



2019 Brock International
Prize in Education Nominee

James D. Anderson

Nominated by Terah Venzant Chambers

**Brock International Prize in Education
Nomination Portfolio
Dr. James D. Anderson, Nominee**

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MICHIGAN STATE UNIVERSITY

August 29, 2018

Dr. Ed Harris
Brock Prize Administrator
Brock International Prize in Education
2021 S. Lewis, Suite 415
Tulsa, OK 74104-5733

Dear Dr. Harris and Brock Prize Jurors,

It is my honor to nominate Dr. James D. Anderson for the 2019 Brock International Prize in Education. According to the website, this award recognizes “educational ideas that will make systemic change and that can be useful to educators anywhere. We award the prize to people who have created innovative ideas and practices that make a demonstrable difference... The idea and its usefulness are the important considerations. We want to change the world.” To me there is no more deserving candidate than Dr. James D. Anderson, a “quiet giant” who has *used his career to advance the idea that the African American community has relentlessly pursued and cherished learning* despite facing (extra)legal, cultural, and structural barriers in a country that has demonstrated an indefatigable interest in showing the opposite. Over his 50 year career, the strength and conviction of Dr. Anderson’s contributions have provided critical counter evidence demonstrating that the Black community has represented nothing less than the full embrace of the promise of education.



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In order to demonstrate the impact of Dr. Anderson’s work I will outline three separate areas where Dr. Anderson’s ideas have had particular resonance. In this letter of nomination as well as the packet that follows I will outline these three areas in greater detail: 1) Influence on the historiography of African American Education; 2) Influence on desegregation and affirmative action legal jurisprudence via expert witness testimony; and 3) Influence on the pipeline of African American professors.

Area 1: The Historiography of African American Education

Dr. Anderson's award-winning book, *The Education of Blacks in the South*, transformed the historiography of African American education after slavery. Until that point, prevailing narratives pointed to the efforts of White northerners who traveled to the South after the Civil War and helped establish a network of public education. Anderson painstakingly documented the Black community's efforts not only to create and fund schools themselves, well before the end of the war, but also the impact these efforts had on the course of public education for all.

This nomination package provides a number of supporting documents for this contention. First, you will note that several of the letters of support describe this impact of Dr. Anderson's work. As noted by Dr. William Tate in his letter, "*the book represented a paradigm shift as the evidence presented suggests Blacks proactively sought better education-related opportunities, and then strategized to secure those opportunities.*" He further notes that the work had a demonstrable impact on other noted scholars, including noted scholar Dr. Mary Beth Gasman who discussed the impact of Anderson's book on her own perspective, noting "*I had always been given readings about Black people being victims but I never got to see any readings about African-Americans being leaders and taking action.*" Indeed, what a powerful idea. Dr. Anderson's tireless work in this area of scholarship also spurred his invitation to give several prestigious lectures, two of which are linked in this package. The first is the 11th Annual AERA Brown Lecture in Education, which Dr. Anderson gave in 2014. The second is a distinguished lecture given at AERA. Famed historian Dr. Fox-Genovese wrote a review of Anderson's book, which is also linked in this nomination portfolio. Finally, I have included a number of Dr. Anderson's articles, published in such prestigious outlets as *Educational Researcher*, *Urban Education*, and *History of Education Quarterly*, where readers can review Dr. Anderson's own words about the history of African American education and its implications for contemporary education.

Area 2: Expert Witness Testimony in Key Desegregation and Affirmative Action Cases

The second critical area of contribution I'd like to offer is Dr. Anderson's influence on the course of desegregation and affirmative action jurisprudence. Dr. Anderson's career spanned an important period in American racial history, as following the *Brown v. Board of Education* decision that held segregated schools unconstitutional, over the ensuing decades a number of critical legal cases came before various state and federal courts. Dr. Anderson served as a key expert witness in several key desegregation and affirmative action cases, including *Liddell v. Missouri*, *Jenkins v. Missouri*, *Knight v. Alabama*, *U.S. and Ayers v. Fordice*, and *Gratz v. Bollinger*. Dr. Anderson has always possessed a keen insight regarding the relevance of his research on the history of education for contemporary legal cases. That knowledge paired with an authoritative presence and knack for making complicated historical issues accessible to a lay audience made him a popular choice for these kinds of expert witness opportunities. In "Studying History to Shape the Future," an article linked in this nomination packet, Dr. Anderson talks about his unlikely entrance into the world of expert witness testimony as well as his

perspective on the relevance of his research for this work. This theme is also taken up in several of the letters of support. For example, Dr. Tate notes, “many historians capture the past, yet too few move beyond the academy.” Tate also mentions Anderson’s involvement in a number of education documentaries that further exemplify his commitment to public scholarship. Indeed, he is, as Tate describes, a “citizen scholar”.

Area 3: Cultivating a Pipeline of Black and LatinX Ph.D.s at Research-Extensive Universities

The final critical area of contribution that must be addressed is Dr. Anderson’s work mentoring thousands of scholars of color. There is literally no parallel to that accomplishment, either in total number of graduates or overall time span (save perhaps at Howard University, an Historically Black University). I have included a link to an article by Dr. Christopher Span in the *Journal of Blacks in Higher Education* (JBHE) in this packet, where he addresses this legacy more expansively. In that article, Dr. Span notes the origin of that impact:

Anderson, as a graduate student, was a member of the campus leadership team that envisioned and implemented Project 500, a campus initiative that lead to the recruitment and enrollment of nearly 700 African American undergraduates to the University of Illinois. Anderson traveled throughout the nation recruiting African Americans students to undergraduate, graduate, and professional programs at the University of Illinois. Few knew then that his efforts, as a graduate student, would turn out to be a continuous longstanding contribution to this campus. Case in point, for the past 20 years, he has either chaired or served on 66 dissertation committees for African Americans and 14 dissertation committees for Latino/a students. In the last 20 years, Dr. Anderson has either sat on or chaired 112 dissertation committees.

Continuing, Span discusses the impact these graduates have had on the field:

These scholars who have earned their doctorates at the University of Illinois under the direction or mentorship of Dr. Anderson and Dr. Trent have gone on to become provosts, deans, associate deans, professors, vice chancellors, directors of programs, entrepreneurs, principals, superintendents, and leading educators and researchers in their respective fields of teaching, research, discovery, and innovation. Some have founded schools, started not-for-profit organizations, worked for NGOs, and have influenced education policy at the state and federal levels. Some have joined the faculty at their respective institutions and continue the legacy of these two pioneers in identifying, recruiting, mentoring, and graduating outstanding students of color to their colleges, departments, and doctoral programs.

In his letter, Dr. Span summarizes Dr. Anderson's mentoring, stating, "*The dedication he has given to graduate education is beyond belief; he has single-handedly produced the next generation of African American and Latina/o academicians in the fields of Education and History.*" Indeed, the contention that Dr. Anderson's work has impacted generations of scholars of color is represented in the "Appreciating Dr. Anderson" Facebook page – linked in this package – that was created a few years ago and is full of pictures, memories, and accounts of the impact Dr. Anderson has had on the lives of so many. Indeed, Dr. Siddie Walker, whose support letter is also included in this package, also noted the impact Dr. Anderson had on her career, even though they originally had no direct connections. "*While Dr. Anderson is well known for his research, he is less known for the quiet ways he has poured into a new generation of scholars and the ways those scholars are shaping the educational possibilities of children yet unborn....For approximately 20 years, Dr. Anderson has quietly taught me. I broach ideas with him, share dilemmas of practice or research with him, seek his input on interpretations, and respond to his difficult and insightful questions. He has shared numerous stories of the ways in which his life experiences challenge historical records, and these very shared experiences have led me to raise new questions. For this investment, he receives no notoriety.*" These letters help us understand the impact of his influence, especially since every one of the thousands of scholars he has influenced could all write similar letters about his impact on their lives.

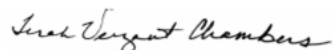
If I were to try and succinctly describe the impact of Dr. Anderson's work, I would suggest that he took a very powerful idea and translated it into critical research, legal, and practical applications. First, he used his powerful research to literally change the direction of a field of study. Once that was established, he used his expertise to counter legal action that sought to continue to place learning barriers in front of African American students by serving as a key expert witness in various legal cases. Finally, Dr. Anderson was able to directly put his assertion that the Black community was deserving of education by single-handedly cultivating a network of Black and Latinx scholars who matriculated through a rigorous, top-ranked program in education policy at a research-extensive, predominantly white university.

I invite you to closely examine the documents included in this nomination package, which begin with letters of support that I solicited from key education scholars who are strategically positioned to speak to Dr. Anderson's contributions. Following the support letters, I provide brief biographical data for Dr. Anderson, including his biography and curriculum vitae. Finally, I have included a document with links to a variety of Dr. Anderson's video lectures, news articles, and other relevant publications and professional works, many of which I have referenced in this letter.

However, as others have noted the personal impact of Dr. Anderson's work in their lives, I will close this letter by doing the same. I can personally attest to the power of Dr. Anderson's legacy as a scholar who directly benefited from him. A Black girl who grew up in Minnesota, I had few models of success who looked like me. A mentor (another of Anderson's protégé's) introduced me to the Educational Policy

Studies program at the University of Illinois. I will never forget my first meeting with Dr. Anderson and the quiet intelligence that radiated from him, as well as his certainty that I could earn a Ph.D and use it to make a difference. That meeting and my subsequent enrollment in the program truly altered the course of my personal and professional life. If at this point in the letter you are not compelled that Anderson's ***idea that the African American community has relentlessly pursued and cherished learning*** is one that can change the world, I submit that it changed mine. To a young Black girl¹ who had never encountered a single teacher of color, who was always told she was smart (for a Black girl), who was never taught the history of her community – I submit that this is an incredibly *dangerous* idea. It is an idea that ignites hope and the pursuit of dreams. It is an idea whose power is captured by Langston Hughes, who said “America never was America to me, And yet I swear this oath — America will be!” Taking a collective sense of dispossession and turning it into profound hope – for me individually but also for an entire community – this is the power of Anderson's contribution and why he is so deserving of this award.

