

Public Course Syllabus: REPLAY
Dr. Luke Wood



A Focus on Black Boys and Men in Education

Partnering Organizations

We would like to extend a special thank you to our sponsors for their support in the development and delivery of Black Minds Matter.



The Education Trust–West



Inspiration for Course

Black Minds Matter was inspired by the Education Trust-West report "[Black Minds Matter](#)." This report documented the challenges and opportunities facing Black learners in the state of California.

Moreover, this course was offered in response to the advocacy of African American Ph.D. students at SDSU who were actively engaged in civil resistance following the slaying of unarmed Alfred Olango in El Cajon (San Diego).

This course is hosted by the Joint Ph.D. (JDP) Program in Education at San Diego State University.

Thank you to SDSU's Instructional Technology Services for supporting the delivery of this course.



About Dr. Luke Wood

J. Luke Wood, Ph.D. is the Dean's Distinguished Professor of Education and Associate Vice President for Faculty Diversity and Inclusion at San Diego State University. Dr. Wood is also Co-Director of the Community College Equity Assessment Lab (CCEAL), a national research and practice center. Formerly, Dr. Wood served as the Director of the Joint Ph.D. program in Education between San Diego State University and Claremont Graduate University and Director of the Ed.D. Program in Community College Leadership.



Wood's research focuses on factors affecting the success of boys and men of color education, with a specific focus on community colleges. In particular, his research examines contributors (e.g., social, psychological, academic, environmental, institutional) to positive outcomes. Dr. Wood has delivered over 750 scholarly, professional and conference presentations. His research has been featured by the White House Initiative on Educational Excellence for African Americans, New York Times, Chronicle of Higher Education, Huffington Post, Fortune Magazine, Los Angeles Times, Miami Herald, San Francisco Chronicle, and C-SPAN. Dr. Wood has authored over 140 publications, including more than 70 peer-reviewed journal articles. He has authored and edited 15 books, some of his most recent books include: *Supporting men of color in the community college* (2017, Wood and Harris III), *Teaching boys and young men of color* (2016, Wood and Harris III) and *Teaching men of color in the community college* (2015, Wood, Harris III, and White).

Wood received his PhD in Educational Leadership & Policy Studies (Higher Education) and master's degree in Curriculum and Instruction (Early Childhood Education) from Arizona State University (ASU). He also holds a master's degree in Higher Education Leadership (Student Affairs) and a bachelor's degree in Black History and Politics from California State University, Sacramento. Luke is a member of Alpha Phi Alpha Fraternity Incorporated.

Coordination Team

Darielle Blevins is a doctoral student in the Joint Ph.D. program in Education with San Diego State University and Claremont Graduate University. Her current focus is on the educational experiences of African American girls and women from preschool to college. She currently teaches Child and Family Development at several community colleges in San Diego.

Reka Barton is a doctoral student in the Joint Ph.D. program in Education with San Diego State University and Claremont Graduate University. Reka currently serves as an elementary school teacher with San Diego Unified School District and as a lecturer in the School of Teacher Education at San Diego State University. Her research interests include equity within dual language programs and teacher education programs.

Karan Jain is a masters student in Computer Science at San Diego State University. He is certified in Web and Mobile Application Development from SDSU. Karan has founded a software development company through which he has developed numerous websites, softwares, and mobile applications. This includes the applications WomenTriangle and Docentome.

Kaitlin Brooks is a doctoral student in the Joint Ph.D. program in Education with San Diego State University and Claremont Graduate University. Her research focus is in the area of higher education, critical studies and gender research. She presently teaches at San Diego Mesa College in the Department of Communication.



Introduction

In recent years, there have been many high profile slayings of young Black men. Trayvon Martin, Michael Brown, Tamir Rice, Eric Garner, Alfred Olango and far too many others. Anger regarding these slayings has led to numerous marches, protests, and vigils throughout the nation. Rising through the power of social media, the Black Lives Matter movement has shed light on the injustices facing Black communities and has provided a statement of affirmation that Black lives do indeed matter.

Shadowing this movement there has been increased discourse about the status, experiences, and outcomes of Black students in education, particularly Black males. Black Lives Matter has shown that Black boys and men are devalued and over-criminalized in society. These same patterns are evident in educational settings, leading to over-representation in special education, exposure to high rates of suspension and expulsion, and ultimately feeding the school-to-prison pipeline. Similar disparities are manifested in college and university settings.

“Similar to the Black Lives movement, the course provides an affirmative statement that Black minds do matter.”

Black Minds Matter is a public course designed to increase the national consciousness about issues facing Black boys and men in education. The course draws parallels between issues faced by Black males in society and the ways that Black minds are engaged in the classroom. Through this lens, we will engage research on Black students in education (from preschool to doctoral education), emphasizing strategies and practices that can support their success. Similar to the Black Lives movement, the course provides an affirmative statement that Black minds do matter.

