

SWK 495-001 – CRN 15431
SWK 595-001 – CRN 15441

EDN 495-008 – CRN 15757
EDN 595-008 – CRN 15756

Effective Interactions with African-American Males
Fall 2010 SYLLABUS
University of North Carolina Wilmington
School of Social Work
Department of Educational Leadership
Thursday, 5:00 p.m. – 7:45 p.m., Leutze Hall 103

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Course web site: <http://people.uncw.edu/gogginsl/EIAAM>

Course Catalog Description:

SWK 495/595 Topical Seminar (3) Prerequisite: SOC 105, SWK 235 and consent of instructor. Discussion of selected topics in social work.

Purpose of the Course:

Using an African-centered philosophical worldview and a racial socialization framework, this class will use participatory education to equip undergraduate and/or graduate students, to “better” understand and effectively work alongside and with young adult African-American men. The core tenets underlying this course are racial oppression exists, matters, is ubiquitous and pernicious, and that those most affected are often ignorant of this reality.

Students will critically examine the social and emotional effects of racism on the academic, occupational, cultural and relational well-being of African-American males. Students will discuss relevant readings, and engage in media analysis, community-based research and self-reflection. Students will also examine and develop strategies to restore a healthy definition of African-American manhood and its significance for self, family, and community relationships, culminating in a community restoration initiative proposal.

Course Objectives (which meet MSW Program Foundation Year Objectives and relevant CSWE Core Competencies):

Students will learn how to help African-American males engage in:

- Critical cultural consciousness development
- Reducing self-destructive reactive responses when oppressed
- Developing awareness of racial oppression and accurately accessing its effect and affect.
- Knowing the landscape of African-American male health vulnerability
 - In US, Southeastern North Carolina, by age group
- Reasoned, culturally relevant and healthy responses to racial discrimination
- Effectively utilizing societal resources for successful career development and social mobility
- Appreciating and articulating social-emotional literacy
 - Being able to identify and defuse racial/gender oppression trauma

- Put voice to the oppression, pain of the trauma
- Develop coping and communication skills to protect self
- Acquiring the social-emotional literacy skills to identify, process, and articulate effective resistance to trauma sustained during moments and states of oppression.

Text and Readings:

Required Reading: Weekly readings on Blackboard or Electric Reserve

Additional Resources: Available on course web site (<http://people.uncw.edu/gogginsl/EIAAM>)

UNCW Academic Honor Code

All members of UNCW's community are expected to follow the academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook). Academic dishonesty in any form will **not** be tolerated in the class. Please be especially familiar with UNCW's position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own. Here are some examples of plagiarism:

- a. You write about someone else's work in your paper and do not give them credit for it by referencing them.
- b. You give a presentation and use someone else's ideas and do not state that the ideas are the other person's.
- c. You get facts from your textbook or some other reference material and do not reference that material.

Your responsibilities in the area of honesty include, but are not limited to, avoidance of cheating, plagiarism, and improper or illegal use of technology. All work should meet University level standards, so please use the services of a tutor, the Writing Place, or an editor if you have difficulty with written expression.

Seahawk Respect Compact - In the pursuit of excellence, UNC Wilmington actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance, and open-mindedness among students, faculty, staff and the broader community.

- We **affirm** the dignity of all persons.
- We **promote** the right of every person to participate in the free exchange of thoughts and opinions within a climate of civility and mutual respect.
- We **strive** for openness and mutual understanding to learn from differences in people, ideas and opinions.
- We **foster** an environment of respect for each individual, even where differences exist, by eliminating prejudice and discrimination through education and interaction with others.

Therefore, we expect members of the campus community to honor these principles as fundamental to our ongoing efforts to increase access to and inclusion in a community that nurtures learning and growth for all.

UNCW is committed to a civil community, characterized by mutual respect. Individuals wanting more information about the Respect Compact can contact the Office of Institutional Diversity and Inclusion.

VIOLENCE AND HARASSMENT

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with violent or harassing situation can be located at <http://www.uncw.edu/wsrc/crisis.html>.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

I am more than happy to make appropriate accommodations for students with disabilities. Students with diagnosed disabilities should contact the Office of Disability Services (962-7555). Please give me a copy of the letter you receive from Office of Disability Services detailing class accommodations you may need. If you require accommodation for test-taking please make sure I have the referral letter no less than three days before the test.

