

THE OHIO STATE UNIVERSITY - COLUMBUS  
School of Educational Policy and Leadership

ED P&L 834

AN INTERPRETIVE HISTORY OF  
AFRICAN-AMERICAN EDUCATION  
Part II: 1950 to the Present

**Professor Beverly M. Gordon**  
139B Ramseyer Hall  
Phone: 688-4259/ Sec: 688-5590  
Email: gordon.3@osu.edu  
HomePage: <http://www.coe.ohio-state.edu/beverlygordon>

**Spring 2007**  
Call # 07696-5  
Wednesday 4:30 pm –6:48 pm  
345 Arps Hall

Office Hours: Tuesday, 10:00am - 1:30 pm  
Wednesday, 10:00 am - 1:30 pm  
Other times by appointment

This course has been designed to provide students with a perspective on contemporary African- American education that goes beyond the study of "mainstream" movements and ideas to the perspective of African-American scholars through their research and writing. The materials in the course examine several perspectives from the conventional and provincial to provocative and to practical. One working assumption is a focus on African-American "voice" and "representation" in the education of African-Americans. Another assumption is that the meaning of "education" of African-Americans can be broadly defined beyond the classroom per se, so that it not only includes pedagogical issues, but also realms of meanings, perspectives, discourse etc., within the African-American community at large. Hopefully, the perspective of the course articulates, among other issues, the ideological, cultural, political and personal course[s] of action these scholars envision for Africans in the American Diaspora.

The readings include a variety of scholars, authors, scientists, as well as biographical and autobiographical, in an effort to represent the nexus of interrelated issues, and concerns surrounding the education of African Americans. The goals for this course include, but are not limited to the following:

1. To initiate a dialogue that engages the African-American voice, representation, discourse and theorizing regarding the education of the African-American community.
2. To study the ideological, theoretical and methodological implications of this discourse for reshaping social thought, educational theory, research and pedagogy and classroom knowledge as disseminated in cultural artifacts such as textbooks, literature, teacher education.
3. To suggest the practical consequences of this body of knowledge for curriculum development, classroom pedagogy, research and policy-making.

## **Required Textbooks:**

Beals, Melba. (1995). Warriors don't cry. New York: Washington Square Press:  
Published by Pocketbooks. ISBN: 0-671-86639-7

The Black Scholar. ( 2004). Black Education: The Bill Cosby Debate. Volume 34, #4.

Daniels, Cora ( 2007). Ghettonation. A journey into the land of bling and the home of the shameless. New York: Doubleday.

Lightfoot, Sara Lawrence. (1988). Balm in Gilead. Reading, MA. Addison-Wesley Pub Co.

Murrell, Peter C. (2002). African Centered Pedagogy. Developing Schools of Achievement for African American children. New York: SUNY Press.

Radical Teacher. (1990) Mississippi Freedom Schools. Issue 40. Radical Teacher  
Located in reading packet.

Willie, Sarah Susannah ( 2003). Acting Black. College, identity and the performance of race. New York: Routledge

**Statement of Students Rights:** Any student with a documented disability who may require special accommodations under The Americans with Disabilities Act, 42 U.S.C. 12101 et. Seq (2001) or Section 504 of the Rehabilitation Act of 1973, 29 U.S.C 794, et. Seq (2001) should self- identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.

**Academic Misconduct:** Academic misconduct of any kind is a serious matter and will not be tolerated. If you have questions about what constitutes academic misconduct and what procedures are followed, please consult the instructor. Faculty Rule 3335-5-54 will be followed in cases of academic misconduct – “ Each instructor shall report to the Committee on Academic Misconduct all instances of what he or she believes may be academic misconduct.”

## **Course Requirements:**

- I. **PARTICIPATION** active engagement in weekly discussions, as well as a demonstration of an interest in and understanding of the materials and

concepts. Production and dissemination of at least 15 weekly reading bullets for each reading to be distributed to the class.

## II. CURRICULUM DEVELOPMENT PROJECT:

### The Education of African Americans -1950 to the Present.

Final project & presentations due: **May 31, 2006**

Student[s] will construct a unit on one aspect of the history of African Americans. The goal of this project will be to compile materials that students and teachers can use collaboratively in classrooms. A secondary goal is to encourage students to be responsible for selecting and pursuing various topics. The activities within the unit should assist students with hands on experiences, projects, etc., to better help them understand the lived experiences of real people in real situations.

**All units will be written at the high school level**, so that all teachers will be able to adapt the information to their particular grade level. Topics include but are not limited to the following: Public Education; Higher Education; Health; Business; Religion; Demography; Politics / Civil Rights; Military service; Community Life; Clubs and Organizations; Employment; Aesthetics-Music; Aesthetics- Theatre; Aesthetics-Artists; Pan Africanism, etc.

You will be required to put your unit on a DVD or ZIP so that it can be added to the ED 834 Homepage of projects. However if I receive the project but can not open it, you will receive an incomplete until I have a file that I can open. I have a Mac G5 which can read PC files. The preferred format is Microsoft Word. ***Please use a virus scanned disk or whatever form of virus protection.*** I will be most unhappy if my computer contracts computer AIDS.

**For class presentations, you will need to bring a hard copy of your project for the instructor along with the DVD or ZIP.**

The following description will provide you with a guide for the construction of the unit. For examples of units, please refer to the home page of Professor B. Gordon in the School of ED P&L on the COE's homepage.

**The first section will be: The Overview.** It will contain general information regarding the topic under study, and also provide background data and information for the reader to become more familiarized with the topic. This section should be approximately 5 pages in length.

**The second section be: Activities.** These activities will provide teacher directives and suggestions for classroom projects and activities. These activities are to assist k-12 students with hands on experiences, projects, etc., to better help them understand the lived experiences of real people in real situations. The activities should include: projects, games, dramatic activities, primary historical documentation and a good sampling of bibliographic material. You are encouraged to used graphics in your project, which can be scanned onto your disk[s]. Some of the activities in a given section may rather long and complicated. Teachers should not feel obligated to complete the entire section of

activities for each unit. In such a situation, the teacher and students may want to generate a priority list for the activities. Teachers and students should engage not only in these activities, but use the materials to extend their work or ideas.

**The third section will be: Bibliography.** As a reference and resource for the unit, the bibliography will contain extensive library, journal, magazine, record album, and audiovisual references and resources.

### III. ATTENDANCE

#### Course Evaluation:

Participation/Bullets	40%
Curric. Dev. project	40%
Attendance	20%
<b>TOTAL</b>	<b>100%</b>

#### Course Outline

**March 28 Session 1: Introduction** of course and explanation of requirements.  
Dissemination of syllabus

**April 4 Session 2:** Lightfoot, Sarah Lawrence. Balm in Gilead.

**April 11 AERA**

**April 18 Session 3:** Beals, Melba. Warriors Don't Cry.

**April 25** Radical Teacher. Mississippi Freedom Schools.

**May 2** Murrell, Peter. African Centered Pedagogy.

**May 9** The Black Scholar. Black Education. The Bill Cosby Debate.

**May 16** Daniels, Cora. Ghettonation.

**May 23** Willie, Sarah. Acting Black.

**May 30 Project**