The course employs three tenets of the Black Lives movement (e.g., loving engagement, collective value, restorative justice) as a framework for enhancing outcomes for Black boys and men in education. In particular, the course encourages educators to see their classrooms, offices, schoolyards, and campuses as sites for civil resistance.

“I have never encountered any children in any group who are not geniuses. There is no mystery on how to teach them. The first thing you do is treat them like human beings and the second thing you do is love them.” - Asa Hilliard

In an educational setting, a civil resistance is manifested most powerfully through teaching that empowers the disaffected and communicates love. This involves embracing a new educational paradigm that truly values the intelligence, worth, and morality of Black minds.

“Love your neighbor as yourself and love their children as your children.”

As a person of faith, my approach to civil resistance is rooted in the adage, “love you neighbor as yourself.” As educators, we have the privilege of educating the children of our neighbors. Therefore, we must embrace their children, not as strangers, but as our own. Love your neighbor as yourself and love their children as your children. Teach them with love, discipline them with love, build personal relationships with love, as if they were your own.

Welcome to Black Minds Matter,



Dr. Luke Wood
Dean's Distinguished Professor of Education
San Diego State University

20 Must-Reads Works for Educators of Black Boys and Men

While compiling readings for this course, my research team and I identified contemporary scholarly works (excluding books) that we felt represented must-read works for any educator who works with Black boys and men in education. These works are listed in alphabetical order by the authors last name.

Bonner, F. A., Jennings, M. E., Marbley, A. F., & Brown, L. A. (2008). [Capitalizing on leadership capacity: Gifted African American males in high school](#). *Roeper Review*, 30(2), 93-103.

Dancy, T. E. (2014). (Un) doing hegemony in education: Disrupting school-to-prison pipelines for Black males. *Equity & Excellence in Education*, 47(4), 476-493.

Davis, J. E. (1994). [College in Black and White: Campus environment and academic achievement of African American males](#). *The Journal of Negro Education*, 63(4), 620-633.

Ford, D. Y., & Moore, J. L. (2013). [Understanding and reversing underachievement, low achievement, and achievement gaps among high-ability African American males in urban school contexts](#). *The Urban Review*, 45(4), 399-415.

Harper, S. R. (2009). [Niggers no more: A critical race counternarrative on Black male student achievement at predominantly White colleges and universities](#). *International Journal of Qualitative Studies in Education*, 22(6), 697-712.

Harper, S. R. (2014). [\(Re\)setting the agenda for college men of color: Lessons learned from a 15-year movement to improve Black male student success](#). In R. A. Williams (Ed.), *Men of color in higher education: New foundations for developing models for success* (pp. 116-143). Sterling, VA: Stylus.

Harris III, F., Palmer, R. T., & Struve, L. E. (2011). ["Cool posing" on campus: A qualitative study of masculinities and gender expression among Black men at a private research institution](#). *The Journal of Negro Education*, 80(1), 47-62.

Howard, T. C. (2016). Why Black lives (and minds) matter: Race, freedom schools & the quest for educational equity. *The Journal of Negro Education*, 85(2), 101-113.

Howard, T.C., Douglass, T., & Warren, C. (2016). ["What works?" Recommendations in transformation of Black male educational outcomes](#). *Teachers College Record*, 118(6), 1-10.

Ladson Billings, G. (2011). Boyz to men? Teaching to restore Black boys' childhood. *Race Ethnicity and Education*, 14(1), 7-15.

Moore, J. L. III, Madison-Colmore, O., & Smith, D. M. (2003). [The prove-them-wrong syndrome: Voices from unheard African-American males in engineering disciplines](#). *The Journal of Men's Studies*, 12(1), 61-73.

Noguera, P. A. (2003). [The trouble with Black boys: The role and influence of environmental and cultural factors on the academic performance of African American males](#). *Urban education*, 38(4), 431-459.

Palmer, R. T., Davis, R. J., & Hilton, A. A. (2009). [Exploring challenges that threaten to impede the academic success of academically underprepared Black males at an HBCU](#). *Journal of College Student Development*, 50(4), 429-445.

Sealey-Ruiz, Y. & Lewis, C. (2013). Letters to our teachers: Black and Latino males write about race in the urban English classroom. In J. Landsman (Ed.), *Talking about race: Alleviating the fear* (274-290). Sterling, VA: Stylus.

Smith, W. A., Allen, W. R., & Danley, L. L. (2007). ["Assume the position...you fit the description": Psychosocial experiences and racial battle fatigue among African American male college students](#). *American Behavioral Scientist*, 51, 551-578.

Strayhorn, T. L. & Tillman-Kelly, D. L. (2013). [Queering masculinity: Manhood and Black gay men in college](#). *Spectrum: A Journal on Black Men*, 1(2), 83-110.

Tatum, A. W. (2008). [Toward a more anatomically complete model of literacy instruction: A focus on African American male adolescents and texts](#). *Harvard Educational Review*, 78(1), 155-180.

