

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

UNIT: School of Education

DEPT: Educational Leadership and Cultural Foundations

COURSE SYLLABUS

1. **Course Prefix and Number:** ELC 688 U
2. **Course Title:** Educational Equity and African American Families
3. **Credits:** 3.0
4. **Course Prerequisites/Corequisites:** N/A
5. **For Whom Planned:** Doctoral students.
6. **Instructor Information:**

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Course Purpose/Catalog Description: This course will explore significant historical, social, and political factors that have contributed to the status of African American families in the U.S. Class participants will draw upon research, public policy, theory, and popular culture to explore how prevalent notions, images, and stereotypes of African American families developed. In addition, a portion of the course will focus on African American mothers and the social construction of their motherhood roles. Participants will explore how these roles have helped shape African American families and the socialization of Black youth. Emphasis will be placed on the strengths, challenges, and needs of African American families overall.

The course will emphasize how conceptions of African American families influence how educators respond to African American families in schools. In light of the course material, students will be urged to (a) consider implications for social policy and (b) develop ideas for making education (and other human service arenas) more equitable.

7. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

Course Goals and/or Objectives/Student Learning Outcomes: From her/his successful completion of this course, the student will:

1. Gain a deeper understanding of the social, historical, and political aspects of African American families, while appreciating how structural inequality, political resistance, and cultural resiliency have impacted these families
2. Adeptly critique (in conversation and in writing) scholarship, popular culture trends, and public policy pertaining to African American families
3. Draw from the course material to advance her/his scholarship and enhance her/his practice
4. Identify ways to improve the delivery of educational and other human services to the African American community.

Teaching Strategies: Class sessions will incorporate mini-lectures, group discussions, interactive group activities, reflective writing exercises, and multimedia presentations.

Alignment of Course with NC Standards for School Leaders

This course addresses the following standards for school leaders:

North Carolina Standards for School Leaders (adapted from Educational Leadership Constituent Council and National Policy Board for Educational Administration)	ELC 688
1. Vision: Graduates are educational leaders who have the knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.	
2. Learning: Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.	
3. Climate: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning climate.	
4. Community: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	X
5. Ethics: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by demonstrating a respect for the rights of others and by acting responsibly.	

<p>6. Context: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.</p>	<p>X</p>
<p>7. Internship: Graduates are educational leaders who have the ability and experience to promote the success of all students by completing an internship that provides significant opportunities for synthesizing and applying knowledge and practicing the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</p>	

8. Evaluation Methods and Guidelines for Assignments:

Course Requirements

All students will be expected to engage in dialogue about the issues explored in class and in the assigned readings each week. In addition, each student will be expected to make a meaningful and significant contribution to any group work efforts.

Core Class Activities & Assignments

1. Class Discussion Facilitation

Each week a student or two will be responsible for facilitating a discussion on a reading selection (pinpoint major themes, offer analysis and sociopolitical implications, engage other students, etc.). Reading selections will be pre-assigned in class.

2. Film Review Essay

Students will write an 8-10 page paper that discusses and critiques how four major films depict African American family life and Black mothers. Students will review and analyze the films using the literature on African American families and Black feminist theory that we address in class.

3. Multimedia/Popular Culture Presentation

Incorporating multimedia images or texts from popular culture (e.g. poetry, video, film, music, art, print, etc.), students will make a 20 minute presentation to the class that connects popular culture to the course content. Students will present on a course topic of their choice.

4. Final Term Paper

At the end of the course, students will write a term paper that links the course material (reading, popular culture issues, and films) to a special topic – a topic that pertains to both African American families and the students' scholarly and/or dissertation interests. Outside course material (theoretical and empirical) should be included in this paper. Students will submit a 3-5 page paper proposal & bibliography on June 28, 2004. Final papers are due Weds. July 21, 2004. 15-20 pages

Final Course Evaluation

➤ Class participation & preparedness	20%
➤ Class discussion facilitation	10 %
➤ Multimedia presentation	15 %
➤ Film review essay	20 %
➤ Final term paper (and proposal)	35 %

The four key components of the participation and preparedness grade include

- 1 attendance (present and on-time),
1. active engagement in class dialogue and activities,
2. meaningful contribution to any group activities, and
3. completion of reading and writing assignments prior to class meetings.

Required Text(s)/Readings/References: Use full citations

Assigned journal articles and book chapters will be available from the UNCG library on electronic reserve.

