

Pat Washington, PhD, Instructor
Spring Quarter 2007
UCSD Ethnic Studies Department
3:30pm-4:50pm in Room: U413-#2
Office: Social Science Bldg. Room 247
Office Hrs: Tuesdays, 1:20pm-3:20pm; Thursdays, 2:00-3:00pm
(Cross-Cultural Center/858-534-9689)
Office: 858/822-5117
Email: pwashington@ucsd.edu OR PatWashingtonPhD@aol.com

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.

Henry A. Giroux and Susan Searls Giroux , *Take Back Higher Education: Race, Youth and the Crisis of Democracy in the Post-Civil Rights Era* (NY: Palgrave MacMillan, 2004).

Course Reader (CR): *African Americans in Higher Education* (2007)

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 Minor 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 (1) Linda M. Perkins/Eva Semien Baham/Sheila T. Gregory, "Education"/ "Educators/Early"/"Educators/Modern," in <i>Black Women in America, Volume I</i> , Darlene Clark Hine, editor (NY: Oxford University Press, 2005), pp 382-404; and (2) Thomas Webber, "The Cultural Themes of the Quarter Community," in <i>Deep Like the Rivers: Education in the Slave Quarter, 1831-1865</i> (New York: W. W. Norton, 1978), 60-79, 131-156.
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): (1) W.E.B. DuBois, "Of Mr. Booker T. Washington and Others," in his <i>The Souls of Black Folks</i> (NY: Penguin Press, 1989) pp. 36-50; (2) James D. Anderson, "Ex-Slaves and the Rise of Universal Education in the South: 1860-1880," in his <i>The Education of Blacks in the South, 1860-1935</i> (Chapel Hill: University of North Carolina Press, 1988) pp. 4-32 (3) William H. Watkins, "Scientific Racism," in <i>The White Architects of Black Education: Ideology and Power in America, 1865-1954</i> (NY: Teachers College Press), pp. 24-40
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: (1) W.E.B. DuBois, "Of the Dawn of Freedom," in his <i>The Souls of Black Folks</i> (NY: Penguin Press), pp.13-33; (2) W.E.B. DuBois, "Founding the Public School," in his <i>Black Reconstruction in America: 1860-1880</i> (NY: Athenum), pp. 636-669. (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:**

- (1) Evelyn Brooks Higginbotham, "The Female Talented Tenth," in her *Righteous Discontent: The Women's Movement in the Black Baptist Church, 1880-1920* (MA: Harvard University Press), pp. 19-46;
- (2) Zora Neale Hurston, "What White Publishers Won't Print," in *I Love Myself When I am Laughing. . . And Then Again When I Am Looking Mean and Impressive: A Zora Neale Hurston Reader*, Alice Walker, editor (NY: The Feminist Press), pp. 169-173;
- (3) Zora Neale Hurston, "The 'Pet' Negro System," in *I Love Myself When I am Laughing. . . And Then Again When I Am Looking Mean and Impressive: A Zora Neale Hurston Reader*, Alice Walker, editor (NY: The Feminist Press), pp. 156-162.

May 1: Student Led Discussion of Higginbotham; Course Lecture

May 3: Student Led Discussion of Hurston; Course Lecture



Take home mid-term essay due

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;
- (2) Barbara Ransby, "Cops, Schools and Communism: Local Politics and Global Ideologies-New York City in the 1950s," in her *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision* (Chapel Hill: University of North Carolina Press, 2003) pp. 148-169;
- (3) Charles J. Ogletree, Jr., *All Deliberate Speed* (NY: W. W. Norton and Company, 2004), pp. 3-14; 124-134 & 147-166;
- (4) Nicolas C. Vaca, "Who's the Leader of the Civil Rights Band?: Latinos' Role in Brown v. Board of Education," in his *The Presumed Alliance: The Unspoken Conflict Between Latinos and Blacks and What it Means for America* (NY: HarperCollins Books), pp. 62-84.
- (5) Pat Washington, "First , You Got to Use What's Lying Around the House": Some Personal Reflections on Affirmative Action and White Feminism," in *NWSA Journal*, Volume 10, Number 3, Fall 1998 pp. 168-182.

May 8: Course Lecture

May 10: Course Lecture

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;
- (2) Michael Eric Dyson, "More Than Academic: Seamless Theory, Racial Disruptions, and Publics Intellectuals in the Ebony Tower," in his *Open Mike: Reflections on Philosophy, Race, Sex, Culture and Religion* (NY: Basic Civitas Books), pp. 61-78;
- (3) Michael K. Brown, et al., "Keeping Blacks in Their Place: Race, Education, and Testing," in their *White-Washington Race: The Myth of a Color-Blind Society* (CA: University of CA Press), pp. 104-131

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

*****Reading Assignment** from Henry A. Giroux and Susan Searls Giroux, *Take Back Higher Education: Race, Youth and the Crisis of Democracy in the Post-Civil Rights Era* (NY: Palgrave MacMillan, 2004), pp. **1-51; 53-87**.

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**

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