

Tutorial – Fall 2007
Black Men in Higher Education
TTh 8:00-9:30 am

Instructor: Dr. Kesho Y. Scott
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Course Description

If you want to fuel the gender wars in African-American communities ask: Why are black women outpacing black men in college? According to the *Journal of Blacks in Higher Education*, black women are achieving far greater success than black men. Today, black women make up nearly 63% of all African-Americans enrolled in higher education. We will examine the six areas of contention: race discrimination in employment, the absence of successful black role models at home and in schools, the “violence factor” impacts on black male identity formation, the unmet remedial needs of black men who have difficulty admitting that they need help, the “Hoop Dream” effect on black men who succumb to the media portrayals of success as athletes, musicians, comedians or entertainers, and the African-American communities’ perception that “the man’s schools” are agents of white authority and if black males do well they are often ridiculed or ostracized by their peers.

Are black males to be considered an “endangered” species or is their absence a serious crisis in the depth and breadth and goals of higher education to capture the imagination and hearts of these categories of Americans?

Our course materials will draw on the mainstream and alternative literatures of the discipline but primarily those produced by African-American scholars, political leaders and activists in such works as *The State of Black America*, *Journal of Blacks in Higher Education*, *The Journal of Black Studies* as well as popular magazines, *Ebony*, *Essence*, *Black Enterprise*, *Jet* and policy literatures on American Black Male Initiative Programs in over a dozen universities throughout the country.

Required Readings and Films

- Handouts from the Instructor
- Internet search articles
- Scholarly articles from Journals
- Films (Pre-arranged at the AV Center)

Reading

Read closely and carefully at all times. Our aim is to develop critical reading skills. It’s your responsibility to read and think about each assignment. You will greatly improve your analytical skills if you actively engage with each article and assignment and make pertinent connections from your previous readings. Take careful notes as you read and use a dictionary / thesaurus for building vocabulary power.

Writing

Be sure to remember the difference between summary and analysis as you write your papers. A summary merely restates (in your own words) the events in the text. When you write an analysis, you are expected to interpret individual parts of the story in order to support your argument about the work's meaning.

Before you begin the writing process, think long and hard about what you want to say. Once you've formulated your ideas, carefully organize them in a logical manner. Remember that your ability to write well is dependent upon how well you do the following: reading closely and carefully, taking good notes, actively thinking about the text, logically organizing your thoughts, supporting your claims with convincing examples, and expressing your ideas in a clear and consistent way. Keep in mind that writing is an on-going process so expect to make revisions. We will review notions of writing "sociologically" in the context of each assignment. Additionally, we will review the parts of writing a paper, rewrite papers, proof-read others papers, and contrast 1st, 2nd and final versions of a paper.

Papers

What you will be asked to write will vary in length but will not exceed 8 pages. **They must be typed.** I will give you a specific assignment related to each of these papers. Your paper should not just reiterate ideas that we have discussed in class. Remember, originality is important. You should use class discussions and internet searches to find and define your own niche in the course material. As a formal writing assignment, your paper must argue a specific thesis and support that thesis with clearly organized paragraphs containing appropriate examples and textual analysis.

We will be revisiting over and over again the central question of the course: Are black males an "endangered species" why or why not? What are the obstacles for them in higher education? And what habits of survival are they using to adapt to those obstacles?

Oral Presentations

There will be several informal individual presentations and one formal group presentation. In order to prepare for each presentation, you should be thoroughly familiar with the assigned reading. Familiarity comes with actively engaging with the text through close reading and active note taking. For formal presentations, make sure to practice. Be prepared, time yourself, and rehearse your ideas out loud. We will review the structure of making oral presentations or "speaking in the discipline."

Annotated Bibliography

An annotated bibliography is an organized list of sources such as books, journals, magazines, etc., each of which is followed by a description or annotation of each item. More details to come. **All students will be involved in creating one for the course.** The skills involved will help you in your other courses and we will review the citations rules for most disciplines.

Vision Boards

A vision board is a tool for envisioning your goals by creating a collage of those goals using symbols and images as well as items that represent those goals. The version has two parts: What you are learning from the course and what you want to do with this education? Each student will present these boards in the final week of class and we will critique them as a group.

