

Pan African Studies 420

The Black Child

Pan African Studies Department
California State University Northridge
Fall 2009

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Classroom Location: Sierra Hall, Room 265 (M); 267 (T)
Class Meeting Day & Time: Mondays at 7 p.m. and Tuesdays at 4 p.m.
Ticket No: 18965 and 11581

Required Textbooks:

1. Harris, Y. R., and Graham, J. A. *The African American Child: Development and Challenges*. Springer Publishing Company: New York, New York, 2007.
2. Hare, N., and Hare, J. *The Miseducation of the Black Child. The Hare Plan: Educate Every Black Man, Woman and Child*. Banneker Books: San Francisco, California, 1991.
3. Kunjufu, Jawanza. *Black Students. Middle Class Teachers*. African American Images: Chicago, Illinois, 2002.
4. McAdoo, Harriette Pipes, (editor). *Black Children: Social, Educational and Parental Environments*, Second Edition. Sage Publications, Inc.: Thousand Oaks, California, 2002.

Recommended Supplemental Textbook:

Hale, Janice. *Black Children: Their Roots, Culture, and Learning Styles*, Revised Edition. The Johns Hopkins University Press: Baltimore, Maryland, 1986.

Strongly Recommended:

Gibaldi, John. *The MLA Handbook for Writers of Research Papers*, Sixth Edition. The Modern Language Association of America, New York, NY, 2003.

Course Description:

The Black Child involves the exploration of African-American childhood socialization dynamics through an examination of the forces of constraint and development. The course also examines theories of social development and achievement. Research into Black Child social development and achievement will be conducted. *The Black Child* is available for Section A of the Multicultural Requirement for Credential Candidates.

Course Prerequisite: Completion of the Lower-Division writing requirement.

STUDENT LEARNING OUTCOMES:

Through readings, film viewing, class discussions, research, and personal reflection/writing, students will be able, hopefully, to achieve the following learning outcomes:

1. The course will expose students to a Pan African conceptual and cultural approach for understanding the structures, dynamics and diversity in the Black child development process.

How Met: 1) Definition of Critical Terms; 2) *The African American Child: Development and Challenges*; 3) *The Miseducation of the Black Child. The Hare Plan: Educate Every Black Man, Woman and Child*; 4) *Black Students. Middle Class Teachers*; 5) *Black Children: Social, Educational and Parental Environments*; 6) All Films / Documentaries; 7) Class Discussions; 8) Research Paper; 9) Final Examination

2. The course will develop in the students, through diverse readings, a competent African-centered knowledge base.

How Met: 1) Definition of Critical Terms; 2) *The African American Child: Development and Challenges*; 3) *The Miseducation of the Black Child. The Hare Plan: Educate Every Black Man, Woman and Child*; 4) *Black Students. Middle Class Teachers*; 5) *Black Children: Social, Educational and Parental Environments*; 6) All Films / Documentaries; 7) Class Discussions; 8) Research Paper; 9) Final Examination

3. The course will increase the critical reasoning skills of students as they examine the theories of social development and achievement.

How Met: 1) Definition of Critical Terms; 2) *The African American Child: Development and Challenges*; 3) *The Miseducation of the Black Child. The Hare Plan: Educate Every Black Man, Woman and Child*; 4) *Black Students. Middle Class Teachers*; 5) *Black Children: Social, Educational and Parental Environments*; 6) All Films / Documentaries; 7) Class Discussions; 8) Research Paper; 9) Final Examination

4. The course will promote the identification of the influence of personal values on one's and others' interpretations of the meanings of social processes.

How Met: 1) Response Papers 1-11; 2) Class Discussions; 3) Group Presentations; 4) All Films / Documentaries; 5) Research Paper

5. The course will facilitate a cooperative learning experience corresponding to the learning styles of African American students.

How Met: 1) Class Discussions; 2) Group Presentations;

6. The course will promote the articulation and use of effective strategies that the African American community can use to utilize its unique socio-cultural values and resources to meet the contemporary challenges facing African American youth.