Sincerely,



Terah T. Venzant Chambers, Ph.D.
Associate Professor

¹ I have previously written about the impact of my graduate school experiences for MSU Today <https://msutoday.msu.edu/360/2018/terah-venzant-chambers-rooted-in-reform/>



I L L I N O I S

Department of Educational Policy Organization
and Leadership
365 College of Education (MC 708)
1310 South Sixth Street, Champaign, Illinois 61820

September 2, 2018

To Whom It May Concern:

It is with great enthusiasm that I nominate Dr. James D. Anderson for the Brock Prize. Dr. Anderson is the Gutsell Professor and Dean of the College of Education at the University of Illinois at Urbana-Champaign. I have known Dean Anderson for nearly 25 years. I can say with the utmost confidence I have never met a person more committed to diversity or the advancement of excellence than James D. Anderson. For nearly 50 years he has been a stalwart advocate of enhancing society in these areas and countless others. He is the quintessential humanitarian, a believer in the transformative power of education, and approaches diversity and inclusion as a way of life. I am beyond honored to write this letter on his behalf and share some of the remarkable accomplishments he has made to society and life.

Dr. Anderson began his career at Illinois as a graduate student in the College of Education. In 1968, as a doctoral student, he was an instrumental personality in the establishment of Project 500, a program designed to increase the enrollment of African American students at the University of Illinois. Anderson traveled throughout the nation recruiting African Americans students to this campus in undergraduate, graduate, and professional studies. Few knew then that his efforts as a graduate student would turn out to be a continuous contribution to this campus.

In 1974, after a brief stint at Indiana University, he joined the faculty in the College of Education. For nearly 50 years, his research has focused on the history of African American education in the South from 1860-1935, the history of higher education desegregation in southern states, the history of public school desegregation, institutional racism, and the representation of Blacks in secondary school history textbooks. His seminal book, *The Education of Blacks in the South, 1860-1935* (1988) still serves as the standard interpretation in the educational historiography on African Americans. He has served as an expert witness in number desegregation cases including *Knight v. Alabama* (1991), *Ayers v. Fordice* (1995), *Jenkins v. Missouri* (1995), and *Gratz v. Bollinger* (2003) and *Grutter v. Bollinger* (2003).

He has taught courses on these subject matters, but the course he is most known for is EPS 310, Race, Culture, and Diversity. The course has been offered since 1993, and despite his

responsibilities as Dean of the College of Education, he still teaches it. More than 2000 students have debated, discussed, and come to understand the history and evolution of race and its impact on the United States. In many ways, students who have taken this course (I took it in 1995) have walked away with a much better understanding of how to be better more conscientious citizens in a multi-racial, multi-ethnic global economy.

Perhaps Dr. Anderson's greatest contribution to higher education has been his ever-constant pursuit to mentoring students, particularly graduate students of color. Case in point, for the past 25 years, he has either chaired or served on 70-plus dissertation committees for African Americans and nearly 15 dissertation committees for Latinx students. In the last 25 years, Dr. Anderson has either sat on or chaired over 125 dissertation committees. Since Fall 1995, he has had approximately 250 academic advisees (and this includes a current active advisee list of 30), again the majority being graduate students of color. The dedication he has given to graduate education is beyond belief; he has single-handedly produced the next generation of African American and Latina/o academicians in the fields of Education and History. I recently wrote about the remarkable success of Dean Anderson in an article published in the *Journal of Blacks in Higher Education*: <https://www.jbhe.com/2016/06/creating-the-talented-tenth/>, and another is forthcoming in the *National Society for the Study of Education (NSSE)*.

Under Anderson's leadership the department effectively recruited, mentored, and retained fellowship-quality students from underrepresented backgrounds, particularly African Americans and Latinas/os. For more than thirty years, as department head, this has been a foremost departmental priority, and the graduates of our department have helped to diversify colleges, universities, governmental agencies, and not-for-profit organizations across the nation. In 2015, 14 African Americans (9 females and 5 males), and five Latinx (3 Latinas and 2 Latinos) earned their doctorates in EPOL. In 2016, a total of 21 African Americans and 11 Latinx students earned their doctorate. By comparison, the rest of campus had a total of 41 earned doctorates by underrepresented students in 2016, 31 in 2015, and 21 in 2014. In the past half-decade, nearly 75% of all doctorates conferred in the department that Anderson led were earned by a person from an underrepresented or diverse background.

In 1986, the State of Illinois established the Illinois Consortium for Educational Opportunity Program (ICEOP) as an effort to diversify faculty in Illinois colleges and universities. The program, now called Diversifying Faculty in Illinois (DFI), offers a fellowship with a tuition and fee waiver (for up to four years) to recipients. Since its inception, both EPS and EPOL have been highly successful in aiding graduate students from underrepresented backgrounds in securing this fellowship. According to departmental records between 1986 and 2016, 107 graduate students (74 African American, 74 women, 31 Latinx, 2 Asian Americans) have earned this highly competitive fellowship. The fellowship aided them in earning a doctorate with minimal debt, and has resulted in producing 47 faculty nationwide, with 32 holding tenured faculty positions as of 2016; 12 directors of education programs; 11 senior administrators in higher education; 6 founders of schools or educational enterprises; 4 associate deans of education; 3 deans of education; one provost, and one president. There are currently 12 DFI fellows in the department as well.

With regard to the recruitment and retention of faculty, Dr. Anderson has been a difference maker here as well. When Anderson became head of Educational Policy Studies (EPS) in 1994, there were only eight tenure-system faculty members in the department. Today, there are 30 tenure-system faculty and it is extremely diverse. Of the 31 tenure-system faculty, 18 are women, and all but four are tenured or full (8 associate professors and 6 full professors); 12 faculty are African American, and all are tenured or full (5 associate professors and 7 full professors); one Latina and one Latino (full professor and assistant professor); 6 faculty are Asian or Asian American, two-thirds of whom are tenured (4 associate professors); and 14 of the 23 tenure-system faculty (60%) from these underrepresented and diverse backgrounds (African American, Asian American, Native American, and Latinx) have held a leadership position at the department, college, or university level. Nearly every faculty member in the department who has gone up for tenure under Anderson's leadership has been promoted. As Dean, he recently led an initiative that brought in 10 new faculty in the College; 7 of whom are from an underrepresented background. He has worked collaboratively with African American Studies, Gender & Women's Studies, Latino Studies, Native American Studies, LAS, and the Provost and Chancellor's Offices to bring in expert scholars of color across the campus. Equally important he has unofficially "mentored" countless faculty and administrators as they have navigated their professional spaces in higher education. He is arguably the most selfless person I have ever met and he truly only wants to see the best for everyone without any degree of reward for himself.

I say without hesitation that very few people have done more than James D. Anderson in making a positive difference for humanity, diversity and inclusion, and higher education. He is the most humble person I've ever known and truly is a role model to me and countless others and I hope that I have the wherewithal and conviction to do ten percent of what he has accomplished in his illustrious career. It is for these reasons and many more that I have left unstated that I nominate James. D. Anderson for the Brock Award. There are few people more deserving than James D. Anderson.

If you should have any questions or need any additional information please do not hesitate to contact me.

Sincerely,



Christopher M. Span, Associate Professor and Associate Dean for Graduate Programs
Vice President of Division F (History and Historiography)
Faculty Athletics Representative for Illinois and the Big Ten
cspan@illinois.edu



EMORY
UNIVERSITY

Faculty of Arts and Sciences
Division of Educational Studies

August 29, 2018

Dr. Ed Harris
Brock Prize Administrator
Brock International Prize in Education
2021 S. Lewis, Suite 415
Tulsa, OK 74104-5733

Dear Dr. Harris:

I am certain that most scholars in higher education in the United States are familiar with the seminal scholarship of Dr. James Anderson. Without question, his work has reshaped the terrain of educational history by introducing hidden actors and cycles of oppressive circumstances that were unknown one generation earlier. For his massive reshaping of historical knowledge, Dr. Anderson has been accoladed on numerous occasions. His work has been used in history classes, general education classes, teacher education classes; it has been introduced in witness testimony in federal trials; I even heard it referenced in a radio program this week. Thus, I join with other colleagues who applaud the articles, books, lectures, and other forms of publication that affirm his scholarship. I write, however, for a different reason.

While Dr. Anderson is well known for his research, he is less known for the quiet ways he has poured into a new generation of scholars and the ways those scholars are shaping the educational possibilities of children yet unborn. I do not speak of the routine advising he does as part of the professional commitment of scholars in higher education, although he certainly does this well as the plethora of professors in institutions across the country trained by him can attest. I speak instead of the extending of self beyond one's students and impacting opportunities for children in ways that would be almost untraceable. I know he has done this for many as I see the appointments he maintains each year at professional meetings--young people who are eagerly and patiently awaiting their time alone with him. However, instead of reporting the experiences of others, I wish to use my own encounters as the exemplar.

"Talk to James Anderson," a senior colleague instructed me when I was new to the academy and beginning a research project in an area similar to his own. I had read his book and was utterly intimidated at the thought of requesting a private time to meet with him. When I summoned the courage, he immediately said yes. He did not know me as anyone's student, and we had never crossed paths at any professional meeting. Yet, Dr. Anderson took the time to

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An equal opportunity, affirmative action university

have lunch, offer archival suggestions, and push my preliminary thinking about the work. It was the first of many meetings with him at professional conferences.

