ETHN 189 BOO: AFRICAN AMERICANS AND HIGHER EDUCATION.

COURSE DESCRIPTION. This course is designed to provide students with an understanding of how various social, political, economic and ideological forces have shaped the education and/or “miseducation” of African Americans throughout U.S. history. Although some attention will be given to the role of historically Black colleges and universities (HBCUs), the primary focus will be on the continuing struggle for educational equity within predominantly white systems and/or institutions of higher education within the United States. The course will also look at experiences of other marginalized populations within the academy.

Topics include the historical and contemporary significance of education for African Americans; the role of educational attainment in a democratic society; conflicting ideas regarding the purposes of education; the successes and limitations of governmental (legislative, executive, judicial) interventions to improve educational access, and recurrent challenges facing Blacks and other marginalized groups in this Post-Civil Rights (and Post 911) era.

The course aims to improve students’ critical thinking skills and enable them to connect historical and contemporary developments, personal experience, and scholarly research regarding the status of Blacks in U.S. colleges and universities.

COURSE OBJECTIVES. At the conclusion of the course, students will:

1. Be familiar with the historical and contemporary experiences of African Americans in higher education;
2. Understand the significance of race, gender, sexuality, class and other social markers on the experiences of African Americans in higher education
3. Understand the social, political, economic, historical and contemporary factors influencing African American educational access and achievement in systems and institutions of higher education in the U.S.

REQUIRED TEXTS.


Occasional Course Handouts
COURSE REQUIREMENTS:
Regular attendance and demonstrated preparation for class, as well as meaningful participation in class discussions. Students are expected to have completed reading assignments by the day they are due and to come to class prepared to make substantive contributions to class discussions that are based on critical analyses of course readings and any relevant outside materials. Lectures are designed to supplement assigned readings, rather than summarize or replicate them. Students are responsible for assigned readings, even if they are not discussed in class. Questions concerning assigned readings should be raised during class or during office hours.

Email Correspondence: Students are required to be accessible by, and responsive to, email communications throughout the quarter. Students should check email frequently during the week for information updates or new developments—particularly as they relate to individual roles and assignments (i.e., assigned discussion leader, assigned tasks for campus forum, etc.), and they should acknowledge receipt of emails from instructor upon request. It is the responsibility of the student to ensure that the instructor has a viable email contact for her or him.

Majoring or Minoring in Ethnic Studies at UCSD
You may be closer to a major, minor or a double major in Ethnic Studies than you realize. Being an Ethnic Studies major or minor is excellent preparation for a career in education, public policy, law, government and politics, journalism, public health, international relations, and many other careers. Please contact the Ethnic Studies Department Undergraduate Advisor for more information.

Grading Criteria: Each writing assignment will be graded based on the following criteria:

- Organization and Development of Ideas;
- Writing Quality (including, but not limited to, grammar and spelling);
- Appropriate and effective use of required course materials (readings, documentaries, lecture, class discussion);
- Soundness of Analysis (Student writing is expected to expand upon, challenge, and otherwise add to insights gained from course materials)
- Consistency/appropriateness/correctness of formatting/citations (use Turabian style manual as model)

Incomplete grades and opportunities to make up assignments will be given only in exceptional cases. Late submission of assigned written work requires officially documented reasons (e.g., authorized medical excuse for day missed work is due) to avoid grade reduction for late submission.

Late Assignments: Late completion of required work will result in a minimum of 5 points deducted for each day late.

GRADES: Total 100 points

- Take Home Midterm Essay 20 points
- Group Conference Proposal 10 points
- Campus Conference 20 points
- Final Conference Paper 20 points
- Final Exam 20 points
- Class Participation/Class Discussion Leader 10 points
Assignments

**Class Participation/Class Discussion Leader.** Students will be assigned to work in small groups to lead portions of class discussion of readings throughout the quarter. Students will be evaluated on demonstrated understanding of the assigned reading, ability to summarize key points or arguments, level of analysis (i.e., strengths and/or weaknesses of the author’s thesis and supporting argument, how the author’s work relates to course objectives and other relevant material, etc.)

**Conference Proposal:** A major project of the quarter entails students working in groups to plan and present a campus forum: “Black Issues in Higher Education.” The forum will take place during Week VII (seven) and will be open to the UCSD campus community. Each student group will give a 10-15 minute presentation on a topic related to the course. On April 12, 2007 (2nd week), each group should email and hand in a proposal that details the topic, purpose, significance, and relevant readings, along with an outline of how the group will focus its presentation for the conference. I must approve your topic, and there can’t be duplicate presentation topics. Please take this proposal seriously as it is worth 10% of your grade.

**Conference Presentation:** With your group, prepare a 10-15 minute presentation on the topic of your choice (must be approved by me through the proposal process). Your presentation should be innovative and fresh—interactive if that suits you! Use a combination of presentation techniques and make sure to provide at least one handout for audience members, as well as concrete proposals for actions or steps that may be undertaken by individuals. The topics can be linked to course topics, but they must expand our understanding and build upon what we learned in class. You can prepare for this presentation in any way you like (you might conduct interviews and report them, review research, present a situation or practice, do a performance, or hold a debate—be creative). These presentations will take place during the seventh week of the quarter at the Cross-Cultural Center.