Toldson, I. A., Sutton, R. M., & Brown, R. L. F. (2012). [Preventing delinquency and promoting academic success among school-age African American males](#). *Journal of African American Males in Education*, 3(1), 12-27.

Wood, J. L. (2014). [Apprehension to engagement in the classroom: Perceptions of Black males in the community college](#). *International Journal of Qualitative Studies in Education*, 27(6), 785-803.

Wood, J. L., & Essien-Wood, I. (2012). [Capital identity projection: Understanding the psychosocial effects of capitalism on Black male community college students](#). *Journal of Economic Psychology*, 33(5), 984-995.

Course Purpose

Black Minds Matter is a public course that is designed to raise the national consciousness about issues facing Black boys and men in education. The course intentionally addresses the pervasive undervaluing and criminalization of Black minds. Tangible solutions for promoting the learning, development, and success of Black males are offered.

Student Learning Outcomes

- Identify how assumptions of criminality about Black boys and men are manifested in school, college, and university settings.
- Recognize how socially constructed viewpoints of Black male intelligence decenter them as learners in educational institutions.
- Embrace asset-based views of Black boys and men rooted in the concepts of equity-mindedness and institutional responsibility.
- Articulate research-based policies and practices that serve to promote the learning, development, and success of Black males throughout the educational pipeline.

Course Prerequisites

There are two dispositional prerequisites for this course. Learners must have a willingness to:

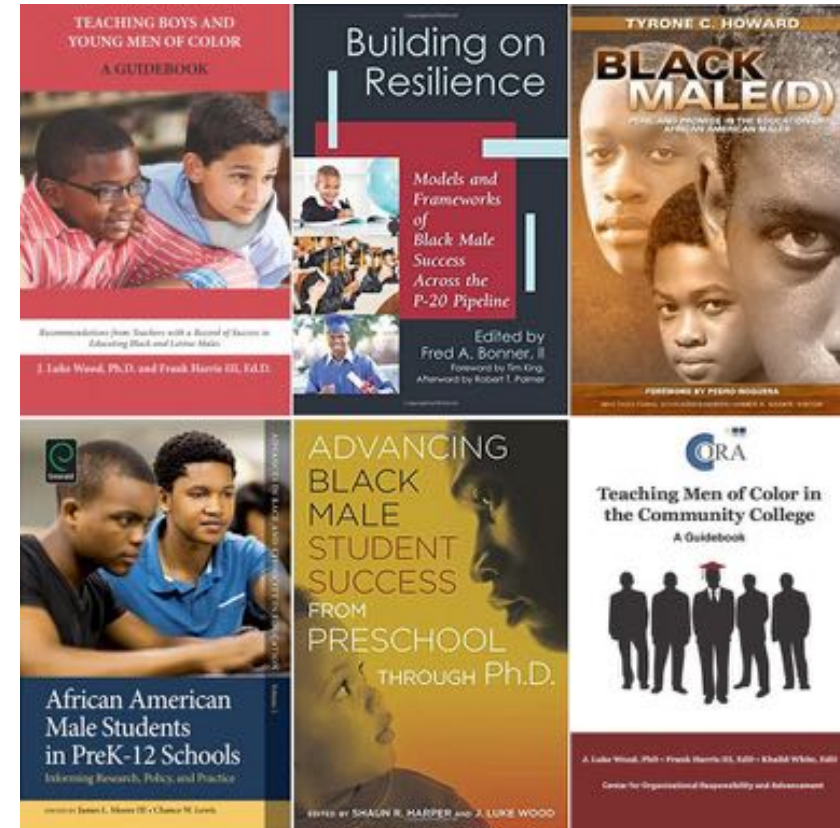
1. Acknowledge their own unconscious bias and the effect this has on the educational experiences of Black boys and men.
2. Engage their personal responsibility for redressing disparate educational outcomes for Black boys and men in education.

Recommended Resources

Wood, J. L. (2019) [*Black minds matter: Realizing the brilliance, dignity, and morality of Black males in education*](#). Montezuma.

Subscribe to: www.youtube.com/jlukewood. All course videos are hosted on this site.

Additional Books



Wood, J. L., & Harris III, F. (2016). [*Teaching Boys and Young Men of Color: A Guidebook*](#). San Diego, CA: Lawndale Hill.

Moore III, J., & Lewis, C. W. (2014). [*African American Male Students in PreK-12 Schools: Informing Research, Policy, and Practice \(Advances in Race and Ethnicity in Education\)*](#). Bingley, UK: Emerald.

Harper, S. R., & Wood, J. L. (Eds.) (2014). [*Advancing Black Male Student Success: From Preschool to Ph.D.*](#) Sterling, VA: Stylus.

Howard, T. C., (2014). [*Black Male\(d\): Peril and Promise in the Education of African American Males*](#). New York, NY: Teachers College Press.