For approximately 20 years, Dr. Anderson has quietly taught me. I broach ideas with him, share dilemmas of practice or research with him, seek his input on interpretations, and respond to his difficult and insightful questions. He has shared numerous stories of the ways in which his life experiences challenge historical records, and these very shared experiences have led me to raise new questions. For this investment, he receives no notoriety.

Please accept the following as examples of the ways his unseen teaching has paid off in another's career. The book he first helped me conceptualize garnered the Grawmeyer Prize in Education. This prize is designed to elevate works which reflect the public interest. The ideas from this book and its sequel produced a network of community investment in an urban school community at Emory University that resulted in the creation of a program affectionally called TITUS (Teaching in the Urban South). The close relationships created between higher education, public schools, and parents through this program was deemed such a model that a book editor sought the students and faculty who worked to create TITUS and asked that a book be published as a model for other universities interested in community engagement. This spring that book was released: *Living the Legacy*. This summer, the patient insight he provided resulted in the publication of *The Lost Education of Horace Tate*, a massive historical accounting that embeds new actors in civil rights history, the *Brown v. Board of Education* decision, and school desegregation. In fewer than 30 days of publication, the work appeared on CSPAN and was effusively reviewed in a variety of venues, including the *Wall Street Journal* and *The Atlantic*. I share these selected examples of the reach of my work not for personal accolades but as evidence of the ways the right kind of engagement influences the public good in ways not visible on a resume.

Dr. James Anderson must be considered for the Brock Prize in Education because he is one of the few scholars in higher education I know who influences change using a model different from the more typical university centers or other forms of educational practice. I am arguing that I am but one of many people—connected to him in no documentable way—who are influencing communities as a direct result of the invisible network of support he provides. We lead centers, work in communities, produce cutting-edge scholarship, and are in ongoing conversation with political decision-makers. In every case, the public sees the particular author or community activism; it does not see the ways the work of these seemingly disconnected people share one similarity: they all reflect insights acquired from him.

What does it mean to generate educational ideas that produce systemic change? Clearly, Dr. Anderson's own research ideas have done so. However, another way to produce systemic change is to influence the agents who will be the ones making the changes. I believe this is the work Dr. Anderson does for which he has never been recognized. I believe it is also time that he be recognized.

Along with other writers, I offer my full support of Dr. James Anderson for the Brock Prize in Education. I am available for additional questions.

Sincerely,

A handwritten signature in blue ink that reads "Vanessa Sidle Walker". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Vanessa Sidle Walker
Samuel Candler Dobbs Professor of Educational Studies



Washington University in St. Louis

GRADUATE SCHOOL OF ARTS & SCIENCES

William F. Tate

Dean and Vice Provost for Graduate Education

Edward Mallinckrodt Distinguished University Professor in Arts & Sciences

Dear Brock International Prize Selection Committee:

I support the nomination of Professor James D. Anderson for the Brock International Prize in Education. Considered one of the top scholars and leaders in the field, Professor Anderson ranks among the world's most impactful and significant historians of education. A brief summary of his outstanding contributions follows.

For nearly five decades, Dr. Anderson has been a productive scholar and thought leader whose historical approach to the study of the American South offers insight into the political fabric and legal decisions associated with Black life and related opportunity regimes. In doing so, he provides a robust understanding of the political and economic history of the United States more broadly. His seminal scholarly treatment of the subject, *The Education of Blacks in the South, 1860-1935*, represents a major contribution to our field. He pulled back the curtain of the past and offered the world a view into the interrelationships between government, philanthropic organizations, and educational institutions during Reconstruction and into the early twentieth century. We gain a better understanding of how the blueprint for Tuskegee Institute shaped thinking and policy related to Black education. The book represents a paradigm shift as the evidence presented suggests Blacks proactively sought better education-related opportunities, and then strategized to secure those opportunities. Anderson documents this process; and his book requires any right-thinking person to pivot from stock stories suggesting that post-slavery Black political life lacked a focus on pro-social development and academic advancement. His research contributions transformed graduate education in the field. For example, the University of Pennsylvania's noted historian, Mary Beth Gasman, described her own training, "Dr. John Thelin, a prominent historian of higher education, assigned a book called *The Education of Blacks in the South* by James Anderson... That book changed my whole perspective on education. I had always been given readings about Black people being victims but I never got to see any readings about African-Americans being leaders and taking action." Many other scholars concur with the importance of Anderson's contribution. His book received the Outstanding Book Award from the American Educational Research Association (AERA).

In the same genre of historical scholarship, Professor Anderson examined the origins and development of citizenship and equal rights by the Reconstruction Congress (1865-1875) to determine if it created a reformulated constitutional framework driven by tenets of colorblindness, and ultimately prohibitions on racial classifications in public policy including educational policies associated with school desegregation and affirmative actions. Using a multiethnic history, Anderson helps us see the variation and impactful ways in which racial ideology informed the values and decision-making of the Reconstruction Congress and the manner in which this congress crafted the conception and aims of citizenship and equality into a refashioned constitutional order. The design serves as the legal framework for modern

discussions relative to race-conscious education policies. Several years ago, I had the distinct honor of introducing Professor Anderson as part a lectureship delivered at the annual meeting of the AERA. As I listened to him speak on this topic, my mind erupted with many thoughts including the time involved in piecing this amazing American story together. His presentation of America's political history and education embodied how the historical tradition tracks what might be lost over time and breathed new life into our understanding of contemporary debates. His intellectual investment captures our history and represents a signature contribution to the democratic project.

Many historians capture the past, yet too few move beyond the academy. Professor Anderson epitomizes the exception. He served as an expert witness in a series of federal desegregation cases, including, *Liddell v. Missouri*; *Jenkins v. Missouri*; *Knight v. Alabama*; *Ayers v. Mississippi*; and the University of Michigan affirmative action case, *Gratz v. Michigan*. He served as advisor to and participant in the PBS documentaries "School: The Story of American Public Education," "The Rise and Fall of Jim Crow," and "Forgotten Genius: The Percy Julian Story." His contributions inform legal debates related to access and opportunity, while contributing to civic discourse associated with public education. As a citizen scholar, he excels.

Professor Anderson served in leadership roles at the University of Illinois for several decades. In his capacity as department chair, he created one of the most robust pipelines of policy scholars in education in the United States. I view him as arguably the most important and impactful academic department head of the past century in the field. His former mentees and students consist of many of the top junior, mid-career, and now senior scholars in the field.

Over nearly a 50-year period, Professor Anderson has contributed to education by providing thoughtful historical insight focused on (1) the relationship between political, economic, and education interests, (2) connections between past policy formulations and contemporary legal debates, and (3) the production of media products aimed to improve public understanding of education as central to democracy and opportunity. His status as an elected member of the National Academy of Education and a fellow of AERA indicate how peers view him. I enthusiastically endorse James D. Anderson's nomination for the Brock International Prize in Education.

Sincerely,

A handwritten signature in black ink, appearing to read "William F. Tate". The signature is fluid and cursive, with the first name "William" and the last name "Tate" clearly legible.

William F. Tate

**Brock International Prize in Education
Nomination Portfolio
Dr. James D. Anderson**

BIOGRAPHY

James D. Anderson is dean of the College of Education, the Edward William and Jane Mary Gutsell Professor of Education; and affiliate Professor of History.

His scholarship focuses broadly on the history of U.S. education, with specializations in the history of African American education in the South, the history of higher education desegregation, the history of public school desegregation, and the history of African American school achievement in the 20th century. His book, *The Education of Blacks in the South, 1860-1935*, won the American Educational Research Association outstanding book award in 1990. He is senior editor of the *History of Education Quarterly*. Anderson has served as an expert witness in a series of federal desegregation and affirmative action cases, including *Jenkins v. Missouri*, *Knight v. Alabama*, *Ayers v. Mississippi*, *Gratz v. Bollinger*, and *Grutter v. Bollinger*. He served as an adviser for and participant in the PBS documentaries *School: The Story of American Public Education* (2001), *The Rise and Fall of Jim Crow* (2002) and *Forgotten Genius: The Percy Julian Story*. He was elected to the National Academy of Education in 2008.

In 2012, he was selected as a Fellow for Outstanding Research by the American Educational Research Association and received the Lifetime Achievement Award from the American Association of Colleges for Teacher Education. In 2013, he was selected Center for Advanced Study Professor of Education Policy, Organization and Leadership at the University of Illinois.

BROCK BIOGRAPHY

In his 50 years at Illinois, Dr. James D. Anderson, now Gutsell Professor and Dean, has revolutionized the field in three ways. First, his award-winning book, *The Education of Blacks in the South*, transformed the historiography of education for Black people after slavery. The prevailing narrative suggested Black education resulted from white northerners' efforts. Anderson painstakingly documented that the Black community not only created and funded schools, but their unwavering dedication also altered the course of public education for Whites. Second, Dr. Anderson served as an expert witness in several key federal desegregation and affirmative action cases. Finally, he recruited and graduated hundreds of Black and LatinX Ph.Ds. Anderson is a "quiet giant" whose impact on education is immeasurable.

**Brock International Prize in Education
Nomination Portfolio
Dr. James D. Anderson**

CURRICULUM VITAE

Personal

Work Address: 1310 South Sixth Street, 38 Education, Champaign, IL 61820

Work Phone: 217-333-0960

E-Mail Address: janders@illinois.edu

Educational Background

University of Illinois at Urbana-Champaign -- Ph.D., 1973, Major Field: History of American Education; Minor Field: African American History

University of Illinois at Urbana-Champaign -- M.Ed., 1969, Major Fields: History and Social Studies Education.

