


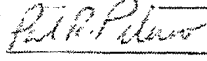
FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: CURRICULUM, CULTURE, AND EDUCATIONAL INQUIRY	COLLEGE: EDUCATION
COURSE PREFIX AND NUMBER: EDF6615	CURRENT COURSE TITLE: TEACHING AFRICAN AMERICAN STUDENTS
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2012	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: BLACK PERSPECTIVES IN EDUCATION CHANGE PREFIX FROM: _____ TO: _____ CHANGE COURSE NO. FROM: _____ TO: _____ CHANGE CREDITS FROM: _____ TO: _____ CHANGE GRADING FROM: _____ TO: _____ CHANGE DESCRIPTION TO: DRAWING ON BLACK EPISTEMOLOGIES AND RESEARCH TRADITIONS, THE COURSE WILL EXAMINE HISTORICAL AND CONTEMPORARY ISSUES AND THEIR IMPACT ON DIVERSE IMMIGRANT AND NONIMMIGRANT BLACK POPULATIONS.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: N/A CHANGE COREQUISITES TO*: N/A CHANGE REGISTRATION CONTROLS TO: N/A *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. all depts in CoEd consulted	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each. comments attached

Faculty contact, email and complete phone number:
Traci Baxley, baxley@fau.edu, 561-297-6594

<i>Approved by:</i> Department Chair: <u></u> College Curriculum Chair: <u></u> College Dean: _____ UGPC Chair: _____ Graduate College Dean: _____	<i>Date:</i> <u>8-17-12</u> <u>10/2/12</u> _____ _____	ATTACHMENT CHECKLIST •Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php) •Written consent from all departments affected by changes
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Email this form and syllabus to diamond@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.



Department of Curriculum, Culture, and Educational Inquiry
College of Education
Florida Atlantic University

COURSE NUMBER: -EDF 6615

COURSE TITLE: Black Perspectives in Education

Instructor:

Office:

Office hours:

Telephone:

Fax:

E-mail:

CATALOG DESCRIPTION: Drawing on Black epistemologies and research tradition, the course will examine historical and contemporary issues and their impact on Black student populations.

Credit Hours: 3

LINK TO THE COLLEGE CONCEPTUAL FRAMEWORK: As a reflective decision-maker the student will make informed decisions by using and reflecting on data from research to improve professional practice. The student will also exhibit ethical behavior, and provide evidence of being a capable professional by demonstrating a professional demeanor in class and field based experiences which includes active participation in class and responsive attention to the successful completion of course assignments.

This course is designed to *inform* students about the historical and contemporary issues facing Black student populations and the impact institutional practices and policies have on Black populations. Throughout the course students will acquire the skills that will make them *capable* of engaging in critical analysis and critical race theory. The course is grounded in Black epistemologies and social justice pedagogy which require critical *reflection* and equitable action in *ethical* educational *decision making* that focuses on planning and designing curriculum in which culturally responsive practices are implemented.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

Each of the course objectives presented below represents the standards recommended in the following guidelines.

Florida Educator Accomplished Practices = (FEAP)

FEAP #4-Critical Thinking

FEAP # 5 – Diversity

FEAP #6 - Ethics

National Council for the Accreditation of Colleges of Teacher Education = (NCATE)

Standard #1 Content Knowledge
Standard #4: Diversity;

Florida Atlantic University common standards = FAU
Communication (COM)
Content (CON)
Critical thinking (CT)

COURSE OBJECTIVES:

- Explore the African diaspora and the push/pull factors for Black populations globally, nationally, and locally. (FEAP #5, NCATE # 1, NCATE # 4, FAU-CON)
- Identify several historical and social events that have influenced education in America and the ways in which these events have impacted the education and culture of African Americans. (FEAP #5, NCATE # 1, NCATE # 4, FAU-CON)
- Identify social and political reasons that led to the exclusion of education for African-Americans. (FEAP #5, NCATE # 1, NCATE # 4, FAU-CON)
- Identify one's own epistemology by drawing on personal background experiences. (FEAP #4, FEAP #5, FEAP #6, NCATE # 1, NCATE # 4, FAU-CON, FAU-CT, FAU-COMM)
- Identify key factors that contribute to a greater understanding of the learning styles of Black student populations that promote effective and equitable education. (FEAP #5, NCATE # 1, NCATE # 4, FAU-CON)
- Explain the roles class and gender play in teaching African-American students. (FEAP #5, NCATE # 1, NCATE # 4, FAU-CON)
- Understand how theoretical or conceptual models used in educating Black student populations inform and shape current research methodologies. (FEAP #4, FEAP #5, NCATE # 1, NCATE # 4, FAU-CON, FAU-CT, FAU-COM)
- Evaluate research focused on African American educational experiences. (FEAP #4, FEAP #5, FEAP #6, NCATE # 1, NCATE # 4, FAU-CON, FAU-CT)
- Observe and describe the characteristics of successful schools, classrooms, and teachers that promote high achievement among African American students from various socioeconomic backgrounds. (FEAP #4, FEAP #5, FEAP #6, NCATE # 1, NCATE # 4, FAU-CON, FAU-CT)

REQUIRED TEXTS:

Gay, Geneva. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press.

Hale-Benson, J. (1986). *Black children: Their roots, culture, and learning styles*. Maryland: Johns Hopkins University Press.

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African-American children*. San Francisco: Jossey-Bass.

Woodson, C.G. (1933, 2006). *The mis-education of the Negro*. Chicago, IL: African American Images.

SUGGESTED RESOURCES:

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

Evans-Winters, V. E. (2005). *Teaching black girls: Resiliency in urban classrooms*. NY: Peter Lang.

Perry, T., Steele, C. & Hilliard, A. (2004). *Young, gifted and Black: Promoting high achievement among African-American students*. Boston, MA: Beacon Press.

Perry, T. & Delpit, L. (1998). *The real ebonics debate: Power, language, and the education of African-American children*. Boston, MA: Beacon Press.

Polite, V.C. & Davis, J.E. (Eds.). (1999). *African American males in school and society: Practices and policies for effective education*. New York: Teachers College Press.

COURSE REQUIREMENTS:

Identifying personal epistemologies:

You are to write a short paper (3-5 pages) describing your own epistemological grounding. You will answer questions such as: What sources of knowledge do you draw from? Are these sources cultural, gender, or class based? Where did you come to learn what you “know” about the world? What do you believe about African American education, how did you come to know this? Compare your personal epistemological stance with African American epistemology. How does your personal stance empower African American learners? How does it conflict with (disempower) African American learners?

Reader’s response

You will be required to keep a journal and complete “**Quotes and Notes**” reflective journal entries each week. The journal will be collected twice during the semester (middle and end). Divide your paper into two columns. In the left column you will write quotes from your assigned reading(s) or you may paraphrase the author(s). In the right column you will argue, agree, or question the author(s). This may be typed or neatly hand-written. You should be thorough and analytical in your reflections. Do not summarize what you have learned or give definitions. Critique the concept in terms of its usefulness to your professional and/or personal life; reflect on problems you have with the concepts and how particular concepts are related to other notions discussed in class; and raise new questions and relate your reflections to other readings from this or other courses.

“Living Legends”

Living history interview and presentation

This assignment is designed to engage in methodology (narrative) that supports African American culture and experiences. You will be required to identify and interview an educator with 15 or more years of experience working with African American students. Your interview will focus on the notion “The Evolution of Education in the African American culture.” You will tape record, as well as obtain photographs or video clips of your living legend. You will be required to use this information to create a (counter)narrative of your living legend (including her experiences, teaching, views, etc). In addition you will create a powerpoint (or other method) that highlights your legend and connects his/her teaching to content that we will discuss in class (an example will be shown in class).

As a class, we will develop general questions for the interview protocol. In addition, you will develop specific questions focused on your chosen research paper topic and should be included in your presentation.

Please note that if you (individually or as a group) wish to present your findings at the College of Education Research Symposium, you are likely to need to obtain CITI training and IRB approval prior to these interviews. I will be happy to walk you through this process.

Research paper

Research a particular topic relating to educating African American children (e.g. testing and the achievement gap, African American English, special education). At designated dates during the semester, you are expected to turn in a 150-200 word proposal (that provides your research question, justification and description of your proposed research), and an annotated bibliography of at least 15 sources (from refereed journals only). When completed, your paper will resemble a mini-proposal (propose a topic, explain the rationale, and conduct a literature review).