Wood, J. L., Harris III, F., & White, K. (2015). [*Teaching men of color in the community college: A guidebook*](#). San Diego, CA: Lawndale Hill.

Bonner III, F. A. (Ed.) (2014). [*Building on Resilience: Models and Frameworks of Black Male Success Across the P-20 Pipeline*](#). Sterling, VA: Stylus.

Course Schedule

The course schedule is subject to change.

SESSION 1 – Foundations of Black Male Success

SESSION 2 – Linking Black Lives and Black Minds

- Speaker: Ryan Smith, The Education Trust-West
- Interviewee: S. Lee Merritt, Civil Rights Attorney
- Speaker: Patrisse Cullors, Black Lives Matters

SESSION 3 – Policing and Schooling Black Minds

- Speaker: Luke Wood, San Diego State University

SESSION 4 – Foundations of Black Male Research and Practice

- Speaker: Frank Harris III, San Diego State University
- Interviewee: Shaun R. Harper, University of Southern California

SESSION 5 – Ascription of Intelligence

- Speaker: Fred A. Bonner II, Prairie View A&M University
- Interviewee: Donna Ford, Vanderbilt University

SESSION 6 – Assumptions of Criminality

- Speaker: Tyrone C. Howard, University of California Los-Angeles
- Interviewee: Pedro Noguera, University of California Los-Angeles
- Speaker: Neshia Savage, San Diego City College

SESSION 7 – Campus Climates and Non-Cognitive Outcomes

- Speaker: Terrell L. Strayhorn, DoGoodWork LLC
- Interviewee: Kimberly A. Griffin, University of Maryland

SESSION 8 – Promising Practices for Teaching and Learning

- Speaker: Ilyasah Shabazz, Educator & Daughter of Malcom X and Dr. Betty Shabazz
- Speaker: Chance Lewis, University of North Carolina – Charlotte
- Interviewee: Jawanza Kunjufu, African American Images

SESSION 9 – Holistic Support for Black Male Learners

- Speaker: Eboni Zamani-Gallaher, University of Illinois – Urbana Champaign
- Interviewee: Robert T. Palmer, Howard University
- Speaker: Vanessa Moore, Moms of Black Boys (MOBB) United

SESSION 10 – Advancing Black Male Policy, Support and Research

- Interviewee: Ivory Toldson, Howard University
- Speaker: Robert Simmons, Campaign for Black Male Achievement
- Interviewee: Jerlando F. L. Jackson, University of Wisconsin Madison



Video Releases

“Police Brutality and Black Males”

Interview with S. Lee Merritt,
Attorney for the Family of Jordan Edwards

“Black Minds Matter”

Contributions by Jonathan Butler, Ronald Walker, Keith Curry et al.
Video Montage

“Teaching Men of Color”

Interview with Frank Harris III
San Diego State University

Weekly Readings

SESSION 1:

Foundations of Black Male Success

Recommended Book

Wood, J. L. (2019) [*Black minds matter: Realizing the brilliance, dignity, and morality of Black males in education*](#). Montezuma.



SESSION 2:

Linking Black Lives and Black Minds

Recommended Book

Wood, J. L. (2019) [*Black minds matter: Realizing the brilliance, dignity, and morality of Black males in education*](#). Montezuma. **Chapter 1**

Additional Book

Harper, S. R., & Wood, J. L. (Eds.) (2014). [*Advancing Black Male Student Success: From Preschool to Ph.D.*](#) Sterling, VA: Stylus.

Recommended Articles

- Education Trust – West (2015). [*Black minds matter: Supporting the educational success of Black children in California*](#). Oakland, CA: Author.

Optional Reading

- Griffin, K. A., Jayakumar, U. M., Jones, M. M., & Allen, W. R. (2010). [*Ebony in the Ivory Tower: Trends in the socioeconomic status, achievement, and self-concept of Black male freshmen between 1971 and 2000*](#). *Equity and Excellence in Education*, 43(2), 232-248.
- Parham, T. A., & McDavis, R. J. (1987). Black men, an endangered species: Who's really pulling the trigger? *Journal of Counseling & Development*, 66(1), 24-27.
- Wood, J. L., Harrison, J. D., & Jones, T. K. (2016). [*Black males' perceptions of the work-college balance: The impact of employment on academic success in the community college*](#). *The Journal of Men's Studies*, 24(3), 326-343.

Weekly Readings

SESSION 3

Policing and Schooling Black Males

Recommended Book

Wood, J. L. (2019) [*Black minds matter: Realizing the brilliance, dignity, and morality of Black males in education*](#). Montezuma. **Chapter 2**

Additional Book

- Rios, V. M. (2011). *Punished: Policing the lives of Black and Latino boys*. NYU Press.

Recommended Articles

- Howard, T. C. (2016). Why Black lives (and minds) matter: Race, freedom schools & the quest for educational equity. *The Journal of Negro Education*, 85(2), 101-113.