How Met: 1) Definition of Critical Terms; 2) *The African American Child: Development and Challenges*; 3) *The Miseducation of the Black Child. The Hare Plan: Educate Every Black Man, Woman and Child*; 4) *Black Students. Middle Class Teachers*; 5) *Black Children: Social, Educational and Parental Environments*; 6) All Films / Documentaries; 7) Class Discussions; 8) Research Paper; 9) Final Examination

7. The course will develop proficiency in culturally appropriate research techniques in primary data gathering and interpretation of the Black child's development process.

How Met: 1) The syllabus clearly identifies the types of information needed; 2) relevant sources for information retrieval such as websites to be visited - [.library.csun.edu/ \(Social Sciences and Education/Black Studies Center\)](http://library.csun.edu/Social_Sciences_and_Education/Black_Studies_Center); and likely print and electronic journals to be consulted; 3) as well as the Research Paper; 4) Library presentations on collecting and utilizing information

8. The course will promote the location, retrieval and evaluation of a variety of relevant information including print and electronic formats.

How Met: 1) The syllabus clearly identifies the types of information needed; 2) relevant sources for information retrieval such as samples of data bases to be examined, websites to be visited, and likely print and electronic journals to be consulted; 3) as well as the Research Paper.

9. The course will promote the demonstration of effective search strategies for finding information using a variety of sources and methods.

How Met: 1) The syllabus clearly identifies the types of information needed; 2) relevant sources for information retrieval such as samples of data bases to be examined, websites to be visited, and likely print and electronic journals to be consulted; 3) as well as the Research Paper; 4) Library presentations on collecting and utilizing information

Classroom Etiquette, Policies & Requirements:

Indicate your name, the Response Number and Title on each paper.

1. **Attendance:** You are expected to attend class regularly and to participate in class activities and discussions on the assigned readings and course topics.
2. **Reading Assignments:** You should complete the reading assignments by the week they are scheduled for discussion. Your ability to participate effectively in class requires that you keep up with the reading assignments. You are responsible for all material covered in the assigned readings.
3. **Response Papers:** Short one-page typed responses to assigned readings must be submitted weekly (see Course Schedule). These responses are expected to show critical engagement with readings and will provide material for class discussions. Your response will be graded based on its substance. **PLEASE WRITE YOUR NAME, RESPONSE NUMBER AND DATE!**
4. **Position Research Paper:** You will strengthen your understanding of the course topics and readings by (i) researching, writing and presenting an extended position paper on your choice of topic on Black child development. The paper should be at least **5** and **no more than 10** double-spaced pages with an **additional citation page using the MLA research style**. References to at least **two texts** for this course and the films in addition to personal research material should be made. You should have at least **5** citations from **other sources** in addition to the class texts.
5. **Group Assignment and Presentation:** Students will be assigned into groups to read and present sections of these books - *Black Students. Middle Class Teachers* and *The Miseducation of the Black Child*.
6. **Final Examination:** A final examination will be given to test your ability to integrate, synthesize, critique and apply the knowledge you have gained during the quarter. There are two parts to the final examination. You will be required to answer essay-type questions of material covered in the readings, films, lectures and class discussions which will be **60%** of the final examination. Preparation of a lesson plan on a topic of your choice based on instructor's guidelines will count as **40%** of the final examination.
7. **Current News Articles** relevant to some class topics will be required to be read.
8. **Late Papers and Plagiarism:** Late assignments without valid reasons will be penalized and will not be accepted unless you speak with me beforehand. Medical emergencies, family crises, and other problems should be brought to my attention as soon as it is practical for you to do so. Plagiarized work will be failed, and a penalty will be applied to the course grade. Also, you may be reported for disciplinary action.
9. **Do Things Right – The First Time!**

10. **Cell Phones and Pagers:** Out of consideration for others please turn your cell phones and pagers to the silent mode. If you do not have a silent mode, please turn them off. These items are annoying distractions when they ring during the class lectures/discussion. **DO NOT ANSWER YOUR PHONE IN THE CLASSROOM.**
11. **Inappropriate Behavior:** Will result in low or failing grades. Examples of inappropriate behavior include coming to class late and/or leaving early; failing to take assigned work seriously; speaking to the instructor or to your peers in a disrespectful tone; and engaging in “side bars” while the lecture/discussion is going on.
12. **Use of Computers in the Classroom:** Students should note that personal computers would only be used for recording lectures or other in-class activities.
13. Documentation style is MLA.