Stillman College (Tuscaloosa, Alabama) -- BA, June 1966, Major Field: Sociology

Academic Positions

2017-Present: Dean, College of Education, University of Illinois at Urbana-Champaign

2017-Present: Affiliated Professor, College of Law, UIUC

2016-2017: Interim Dean, College of Education, University of Illinois at Urbana-Champaign

1994-2016: Head of Department of Educational Policy, Organization and Leadership, University of Illinois at Urbana-Champaign (UIUC)

2004-Present: Edward William and Jane Marr Gutgsell Professor of History of American Education, UIUC

1990-Present: Affiliated Professor, Department of History, UIUC

2013: Center for Advanced Study Professor of Education Policy, Organization and Leadership, UIUC

2012-Present: Interim Executive Dean of College of Education, UIUC

1996-1998: Interim Associate Dean of Graduate College, UIUC

1987-Present: Professor of History of American Education, Department of Education Policy, Organization and Leadership, UIUC

Acting Director of Afro-American Studies and Research Program, University of Illinois at Urbana-Champaign, January 1986 to August 1987

1978-1987: Associate Professor of History of American Education, Department of Educational Policy Studies, UIUC

1974-1978: Assistant Professor of History of American Education, Department of Educational Policy Studies, UIUC

1971-1974: Assistant Professor of History of American Education, Department of History and Philosophy of Education, Indiana University (Bloomington, Indiana).

Academic Honors and Awards

2016: American Educational Research Association (AERA) Palmer O. Johnson Memorial Award for Outstanding Article in AERA Journals (*American Educational Research Journal, the Journal for Educational and Behavioral Statistics, Educational Evaluation and Policy Analysis, and Educational Researcher*)

2016: Professor William H. Creswell, Jr. Leadership Award presented by McKinley Health Center, University of Illinois at Urbana-Champaign

2013: UIUC Center for Advanced Study Professor of Education Policy, Organization and Leadership

2012: AERA Fellow for Outstanding Education Research presented by the American Educational Research Association

2012: AACTE Lifetime Achievement Award presented by the American Association of Colleges for Teacher Education

2010: Larine Y. Cowan "Make a Difference" Award presented by UIUC

2008: Elected to the National Academy of Education

2008: General Program Chair of the American Educational Research Association

2008: AERA Distinguished Career Contributions Award from the American Educational Research Association's Committee on Scholars of Color in Education

2006-2016: Senior Editor, *History of Education Quarterly*

2004-2007: Elected Member-at-Large to the Executive Board of the American Educational Research Association

1998-1999: Appointed Honorary Professor of Southwest China Normal University, Chongqing, P.R. China

1998-1999: Appointed Guest Honorable Professor of Yunnan University, Kunming, P.R. China.

1998-1999: Spencer Foundation Mentor Award

1992-1993: President of History of Education Society

1991-1992: Named Fellow at the Center for Advanced Study and Behavioral Sciences at Stanford University

1990-1991: Outstanding Faculty Member, Awarded by UIUC Black Graduate Student Association

1990-1991: College of Education Senior Scholar

1989-1990: Distinguished Alumni Award, Stillman College

1989-1990: Received the following recognition for the Publication of The Education of Blacks in the South, 1860-1935.

Outstanding Book Award, American Educational Research Association, 1990

Critics Choice Award, American Educational Studies Association, 1989

Outstanding Book Award, The Gustavus Myers Center for the Study of Human Rights in the United States, 1989

1977-1978: Fellow in Center for Advanced Study, University of Illinois at Urbana- Champaign, Fall Semester.

Distinguished Lectures

2015: Annual Martin Luther King Jr. Lecture, University of Southern Indiana (January 19, 2015)

2014: Eleventh Annual AERA Brown v Board of Education Lecture (Ronald Reagan Center, Washington, D.C: October 23, 2014)

2009: Chancellor's Center for Advanced Study Lecture, UIUC Spurlock Museum (March 3, 2009)

2008: James P. Curtis Distinguished Lecture, University of Alabama (April 10,

2008) 2007: AERA Distinguished Lecturer, presented at the Annual Meeting of

the

American Educational Research Association, (Chicago: April 12, 2007)

2007: Simmons College/Beacon Press Lectures, (Boston: March 14 and 15; April 5

and 6, 2007)

2007: Tommy G. Thompson Educational Reform Lecture, presented at Marquette University (Milwaukee: March 28, 2007)

2004: Delmos Jones Visiting Lecturer, Graduate Center, CUNY.

2004: The Baldwin Lecture, Truman State University, Kirksville, Missouri

2002: R. Freeman Butts Lecture, American Educational Studies

**Association,
Pittsburgh, Pennsylvania.**

2002: Walter Prescott Webb Memorial Lecture (Keynote Address), History Department, University of Texas at Arlington.

1999: The President's Colloquium Series Lecture, Stillman College, Tuscaloosa, Alabama.

1999: Koetter Memorial Lecture, Washington University St. Louis, Missouri.

1994: Elizabeth Ann Boyle Memorial Lecture, University of Missouri, Kansas City.

1992: Martin Luther King Jr. Lecture, Vanderbilt University, Nashville, Tennessee.

1992: Martin Luther King Jr. Lecture, University of Utah, Salt Lake City, Utah.

Dissertation

"Education for Servitude: Social Purposes of Schooling in the Black South, 1870- 1930," (University, of Illinois, Urbana-Champaign, 1973).

Publications

Books

The Education of Blacks in the South. 1860-1935, (Chapel Hill: University of

North Carolina Press, 1988).

Vincent Franklin and James D. Anderson (editors) New Perspectives on Black Educational History, (Boston: G.K. Hall and Co., 1978).

Articles

"Education as a Vehicle for the Manipulation of Black Workers," in Walter Feinberg and Henry Rosemont (eds.), Work, Technology and Education: Dissenting Essays in the Intellectual Foundations of American Education (Urbana: University of Illinois Press, 1975), pp. 15-40.

"Aunt Jemima in Dialectics: Genovese on Slave Culture," Journal of Negro History, Vol. XLI (January 1976), pp. 99-114.

"Black Conjugations," The American Scholar, Volume 46, Number 3 (Summer 1977), pp. 384-392.

Essay review of books on American Slavery, Journal of Negro History, Vol. VXII (July 1977), pp. 289-294.

"Industrial Philanthropy and Black Higher Education 1915-1930," Journal of the Midwest History of Education Society, Vol. 5, 1977, pp. 65-80.

"The Southern Improvement Company: Northern Reformers' Investment in Negro Cotton Tenancy, 1900-1920," Agricultural History, Volume 52, (January 1978), pp. 111-131.

"Black Cultural Equality in American Education," Walter Feinberg (editor) Equality and Social Policy (Urbana: University of Illinois Press, 1978), pp. 42-65.

"Political and Scholarly Interests in the 'Negro Personality,'" in Al-Tony Gilmore (editor), Revisiting Blassingame's The Slave Community: The Scholars Respond (Westport, Conn.: Greenwood Press, 1978), pp. 123-134.

"The Hampton Model of Normal School Industrial Education, 1868-1900," in Franklin and Anderson (editors), New Perspectives on Black Educational History (Boston: G. K. Hall and Co., 1978), pp. 61-96.

"Northern Philanthropy and the Training of the Black Leadership: Fisk University, A Case Study, 1915-1930," in Franklin and Anderson (editors), New Perspectives on Black Educational History (Boston: G. K. Hall and Co., 1978), pp. 98-112.

"Northern Foundations and Southern Rural Black Education, 1902-1935," History of Education Quarterly, Vol. 18 (Winter 1978), pp. 371-396.

"Philanthropy in the Shaping of Black Industrial Education Schools: The Fort Valley Case, 1902-1938," Review Journal of Philosophy and Social Science, Vol. III, No. 2 (Winter 1979), pp. 184-209.

"History Through a Pantheon of Famous Black Men: Meier and Rudwick on the Black Experience," Journal of Ethnic Studies, Vol. VI, No. 4 (Winter 1979), pp. 87-97.

"Philanthropic Control over Private Black Higher Education," in Robert Arnove (editor), Philanthropy and Cultural Imperialism: Foundations at Home and Abroad (Boston: G. K. Hall and Co., 1980), pp. 147-177.

"Black Liberalism at the Crossroads: The Role of the Crisis, 1934-1953," The Crisis: A Record of the Darker Races, Vol. 87 (November 1980), pp. 339-346. (70th anniversary issue).

Review of Ronald Butchart's Northern Schools, Southern Blacks, and Reconstruction: Freedmen's Education, 1862-1875, in the Journal of American History, Vol. 68 (March 1981), pp. 676-677.

"Ex-slaves and the Rise of Universal Education in the New South, 1860-1880," in Ronald K. Goodenow and Arthur O. White (eds.), Education and the Rise of the New South (Boston: G. K. Hall, 1981), pp. 1-25.

"The Historical Development of Black Vocational Education," in Harvey Kantor and David B. Tyack, Work, Youth, and Schooling: Historical Perspectives on Vocationalism in American Education (Stanford, CA: Stanford University Press, 1982), pp. 180-222 and 331-336.

Book review of Robert Morris' Reading, Riting, and Reconstruction: The Education of the Freedmen in the South, 1861-1870, in the Journal of American History, Vol. 69 (December, 1982), pp. 708-709.

"The Schooling and Achievement of Black Children: Before and After Brown v. Topeka, 1900-1980," in Martin L. Maehr and David E. Bartz (eds.), The Effects of School Desegregation on Motivation and Achievement (Greenwich, CT: JAI Press, Inc., 1984).