The following links may be helpful to you, a family member, or a friend:

- Diversity Initiatives Information – www.uncw.edu/diversity/
- Students with Disabilities Information – www.uncw.edu/stuaff/disability/
- Violence Prevention Information – www.uncw.edu/safe-relate/relationship.htm

IMPORTANT INSTRUCTIONAL INFORMATION

- **USE OF PERSONAL ELECTRONICS - I assume that you are all adult learners who are respectful concerning use of electronic equipment.** Laptops are welcome in class as long as they are used for note-taking and research. Surfing the net, checking email, or managing your social networking pages during class time is considered an inappropriate use of technology. Also, the use of cell phones and pagers during class time is disruptive and should be turned off when class starts. **If use of electronics becomes disrespectful, distracting or disruptive to me and/or your classmates, I will ask you to cease use of electronics.**
- **Blackboard** and **UNCW Email** are the required methods for online class communication. Only email from *uncw.edu* and with a subject line starting with **EIAAM F2010** will be read or responded to by the professor.
- The instructional goal of all assignments, papers, and tests is to assess your ability to provide credible evidence of what you have learned based on your observations and understanding of leadership theory and practice.

Teaching Philosophy

My philosophy of teaching draws from several philosophical and research traditions, as well as from my experiences as a student, educator, and activist. A full articulation can be found at <http://people.uncw.edu/gogginsl/Courses.html>.

Class Expectations

- As a student scholar, it is expected that you will conduct yourself in an appropriate manner. This would include, but not be limited to, full participation in all activities, communicating civilly, accepting the diversity of opinions in class, and treating everyone with the courtesy you desire.

- Every scheduled class is mandatory. Students are expected to be in class, in their seats, and ready to work at 5:00 p.m. The door will be shut when class begins and students will not be admitted. Students who leave class prior to 7:45 p.m. will be considered absent unless prior arrangements are made. Absences will result in the loss of participation points.
- It is expected that students will take care of personal needs prior to or after class rather than interrupting the class to leave return to the room.
- Absence from a test/presentation will result in ZERO (0) points earned and NO makeup will be given.
- More than three absences will result in the lowering of your grade by one full letter and your grade will continue to lower for every three additional absences you have.

Please make an appointment with me within the first three (3) weeks of class if you have scholarship/work responsibilities that require you to miss classes.

EXPECTATION of COLLEGE LEVEL WRITING SKILLS on WRITTEN ASSIGNMENTS:
The following guidelines are helpful but, if you have difficulty with writing, you are expected to contact the Writing Place or a tutor for assistance.

Indication of Very Good (B+/A-) or Excellent (A) Understanding - Clear, succinct statements of *all* your points, supported by *original* sources with *credit given*; thoughtful and original *personal reflections of extremely solid understanding, appropriate applications* of the points discussed; *depth and breadth* of thought; *few or no spelling, typographical, grammatical errors.*

Indication of Good (B/B-) or Adequate (C/C+) Understanding - Clear, succinct statements of *most* of your points, with *some or total support* and *limited or no sources* with *some credit given*; thoughtful and sound personal reflections of a *fairly solid or basic understanding* of points discussed; *little or no application* of points discussed; *several spelling, typographical, grammatical errors.*

*An appropriate number of points will be deducted for the lack of appropriate **College Level Writing (CLW) Skills** in online or non-online written assignments.*

Assignments:

All assignments should be typed with no more than Times New Roman 12 point font, one-inch margins, double-spaced, and completed on time. Late work will have points deducted. Class discussion is essential.

- I. **Interview and Reflection:** First, write out your views and perspectives about African-American males; Second, interview an African-American male about his perspectives of African-American male experiences; Third, interview a practitioner from your field of study about their views of African-American males they might work with; Last, provide an analysis of the interviews (not quotes) and your perspectives. (6 pp – 20 pts).
- II. **Media Literacy Review:** The review involves a systematic exercise of critiquing the images and portrayals of black males in the media. Each individual can develop their own strategy, focus or media outlet for this project. Use www.minorityreporter.com for guidance. The review should include self-reflection. (15 pts.)