SESSION 4

Foundations of Black Male Research and Practice

Recommended Book

Wood, J. L. (2019) [*Black minds matter: Realizing the brilliance, dignity, and morality of Black males in education*](#). Montezuma. **Chapter 7**

Recommended Articles

- Harper, S. R. (2009). [Niggers no more: A critical race counternarrative on Black male student achievement at predominantly White colleges and universities](#). *International Journal of Qualitative Studies in Education*, 22(6), 697-712.
- Harper, S. R. (2014). [\(Re\)setting the agenda for college men of color: Lessons learned from a 15-year movement to improve Black male student success](#). In R. A. Williams (Ed.), *Men of color in higher education: New foundations for developing models for success* (pp. 116-143). Sterling, VA: Stylus.
- Harper, S. R. (2015). Black male college achievers and resistant responses to racist stereotypes at predominantly White colleges and universities. *Harvard Educational Review*, 85(4), 646-674.
- Harris III, F., Palmer, R. T., & Struve, L. E. (2011). ["Cool posing" on campus: A qualitative study of masculinities and gender expression among Black men at a private research institution](#). *The Journal of Negro Education*, 80(1), 47-62.

Optional Readings

- Strayhorn, T. L. & Tillman-Kelly, D. L. (2013). [Queering masculinity: Manhood and Black gay men in college](#). *Spectrum: A Journal on Black Men*, 1(2), 83-110.
- Harper, S. R. (2015). [Success in these schools? Visual counternarratives of young men of color and urban high schools they attend](#). *Urban Education*, 50(2), 139-169.

Weekly Readings

SESSION 5

Ascription of Intelligence

Recommended Book

Wood, J. L. (2019) [*Black minds matter: Realizing the brilliance, dignity, and morality of Black males in education*](#). Montezuma. **Chapter 5**

Recommended Articles

- Bonner, F. A., Jennings, M. E., Marbley, A. F., & Brown, L. A. (2008). [*Capitalizing on leadership capacity: Gifted African American males in high school*](#). *Roeper Review*, 30(2), 93-103.
- Ford, D. Y., & Moore III, J. L. (2013). [*Understanding and reversing underachievement, low achievement, and achievement gaps among high-ability African American males in urban school contexts*](#). *The Urban Review*, 45(4), 399-415.
- Wood, J. L. (2014). [*Apprehension to engagement in the classroom: Perceptions of Black males in the community college*](#). *International Journal of Qualitative Studies in Education*, 27(6), 785-803.
- Sealey-Ruiz, Y. & Lewis, C. (2013). Letters to our teachers: Black and Latino males write about race in the urban English classroom. In J. Landsman (Ed.), *Talking about race: Alleviating the fear* (pp. 274-290). Sterling, VA: Stylus.

Optional Readings

- Allen, Q. (2010). [*Racial microaggressions: The schooling experiences of Black middle-class males in Arizona's secondary schools*](#). *Journal of African American Males in Education*, 1(2), 125-143.
- Singer, J. N. (2005). Understanding racism through the eyes of African American male student-athletes. *Race Ethnicity and Education*, 8(4), 365-386.

SESSION 6

Assumptions of Criminality

Recommended Book

Wood, J. L. (2019) [*Black minds matter: Realizing the brilliance, dignity, and morality of Black males in education*](#). Montezuma. **Chapters 3 & 4**

Additional Book

- Howard, T. C., (2014). [*Black Male\(d\): Peril and Promise in the Education of African American Males*](#). New York, NY: Teachers College Press.

Recommended Articles

- Dancy, T. E. (2014). (Un) doing hegemony in education: Disrupting school-to-prison pipelines for Black males. *Equity & Excellence in Education*, 47(4), 476-493.
- Ladson Billings, G. (2011). Boyz to men? Teaching to restore Black boys' childhood. *Race Ethnicity and Education*, 14(1), 7-15.
- Smith, W. A., Allen, W. R, & Danley, L. L. (2007). [*"Assume the position...you fit the description": Psychosocial experiences and racial battle fatigue among African American male college students*](#). *American Behavioral Scientist*, 51, 551-578.

Optional Readings

- Toldson, I. A., Sutton, R. M., & Brown, R. L. F. (2012). [*Preventing delinquency and promoting academic success among school-age African American males*](#). *Journal of African American Males in Education*, 3(1), 12-27.
- Zamani-Gallaher, E. M., & Fuller, K. (2016). [*Altering the pipeline to prison and pathways to postsecondary education*](#). Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.

Weekly Readings

SESSION 7

Campus Climates and Non-Cognitive Outcomes

Recommended Book

Wood, J. L. (2019) [*Black minds matter: Realizing the brilliance, dignity, and morality of Black males in education*](#). Montezuma.

