the study demonstrated that United States colleges encourage racial discrimination without knowing through incorporating competition in college students, making students compete within ethnicity. The implication of the research illustrates that the complexity of the racial problem is not just a black or white problem. It is better to focus on the equality admission of college students despite partial backgrounds. Study implication illustrates that black students were often undermined because of their color. The college institutions need to promote collective values. The study concludes by illustrating that universities promote diversity due to racial balance admission; they should analyze and remove college systems that discriminate against black students.

SECOND ARTICLE

Shattering the Glass Ceiling: The Leadership Development of African American Women in Higher Education

<https://awl-ojs-tamu.tdl.org/awl/index.php/awl/article/download/125/110>

The research study's main goal was to explore various issues of race and gender that affect African American women. The research aimed at establishing implications of race and gender on African American women in Education. The phenomenological research method was used to use every aspect of the participants' stories for better understanding. The study results indicated that many African women were affected by race and gender in academia. Many research studies about women leadership and development of women in the modern days in the leaderships but few focuses on the race and gender issues those women in the leadership positions experience (Davis and Maldonado, 2015). When the female gender role is inconsistent with a leadership role, it was established that many women face prejudice. Various studies indicated that leadership characteristics are associated with males and females, making women often compared to men. The study literature review suggests that many women at lower levels of the jobs are often compared with men, denying them many opportunities. Few studies had illustrated the impact of race on cultural dominance, but this study focused on it. The differences existing between women and men makes women to find it difficult to obtain most of the opportunities in leadership. It was established that an increase of women in leadership opens opportunities for women to obtain more opportunities in the different sections of the organizations. Through a black and feminist theory, it was illustrated that race and gender are social constructs that within them, there are power differences.

For example, many black American women have lacked in leadership roles due to their race while white women have higher leadership opportunities. Historical backgrounds have played an important role in racial and gender inequalities. Black American women still experience racial discrimination due to their racial discrimination. The theoretical framework of the research focused on the connections of women's oppression through social constructs such as race, gender, and nationalism. It also incorporated feminist and social-cultural theories for contextualizing African

American women in leadership roles. Feminist theory perspectives on women's oppression and discrimination were incorporated in the study about the contest of black women's experiences. Black feminist theory was illustrated to identify how the position of white women African American women in the experiences and opportunities. White women are considered for more opportunities than black women, but women's perspective is generalized according to the white women's opportunities. Various theories were used in the study, such as social-cultural theories and intersectionality.

The research study used qualitative phenomenological study that aimed to explore intersectionality of race and gender. Data collection was done through open-ended questions interviews, and the participants were black women from the United States of America. The result of the study illustrated that many African women have been affected with race and gender issues in the field of academia. The result developed various themes such as predestined for success where their family values are essential for the success (Davis and Maldonado, 2015). Women must recognize the special advantage of other women serving in different roles like in the institutions. Lack of mentorship affects many of the women to advance than the white women. The implication of the study practices illustrates that understanding the leadership of African American women experiences is necessary because it will improve the leadership development opportunities. The study research study concludes that the experiences of black women based on gender and race can help society learn proper ways to improve ways of dealing with gender and race issues.

References

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