Book review of Louis Harlan's Booker T. Washington: The Wizard of Tuskegee 1901-1915, in Journal of American History, Vol. 70 (March 1984), pp. 903-904.

"Education" in John H. McClendon and Mary Blackstone (editors), The State of Black Champaign County (February, 1984), pp. 61-66, published by the Urban League of Champaign County.

"Toward a History and Bibliography of the Afro-American Doctorate and Professoriate in Education, 1896 to 1980," in Ayers Bagley (ed.) The Black Education Professoriate. SPE Monograph Series, (Minneapolis: Society of Professors of Education, 1984) pp. 17-60.

Essay Review of Civil Rights: Rhetoric or Reality by Thomas Sowell; published in Constitutional Commentary, Vol. 2, No. 1 (Winter, 1985), pp. 209-220.

"Secondary School History Textbooks and the Treatment of Black History," in Darlene Clark Hine (ed.) The State of Afro-American History: Past, Present, and Future (Baton Rouge, LA: Louisiana State University Press, 1986), pp. 253-274.

Book Review of Daniel J. Monti's A Semblance of Justice: St. Louis Desegregation and Order in Urban America, in Metropolitan Education, Number 1 (Spring 1986), pp. 127-131.

Review of Education: Assumptions Versus History, by Thomas Sowell, in Academe: AAUP Journal, Vol. 72 (September-October, 1986), pp. 36-37.

Review of Christian Reconstruction: The AMA and Southern Black Schools, in Journal of American History, Vol. 73 (March, 1987), pp. 1044-45.

"Issues in Vocational Education: A Reaction," Journal of Studies in Technical Careers, Vol. X, No. 4 (Fall, 1988), pp. 402-406.

"Art and the Problem of Vocationalism in American Education," in The History of Art Education, edited by Patricia M. Amburgy, et. al. (Reston, Virginia: The National Art Education Association, 1992), pp. 12-15.

"Black Rural Communities and the Struggle for Education During the Age of Booker T. Washington, 1877-1915," Peabody Journal of Education, Vol. 67, no. 4 (Summer 1990), published in 1992, 46-62.

"Power, Privilege, And Public Education: Reflections on Savage Inequalities," Educational Theory, Vol. 43, no. 1 (Winter, 1993), 1-10.

"Race, Meritocracy, and the American Academy During the Immediate Post World War II Era," History of Education Quarterly, vol. 33. no. 2 (Summer 1993), pp. 151- 175.

"Schooling and Social Inequality: The Booker T. Washington Solution," in School and Society: Educational Practice as Social Expression, by Steven E. Tozer, Paul C. Violas and Guy Senese (New York: McGraw-Hill, Inc., 1993), 81-115.

"How We Learn About Race through History," in Learning History in America, edited by Lloyd Kramer, Donald Reid and William Barney (Minneapolis: University of Minnesota Press, 1994), pp. 87-106.

"Literacy and Education in the African American Experience," in Literacy Among African-American Youth, edited by Vivian Gadsen, (Cresskill, NJ: Hampton Press, 1995), pp. 19-37.

"Response" to J. W. Peltason's David Dodds Henry Lecture in Reactionary Thoughts of A Revolutionary, edited by Paul W. Thurston (Urbana-Champaign, IL: Office of Publications, University of Illinois, 1996), pp. 31-34.

"The Evolution of Historically Black Colleges and Universities," in Mind on Freedom, edited by Spencer R. Crew and Lonnie G. Bunch (Washington. D. C.: Smithsonian Institution, 1996), pp. 33-36.

"Philanthropy, the State and the Development of Historically Black Public Colleges: The Case of Mississippi," Minerva. A Review of Science, Learning and Policy, Vol. XXXV, Number 3 (Autumn 1997), pp. 295-309.

"School Reform and Educational Policies in USA," JIAOYU YANJIU (Educational Research), China National Institute for Educational Research, Beijing, China, Volume 18, Number 12 (December, 1997).

"American Higher Education and the Clinton Agenda," China Aeronautical Education, vol. 4, 1997

"American Higher Education," Higher Education Studies, Beijing, China, 1998.

"American Higher Education Reform for the 21st Century," Educational Sciences,
Journal of East China Normal University, 1999

"Democratic Agitations: The Transformation of a Critical Historian," in Karen L. Graves, Timothy Glander, and Christine M. Shea (editors), Inexcusable Omissions: Clarence J. Karier and the Critical Tradition in History of Education Scholarship, (New York: Peter Lang Publishing, 2001).

"Lawrence A. Cremin, 1925-1990," in 50 Modern Thinkers On Education: From Piaget to the Present, edited by J. A. Palmer, (London: Routledge, 2001), pp. 154-161.

"School: Separate and Unequal, 1950-1980," in School: The Story of American Public Education, edited by Sarah Patton and Sarah Mondale, (New York: Beacon Press, 2001). pp.123-130.

"Race in American Higher Education: Historical Perspectives on Current Conditions," in William Smith, Philip Altbach, and Kofi Lomotey (editors) Racial Crisis in Higher Education: Continuing Challenges for the Twenty-First Century, (Albany, New York: SUNY Press, 2002), pp. 3-21.

Du, Jianxia and James D. Anderson, "Technology and Quality of Education: Does Technology Help Low-Income and Minority Students in their Academic Achievements?" Journal of Law, Technology & Policy, Issue 1 (Spring 2003),

1-34

“The Jubilee Anniversary of *Brown v. Board of Education*: An Essay Review,” History of Education Quarterly, volume 44, number 1 (Spring 2004), 149-15

“The Historical Context for Understanding The Test Score Gap,” Journal of Public Management & Social Policy, Volume 10, Number 1 (Summer, 2004), 2-22

“Crosses to Bear and Promises to Keep: The Jubilee Anniversary of *Brown v. Board of Education*,” Urban Education, Vol. 39, No. 4 (July 2004), 359-372.

Paul H. Mattingly, James D. Anderson, Robert Church, Emmett Curran and Marilyn Tobias, “Renegotiating the Historical Narrative: The Case of American Higher Education,” History of Education Quarterly, volume 44, number 4 (Winter 2004), 577-596.

Christopher M. Span and James D. Anderson, “The Quest for Book Learning: African American Education in Slavery and Freedom,” book chapter in Blackwell Companion to African American History, edited by Alton Hornsby, Jr. (Oxford, UK: Blackwell Publishers, 2005), 295-311

“Can Public Schools Save America? Culture, Race, Academic Achievement and the America Dream,” [Essay Review] Du Bois Review: Social Science Research on Race, Volume 2, Number 1, (Spring 2005), 127-136.

“On the Meaning of Reform: African American Education in the Twentieth Century South,” in The American South in the Twentieth Century, edited by Craig Pascoe, Karen Trahan Leathem and Andy Ambrose (Athens: The University of Georgia Press, 2005), 263-284

“Still Desegregated, Still Unequal: Lessons from Up North,” [Essay Review] Educational Researcher, Volume 35, Number 1 (January/February, 2006), 30-33.

“A Tale of Two Browns: Constitutional Equality and Unequal Education,” in Arnetha F. Ball, Editor, NSSE Yearbook, 105th Yearbook, Part II (2006) 14-35.

“Race-Conscious Educational Policies Versus a ‘Color-Blind Constitution’: A

Historical Perspective,” *Educational Researcher*, Volume 36, Number 5 (June/July 2007), 249-257

“Past Discrimination and Diversity: A Historical Context for Understanding Race and Affirmative Action,” 75th Anniversary issue of the *Journal of Negro Education*,
Volume 76, Number 3 (Summer 2007), 204-215

“W.E.B. Du Bois,” in D.C. Phillips (editor), *Encyclopedia of Educational Theory and Philosophy*, SAGE Publications USA, (Thousand Oaks, CA, 2014), 245-247

“Eleventh Annual Brown Lecture in Education Research: A Long Shadow: The American Pursuit of Political Justice and Education Equality.”
Educational Researcher, (August/September, 2015), Volume 44, Number 6, 319-335 (AERA Palmer O. Johnson Award)

Yoon Pak, Christopher Span and James D. Anderson, “Reflections From Within: Ten Years of Service to HEQ,” *History of Education Quarterly* (October 21, 2015), Volume 55, Issue 4, 407-412

James D. Anderson and Christopher M. Span, “The Legacy of Slavery, Racism, and Contemporary Black Activism on Campus,” *History of Education Quarterly*, Vol. 56
No. 4 (November 2016), 646-656

“The History of Education for the Next Generation” (Commentary), *American Educational Research Journal*, Vol. 54, Supplement 1 (April 2017), 75s-77s

“A Review of Crystal Renee Chambers’ *Law and Social Justice in Higher Education*, *Journal for the Study of Postsecondary and Tertiary Education*, Volume 2 (2017), 207-209

Film Documentaries

1996-2001: Member of Advisory Board and participant in “School: The Story of American Public Education.” A Major PBS Documentary, Highlighting the American Experiment of Public Education in a Four- Part Series, Combined with a National Public Engagement Campaign by Roundtable, Inc., Produced by Sarah Patton and Sarah Mondale, Stone Latern Films, Inc., Glen Echo, Maryland; September, 2001; KCET/Hollywood, presenting station to the PBS

system. Film won a Gold CINDY in “Social Sciences” category and a Silver CINDY in “Documentary—Domestic Broadcast” category.