Tools for the Course

We will use the internet, music, library, poetry, and debates to examine the course central questions. Using our research, reading, writing, editing, bibliographical searches, interview and

oral skills, we will deepen our “personal reflections” on the course topic and sociological renderings on Black Men in Higher Education. Our challenge is to use the course to “prep” for our four-year adventure at Grinnell College as well as *take a position and learn the counter argument on whether black men are an endangered species, why or why not?*

Attendance and participation

It is in your best interest to be present at every class meeting. Regular attendance and participation in class discussions is expected and required of each student. Don’t miss any classes and don’t come to class late. Absences and frequent tardiness will count progressively against your final grade. Any student that misses three classes will be reported to student affairs office as required by the college policy unless you are in contact and discussion with the instructor.

Please come to class prepared to discuss the assigned readings, which means preparing readings in advance and speaking regularly in discussions. It is imperative that all students participate actively in the discussions and in collaborative work.

Grading

Active class participation (ACP)	10%
Mid and Final Exams (ME, FE)	20%
Annotated bibliography project (ABJ)	20%
Formal oral presentation (FOP)	20%
Film assignments (FA)	10%
Library assignment (LA)	10%
Two papers (Paper I, Paper II)	10%

Academic Accommodations for Students with Disabilities

Grinnell College abides by Section 504 of the Rehabilitation Act of 1973 that stipulates no student shall be denied the benefits of an education “solely by reason of a handicap.” Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see me and Joyce Stern, Associate Dean and Director of Academic Advising, (X3702) so that such accommodations may be arranged.

*This syllabus was created from the contributions of Professors Karla Erickson and Heather Lobban-Viravong.

**Instructor reserves the right to add or delete any aspects of this syllabus and all students are expected to use email responsibly during the semester – for contact between each other and the instructor. Each student is to be mindful to use the Blackboard for class assignment and updates daily.

***Contact by internet is not a substitute for direct face-to-face in my office discussion as your advisor. Please bring your academic concerns to me and we can direct your other needs to the appropriate places. If you are having difficulties of any kind contact me. I will follow up on any academic “yellow slips” sent to me about your academic performances, etc...

Aug. 30th Course Schedule

	Assignments	Assigned Reading	Skill Development
Week 1	**abbreviations on pg. 3 of syllabus ACP	Welcome to the course and introduction of course goals and objectives Putting the puzzle together: Black Men in Higher Education exercise Article: The State of Black America 2007: Portrait of the Black Male Internet Search on Black Men (BMHE)	** (HO) Handouts Introduction to the topic Reading a syllabus
Week 2	ACP	Read website: www.post-gazette.com/invisible men	Critically Analyzing Sources
Week 3	FA	Discuss Film: In class assignment about time management, note taking and summaries Film: Boys in the Hood Film: Coach Carter	Note-taking Summaries Time Management
Week 4	FOP	Articles: Racial Discrimination in Employment (BMHE) HO - What are the guidelines for oral presentations? (Film)	Oral Presentations
Week 5	ACP	Articles: Absent of Successful Black Role Models at Home and in Schools (BMHE) HO: Analytical and critical thinking (Film)	Analytical and Critical Thinking
Week 6	ACP	Articles: "The Violence Factor" - Impact on Black Male Identity. (BMHE) HO - What is the purpose and outcomes for group presentation? (Film)	Group Presentations
Week 7	ME	Articles: Multiple "Hoop Dreams": Athletes, Musicians, Comedians, Entertainers, etc (BMHE) HO - How do we brainstorm research topics?	Brainstorming Research Topics
Fall Break		October 20-29 [Collect 5 more articles on BMHE]	
Week 8	ACP	Articles: (BMHE) HO - What is a thesis statement? What is a paper outline?	Thesis Statement and Paper Outlines
Week 9	(ABJ)	Articles: (BMHE) HO: "OWL" - on-line writing lab on bibliographies and citation styles.	Annotated Bibliography and Citation (ASA)
Week 10	Paper I	Articles: (BMHE) HO - What is a social theory?	Applying a critical Framework
Week 11	ACP	Articles: (BMHE) Continued: How do we apply theory to social reality?	Applying a critical Framework II
Thanksgiving Break		November 21-26	
Week 12	ACP	Articles: (BMHE) HO - What is methodology? What is the point to data collection?	Doing Research (Methodology)
Week 13	Paper II	Articles: (BMHE) HO - The best ways to revise papers.	Editing Skills and Revising Papers
Week 14	ACP	Articles: (BMHE) HO - Peer Review and self-assessment handout and assignments.	Peer Review Guidelines and applications Self assessment
Final Exam Week:	(FE)	HO - My Freshman Year: What a Professor Learned by Becoming a Student (Rebekah Nathan) © 2005	