III. **Make Your Point:** Present on current topics in relevant research, current events, and politics will be held. Students are required to demonstrate knowledge of theoretical and practical implications of the topics by taking a position in a particular direction. Argue your positions and it will be graded according to the following criteria:

- a. Depth of knowledge in the arguments posed; anticipation of opponent's arguments
- b. Application of theoretical frameworks discussed in class
- c. Creativity in the presentation and arguments posed
- d. Awareness of practical implications
- e. Adherence to the time limits

Each student will have 15 minutes to pose his or her points and five minutes for rebuttal. Faculty and students, based on discussions and readings, will choose the topic. Each student will submit a 5-page summary of his or her position. This paper should be referenced and articulated clearly. The paper should elucidate aspects that were not presented in the debate due to time constraints. (15 pts.)

IV. **African-American Male Intervention Outline:** Your task is to tackle a major social issue in the African-American community. You will attempt to develop an African-centered intervention that is based on African-American or culturally relevant research. **Proposed interventions are expected to be organic and authentic.** Each student will write ***15-page outline*** that reviews the literature regarding the topic (and the particular area of the student's interest). This outline should identify and annotate at least five recent research articles on the area of interest, most of which should address discussed frameworks, **list of references** and **resources**. Use the **African American Men and Boys Task Force Request for Proposals** from The Heinz Endowments (*linked on course web site*) as a template/guide. (60 pts)

Each student will present his or her intervention in a symposium on the last day of class. **This presentation is worth 40 points and each presenter should present no longer than 15 minutes.** Overtime will be penalized. A key competence issue is the efficiency of presenting valuable information in a short period of time. The paper can focus on any topic. Some examples include 1) Development of a culturally relevant violence prevention program for African-American male adolescents; 2) Development of a health promotion program that addresses violence, sexual behavior, or urban farming/sustainable gardening; 3) Prevention of black male suicide; and 4) How African-American males negotiate relationships with other men. These are examples and not meant to be exhaustive. It is expected that students will use the knowledge gathered in the course. The instructor must approve the topic and subtopics prior to research beginning. **This outline must follow APA publication guidelines.**

The criteria for grading each **outline/paper** includes the following:

- Integration of program's purpose, focus, target population, components, goals (15 pts);
- Quality of writing, composition, and integration of research and discussion (15 pts);
- Review and accurate use of recent and relevant research to support one's program (15 pts);

- Feasible program with clear understanding of potential benefits and limitations to the design and implementation of the program (15 pts)

Each **presentation** will be graded according to the following criteria:

- Focus on African-American or gender-specific research (10 pts) - Did presenters identify research with African-American or cultural psychological intellectual themes? Was the audience identified?
- Innovation (10 pts) - Was there creativity in the intervention?
- Feasibility (10 pts) - Was this useful information and could this be accomplished in real life? How well did the presenters respond to questions from the class? Was the invention authentic and organic?
- Benefits and Limitations (5 pts) - Did presentation address unique benefits and limits to and for the presenter’s propositions, program/service, and target group?
- Style and Professionalism (5 pt.) – Did the presentation look professional and make effective use of technology? Did the presentation keep your attention/interest?

- V. **Final Reflection**: (50 pts) - Evaluate your performance, participation in, and the impact of this course. For your response to be complete it must minimally give consideration to the following questions: How much time have you spent each week in preparation for this class? How have you specifically and uniquely added to the content and success of this class? What have you learned as a consequence of this class? How has/will this course change your future interactions and relationships with African-American males?

Class Discussion/Attendance/Reflections*: Discussion is worth 100 points in this class and missing class will involve a reduction in discussion points. Reflection papers are due at the start of each class. Each paper should be no more than two pages; summarize the salient points from the assigned readings; reflect upon your experiences, and/or connect to previous readings; and discuss how this “new information” will impact your interactions with African-American males.

<u>Assignments:</u>	<u>Points</u>	<u>Due Date:</u>
Self-Reflection Exercise	20	Sept. 16, 2010
Media Literacy Review	15	Oct. 14, 2010
Make Your Point		Nov. 4, 2010
Presentation	10	
Paper	5	
African-American Male Intervention Outline		Dec. 9, 2010
Presentation	40	
Research Outline	60	
Final Reflection	50	Dec. 9, 2010
Class Discussion/Attendance	100	
<u>TOTAL</u>	<u>300 points</u>	

Grading:

<u>Undergraduate</u>	<u>Graduate</u>
A ≥ 280	A ≥ 285
A- = 279 – 270	A- = 284 – 275
B+ = 269 – 260	B+ = 274 – 265
B = 259 – 250	B = 264 – 255
B- = 249 – 240	B- = 254 – 245
C+ = 239 – 230	C+ = 244 – 235
C = 229 – 220	C = 234 – 225
C- = 219 – 210	C- = 224 – 215
D = 209 – 200	F ≤ 214
F ≤ 199	