Recommended Articles

- Davis, J. E. (1994). [College in Black and White: Campus environment and academic achievement of African American males](#). *The Journal of Negro Education*, 63(4), 620-633.
- Moore III, J. L. III, Madison-Colmore, O., & Smith, D. M. (2003). [The prove-them-wrong syndrome: Voices from unheard African-American males in engineering disciplines](#). *The Journal of Men's Studies*, 12(1), 61-73.
- Palmer, R. T., & Gasman, M. (2008). ['It takes a village to raise a child': The role of social capital in promoting academic success for African American men at a Black college](#). *Journal of College Student Development*, 49(1), 52-70.
- Wood, J. L., & Essien-Wood, I. (2012). [Capital identity projection: Understanding the psychosocial effects of capitalism on Black male community college students](#). *Journal of Economic Psychology*, 33(5), 984-995.

Optional Readings

- Palmer, R. T., Wood, J. L., & Arroyo, A. (2016). [Toward a model of retention and persistence for Black men at HBCUs](#). *Spectrum: Journal on Black Men*, 4(1), 5-20.
- Strayhorn, T. L. (2015). Factors influencing Black males' preparation for college and success in STEM majors: A mixed methods study. *Western Journal of Black Studies*, 39(1), 45-63.

SESSION 8

Promising Practices for Teaching and Learning

Recommended Book

Wood, J. L. (2019) [*Black minds matter: Realizing the brilliance, dignity, and morality of Black males in education*](#). Montezuma. **Chapter 6**

Additional Books

- Wood, J. L., & Harris III, F. (2016). [*Teaching Boys and Young Men of Color: A Guidebook*](#). San Diego, CA: Lawndale Hill.
- Wood, J. L., Harris III, F., & White, K. (2015). [*Teaching men of color in the community college: A guidebook*](#). San Diego, CA: Lawndale Hill.

Recommended Articles

- Howard, T. C., Douglass, T., & Warren, C. (2016). ["What works?" Recommendations in transformation of Black male educational outcomes](#). *Teachers College Record*, 118(6), 1-10.
- Essien, I. (2017). Teaching Black boys in early childhood education: Promising practices from exemplar teachers. *Journal of African American Males in Education*, 8(2), 3-27.
- Tatum, A. W., & Gue, V. (2012). The sociocultural benefits of writing for African American adolescent males. *Reading & Writing Quarterly*, 28(2), 123-142.

Optional Readings

- Tatum, A. W. (2006). [Engaging African American males in reading](#). *Educational Leadership*, 63(5), 44.
- Toldson, I. A., Braithwaite, R. L., & Rentie, R. J. (2009). [Promoting college aspirations among school-age Black American males](#). In *Black American males in higher education: Research, programs and academe* (pp. 117-137). Emerald Group Publishing Limited.

Weekly Readings

SESSION 9

Holistic Support for Black Male Learners

Recommended Book

Wood, J. L. (2019) [*Black minds matter: Realizing the brilliance, dignity, and morality of Black males in education*](#). Montezuma.

Additional Book

- Bonner III, F. A. (Ed.) (2014). [*Building on Resilience: Models and Frameworks of Black Male Success Across the P-20 Pipeline*](#). Sterling, VA: Stylus.

Recommended Articles

- Noguera, P. A. (2003). [*The trouble with Black boys: The role and influence of environmental and cultural factors on the academic performance of African American males*](#). *Urban education*, 38(4), 431-459.
- Palmer, R. T., Davis, R. J., & Hilton, A. A. (2009). [*Exploring challenges that threaten to impede the academic success of academically underprepared Black males at an HBCU*](#). *Journal of College Student Development*, 50(4), 429-445.
- Tatum, A. W. (2008). [*Toward a more anatomically complete model of literacy instruction: A focus on African American male adolescents and texts*](#). *Harvard Educational Review*, 78(1), 155-180.

Optional Reading

- Caldwell, L. D., Sewell, A. A., Parks, N., & Toldson, I. A. (2009). [*Guest editorial: Before the bell rings: Implementing coordinated school health models to influence the academic achievement of African American males*](#). *The Journal of Negro Education*, 78(3), 204-215.
- Moore III, J. L. (2006). [*A qualitative investigation of African American males' career trajectory in engineering: Implications for teachers, school counselors, and parents*](#). *The Teachers College Record*, 108(2), 246-266.

SESSION 10

Advancing Black Male Policy, Support and Research

Recommended Book

Wood, J. L. (2019) [*Black minds matter: Realizing the brilliance, dignity, and morality of Black males in education*](#). Montezuma.

Additional Book

Moore III, J. L., & Lewis, C. W. (2014). [*African American Male Students in PreK-12 Schools: Informing Research, Policy, and Practice \(Advances in Race and Ethnicity in Education\)*](#). Bingley, UK: Emerald.

Recommended Articles

- Jackson, J. F. L. (2008). [*Race segregation across the academic workforce: Exploring factors that may contribute to the disparate representation of African American men*](#). *American Behavioral Scientist*, 51(7), 1004-1029.
- Lewis, C. (2006). African American male teachers in public schools: An examination of three urban school districts. *Teachers College Record*, 108(2), 224-245.