Required Readings & Films:

Texts

James, J. and Sharpley-Whiting, T.D. (2000). *The black feminist reader*. Malden, MA & Oxford, UK: Blackwell Publishers. (BFR)

Articles/ Chapters

* Scott & Shade; * Billingsley; Frazier; Moynihan; Coleman; Gehlbach; Persell; * Allen; Hill; * Mincy; Darity & Myers; Mays et al.; * Truth; * Guy-Sheftall; Collins (94); Allen & Jewel; Jewell; Lopez. (* = Articles that will be distributed in class along with the Cooper paper. Other selections will be on e-reserve.)

Required Film Viewing

Beloved, 1998

Mama Flora's Family, 1998

Claudine, 1974

Down in the Delta, 1998

(All films, except "Claudine" are available in UNCG's Teaching & Learning Center. Students can borrow "Claudine" on DVD from the instructor or rent any of the films from their video store.)

Recommended Film Viewing

Autobiography of Miss Jane Pittman, 1974

Imitation of Life, 1959

Cooley High, 1975

Crooklyn, 1994

The Women of Brewster Place, 1989

Losing Isaiah, 1995

Holiday Heart, 2000

9. Topical Outline:

Weekly Schedule

Week/(Date)	Topic	Material to read prior to class session	Assignment Deadlines
1 (jun 9) W	Course Introduction		Film: <i>Beloved</i> By 6/09/04
2 (jun 11) F	Socio-Historical Notions of African American Families	Scott & Shade; Billingsley; Frazier	
3 (jun 14) M	Public Policy & the African American Family	The Moynihan Report by the US Dept. of Labor	
4 (jun 16) W	Cultural Deficit Theories	Gehlbach; Persell	
5 (jun 18) F *	Facing the complexities of African American Families	Mincy; Darity & Myers or Mays et al.	Film: <i>Mama Flora's Family</i> By 6/21/04
6 (jun 21) M	Revisionist Notions of the African American Family	Allen; Hill	
7 (jun 23) W	The Role of Black Women & Mothers	Davis (81); Truth; Colambee River (BFR)	Film: <i>Claudine</i> By 6/28/04
8 (jun 25) F *	Black Feminist Theory (BFT) Overview	Guy-Sheftall; Collins (BFR) or hooks (BFR)	
9 (jun 28) M	BFT – Cultural & political resistance	Crenshaw (BFR) or James (BFR); Shakur (BFR)	Paper proposals due
10 (jun 30)W	"Motherwork" –Context, Theory, & Narratives	Collins (94); Cooper	Film: <i>Down in the Delta</i> By 7/7/04
11 (jul 2) F *	Framing an alternative epistemology	Collins (98) ch 7	
12 (jul 5) M *	<i>Holiday Wknd. - No Class</i>		
13 (jul 7) W	Education & public policy implications	Allen & Jewell + K.S. Jewell	Film reviews Due **
14 (jul 9) F	Rethinking Race, Equity, & Serving African American Families	Lopez <ul style="list-style-type: none"> • Wrap-up discussions & Evaluations 	

Students' class discussions and multimedia presentations = sessions # 4-13
**** No class on June 18, 25 & July 2, 5, and 12 * (View films in lieu of meetings.)***

***** Final paper due by 5 p.m. on Weds. July 21, 2004 (Hard copy) *****

10. Other Information: Any other items you normally include on your course syllabus such as Academic Honor Code, Attendance Policy, Additional Requirements, etc.

Academic Integrity: I expect all students to uphold the University Academic Integrity Policy. ** Please see <http://saf.dept.uncg.edu/studiscp/Honor.html> for more information. I will observe and enforce all UNCG policies regarding academic dishonesty and plagiarism, and I will report any student who violates these policies to the appropriate university official. Students are required to submit original work that contains appropriate citations and bibliographies.

Written Assignments: Students must submit original work that conforms to the guidelines of the *Style Manual of the American Psychological Association, Fifth Edition*. All written work should be word-processed or typed according to a double-spaced, single-sided, 12 point font, and one-inch margin format.

11. Recommended Text(s) and/or Readings: See e-reserve and class handouts.

Bibliography of Course Reading

Allen, W.R. and Jewell, J.O. (1995). African American education since *An American Dilemma*. *Daedalus*, 124 (1) 77-100.