- 1997-2002:** Member of Advisory Board and participant in “The Rise and Fall of Jim Crow.” A Four-Part Series Produced by Richard Wormser, Videoline Productions, New York, New York; Presenting Station WNET/New York. PBS, shown on Tuesdays, October 1-22, 2002
- 2000-2002:** Project Consultant to “Promises to Keep,” Video Documentary of the Landmark *Brown v. Board of Education* decision, Vivian Kleiman of Cultural Research Communication, Inc., Berkeley, California, Producer/Director; Leah Mahan, Co-producer; To be completed on the eve of the Jubilee celebration of the historic 1954 Brown decision.
- 2001-2002:** Advisor and participant in *Percy Julian: Forgotten Genius*; WGBH-NOVA; Steve Lyons, Project Director; Boston, MA
- 2006-2007:** Project Consultant to “Up From Slavery: The Life and Times of Booker T. Washington,” In production by Avon Kirkland of New Images Production, Inc., Berkeley, California.
- 2016:** Advisor and Participant in *Tell Them We are Rising: The Story of Historically Black Colleges & Universities* Firelight Media, New York, New York.

Papers Presented at National Conferences and Keynote Lectures

"Black Nationalism in American Life and Culture," paper presented at the Annual meeting of the Comparative and International Education Society, San Antonio, Texas, March 25-27, 1973.

"Northern Foundations: Ideology and Practices in Black Education, 1900-1930," paper presented at the Annual Meeting of the American Education

Research Association, Washington, DC, April 1-3, 1975.

"White Philanthropists, Black Intellectuals, and the Education of Afro-American Leaders, 1915-1935," paper presented at the Association for the Study of Afro- American Life and History, Chicago, October 27-31, 1975.

"The General Education Board and the Shaping of Black Education, 1910-1930," paper presented at the Annual meeting of the National History of Education Society, Toronto, Canada, October 15, 1977.

"Gutman on the Black Family," paper presented at the American Historical Association program session on Herbert Gutman's Black Family in Slavery and Freedom, Dallas, Texas, December 27, 1977.

Black Cultural Equality in American Education," paper presented at the Conference on the Promise and Problems of Human Equality," sponsored by the University of Illinois at Urbana-Champaign and the National Institute of Education, Urbana, Illinois, March 9-10, 1976.

"Philanthropic Control Over Private Black Higher Education," paper presented at the Conference on the Power Struggle in American Education, sponsored by the Liberty Fund and the Center for Independent Education and the Institute for Human Studies, San Francisco, November 9-12, 1978.

"Brown and the Public Schools: The Past Twenty-Five Years," paper presented at the Conference on the "Brown Decision: A Twenty-Five Year Retrospect," Southern Illinois University at Edwardsville, May 2-4, 1979.

"The Historical Development of Black Vocational Education," paper presented at the Conference on the Historiography on Education and Work, Stanford University, August 16-19, 1979.

"The Commission on Interracial Cooperation and the Rise of 'Negro Studies' in the American South, 1919-1935," paper presented at the Southern Historical Association, Atlanta, Georgia, November 14-17, 1979.

"Toward a History of the Black Professoriate in Education," paper presented at the Annual Meeting of the Society of Professors of Education, Detroit,

Michigan February 23, 1983.

"The Treatment of Black History in Secondary School Textbooks," paper presented at the American Historical Association Conference on the Study and Teaching of Afro-American History, October 8, 1983, Purdue University, West Lafayette, Indiana.

"Rural Blacks, the Rosenwald Fund, and Schoolhouse Construction Campaigns in the American South, 1914 to 1933," paper presented at the Annual Meeting of the American Education Research Association, New Orleans, Louisiana (April 24, 1984).

"Race and Education in American History," The Martin Luther King Jr. Lecture, presented at Vanderbilt University, Nashville, Tennessee, January 1992.

"African American Education in the Twentieth Century South," paper presented at the Porter L. Fortune, Jr. History Symposium, October 5-7, 1992, The University of Mississippi, University, Mississippi.

"Race, Meritocracy, and the American Academy During the Immediate Post World War II Era," History of Education Society's Presidential Address, presented at annual meeting, Boston, October 24, 1992.

"African American Cultural Equality in American Education," paper presented at the Museum of African American Life and Culture, Dallas, Texas, November 8, 1992.

"Race and Education in American History," The Martin Luther King Jr. Lecture, presented at Vanderbilt University, Nashville, Tennessee, January 1992.

"How We Learn About Race Through History," The Martin Luther King, Jr. Lecture, presented at the University of Utah, Salt Lake City, Utah, Feb. 6, 1992.

"Brown at Forty: The Evolution of School Desegregation in America," The 1994 Elizabeth Ann Boyle Memorial Lecture, presented at the University of Missouri- Kansas City, April 14, 1994.

"The Education of Blacks in the South," Guest Lecturer, Georgia Southern University, February 6, 1997

"Themes of Self-Determination in Black Education from the Civil War to the Present," paper presented at the Annual Meeting of the American Education Research Association, Chicago, Illinois, March 24-28, 1997.

"American School Reform, Educational Policy and Legislation," Paper presented at Beijing Normal University (Beijing, China) April 14, 1997.

"American Higher Education Reform and the Clinton Agenda," Paper presented at Institute of Higher Education, Beijing University of Aeronautics and Astronautics, (Beijing, China) April 15, 1997.

"Reforms in American Graduate Education," Paper presented at Institute of Higher Education, Peking University (Beijing, China), April 17, 1997.

"African American Public Higher Education in the Twentieth Century South," paper Presented at the annual meeting of the Southern Historical Association, Atlanta, Georgia (November 6, 1998).

"African American Agency in Educational Reform," Paper presented at Southern Illinois University at Edwardsville (February, 1998).

"American Higher Education: Access and Equal Opportunity," Paper presented at Yunnan University, Kunming China, (December 3, 1998).

"The Higher Education of American Minorities," Paper presented at Southwest China Normal University, Chongqing, China, (December 9, 1998).

"Reforming American Higher Education for the 21st Century," Paper presented at East China Normal University, Shanghai, China, (December 16, 1998).

"Affirmative Action and the Future of Minorities in American Higher Education," Koetter Memorial Lecture, Washington University, St. Louis, Missouri (January 28, 1999).

"National Identity and the African American Experience," Paper presented at the

Annual Meeting of the American Educational Research Association, Montreal , Canada (April 22, 1999).

"Critical Issues Directly Related to Men of Color in Academe and the Pursuit of Research," Interactive Symposium at the Annual Meeting of the American Educational Research Association, Montreal, Canada, (April 19, 1999).

"In Retrospect: David Tyack's The One Best System," Panel presentation at the Annual Meeting of the American Educational Research Association, Montreal, Canada, (April 20, 1999).

"Division F---Fireside Chat," Invited presentation to the Graduate Students of the Division of History and Historiography, Annual Meeting of the American Educational Research Association, Montreal, Canada (April 20, 1999).

"Ethnic Identity and National Identity in the 21st Century," The President's Colloquium Series Lecture, Stillman College, Tuscaloosa, Alabama (October 14, 1999).

"Author Bestor's Revenge: A Response to The Failed Promise of the American High School," paper presented at the annual meeting of the History of Education Society, Atlanta, Georgia (October 15-17, 1999).

"What's History got to do with it," paper presented at the Invited Conference on Educational Research in the Urban South: Challenges for the New Millennium, Atlanta, Georgia (December 3-4, 1999).

"W. E. B. Du Bois On Race, Culture, and Education," paper (Keynote Address) presented at W.E.B. Du Bois, Race and the New Millennium: A Symposium Celebrating the Centennial Anniversary of the Publication of The Souls of Black Folk, Mercer University, Macon, Georgia (March 23, 2000).

"A Great Message for Humanity: The Educational Philosophy of W. E. B. Du Bois," paper presented at the National Symposium: W. E. B. Du Bois and the Education of Black Folk: Past, Present and Future, The University of Pennsylvania, Philadelphia, PA (March 24, 2000).

"The Historiography of American Education: It's Past and Future," Paper

Presented at The Spencer Foundation Conference, “New Directions in the History of Education, Stanford University, Palo Alto, California (March 30-31, 2000).

“Reflections on the ‘Golden Era’ in History of Education Research,” presented at the American Educational Research Association, Annual Meeting 2001 (Seattle, Washington, April 13, 2001).

“Diversity and Academic Excellence,” keynote address presented at Minority Affairs Luncheon of the Association of Community College Trustees’ Combined Regional Seminar (Chicago, Illinois, June 16, 2001).

“Community, Philanthropy and Public Education: African American Education in the 20th Century South,” presented at the Dillard University-Longue Vue Conference on African American Education in the South, (New Orleans, Louisiana, November 8, 2001).

“Diversity in Education and Democracy,” presented at the University of South Carolina Bicentennial Conference on Democracy and Diversity in Education (Columbia, South Carolina, November 10, 2001).

“Historical Perspectives on Black Academic Achievement,” Paper presented at the Wisconsin Center for Educational Research, (University of Wisconsin at Madison, February 28, 2002).

“On the Brink of Brown's Jubilee: Memory and History of the Struggle for Educational Equality,” Keynote address at the annual Walter Prescott Webb Memorial Lectures, presented at the University of Texas at Arlington, (Thursday, March 14, 2002).

“A Usable Past: Contexts for Misunderstanding and Understanding the Black-White Achievement Gap,” presented as a lecture in the Xavier University Lecture Series, “A Usable Past: Contexts for Understanding Race, Violence, and Diversity in Cincinnati,” Cincinnati, Ohio, (April 18, 2002).

“The Undiscovered University,” Convocation Speech to Entering Freshmen

Class, University of Illinois at Urbana-Champaign, Champaign, Illinois, August 26, 2002.

“Historical Contexts for Understanding Contemporary Educational Policy,”
The R. Freeman Butts Lecture, presented at The American Educational Studies Association (Pittsburgh, Pennsylvania: November 1, 2002).