*Highlights of your topic will be integrated into your “Living Legend” presentation.

Participation/attendance

Students are expected to come to class each week prepared for discussion based on the assigned reading and assignments. It is expected that students contribute relevant ideas and opinions to class discussion, while respecting classmates by demonstrating appropriate listening skills. Punctuality and attendance in class are assumed. Absenteeism, beyond one day, will be penalized 3 points per day. It is within the instructor’s right to penalize tardiness (including assigning a “0” on late work).

<i>Assignment</i>	<i>Points</i>	<i>Points Earned</i>
<i>Reader’s response (12x @ 5 points each)</i>	<i>60</i>	
<i>Personal epistemology</i>	<i>20</i>	
<i>“Living Legends” Narrative and Presentation</i>	<i>45</i>	
<i>Research paper</i>	<i>55</i>	
<i>Participation</i>	<i>20</i>	
<i>TOTAL</i>	<i>200</i>	

GRADING SCALE:

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	Below 60

TEACHING METHODOLOGIES:

This class will include both lecture and seminar styles of methodology. In addition to the instructor’s lectures and guest speakers, the students are expected to engage in critical discussions on the topics introduced in class. All opinions are welcomed and encouraged.

- Electronic Communication (E-Mail; Blackboard features including discussion board, digital dropbox, and SafeAssign)
- Computer/PowerPoint presentations
- Cooperative learning groups and presentations
- Audiovisual support (video, DVD, overhead projector, computer, Internet)

AUDIO/VISUAL TECHNOLOGY:

FAU E-Mail Address (check frequently). Go to MyFAU to obtain your e-mail address.

Blackboard site: [Http://Blackboard.fau.edu](http://Blackboard.fau.edu), or type “bb.fau.edu,” or use link under Current students’ tab.

Research using FAU library, Internet browser, professional organizations, government websites

Computer with word processing, presentation software, and high-speed Internet access are available in all

campus computer and library labs.

STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

EXPECTATIONS:

Attendance and Other Class Policies

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student’s responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

Use of any electronic devices in the classroom should be limited to the content and activities taking place there. Inappropriate use of such devices may result in removal from the classroom, a reduction in your grade, or some other consequence, as determined by the professor.

Dropping the Course

In order to withdraw from a course, it is not sufficient to stop attending class or to inform the instructor of your intention to withdraw. In accord with university policy, students wishing to withdraw from a course must do so formally through the Registrar’s office. It is the students’ responsibility to complete all forms. If this is not done, the instructor must assign a grade of F at the end of the semester. “W” drop day is September 1; “F” Drop day is October 15.

Relationship to Grade

Points will be deducted for missing some or all of a class session (3 points per session after the first missed class). Students are responsible for getting class notes/handouts from peers and making up any missed written assignments. Approval for making up any missed work and setting a new deadline must be granted by the instructor before work is submitted.

Punctuality

Students are expected to be on time and to remain for the duration of each class session. Since late arrivals and early departures are disruptive, they will be treated as absences and may affect your grade.

Assignments

Assignments are due at the beginning of class on the due date. Out-of-class work turned in late may be penalized. NO EXCEPTIONS.

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an "F" on the assignment, an "F" in the course, or even removal from the degree program. Florida Atlantic University's Code of Academic Integrity is strictly adhered to in this course. For more information, on what constitutes plagiarism, cheating and other violations of academic integrity, see [http://wise.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://wise.fau.edu/regulations/chapter4/4.001%20Code%20of%20Academic%20Integrity.pdf)

In the Publication Manual of the American Psychological Association (APA), plagiarism is defined as:

Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.

All sources used in projects must be cited, referenced, and listed in the appropriate bibliography/materials list. Be especially careful about cutting and pasting text from websites. You may not do so without using quotation marks for the text and citing the source, and you should be sparing in your use of online quotes.