Allen, W. R. (2000). African-American family life in societal context: Crisis and hope. In W.R. Scott and W.G. Shade (Eds.). *Upon these Shores: Themes in the African-American experience 1600 to the present*. New York and London: Routledge.

Billingsley, A. (1992). The African heritage of African-American families. In *Climbing Jacob's ladder: The enduring legacy of African American families*. New York: Simon & Schuster (pp. 83-95).

Combahee River Collective (1977). A black feminist statement. In J. James and T.D. Sharpley-Whiting (2000) (Eds.) *The black feminist reader*.

Collins, P.H. (1994). Shifting the center: Race, class, and feminist theorizing about motherhood. In E. N. Glenn, G. Chang, and L.R. Forcey (Eds.) *Mothering: Ideology, experience, and agency*. New York: Routledge.

Collins, P.H. (1998). *Fighting words: Black women & the search for justice*. Minneapolis: University of Minnesota Press. (Chapter 7)

Cooper, C.W. (In progress). *Educational advocacy & African American mothers: Valuing women's acts of resistance*. University of North Carolina, Greensboro.

Crenshaw, K. (2000). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory, and antiracist politics. In J. James and T.D. Sharpley-Whiting (Eds.) *The black feminist reader*.

Darity, Jr, W.A. and Myers, Jr., S.L. (1995). Family structure and the marginalization of black men. In M.B. Tucker & C. Mitchell-Kernan (Eds.), *The decline in marriage among African Americans: Causes, consequences, and policy implications*. New York: Russell Sage Foundation.

Davis, A.Y. (1981). *Women, race & class*. New York: Vintage Books. (Chapter 1).

Frazier, E.F. (1949). *The Negro in the United States*. New York: MacMillan (Chapter 13).

- Gehlbach, S. (1966). *The culture of poverty Among American negroes. J.; Illinois Univ., Urbana. Inst. of Research for Exceptional Children., 1966 (ED016725)*
- Hill, R.B. (1998). Understanding black family functioning: A holistic perspective. *Journal of Comparative Family Studies*, 29 (1), p. 15, (11 p.).
- hooks, b. (2000). Black women: Shaping feminist theory. In J. James and T.D. Sharpley-Whiting (Eds.) *The black feminist reader*.
- James, J. (2000). Radicalizing feminism. In J. James and T.D. Sharpley-Whiting (Eds.) *The black feminist reader*.
- Jewell, K.S. (2003). *Survival of the African American family: The institutional impact of U.S. social policy*. Westport, CT & New York: Praeger.
- Lopez, G. R. (Feb 2003). The (racially neutral) politics of education: A critical race theory perspective. *Educational Administration Quarterly*, 39 (1), 68-94.
- Mays, V. M., Chatters, L. M., Cochran, S. D., & Mackness, J. (1998). African American families in diversity: Gay men and lesbians as participants in family networks. *Journal of Comparative Family Studies*, 29 (1), 73-87.
- Mincy, R.B. (1994). The underclass: concept, controversy, and evidence: In S.H. Danziger, G.D. Sandefur, D.H. Weinberg (Eds.) *Confronting poverty: Prescriptions for change*.
- Persell, C. H. (Sep, 1991) Genetic and Cultural Deficit Theories: Two Sides of the Same Racist Coin.; *Journal of Black Studies*, 12 (1), 19-37.
- Scott, W.R. and Shade, W.G. (2000). (Eds.). Chronology of African American history. In *Upon these Shores: Themes in the African-American experience 1600 to the present*. New York and London: Routledge.
- Shakur, A. (2000). Open letter from Asata Shakur. In J. James and T.D. Sharpley-Whiting (Eds.) *The black feminist reader*.
- Guy-Sheftall, B. (2000). Black feminism in the United States. In W.R. Scott and W.G. Shade (Eds.). *Upon these Shores: Themes in the African-American experience 1600 to the present*. New York and London: Routledge.
- Truth, S. (1995). Woman's rights. In B. Guy-Sheftall (Ed.) *Words of fire: An anthology of African-American feminist thought*. New York: The New Press.
- Truth, S. (1995). When woman gets her rights man will be right. In B. Guy-Sheftall (Ed.) *Words of fire: An anthology of African-American feminist thought*. New York: The New Press.
- U.S. Department of Labor. (1965). The negro family: The case for national action. Washington, D.C. [a.k.a. "The Moynihan Report"] → Online access as of 5/24/04 = <http://www.dol.gov/asp/programs/history/moynchapter1.htm>