Course Outline

August 19, 2010

Overview and Framework

August 26, 2010

Racism, Discrimination and Racial Socialization*

Shapiro, H. (1988) *White violence and black response: From reconstruction to Montgomery*. Amherst, MA: University of Massachusetts Press. (Chapter 2 - Lynching and Black Perspectives. pp. 30-63)

September 2, 2010

Racism, Discrimination, & Racial Socialization, pt 2*

White, J. L. & Cones III, J. H. (1999). *Black man emerging: Facing the past and seizing a future in America*. New York: Routledge. (Chapter 6 - Masculine Alternatives: The African-American Perspective.)

Cassidy, E. F., Davis, G. Y., & Stevenson, Jr., H. C. (2003). "If we must die": CPR for managing Catch-33, alienation, and hypervulnerability. In H. C. Stevenson (Ed.) *Playing with anger: Teaching coping skills to African American boys through athletics and culture* (pp. 89–113). Westport, CT: Greenwood Publishing.

September 9, 2010

Images of African-American Males, Manhood Development*

Clark, R., Anderson, N. B., Clark, V. R., & Williams, D. R. (2002). Racism as a stressor for African Americans: A biopsychosocial model. In T. A. LaVeist (Ed.) *Race, ethnicity, and health: A public health reader* (pp. 319-339). San Francisco: Jossey-Bass.

Barrow, F. H., Armstrong, M. I., Vargo, A., & Boothroyd, R. A. (2007). Understanding the findings of resilience-related research for fostering the development of African American adolescents. *Child and Adolescent Psychiatric Clinics of North America*, 16, 393–413.

September 16, 2010

Connect to University of Pennsylvania EDUC 575/AFRC 575 -- EB 266

Images of African-American Males, Manhood Development*

Goggins II, L. (1998). *Bringing the light into a new day: African centered rites of passage*. Akron, OH: Saint rest Publications. (pp. 1–46)

Watts, R. J., Williams, N. C., & Jagers, R.J. (2003). Sociopolitical development. *American Journal of Community Psychology*, 31, 185–194.

September 23, 2010

Understanding the Black Male in Ecological Context*

Building College Pathways Takes A Village: Findings from the North Philadelphia College Ambassadors Project

<http://firstpersondocumentary.org/>

<http://www.firstpersondocumentary.org/college-ambassadors/>

<http://www.annenberginstitute.org/pdf/CollegeAmbassadors.pdf>

Sue, D. W., et. al. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62, 271–286.

Self-Reflection PAPERS DUE

September 30, 2010

Interactions with African-American Males in Primary Schools*

Boykin, A. W. (1986). The triple quandary and the Afro-American children. In U. Neisser (Ed.), *The school achievement of minority children*, (pp. 57–92). Hillsdale, NJ: Lawrence Erlbaum Assoc.

Shujaa, M. J. (1994). Education and schooling: You can have one without the other. In M. J. Shujaa (Ed.), *Too much schooling too little education: A paradox of black life in white societies*. (pp. 13–36). Trenton, NJ: Africa World Press, Inc.

October 7, 2010

Interactions with African-American Males in Secondary Schools*

" Education on Lockdown: Schoolhouse to Jailhouse Track"

<http://www.advancementproject.org/publications/opportunity-to-learn.php>

Skiba, R. J., Michael, R. S., & Nardo, A. C. (2000). *The Color of Discipline: Special Education Disproportionality*.

<http://www.indiana.edu/~safeschl/cod.pdf>

October 14, 2010

Interactions with African-American Males in Post-Secondary Education*

Harper, S. (2006) Peer support for African American male college achievement: beyond internalized racism and the burden of "Acting White". *The Journal of Men's Studies*, 14, 337–358.

Critical Media Literacy PAPERS DUE

October 21, 2010

Social Services Interactions with African-American Males*

Biko, S. (1996). *I write what I like: A selection of his writings*: London: Bowerdean (pp. 40–53)

Whaley, A.L. (2001). Cultural mistrust and mental health services for African Americans: a review and meta-analysis. *Counseling Psychology*, 29, 513–531.