“No Child Left Behind: Historical and Critical Analysis of Current Educational Policies on African American Students’ Achievement”,
presented at the Dillard University-Longue Vue Conference on African American Education in the South (November 13-15, 2002).

“Reform and Counter-Reform Movements in the History of African American Education in the South,” presented at the Texas A&M Conference on African American Education in the Urban South, Texas A&M University, (December 3-6, 2003).

Jianxia Du and James D. Anderson, “Technology and Quality of Education: Does Technology Help Low-Income and Minority Students in Their Academic Achievements?” presented at Annual Meeting of American Educational Research Association, (Chicago, April 23, 2003).

“The Historical Context for Understanding the Test Score Gap,” presented at Congressional Children’s Caucus Briefing: Closing The Achievement Gap (briefing held by Representative Sheila Jackson Lee), United States Capitol Building, Room HC-8, Washington, DC (July 24, 2003).

“The Most Visible Vestige: Institutional Racism in Post-Jim Crow Societies,” presented at symposium on “Rekindling the Spirit of *Brown v. Board of Education: A Call to Action*,” The Center for Social Justice at Boalt Hall School of Law, University of California-Berkeley, November 14, 2003.

“The 50th Anniversary of Brown v. Board of Education,” Keynote address presented at Longue Vue House and Gardens, New Orleans, Louisiana, (November 20, 2003).

“Liberal Arts for Liberation: The Proper Arts for a Free People,” The Baldwin Lecture, Presented at Truman State University, Kirksville, Missouri, (February 6, 2004).

“Brown v. Board’s Jubilee Anniversary: Perspectives on Race, Culture and

Academic Achievement,” Keynote Address presented at, RACE 2004 (annual conference on the Relevance of Assessment and Culture in Evaluation), Arizona State University, Tempe, Arizona (February 14, 2004).

“The Brown Decision: Its History and Legacy,” Presidential Invited Session Symposium (Jointly Sponsored with Division F), American Educational Research Association, San Diego, California (April 12, 2004).

“Affirmative Action and the Legacy of Brown v. Board of Education,” presented at Denison University Convocation, Granville, Ohio, (Thursday, April 22, 2004).

“The Significance of Brown v. Board of Education,” presented at Prince George’s Community College, Prince George, Maryland, (Thursday, April 29, 2004).

“A Tale of Two Browns: Constitutional Equality and Unequal Education,” Presented at symposium on “The Lessons and Legacy of *Brown v. Board of Education* Decision and Its Aftermath,” A Chicago Urban League Conference, The Chicago Historical Society (Monday, May 10, 2004).

“Implications of Brown v. Board of Education: Then and Now,” The Delmos Jones Visiting Scholar Lecture, CUNY Graduate Center, New York City (May 13, 2004).

“Brown v. Board of Education and The Struggle for Equality in Education,” Keynote address at the Ninth Annual Diversity Forum & Graduate Student Symposium, “Celebrating Equality in Education, 50th Anniversary of Brown v. Board of Education,” The Ohio State University, Columbus, Ohio (May 27, 2004).

“Crosses to Bear and Promises to Keep: The Legacy of Brown v. Board of Education,” Keynote Address at the Third Illinois Education Research Council Symposium, Naperville, Illinois (June 10, 2004).

“Past Discrimination, Grutter v. Bollinger, and the Legacy of Brown v. Board of Education for American Higher Education,” Session H.1 – Keynote, 2004 Patterson Research Conference, “Still Not Equal: Expanding Opportunity in Global Societies,” The Frederick D. Patterson Research Institute of the United Negro College Fund, Washington D.C. (Sunday, September 26, 2004).

“Brown v. Board of Education: Historical and Contemporary Realities,” Lecture in series **“Race, Culture, Identity and Achievement,”** sponsored by Wheelock College, Lesley University, Boston College and the Center for Leadership Development, Boston, Massachusetts (September 27, 2004).

“Unequal Education and the Legacy of Brown v. Board of Education,” paper presented at conference on **“The Role of Education Research in Realizing the promise of Brown,”** sponsored jointly by the American Educational Research Association and Howard University, Washington D. C. (October 14, 2004).

“The Achievement Gap in Historical Context,” keynote address at the National Science Foundation, Division of Research Evaluation and Communications (REC) Principal Investigators Meeting, Washington, D.C. (October 18, 2004)

“Past Discrimination versus Diversity: A Historical Context for Understanding the Significance of Grutter v. Michigan,” presented at the Annual Meeting of the History of Education Society, Baltimore, MD, October 21, 2005)

“Men of Color in Academe: Continuing the Discussion,” presented at the Annual Meeting of American Educational Research Association, San Francisco (April 8, 2006).

“The Media and Educational Research,” presented at the Annual Meeting of American Educational Research Association, San Francisco (April 9, 2006).

“The University Intellectual in the Public Sphere,” presented at the Annual Meeting of American Educational Research Association, San Francisco (April 11, 2006).

Simmons College/Beacon Press; “Race, Education and Democracy Lecture and Book Series,” four lectures presented at Simmons College (Boston: March 14 and 15; April 5 and 6, 2007): Lecture 1, **“The Historical Value of Education in African American Communities;”** Lecture 2, **“Historical Context for Understanding the Test Score Gap;”** Lecture 3, **“Civic Education, Citizenship and Immigration: Race and Democracy on the 150th Anniversary of the Dred Scott Decision;”** Lecture 4, **“Race Conscious Means to Educational Equality.”**

"How African Americans Reduced the Opportunity and Achievement Gap:

Lessons for Educators, Community Activists, and Policy-Makers," Tommy G. Thompson Educational Reform Lecture," presented at Marquette University (Milwaukee: March 28, 2007)

"Race-Conscious Student Assignment Policies and Reconstruction Legislation: A Historical Perspective," AERA Distinguished Lecturer, presented at the Annual Meeting of the American Educational Research Association, (Chicago: April 12, 2007)

"A Historical Perspective on the 50th Anniversary of the Little Rock, Arkansas School Desegregation Case," Annual Meeting of the American Educational Research Association (Chicago: April 10, 2007)

"Twenty Years After Publication of *The Education of Blacks in the South: Reflections on New Directions in Community Studies*," Invited Session, Annual Meeting of the American Educational Research Association, (New York City: March 25, 2008)

"Complacent Racism; Why We Must Reawaken the Consciousness of Social Justice," Invited presentation, Annual Meeting of the American Educational Research Association, (New York City: March 26, 2008)

"Education History and Policy: An Important Relationship," Presidential Session Symposium, Annual Meeting of the American Educational Research Association, (New York City: March 28, 2008)

"From Looney Coons to Tacos and Tequila: The Aesthetics of Race in Middle Class America," Chancellor's Center for Advanced Study Lecture, UIUC Spurlock Museum (March 3, 2009)

"Men of Color in Academe: The Need and Roles That Must Be Undertaken and Sustained," Presidential Session Symposium, Annual Meeting of the American Educational Research Association, (New Orleans, Louisiana, April 14, 2009)

"Breaking Silence: A Study of the Pervasiveness of Oppression," Annual Meeting of the American Educational Research Association, (New Orleans, Louisiana, April 14, 2009)

"The Legal and Social Construction of Race: History and the Politics of Latinos in Education," Presidential Session Panel, Annual Meeting of the American Educational Research Association, (New Orleans, Louisiana, April 9, 2011)

“(Re)Imagining Interdisciplinary Research Methodologies: Expanding Our Insights on the Social Contexts of Education,” Division G Fireside Chat, Annual Meeting of the American Educational Research Association, (New Orleans, Louisiana, (April 11, 2011)

Discussant, “Lessons from Below: Reshaping Southern and U.S. Educational History,” Annual Meeting of the American Educational Research Association (Vancouver, April 14, 2012)

“Freedoms Left Unfinished at the Time of Emancipation,” *The Sesquicentennial of the Emancipation Proclamation: The Long Struggle for Education and Freedom*, AERA Pre-Conference Program, Annual Meeting of the American Educational Research Association, San Francisco, CA (April 26, 2013)

“The Role of Education in the Quest for Freedom: Celebrating the 150th Anniversary of the Emancipation Proclamation,” Annual Meeting of the American Educational Research Association, San Francisco, CA (April 28, 2013)

“60th Since Brown, 50th Since the Civil Rights Act of 1964,” AERA Presidential Session, Annual Meeting of the American Educational Research Association (Philadelphia: April 5, 2014)

“The Landscape of Education Policy in Chicago: Neoliberalism, Race, Resistance, and Justice,” Annual Meeting of the American Educational Research Association (Chicago: April 20, 2015)

“100 Years of Inequities in Higher Education: A Critical Conversation About the Realization of Social Justice in the Academy,” Annual Meeting of the American Educational Research Association (Washington, D.C. April 10, 2016)

“Reflecting on Their Highest Potential 20 Years Later: Implications for History, Policy, and Practice,” Annual Meeting of the American Educational Research Association (Washington, D.C. April 11, 2016)

Public Engagement:

Federal Court Cases

- 1982-1983:** Expert Witness in *Liddell v. Missouri*.
- 1983-1984:** Expert Witness in *Jenkins v. Missouri*.
- 1989-1990:** Expert Witness in *Knight v. Alabama*.
- 1993-1994:** Expert Witness in *U. S. and Ayers v. Fordice*.
- 2000-2001:** Expert Witness in *Gratz v. Bollinger*

