"Education is how a society hands out its life chances. How it gives people options. Philosophers sometimes say the best definition of freedom is a good range of options. A new revolution in learning would give many more Americans real freedom."

Peter Jennings

I. Descriptive Information:
   A. Course Number and Title:
      EDTE 778 Educating African American Students
   B. Bulletin Description:
      An analysis of historical and contemporary factors that influence the education of African American children in the U.S. Emphasis on the knowledge, skills and dispositions required by educators and parents to provide an effective and equitable education for African American students (3 credit hours).
   C. Course Credit: 3 credit hours
   D. Prerequisites: None
      Corequisites: None
   E. Intended Audience: Education majors --masters degree or above
   F. Instructor: Dr. Gloria Boutte
      104 Wardlaw
      Phone: 777-2018
      gsboutte@mailbox.sc.edu
   G. Office Hours: By appointment

II. Statement and Course Goals and Objectives
   A. Goal: To develop proficiency using culturally relevant pedagogy and effective educational strategies for African American students.
   B. Objectives:
      1. Examine the challenges and opportunities for educating African American students in urban, rural, and suburban environments.
      2. Examine historical and contemporary perspectives on educating African American children
3. Analyze the explanations of differential achievement of African American children and other children of color.
4. Evaluate research on aspects of the school experiences of African American students.
5. Describe the characteristics of successful school/classroom models that promote high achievement among African American children from various socioeconomic statuses.
6. Design and implement culturally relevant lessons and activities for African American students.
7. Compare and contrast the rules for African American Language and Standard English.
8. Demonstrate knowledge of African American culture in written assignments and class discussions.

III. Required Texts, Resources and Key Readings:

C. Additional required readings are posted on Blackboard.

IV. Academic Course Requirements:

A. Participation (100 points)-- You are expected to attend all classes and to be prepared to discuss major points (read required readings and complete assignments). It is your responsibility to obtain any missed assignments or notes from other students enrolled in the course. Grade for participation includes active and informed participation in the class.

B. Daily Reports (13 @ 20 points each)

For most class meetings, you will give a brief oral report on one of the assigned readings. At the beginning of class, a few minutes will be allotted for collaboration with others who were assigned the same reading.

Your 5-7 minute mini-report should include:

1. An analyses of salient points for the reading. Do not just summarize the reading or give definitions. Efforts to make the presentation engaging are expected. For example, a visual, song, student work, quote, or other symbol which conveys a major point of the reading will make the report more interesting
2. A critique of the reading in terms of its usefulness to your life/profession, educational implications, problems with the concept, and its relationship to other readings (from this and other courses). This is an important aspect of the assignment.

3. Points that you found most compelling or points that you resisted

4. Points which need clarity.

5. New insights that will be helpful for teaching African American students and possible related strategies.

**While the mini oral report is a group report and the group will collectively receive one grade, each student should have his or her notes available instead of relying on memory for the reports. Additionally, I will routinely elicit individual reports during the discussion. For Blackboard assignments, a written report with all of the components above will be email to me at gsboutte@mailbox.sc.edu by midnight on the day that the assignment is due.**

C. MAJOR PROJECT: CHOOSE 1 OR 2. (1—Research Paper or 2—Book Critique)

1. **RESEARCH PAPER (100 points—paper; 50 points—presentation)**

This assignment is designed to help develop research and writing skills. Choose a topic relating to African American students.

a. Use APA documentation style.

b. Include a thesis statement, an analytical review of the literature, summary, and implications for educators. Your thesis statement will guide your overall paper. One source for writing literature reviews can be found on Blackboard in Course Documents. Feel free to use other sources as needed.

c. Include references to a variety of sources such as research articles, applied works, and books. You may reference books and governmental reports as well, if needed.

d. Email your topic, thesis statement, and tentative outline by June 16.

2. **BOOK CRITIQUE (100 points—paper; 50 points—presentation)**

Read and carefully critique one of the following books. It should be evident from the review that you have read the book. The critique should include the following:

A) A brief overview of the book (about one paragraph)

B) A discussion and analyses of major concepts the author is trying to communicate for each chapter

C) The relevance of the book to your personal and professional life (also relate your discussion to other readings). It is very important that you analyze the
Choose one of the following books.


V. Administrative Requirements

A. Attendance and active, informed class participation at all classes are required.

B. Instructor must be notified in the event of absenteeism. More than one absence will adversely affect grade.

VI. Evaluation and Grading:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>100</td>
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<tr>
<td>Daily Oral Reports (13 @ 20 points each)</td>
<td>260</td>
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<tr>
<td>Major Project</td>
<td>100</td>
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<tr>
<td>Presentation</td>
<td>50</td>
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<td><strong>Total</strong></td>
<td><strong>510</strong></td>
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VII. Major Topics of the Course

1. Conceptual Framework for Course (Pedagogy of the Oppressed)

2. Historical Perspectives on the Education of African American Students
   A. African Perspectives
   B. Slavery
   C. Post Slavery
   D. Court Cases
   E. Desegregation

   A. Explanations for the Differential Achievement of African American Students
   B. Culturally Relevant Pedagogy
   C. Successful School/Classroom models
   D. Transformative Research and Practice for Black Students

