

**Hamline University School of Education
Co-Sponsored Course**

COURSE TITLE: **Black Males, Schooling and Systemic Failure**

INSTRUCTIONAL MATERIAL Singleton, Glenn & Linton, Curtis (2006) *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*, Thousand Oaks, CA: Corwin Press

PART I: COURSE DETAILS

A. Course Co-sponsor: Center for Excellence in Urban Teaching (CEUT) and Pacific Educational Group

Contact information if graduate units are desired:

Molly Doran
Program Administrator
Phone: 651-523-2429
Fax: 651-523-2489
Email: mdoran03@hamline.edu

B. Instructor (will receive registration forms, course confirmations, evaluations, and grade roster)

Instructor on Record: Dr. Nancy Dome
Phone: 858.334.5260
Email: nancy@pacificeducationalgroup.com

Facilitator: PEG Adjunct or Affiliate
Email:

C. Contact Person (if different than instructor)

D. Number of semester credits: This seminar will be offered for 1 credit

E. Target Audience (check those that apply)

K	Primary	Interm.	Middle	High	Sp Ed	Resource	ESL	Admin	Other
X	X	X	X	X	X	X	X	X	

F. Course Specifics

Date/Time: Online Weeks run Monday to Sunday
Course are offered in 4-6 week segments
Location: Hamline Blackboard – Online

G. Registration

This seminar is offered for 1 graduate credit, at the tuition rate of \$128, payable to Hamline University. Payment must be made at the time of course registration.

PART II: COURSE INFORMATION

A. Course Description:

The plight of black males in schools today provides us with devastating statistics in regards to their academic achievement. This course will provide a lens to understand the unique circumstances facing black males in our society, shows how this societal experience plays out in schools, and explores ways in which the system institutionalizes practices that marginalize, and perhaps criminalize, black boys. You will engage in personal reflection while examining ways to transform our school environments into places that nurture the spirit and foster high-level engagement and achievement of our lowest performing, yet most disregarded student population.

B. Hamline University Shared Vision of the Conceptual Framework

This course reflects the shared vision found in Hamline University’s Conceptual Framework, which guides all teaching and learning in the Graduate School of Education.

1. Promote Equity in Schools and Society	
	<ul style="list-style-type: none"> • Understand the role education has played and plays in shaping society • Values individuals inclusive of race, class, gender, exceptionality, home language or other social, physical, or cultural characteristics • Utilize social and cultural backgrounds and the variety of ways individuals learn to enhance teaching and learning • Act as agents of change in their classrooms, schools, and communities • Develop the knowledge and request skills for reengaging , sustaining and deepening courageous conversation about the impact of race and racism on student achievement
2. Build Communities of Teachers and Learners	
	<ul style="list-style-type: none"> • Construct supportive communities of learners and colleagues • Recognize teaching and learning as a social and cultural process • Create physically and psychologically welcoming environments that foster positive self-worth • Promote a personal action plan for deepening understanding or racism (and other ism’s) which includes engaging other members of the school community in dialogue about systemic racism
3. Construct Knowledge	
	<ul style="list-style-type: none"> • Understand that bodies of knowledge are constructed and interpreted • Transfer theoretical, foundational, and pedagogical knowledge to practice intentionally • Use best practice, including technology, in the construction of learning
4. Practice Thoughtful Inquiry and Reflection	
	<ul style="list-style-type: none"> • Reflect on practice to improve teaching and reflection • Research issues related to educational practice and theory • Reflect on race and racism and discover how each, through school policies, programs, and practices, negatively impacts low-performing student populations

C. Course Outcomes

1. Students will be able to have courageous conversations and engage in sustained interracial dialogue about race. They will be able to establish a racial context that is personal, local, and immediate, isolate race, normalize social construction of knowledge and multiple perspectives, monitor the agreements, conditional and establish parameters, establish a working definition for race that is differentiated from that of ethnicity and nationality, examine the presence and role of “whiteness” and its impact on the conversation and the problem being addressed.
2. Student will be able to identify characteristics of white cultural pedagogy, which challenges black male achievement.
3. Students will identify and model characteristics of an anti-racist teacher/leader.
4. Students will be able to reflect on race and racism, and discover how each, through school policies, programs, and practices, negatively impacts the education of black males.

5. Students will promote a personal action plan for deepening understanding of racism and how it impacts educational conditions for black males, which includes engaging other members of the school community in dialogue about systemic racism.