Course Outline

Week 1

Introduction

Overview of course and assignments
Defining African American
Assign Landmark Court Cases: Dred Scot v Sanford, Plessy v Ferguson, Brown v Brd of Ed.
Topeka

Week 2:

African Diaspora African Diaspora

Migration of African people
Coming to New World
Push/pull factors

-Readings:

Hale-Benson: chapter 1

Worldwide Conspiracy Against Black Culture and Education (Seck) Bb

Week 3: Black culture diversity

Black cultures represented in South Florida
Haitian

Jamaican/Bahamian
African

Readings:

The Context of African American Educational Performance (Akbar) Bb
Woodson: Chapters 1-9

Week 4: Historical Perspectives: “From the Boat to Barak”

Social issues
Educational issues

Reading:

Woodson Chapters 9-18
TBA (Bb)

Week 5: African Americans Facing the Challenge

Court case presentations

Landmark court cases: background information, logic for decision, descents
(if any), operative language used, law established)

Dred Scot v Sanford
Plessy v Ferguson
Brown v Board of Education of Topeka

Week 6: Local Historical perspective on African American Education

Fieldtrip to Spady Cultural Museum
<http://www.spadymuseum.com/index.php>

Paper proposals due

Readings:

TBA

Week 7 Black Epistemologies

Readings:

Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge (Bernal)

Race, Narrative, Inquire and Self-study in Curriculum and Teacher Education (Milner)

Personal Epistemology of Urban Elementary School Teachers (Pearrow)

Preparing Education Doctoral Students for Epistemological Diversity (Pallas)

Week 8: African American Families

Readings:

Hale-Benson-Chapters 3 and 6

After "It takes a Village": Mapping the Terrain of Black Parental Involvement in the Post-Brown Era(Fields-Smith)

Week 9: Narratives and Culturally Responsive Practices

Interview Protocols

Epistemologies Due

Readings:

Narrative and Experience in Multicultural Education (Bb)

Taking off the rose-colored glasses: Exposing colorism through counternarratives (Baxley)

Gay-chapters 1-3

Week 10: Culturally Responsive Teaching

Curriculum

Pedagogy

Culture matters

Readings:

Gay-chapters 5-7

Ladson-Billings: Chapters 1-8

Black Teachers on Teaching: A Collection of Oral Histories (Foster)

Week 11: Critical perspective on gender: The case of Black boys

Readings:

A Model for Educating African American Men (Hunter)

Negotiating Sociocultural Discourses: The Counter-Storytelling of Academically (and Mathematically) Successful African American Male Students(Stinson)

African American boys and the Discipline Gap: Balancing Educators' Uneven Hand (Monroe)

Engaging African American Males in Reading (Tatum)

Teaching Black Males: Lessons from the Experts (Foster & Peele)

Responsive Teaching for African American Male Adolescents (Murrell)

Week 12: Critical perspective on gender: Don't forget the girls!

Reading:

Counseling African American Girls in a White School Setting (Hilton-Pitre)

Classroom Inequity and the Literacy Experiences of Black Adolescent Girls
(Baxley & Boston)

Week 13: Gifted and Black & Black Suburbia: moving up and out

Readings:

Grantham, T. C. & Ford, D. Y. - *Beyond Self-Concept and Self-Esteem: Racial Identity and Gifted African American Students*

Rose E. Huff, R. E., Houskamp, B. M. & Watkins, A. V. - *The Experiences of Parents of Gifted African American Children: A Phenomenological Study*

Morris, J. E. - *African American Students and Gifted Education: The Politics of Race and Culture*

Harmon, D. - *They Won't Teach Me: The Voices of Gifted African American Inner-City Students*

Ascher, C. & Branch-Smith, E. - *Prekarious Space: Majority Black Suburbs and Their Public Schools*

Whelan, D. - *Black Boom in the 'Burbs*

Week 14: African American English/Black English/Ebonics and its place in the classroom

Reflection Journals Due

Reading:

Smith, E. - *What is Black English? What is Ebonics?*

Embracing Ebonics and Teaching Standard English: An interview with Oakland Teacher Carrie Secret.

Delpit, L. - *What Should Teachers Do: Ebonics and Culturally Responsive Instruction*

Wheeler, R. - *Becoming Adept to Code-Switching*

Week 15:

Living Legends Presentations

Week 16:

Living Legends Presentations

Final papers due

Suggested Journals

American Educational Research Journal

Harvard Educational Review

Teachers College Record

Journal of Negro Education

Journal of Teacher Education

Urban Education

Urban Review

Sociology of Education

Journal of Black Studies

BIBLIOGRAPHY:

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