Optional Readings

- Wood, J. L., & Palmer, R. T. (2012). Innovative initiatives and recommendations for practice and future research: enhancing the status of Black men in HBCUs and beyond. In R. T. Palmer & J. L. Wood (Eds.), *Black men in college: Implications for HBCUs and beyond* (pp. 176-196). New York: Routledge.
- Lewis, C. (2013). Black male teachers' path to U.S. K-12 classrooms: Framing the national discussion. In C. Lewis & I. Toldson (Eds.). *Black male teachers: Diversifying the United States' teacher workforce* (pp. 3-14). United Kingdom: Emerald.

Our Scholarship Matters (OSM)

Black Minds Matter has partnered with Our Scholarship Matters (OSM) to support the enrollment of educators into the public course. As part of this partnership, OSM has developed a line of closing items and other gear for those interested in visibly communicating their affirmation that Black Minds Matter.



ourscholarshipmatters.com

WE ARE ALL IN
OUR
SCHOLARSHIP
MATTERS
THIS TOGETHER



OSM products intentionally broaden awareness by promoting diversity, extolling voices that have been minoritized, particularly seeking to affirm and uplift scholars and practitioners of color. OSM endeavors to reinforce messages that inspire, inform, empower and appreciate OUR beautiful and broad collective.

Appendix

Week 1: Discussion Questions

Foundations of Black Male Success

1. What are some of the common challenges facing black males in education today?
2. What have been some of your most formative experiences in education? What did these teach you?
3. What can you do differently *tomorrow* to better support the success of Black boys and men in education?

Week 2: Discussion Questions

Linking Black Lives and Black Minds

1. What are common stereotypes about Black boys and men in society?
2. What does this mean for the value of Black Lives and Black Minds?
3. The Black Lives Movement has engaged civil resistance as a tool for extolling the value of Black Lives. How can we similarly engage a civil resistance in school and college settings to advocate for Black Minds?
4. What are some strategies and practices that you can employ today to evaluate and support Black Lives and Black Minds?

Week 3: Discussion Questions

Policing and Schooling Black Minds

1. Brainstorm some common racial stereotypes. From your perspective, how do these stereotypes influence policing and educational practices?
2. Reflect on when you first became aware of racial bias. What experience(s) had to happen for you to become aware of racial bias?
3. How do you combat racial bias at school/work?
4. How could our education and justice systems better serve Black males in the community?

Week 4: Discussion Questions

Foundations of Black Male Research and Practice

1. Why is having an anti-deficit perspective important for educators of Black boys and men? How does this perspective differ from common perspectives of these students, their families, and their communities?
2. What personal and cultural assets do Black boys and men have that enable them to succeed in education? How can educators and institutions leverage these assets to support them in navigating systems that were not designed for them or their success?
3. What does it mean to be equity-minded? What does that look like in terms of policy, research, and practice?
4. How do we hold institutions and educators accountable for having an anti-deficit perspective and being equity-minded?
5. How can masculinities be leveraged as assets to support the success of Black boys and men? What are some potential ways that hegemonic masculinities can inhibit the success of this population?

Week 5: Discussion Questions

Ascription of Intelligence

1. What are some of the multiple intelligences that Black boys and men tend to bring into learning environments? How can educators leverage the assets of these intelligences?
2. What are stereotypical views of Black intelligence in society? Where does that come from?
3. What are the implications of devaluing Black minds in early education for the latter years of schooling?
4. What are some strategies and practices that educators can employ to intentionally communicate the value of Black minds to students, their families, and their communities?
5. What can I do tomorrow from my positionality (e.g., parent, researcher, community member, graduate student) to help demonstrate the value of Black minds?

Week 6: Discussion Questions

Assumptions of Criminality

1. What are some new insights that you learned from tonight's session?
2. What are assumptions of criminality? How do they affect the experiences of Black boys and men?
3. How do classroom management strategies adversely target Black boys and men?
4. If you become aware of other educators who treat Black boys or men through a criminalized lens, what should you do? How would you proceed?
5. What are strategies and practices can you employ tomorrow to proactively counter-narrative the deficit narratives of Black boys and men?

Week 7: Discussion Questions

Campus Climates and Non-Cognitive Outcomes

1. What are a few major takeaways you discovered from today's session?
2. What does a healthy campus climate look like? How, can educators foster a healthy climate for Black boys and men?
3. In what ways do campus climate influence non-cognitive (e.g., confidence, resilience, esteem) outcomes for Black boys and men?
4. What are some strategies and practices that you can employ tomorrow to support healthy non-cognitive outcomes for Black boys and men?