D. Processes

Instructional strategies include: Video, PowerPoint, discussion boards, peer review, cooperative group, simulation and readings, journaling, cognitive coaching, and reflective practices.

E. Course Outline

Module	Learning Module	Graded Assignment
Module 1	Review syllabus (Objectives, outcomes, requirements) <i>Discussion:</i> Introduction	Participate in: Discussion Board – Introductions and Community Building
Module 2	The Stories We Tell <i>Read:</i> Excerpt of Critical Race Theory looking specifically at The Counter Story <i>Podcast:</i> Listen to the Stories – Part 1 <i>Prompt:</i> What part of the counter narrative resonates with you the most? What part challenges you the most? <i>Discussion:</i>	Complete: (1) Reflection Assignment Participate in: Discussion Board – Share your thoughts and feelings about what you have experienced in this module
Module 3	Introduction to Courageous Conversation Protocol <i>Read:</i> Courageous Conversations About Race, Part I, Chapter 2 <i>Video:</i> Overview of Protocol <i>Prompt:</i> Go back to the stories you heard in Module 1, where are you on the Compass? How can you use the protocol to help move yourself around the Compass? <i>Discussion:</i>	Complete: Participate in: Discussion Board – Share with other participants your location on the Compass and why. Use this opportunity to see the multiple perspectives and interpretations.
Module 4	What the Data Says... <i>Read:</i> Data article <i>Webinar:</i> Overview of Schott Foundation Research <i>Prompt:</i> What Does the Data Tell You? <i>Discussion:</i> <i>Assignment:</i> Reflection on the Data Assignment	Complete: (2) Reflection Assignment Participate in: Discussion Board – Identify graduation rates and/or discipline data on Black males in your district and/or schools. Present finding in discussion and reflect. Feel free to add any other interesting findings you come across in your research.
Module 5	Where Are You? What Stories Do You Tell? <i>Read:</i> A Moral Choice by Dr. Joyce E. King <i>Podcast:</i> Listen to the Stories – Part 2 <i>Prompt:</i> Think about the stories you heard in part 1 and the ones you just heard in part 2, what are some of the differences you notice in the narratives? <i>Discussion:</i>	Complete: Participate in: Discussion Board – Analyze the images and narratives about the Black male that are perpetuated in society, identify the disparities between societies perspective of the perspective of the Black male.

Module 6	<p>Next Steps: Engaging Black Male Students' Voices Read: The Change Leader by Michael Fullan YouTube Videos: Prompt: How can YOU help make this the norm for the Black male narrative? Discussion: Assignment: Next Steps Through the Six Conditions Course Evaluation: Release: Accept/Decline</p>	<p>Complete: (3) Next Steps Through the Six Conditions Participate in: Discussion Board – As you reflect on your journey through this course, what are some the considerations you have for your next steps?</p>
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PART III: COURSE ASSIGNMENTS AND EVALUATION

Full Inclusion

I wish to include fully persons with disabilities in this course. Please let us know if you need any special accommodations in the curriculum, instruction, or assessments to enable you to participate fully. I will try to maintain the confidentiality of the information that you share. Please contact me as early in the course as practicable.

Course Expectations

Students must assume responsibility for their own learning and success. As with any graduate-level seminar that takes learning seriously, this seminar requires a substantial amount of intellectual and critical work. By fully preparing for the seminar you will optimize your opportunities to learn in your current role and for your future endeavors as an educator. Stated differently, use this experience to pursue your own questions and practice interests. The expectation is that you take an active or inquiry approach rather than a passive one in your learning. Thus, it is incumbent upon you to “mine” the seminar for experiences and knowledge that suits your individual needs and purposes. I greatly encourage you to develop collaborative relationships with your colleagues in the seminar to further bolster your and their learning opportunities.

Within your writing assignments, be sure you do the following:

- Write clearly, concisely, and in a compelling manner
- Structure your writing in an effective way
- Keep the length to the stated pages

For on-line learning, directions will be given during the first day of the seminar

Required Readings and Texts

DeCuir, Jessica T. and Dixson, Adrienne D. (2004, June/July). “*So When It Comes Out, They Aren’t That Surprised That It Is There*”: Using Critical Race Theory as a Tool of Analysis of Race and Racism in Education. *Educational Researcher*, 26 – 31.

Fullan, Michael. (2002, May). *The Change Leader*. *Educational Leadership*, 17 – 20.