State and National Professional Service

- 1977-1980:** Member of Illinois State Board of Education Research and Evaluation Advisory Council.
- 1980-1983:** Member of Board of Directors of History of Education Society.
- 1983:** Member of Evaluation Panel of the National Academy of Sciences for the awarding of Ford Foundation Post-Doctoral Fellowships for Minority Scholars.
- 1984:** Secretary of Division F (History of Education) of the American Educational Research Association.
- 1984:** Co-Chairperson of the American Educational Research Association Program Committee.
- 1985-present:** Chairperson of Illinois Certification Testing System Bias Review Committee.
- 1988:** Chairperson of Illinois State Board of Education Subcommittee on the

**Disproportionate Representation of
Black Children in Educable Mentally
Handicapped Classes.**

- 1988:** Member of Illinois State Board of Education and Illinois Board of Higher Education Joint Committee on Minority Student Achievement.
- 1987-1989:** Member of History of Education Society Outstanding Book Prize Committee.
- 1988-1889:** Member of the Research Review Award Committee of the American Educational Research Association.
- 1989-1990:** Member of Illinois Advisory Council on Education of Gifted Children.
- 1990:** Member of Organization of American Historians Elliot Rudwick Prize Committee.
- 1991:** Vice-President and Chairperson of the Program Committee of the History of Education Society.
- 1992:** President, History of Education Society.
- 1994-1997:** Member of the American Educational Research Association's Committee on the Role and Status of Minorities in Educational Research and Development.
- 1997-1999:** Member of Awards Committee for Distinguished

**Contributions to Educational
Research, American
Educational Research
Association.**

- 1998-2000:** Member of Southern Historical Association Committee on Minorities.
- 1999-2002:** Member of Advisory Board for UCLA study on “Understanding Race and Education,” a three-year project on the long-term effects of school desegregation through the eyes of people who lived through it. Amy Stuart Wells, Principal Investigator.
- 1999-2000:** “Establishing and Maintaining Research Careers,” Presentation to Graduate Students and Junior Scholars of Color, Spencer Foundation, Chicago, Illinois (February 4, 2000).
- 1999-2000:** “Balancing Teaching, Service and Research: Professional Experiences,” Presentation to Spencer Dissertation Fellows, Hosted by Spencer Foundation at Indian Lakes Resort (September 23, 2000).
- 2001-2003** Member of Center for Education Board, Division of Behavioral, Social Sciences, and Education, National Research Council.

University

- 1975-present:** Member of Advisory Committee for Afro- American Studies and Research Program.

- 1978:** Member of YWCA-YMCA Friday Forum Committee.
- 1978:** Member of Consultative Committee to Search for Dean of College of Communications.
- 1980:** Member of Committee on Chancellor's Conference at Allerton Park.
- 1980-1998:** Member of Graduate College Fellowship Committee.
- 1982:** Member of Center for Advanced Study Ad Hoc Committee on Campus Retrenchment.
- 1984-present:** Member of Committee on Admissions of Student Athletes.
- 1986:** Member of Committee on Chancellor's Conference at Allerton Park.
- 1985-1988:** Member of Faculty Advisory Committee.
- 1988:** Member of Chancellor's Task Force on Campus Priorities.
- 1988:** Member of Chancellor's Committee to Combat Discrimination.
- 1986-1990:** Member of the Board of Directors of the University of Illinois Athletic Association.
- 1989-1990:** Chairperson of the Athletic Board of the Division of Intercollegiate Athletics.

- 1988-1990:** Member of Executive Committee of Graduate College.
- 1991-1994:** Member of Athletic Program Audit Committee.
- 1992-1994:** Member of George A. Miller Lecture Committee.
- 1993-1994:** Member of Chancellor's Planning Subcommittee to Build a More Inclusive Community.
- 1993-2000** Member of Chancellor's Committee on Minority Affairs.
- 1993-2000:** Chairperson of Black Faculty and Academic Staff Caucus.
- 1994-95:** Member of Search Committee for Dean of College of Education.
- 1994-1995:** Member of Consultative Committee to Assist in the Selection of the President of the University of Illinois.
- 1994-1997:** Member of Graduate College Fellowship Board Central Committee.
- 1994-1997:** Chairperson of UIUC Graduate College Fellowship Board's Subcommittee on Minority Programs
- 1997-1998:** Chairperson of UIUC Graduate College Fellowship Board Central Committee.
- 1999:2000:** Member of Search Committee for Dean of College of Education

1999-2000: **Black Males in Champaign County,”
Keynote Address at the Parkland
College Black Male Symposium,
Champaign, Illinois (January 20, 2000)**

2000-2001 **Member of Search Committee for UIUC
Chancellor**

2001-2002 **Chairperson of Chancellor’s Annual
Conference Planning Committee**

1999-2003 **Chairperson of UIUC Diversity Planning
Committee**

College

1974-1975: **Member of Committee on Graduate Programs.**

1974-1980: **Member of Committee on Equal
Employment Opportunity.**

1977-1982: **Member of Executive Committee.**

1981-1984: **Chairperson of College of Education’s Budget
and Planning Committee.**

1989: **Chairperson of College of Education’s Task
Force on Minority Recruitment and Retention.**

1989-1990: **Member of College of Education’s
Executive Committee.**

1993-1994: **Member of College of Education’s Graduate
Awards Committee.**

1980-present: **Member of Research Methodology
Area Committee (History).**

1994-present: Member of College of Education's Council of Department Executives.

Grants:

1977-1988: Co-Director of NIMH Research Training Program on Institutional Racism (\$1,200,000)

1987: UIUC Research Board (\$3,403)

1998-2000: Spencer Foundation Mentor Award (\$50,000)

Editorial Boards:

1978-1983: Member of Editorial Board of History of Education Quarterly.

1979-1989: Member of Editorial Board of Journal of Negro History.

1983-1991: Member of Editorial Board of Journal of Negro Education.

1992-present: Associate Editor, Journal of Educational Theory.

1997-2000: Member of Editorial Board of the American Education Research Journal
Section on Social and Institutional Analysis

2001-: Member of Editorial Board of Teachers College Record

2001-: Member of Editorial Board of the University of Illinois Press.

Membership in Scholarly Associations:

History of Education Society

Organization of American

Historians Southern Historical

Association

American Educational Research Association

**Association for the Study of
Afro- American Life and
History**

Social Science History Association

American Educational Studies

Association

**Brock International Prize in Education
Nomination Portfolio
Dr. James D. Anderson**

LINKS TO VIDEO PRESENTATIONS, NEWS ARTICLES, AND RELEVANT WORKS

I have organized these materials in alignment with the three foci areas of the nomination package: 1) Influence on historiography of African American Education, 2) Influence on desegregation and affirmative action legal jurisprudence via expert witness testimony, and 3) Influence on the pipeline of Black doctorates.

Area 1: Influence on the historiography of African American Education

Dr. James D. Anderson gives 11th Annual American Educational Research Association (AERA) Brown Lecture in Education Research, "A Long Shadow: The American Pursuit of Political Justice and Education Equality"

- https://www.youtube.com/watch?v=5igVpiY_MAQ (Video of Address)
- <http://journals.sagepub.com/doi/10.3102/0013189X15601427> (Transcript of Address)

Dr. James D. Anderson gives American Educational Research Association (AERA) Distinguished Lecture, "Race-Conscious Student Assignment Policies and the 14th Amendment: An Historical Perspective"

- <http://www.cmccg.com/Media/Synch/270409/47/default.htm> (Video of Address)

Fox-Genovese, E. (1989). [Review of the book *The Education of Blacks in the South, 1860-1935*]. *History of Education Quarterly*, 29(3), 479-482. doi:10.2307/368917

- <https://www.jstor.org/stable/368917?seq=1/subjects> (Article)

Anderson, J. D. (2007). Race-conscious educational policies versus a "color-blind constitution": A historical perspective. *Educational Researcher*, 36(5), 249-257.

- <http://journals.sagepub.com/doi/abs/10.3102/0013189X07306534> (Article)

Anderson, J. D. (2006). Still desegregated, still unequal: Lessons from up north. *Educational Researcher*, 35(1), 30-33.

- <http://journals.sagepub.com/doi/pdf/10.3102/0013189X035001030> (Article)

Anderson, J. D. (2004). Crosses to bear and promises to keep: The jubilee anniversary of *Brown v. Board of Education*. *Urban Education*, 39(4), 359-373.

- <http://journals.sagepub.com/doi/pdf/10.1177/0042085904265150> (Article)

Anderson, J. D. (2006). Chapter 1 A tale of two Browns: Constitutional equality and unequal education. *Yearbook of the National Society for the Study of Education*, 105(2), 14-35.

- <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1744-7984.2006.00093.x> (Article)

Anderson, J.D. (2007). The historical context for understanding the test score gap. *National Journal of Urban Education and Practice*.

- <http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.515.5047> (Article)

Area 2: Influence on desegregation and affirmative action legal jurisprudence via expert witness testimony

Dr. Anderson talks about the relevance of history as context for his expert witness testimony, “Studying History to Shape the Future”

- <https://blogs.illinois.edu/view/6231/177659>

Area 3: Influence on the pipeline of Black doctorates

Dr. Christopher Span writes about the Dr. Anderson’s legacy of matriculating African American students through Ph.D. programs, “Creating the Talented Tenth”

- <https://www.jbhe.com/2016/06/creating-the-talented-tenth/>

Dr. Anderson talks about his legacy of inspiring a generation of future scholars, “Dream Keeper”

- <https://education.illinois.edu/about/news-events/news/article/2017/10/16/dream-keeper>

Former doctoral students create Facebook page in honor of Dr. Anderson’s contributions to their success, “Appreciating Dr. James D. Anderson”

- https://www.facebook.com/pg/Appreciating-Dr-James-D-Anderson-117648394980436/posts/?ref=page_internal