Week 8: Discussion Questions

Promising Practices for Teaching and Learning

1. How do current teaching and learning patterns disadvantage Black boys and men?
2. What are some strategies and practices that you can employ to support the learning, development, and success of Black males?
3. How can educators imbed 'resistance' and 'empowerment' into the curriculum. What should this look like?
4. What do you plan to do differently tomorrow to help advance outcomes for Black boys and men?

Week 9: Discussion Questions

Holistic Support for Black Male Learners

1. There are a complexity of factors that influence the success of Black boys and men. What are some of those factors?
2. How can educators provide an environment of holistic support for Black boys and men? What should that look like?
3. What do you plan to do differently tomorrow to help advance outcomes for Black boys and men?

Week 10: Discussion Questions

Advancing Black Male Policy, Support and Research

1. What new insights, if any, have you learned from tonight's class?
2. What can you do to better advance policy that supports the success of Black boys and men?
3. What are some questions that you believe researchers should be asking to better support Black males?
4. Overall, based on your experience in this course, what are three takeaways that you have from this course?
5. How will your participation in this course change the way you engage, talk about, talk with, and support Black boys and men?

Group Assignments

Week 1: Group Assignments

Foundations of Black Male Success

Create a short video in which you explain why Black minds matter. For example, you could start with a statement like, “Black minds matter because....” And then expand on your ideas. Post this video to YouTube, Instagram, Facebook or another social media platform using the hashtag #blackmindsmatter

Week 2: Group Assignments

Linking Black Lives and Black Minds

Complete the “Race IAT” self assessment from the Implicit Project to address ways in which you may harbor implicit bias in your own life. You can find these here: <https://implicit.harvard.edu/implicit/takeatest.html>

Were you surprised by your results? What are the implications of having these existing biases?

Week 3: Group Assignments

Policing and Schooling Black Minds

Brainstorm commonalities that schools and prisons share.

For example: Both schools and prisons have bells that tell you when to go out to the yard/recess, both have extensive surveillance systems and security, etc.

Week 4: Group Assignments

Foundations of Black Male Research and Practice

Take 20 minutes to walk around the buildings and hallways of your local school, college, or university. Consider the images that you see on the walls. How do these images characterize or exclude Black males? Are there positive images of Black males, where do these tend to be located? Are there negative images of Black males, where do these images tend to be located?

Week 5: Group Assignments

Ascription of Intelligence

Take a few moments to reflect on phrases you have heard that reflect an “Ascription of Intelligence.” Some examples include phrases expressing:

- a sense of surprise
- second-guessing excellence
- disorder-based lens
- being slow to acknowledge and praise

Consider the ways that these messages are rendered by educators to Black learners. Discuss the implications of this for student success.

Week 6: Group Assignments

Assumptions of Criminality

Think of times in your own life or in the media where there has been an “Assumption of Criminality” about Black males. Create a listing of some of the most pervasive examples of how Black males are framed around this assumption. Then, consider how these patterns begin in early education (preschool through third grade) and the implications of these patterns for students lifelong learning, growth, and development.

Week 7: Group Assignments

Campus Climates and Non-Cognitive Outcomes

Inquire with your school, college, or university about the latest assessment of campus climate. It is normal practice for an educational entity to conduct a climate assessment, so if no assessment has been conducted then this is a warning sign. Additionally, it is also common for institutions to avoid implementing changes identified from a climate assessment. So, please be part of the process in holding them accountable. Ask the following:

1. When was the last assessment conducted? If there has not been an assessment, ask when one will be conducted?
2. Ask them about the findings from the study, in general. Were there differences by race, gender, and race within gender? If so, what were the findings?
3. Ask how the findings have been used to create change for underserved students, particularly those from the Black community.

Week 8: Group Assignments

Promising Practices for Teaching and Learning

Interview or have a discussion with the parents of Black children. Ask them about the experiences of their children in school. How do they describe the relationship between their child and their teachers? What are the parents relationships like with educators? What efforts have their schools enacted to build a climate of inclusion? What are some of the common challenges that they face? Consider this in light of the D-Three effect.

* This exercise can be done in a large group by inviting the parents of Black children to serve on a panel.

Week 9: Group Assignments

Holistic Support for Black Male Learners

Take a closer look at the personnel within your organization. Begin with those in executive leadership roles and work your way through the ranks. As you do so, please consider the race and gender of those who are represented. Compare these percentages against the individuals served by the organization. For example, if 10% of the students in your school are Black, is there an associated 10% representation among the educators and leaders within the organization? Remember, “representation matters.”

Week 10: Group Assignments

Advancing Black Male Policy, Support and Research

Download a copy of the discipline policy for your local school, college, or university. First, read through the policy in its entirety to have an idea of how discipline is framed within the organization. Second, read through the policy a second time and identify language that allows for “perception” and “subjectivity” to influence what is determined to be an infraction and the resultant punishment. These are important to understand as these *grey areas* are often places where unconscious bias can influence how underserved communities are targeted. Third, consider new language that could be employed that would reduce the influence of subjective perceptions within the disciplinary code.