King, Joyce E., (2000, Fall). *A Moral Choice*. *Teaching Tolerance*, Number 18.

Singleton, Glenn & Linton, Curtis (2006) *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. Thousand Oaks, CA: Corwin Press

Assignments

Discussion Boards

6 Topics (30pts)

Participants will be expected to participate fully in all discussion boards throughout the course. Each discussion board requires one main post and two responses to peers. Responses should be thoughtful, courageous, and considerate. Since we value multiple perspectives, it is encouraged that “I” statement be used to illustrate “your or a” perspective rather than “the” perspective. Remember to be open to other perspectives and to share with your heart.

Assignment #1

Reflection on the Stories (20pts)

1- 2 typed page total

In Module 2 you will be asked to reflect on what you heard, felt, and thought in the module. This is your opportunity to listen to the counter story and reflect on what the implication are on Black males in public education. What part of the counter narrative resonates with you the most? What part challenges you the most? Files will be available in the module. Please submit written reflection in the Assignment Drop Box.

Assignment #2

Reflection on the Data (20pts)

1- 2 typed page total

In Module 4 you will be asked to reflect on the data presented, as well as, data that you have found at your school site. What does the data tell you? How does the data impact the way you think about and teach Black males? Compare/contrast the data presented with the data you found. How do you move away from deficit model thinking about Black male toward thinking about the condition of Black males as a response to systemic racism? Files will be available in the module. Please submit written reflection in the Assignment Drop Box.

Assignment #3

Next Steps Through the Six Conditions (20pts)

1-2 typed pages total

In Module 6 you will be asked to develop an action plan for your next steps once this course is over. What questions do you still have about issues related to race, racism, and educating black males? What will you do to engage the Black male in your class, in your school, in your community? Answer the questions in the assignment that will guide you through the Six Conditions. Files will be available in the module. Please submit written reflection in the Assignment Drop Box.

Evaluation

Course assignments/projects are required to successfully complete this course and/or earn graduate credit. **Taking this course for units is in no way connected with completion of this course.** Participants are expected to complete **ALL** assignments regardless of the units. The units are simply an incentive, for existing curriculum, to aid on the salary scale for professional development hours. Successful completion of this course is 75% or better. Assignments are graded on a weekly basis so please set aside the requisite time to complete them on a timely basis so that you will be aware of your progression in the class.

Note: If you are taking this as part of your district work, the districts will be sent the final scores for all of their participants.

For Hamline:

“A” grade in the course is given to students for exceptional performance in all activities and assignments. Student must participate in all online activities and meet the posted deadlines for all assignments.

“B” grade is given for substantive high quality work in all of the above activities. (See writing rubric)

Course Assignments

Discussion Boards (x6)	30 points
Reflection on the Stories	20 points
Reflection on the Data	20 points
Action Plan	20 points
Release	5 points
Course Evaluation	5 points
Total	100 points

Grading Scale – Letter Grades

A= 93-100	B+=86-89	C+= 77-79	D=60-69	F=59 or lower.
A-=90-92	B=83-86	C= 73-76		
	B-=80-82	C- =70-72		

Grading Scale – Satisfactory/Unsatisfactory

S = 75 – 100

U = 74 and Below

WRITING RUBRIC

- 5 Strong: Show control and skill; many strengths present/meets expectations.
- 4 Performance/strengths outweigh the weaknesses; a small amount of revision is needed.
- 3 Developing: strengths and need for revision are about equal.
- 2 Emerging: need for revision outweighs the strengths; isolated moments hint at what the writer has in mind.
- 1 Not yet: writer shows no control.

	5	3	1
Ideas and Content	Paper is clear and focused. Relevant anecdotes and details enrich the theme. Ideas are fresh and original. Reader's questions are anticipated and answered.	Topic is broad and support is attempted. Writer stays on topic but does not develop a clear theme. Writer draws on knowledge or experience but has difficulty going from general observations to specifics.	Paper has no clear purpose or central theme. Information is limited or length is not adequate for development. Idea is a simple restatement of the topic or an answer to the question with no attention to detail.
Organization	Original title which captures the central theme of the paper. Inviting introduction, thoughtful transitions, satisfying conclusion which leaves the reader with a sense of closure and resolution. Sequencing is logical and effective. Pacing is well controlled.	Title is uninspired or obvious restatement of the topic. Recognizable intro and conclusion. Transitions often work well; at times connections are fuzzy. Sequencing shows some logic but sometimes inconsistent in the support of ideas. Pacing fairly well controlled but sometimes lunges ahead too quickly or spends too much time on details that do not matter.	Title does not match well with the content. No real lead to set up what follows, no real conclusion to wrap things up. Connections between ideas are confusing or non-existent. Sequencing needs work to establish a logical structure. Pacing feels awkward.