No Class – FIELD VISIT

October 28, 2010

Connect to University of Pennsylvania EDUC 575/AFRC 575 -- EB 266

Community Interventions with African-American Males*

Harper, F. D., Terry, L. M., & Twiggs, R. (2009). Counseling Strategies with Black boys and Black men: Implications for policy. *Journal of Negro Education*, 78, 218–232.

Field visit debrief

November 4, 2010

Connect to University of Pennsylvania EDUC 575/AFRC 575 -- EB 266

Justice Interactions with African-American Males, pt 1*

Lincoln, Q. & Pager, D. (2001). “Black neighbors, higher crime? The role of racial stereotypes in evaluations of neighborhood crime.” *American Journal of Sociology*: 107, 717–767.

MAKE YOUR POINT PRESENTATIONS

November 11, 2010

Justice Interactions with African-American Males, pt 2*

ACLU report (2000). *Police and Racial Profiling Effects of Parental Incarceration on Children – A sentence of their own*.

(<http://www.asentenceoftheirown.com/Essays.html>) – **Choose one essay to read.**

Parke, R. D. & Clarke-Stewart, K. A. (2002, January 30). *Effects of parental incarceration on young children*. From Prison to Home Conference.

November 18, 2010

Class/panel discussions of proposed inventions

December 1, 2010 Last day of classes

December 9, 2010

Final:

African-American Male Intervention Presentations

References:

- Barrow, F. H., Armstrong, M. I., Vargo, A., & Boothroyd, R. A. (2007). Understanding the findings of resilience-related research for fostering the development of African American adolescents. *Child and Adolescent Psychiatric Clinics of North America*, 16, 393–413.
- Biko, S. (1996). *I write what I like: A selection of his writings*: London: Bowerdean (pp. 40–53)
- Boykin, A. W. (1986). The triple quandary and the Afro-American children. In U. Neisser (Ed.), *The school achievement of minority children*, (pp. 57–92). Hillsdale, NJ: Lawrence Erlbaum Assoc.
- Cassidy, E. F., Davis, G. Y., & Stevenson, Jr., H. C. (2003). “If we must die”: CPR for managing Catch-33, alienation, and hypervulnerability. In H. C. Stevenson (Ed.) *Playing with anger: Teaching coping skills to African American boys through athletics and culture* (pp. 89–113). Westport, CT: Greenwood Publishing.
- Clark, R., Anderson, N. B., Clark, V. R., & Williams, D. R. (2002). Racism as a stressor for African Americans: A biopsychosocial model. In T. A. LaVeist (Ed.) *Race, ethnicity, and health: A public health reader* (pp. 319–339). San Francisco: Jossey-Bass.
- Goggins II, L. (1998). *Bringing the light into a new day: African centered rites of passage*. Akron, OH: Saint rest Publications. (pp. 1–46)
- Harper, F. D., Terry, L. M., & Twiggs, R. (2009). Counseling Strategies with Black boys and Black men: Implications for policy. *Journal of Negro Education*, 78, 218–232.
- Harper, S. (2006) Peer support for African American male college achievement: beyond internalized racism and the burden of "Acting White". *The Journal of Men's Studies*, 14, 337–358.
- Lincoln, Q. & Pager, D. (2001). “Black neighbors, higher crime? The role of racial stereotypes in evaluations of neighborhood crime.” *American Journal of Sociology*: 107, 717–767.
- Shapiro, H. (1988) *White violence and black response: From reconstruction to Montgomery*. Amherst, MA: University of Massachusetts Press. (Chapter 2 - Lynching and Black Perspectives. pp. 30-63)
- Shujaa, M. J. (1994). Education and schooling: You can have one without the other. In M. J. Shujaa (Ed.), *Too much schooling too little education: A paradox of black life in white societies*. (pp. 13–36). Trenton, NJ: Africa World Press, Inc.
- Sue, D. W., et. al. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62, 271–286.
- Watts, R. J., Williams, N. C., & Jagers, R.J. (2003). Sociopolitical development. *American Journal of Community Psychology*, 31, 185–194.
- Whaley, A.L. (2001). Cultural mistrust and mental health services for African Americans: a review and meta-analysis. *Counseling Psychology*, 29, 513–531.
- White, J. L. & Cones III, J. H. (1999). *Black man emerging: Facing the past and seizing a future in America*. New York: Routledge. (Chapter 6 - Masculine Alternatives: The African-American Perspective.)