4. African American Language
5. Critical Literacy
6. Teaching Content Areas (language arts, music, science, art, social studies, math)
7. African American Families and Communities
8. Culturally Relevant Classroom Management

Tentative List of Videos

Black Is, Black Ain’t Theresa Perry
Gloria Ladson Billings The Road to Brown
English for Your Success The Eye of the Storm
True Colors Constructivist Math
A Detroit Conversation A Charge To Keep
Excerpts from: Ethnic Notions

VIII. Modes of Instruction

Class Meetings: Class Meetings: Monday - Thursday
Time: 1:00-3:15 p.m.
References


*McIntosh, p. (1995). White privilege and male privilege. A personal account of coming to see correspondence through work in women’s studies. In P. H. Collins & M.
L. Anderson (Eds.), *Race, class, and gender: An anthology* (pp. 70-81). Belmont, CA: Wadsworth.


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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
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<tbody>
<tr>
<td>June 8</td>
<td>Course Overview and Conceptual Framework</td>
<td>Freire, Ch. 4</td>
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<td>African American Families/Demographics</td>
<td>Morris—Why study the U.S. South</td>
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<td>Video: True Colors</td>
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<td>June 9</td>
<td>Guest Facilitator: Dr. Michelle Jay</td>
<td>Ladson-Billings, foreword;</td>
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<td>African American Culture</td>
<td>preface; ch. 1; ch. 2</td>
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<td>Video: Black Is, Black Ain’t</td>
<td>Boykin—Afro-cultural Expression</td>
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<td>daily oral report 1 (submit via email)</td>
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<td>June 10</td>
<td><em>Blackboard—No On-site class</em></td>
<td>Race and ethnicity in American legal tradition</td>
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<td>Historical Perspectives</td>
<td>Dred Scott v Sanford</td>
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<tr>
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<td>Slavery</td>
<td>daily oral report 2 (submit via email)</td>
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<td>June 11</td>
<td>Historical Perspectives</td>
<td>1) Plessy v. Ferguson</td>
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<td></td>
<td>Post-Slavery</td>
<td>2) Brown et al. v Board of Topeka</td>
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<td>Video: The Road To Brown</td>
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<td>Presenter: Dr. George Johnson</td>
<td>daily oral report 3</td>
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<td><em>Segregative Intent and the Achievement Gap</em></td>
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<td>Stages of Racial Identity</td>
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<td>Video Excerpts: Ethnic Notions</td>
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<td>June 15</td>
<td>African American Language</td>
<td>1) Boutte—Teaching AAE speakers</td>
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<td>daily oral report 4</td>
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<td>Decide on class project</td>
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<td>June 16</td>
<td>African American Language</td>
<td>1) Delpit—What should teachers do?</td>
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<td>Video: English For Your Success</td>
<td>2) Delpit—pp. x-9/Intro, etc.</td>
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<td>daily oral report 5</td>
<td>3) Skills and other Dilemmas</td>
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<td>4) Delpit—The silenced dialogue</td>
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<td>June 17</td>
<td>Culturally Relevant Pedagogy (CRP)</td>
<td>daily oral report 6</td>
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<td>Video: Ladson-Billings, <em>I ain’t Writin’ nuttin’</em></td>
<td>1) Ladson-Billings – Ch. 3 and 4</td>
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<td>daily oral report 6</td>
<td>2) Hilliard—Behavioral style, culture, and teaching</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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| June 18  | Critical Literacy                          | 1) Boutte—Critical literacy
2) Durbin—Books Under Fire
3) Christensen—Unlearning the
4) Kohl—The politics of
5) McNair—the representation
6) Boutte—Perspectives |
| June 22  | Culturally Relevant Pedagogy               | 1) Ladson-Billings – Ch. 5 and 6
2) Boutte—African American |
| June 23  | Culturally Relevant Math                   | 1) Berry—Access to upper
2) Martin—Missionaries and Cannibals |
| June 24  | Culturally Relevant Pedagogy               | 1) Ladson-Billings—Ch. 7; Afterword
2) McIntosh—White privilege |
| June 25  | Young, Gifted and Black                    | Perry et. al—preface; Up from the Parched Earth; Ch. 1--Freedom for Literacy |
| June 29  | Young, Gifted and Black                    | Perry et. al
Ch. 2--Stereotype Threat |
| June 30  | Young, Gifted and Black                    | 1) Perry et. al --Ch. 3
No Mystery
2) King—A Transformative vision
3) Graham—Most of the
4) Steinberg/Fletcher—Data
5) Lerner—Changing organism |
| July 1   | Culturally Relevant Management             | 1) Beaton—Rethinking discipline
2) Clark—Expectations
3) Franklin—Reflections on
4) Kohl—I won’t learn from you
5) Weinstein—Toward a
6) Brown--Urban teachers’ use |
| July 2   | Presentations                              | Daily oral report 13 |

**Daily oral report 7**

**Daily oral report 8**

**Daily oral report 9**

**Daily oral report 10**

**Daily oral report 11**

**Daily oral report 12**

**Daily oral report 13**