PART IV. ACADEMIC INTEGRITY

Dishonesty of any kind in relation to academic work threatens the integrity of the academic enterprise and is prohibited. Such dishonesty includes plagiarism, ghost writing, and falsifying official information concerning one's academic background or status.

Plagiarism is the unacknowledged use of another person's work or ideas. Any passage copied verbatim, with small changes, or in paraphrase must be acknowledged with a citation. Ghost writing is preparing work for another or having another prepare one's own work.

When a student is found to be in violation of the Academic Integrity Policy, academic penalties may be prescribed by the instructor of the course in question, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course.

Code of Professional Ethics and Collaboration: It is expected that students think of themselves as professionals and collaborative members of this learning community. Self-responsibility, positive attitude, collaborative disposition, and respect for the learners, parents, peers, and professors with whom students interact during this course are expected and highly valued.

Students with Special Needs: Within the first week of class, students with special needs must provide the instructor with written documentation that outlines their specific, individual needs. Following receipt of this documentation, the instructor will schedule a conference to discuss appropriate accommodations for students with special needs. Selected university support systems may be recommended by the instructor.

Attendance: Regular attendance is essential, as is promptness. Please inform the instructor, in advance, of any anticipated absences, and accept responsibility for getting notes and handouts from other members of the learning community.

Seminar Participation: The benefits that students derive from a seminar are directly proportionate to the amount of time, energy, work, and involvement invested in the seminar. Please come to the seminar prepared to make a positive contribution.

Sexual Harassment

University policy prohibits sexual harassment. Complaints should be reported to the Office of Student Affairs. According to the Equal Employment Opportunities Commission (EEOC), sexual harassment is defined in the following manner: unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature; constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment of academic advancement;
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting the individual; and
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile environment.

Diversity:

This course develops proficiencies for working with P-12 students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn by assisting the student in developing the necessary knowledge, skills and dispositions listed above.

Religious Holidays

The university makes every reasonable effort to allow students to observe religious holidays without academic penalty while recognizing that accommodations should not create an undue interference with the student's participation in a course. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with an opportunity to pursue a reasonable alternative to complete such academic responsibilities and requirements.

Students who plan to miss class must:

1. Inform instructor in writing of anticipated absences at the beginning of the course;
2. Meet with instructors to arrange a plan to complete the student's academic responsibilities for the course, including the rescheduling of any missed coursework, assignments or examinations; and
3. Obtain class notes from other students.

Students who have properly notified their instructors will be offered an opportunity to make up the work, without penalty, in a manner that is consistent with the attendance policy of the academic unit and is convenient to both students and faculty.

PART V: RESOURCES

A. Bibliography and Recommended Readings

Ayers, W., Klonsky, M., & Lyon, G. (Eds). (2000). *A simple justice*. New York: Teachers College Press.

Darling-Hammond, L. (1997). *The right to learn*. San Francisco: Jossey-Bass Inc.

Delgado, Richard and Stefancic, Jean. (2001). *Critical Race Theory – An Introduction*. New York University Press.

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: New Press.

DuBois, W.E.B. (1902). *The souls of black folk*. New York: Dover Publications.

Freire, P. (1999) *Pedagogy of the oppressed*. New York: The Continuum Publishing Company

Howard, G. R. (1999). *We can't teach what we don't know*. New York: Teachers College Press.

Kozol, J. (1991). *Savage inequalities: Children in America's Schools*. New York: Harper Collins.

Ladson-Billings, G. (1997). *The dreamkeepers: Successful teachers of African American children*. San Francisco: Jossey-Bass, Inc.

McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. *Peach and Freedom*, July-August, pp: 10-12

Paley, V. G. (1989). *White teacher*. Cambridge, Massachusetts: Howard University Press.

Tatum, B.D. (1997). *Why are all the Black kids sitting together in the cafeteria? And other conversation about racial identity development*. New York: Basic Books.

West, C. (1994) *Race matters*. New York: Vintage Books.