**Final Conference Paper.** You will be required to write a research-based final conference paper on some topic relating to the subject matter of your campus conference presentation. Paper should be no more than 15 pages, use 12 point font, and be double-spaced with one-inch margins on all sides.

**References and Formatting:** Your resource materials for your campus presentation and written work for the course must be scholarly. While it is acceptable to also (but not exclusively) use magazines, newspapers, the Internet, or any other source from the popular media, you should critically assess their worth. For the most part, research projects should be based primarily on books, journal articles and other scholarly work. Furthermore, you should use original sources—meaning you should not cite work you have not read. Additionally, please do not cite references in your bibliography or reference list that you have not used in the text of your paper.

All out-of-class assignments must be typed, double-spaced, with one-inch margins on all sides, in 12 point font. All papers must follow the formatting, referencing, and style of: Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (6th edition).
# COURSE OUTLINE

**Instructor reserves the right to make changes in course schedule as warranted**

## WEEK I  COURSE INTRODUCTION AND BACKGROUND

**Apr 3:** Syllabus Review & Course Logistics; Students will be assigned to lead discussion of Hine and Webber handouts for next week’s class.

**Apr 5:** Edwina Welch, Executive Director, UCSD Cross Cultural Center Research Presentation, Issues in Higher Education

## WEEK II  THE ANTEBELLUM ROOTS OF BLACK EDUCATION

***Reading Assignment-Handouts***


**Apr 10:** Social Sciences and Humanities Library, LEC from 3:30-5:00 pm with Alanna Aiko Moore, Sociology, Ethnic Studies and Gender Studies Librarian Email: aamoore@library.ucsd.edu

**Apr 12:** Student Led Discussions of Hine and Webber Handouts; Course Lecture; Students will be assigned to lead discussion of DuBois, Anderson & Watkins readings for next week’s class

### Conference Presentation Topic due

## WEEK III  RECONSTRUCTION, POST-RECONSTRUCTION, & WHITE BACKLASH

***Reading Assignment from the Course Reader (CR):***


**Apr 17:** Student Led Discussion of DuBois and Anderson, Course Lecture

**Apr 19:** Student Led Discussion of Watkins, Course Lecture; Students will be assigned to lead discussion of DuBois and Washington readings for next class.

## WEEK IV  PERSPECTIVES ON THE PURPOSES OF EDUCATION

***Reading Assignment from CR:***

3. Booker T. Washington’s “The Awakening of the Negro” (Handout )

**Apr 24:** Student Led Discussion of DuBois; Course Lecture

**Apr 26:** Student Led Discussion of Washington Handout; Course Lecture Students will be assigned to lead discussion of Higginbotham & Hurston readings for next class.
### WEEK V  THE CLUB WOMEN'S MOVEMENTS & THE FLOURISHING OF BLACK INTELLECTUAL & ARTISTIC EXPRESSION

***Reading Assignment from CR:***


May 1: **Student Led Discussion** of Higginbotham; **Course Lecture**

May 3: **Student Led Discussion** of Hurston; **Course Lecture**

Take home mid-term essay due

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### WEEK VI  SYSTEMIC APPROACHES TO EDUCATIONAL EQUITY: LIMITATIONS & REVERSALS

***Reading Assignment from CR:***

1. Ira Katznelson, “White Veterans Only,” in his When Affirmative Action was White: An Untold History of Racial Inequality in Twentieth-Century America (NY: W. W. Norton, 2005), pp. 113-141;

May 8: **Course Lecture**

May 10: **Course Lecture**

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### WEEK VII  BLACK ISSUES IN HIGHER EDUCATION CAMPUS FORUM

***Reading Assignment from CR***

1. Annette Kolodny, “Failing the Future; or, How to Commit National Suicide at the End of the Twentieth Century,” in her A Dean Looks at Higher Education in the Twenty-First Century (NC: Duke University Press), pp. 214-248;

May 15: **Conference Overview and Logistics**

Students will be assigned to lead discussion of Giroux & Giroux (pp 1-87) for next class.

May 17: **BLACK ISSUES IN HIGHER EDUCATION CAMPUS FORUM**

Cross-Cultural Center Lecture Hall, 3:00pm-5:00pm
### WEEK VIII  EDUCATION IN A POST CIVIL RIGHTS ERA


May 22: **Student Led Discussion** of Giroux & Giroux (pp. 1-51); **Course Lecture**

May 24: **Student Led Discussion** of Giroux & Giroux (pp. 53-87); **Course Lecture**

Students will be assigned to lead discussion of Giroux & Giroux (pp. 89-167) for next class.

### WEEK IX  EDUCATION IN A POST CIVIL RIGHTS ERA

***Reading Assignment from Giroux & Giroux, 89-125; 129-167***

May 29: **Student Led Discussion** of Giroux & Giroux (pp. 89-125); **Course Lecture**

May 31: **Student Led Discussion** of Giroux & Giroux (pp. 129-167); **Course Lecture**

### WEEK X  EDUCATION IN A POST CIVIL RIGHTS ERA

***Reading Assignment from Giroux & Giroux, 169-285***

June 5: **Course Lecture**

June 7: **Course Wrap-Up**

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**FINAL EXAM: THURSDAY, JUNE 14, 2007, 3PM-6PM**