Recommended Website:

- library.csun.edu/ (*Social Sciences and Education/Black Studies Center*)

Course Grading Criteria:

Grading is on a scale of A to F as follows:

25% Response Papers; **25%** Position Paper;
20% Group Presentation; **5%** Participation **25%** Final Examination.

A (96.5 and above)	A- (92.5 – 96.4)	B+ (86.5 - 92.4)	B (82.5 – 86.4)
B- (79.5 – 82.4)	C+ (76.5 - 79.4)	C (72.5 - 76.4)	C- (69.5 - 72.4)
D+ (66.5 - 69.4)	D (62.5 – 66.4)	D- (59.5 – 62.4)	F (0 - 59.4)

Rubric for Response Papers

Students are required to complete weekly reading assignments and contribute to class discussions. Every week, students must come prepared with a typed response (one page) to the reading(s) assigned for that week. The response must include the following in an **ESSAY** format (Do not number your response):

- (i) questions which the readings have raised for you;
- (ii) critical reactions to points raised in the readings with which you disagree if any;
- (iii) striking quotations/insights with which you wholeheartedly agree if any (explain why you think they are important);
- (iv) reflections on how the readings/insights connect to your own experience or other readings you have done.

The purpose of this exercise is to encourage engagement with the readings, as well as to help members of the class (individually and collectively) explore feelings, ideas, and opinions about a variety of issues.

SCHEDULE OF TOPICS

WEEK 1 (8/24 & 25)

Review syllabus and discuss assignments.

Review definitions of critical terms: Race, Class, Culture, Ethnicity, Multiculturalism, Diversity, Acculturation, Culturally Competent Services and Cultural Identity.

Black Child Development Quiz

Read by next class and complete the “Response Paper 1” for the Preface, Chapter 1- “Demographics: A Portrait of African American Children” and Chapter 2- “Research Issues With African American Children” of *The African American Child: Development and Challenges*.

WEEK 2 (8/31 & 9/1)

Review Group Project Assignments

Review Lesson Plan Requirements (40% of Final Exam)

Discussion of previous assignment – Response 1.

Read by next class and complete the “Response Paper 2” for Chapter 3- “African American Children and Health Issues” and Chapter 4- “Mental Health Issues and Racial Identity” of *The African American Child: Development and Challenges* and also complete the “Response Paper 3” for Chapter 5- “Education and African American Children” and Chapter 6- “Language and Literacy” of *The African American Child: Development and Challenges*.

Come to class ready with a chosen research topic for the Oviatt Library visit.

NO CLASS ON MONDAY 9/7: LABOR DAY HOLIDAY!

WEEK 3 (9/8) **Tuesday Class Only**

Meet at **Oviatt Library** -Tour of the new Black Studies Center and Research Resources.

WEEK 4 (9/14 & 15)

Discussion of previous assignments – Responses 2 and 3.

Video: *America Beyond the Color Line* with Henry Louis Gates, Jr.

Read by next class and complete the “Response Paper 4” for Chapter 7- “Moral Development” of *The African American Child: Development and Challenges* and also complete the “Response Paper 5” for Chapter 8- “Social Contexts in the Lives of African American Children: Family and Peers” and Chapter 9 / Epilogue – “Where Do We Go From Here” of *The African American Child: Development and Challenges*.

Monday Class Only

Meet at **Oviatt Library** -Tour of the new Black Studies Center and Research Resources.

WEEK 5 (9/21 & 22)

Video: *America Beyond the Color Line* with Henry Louis Gates, Jr.

Read by next class and complete the “Response Paper 6” for Chapters 1 & 2 of Part I “Perspectives on African American Parenting” of *Black Children: Social, Educational*

and Parental Environments.

WEEK 6 (9/28 & 29)

Discussion of the Foreword and Preface to *Black Children: Social, Educational and Parental Environments.*

Discussion of previous assignments – Responses 4, 5 and 6; (**Monday Class Only Responses 2 and 3 also**)

Read by next class and complete the “Response Paper 7” for Chapters 4 & 5 of Part II “Racial Messages” of *Black Children: Social, Educational and Parental Environments.*

WEEK 7 (10/5 & 6)

Lesson Plan is due

Discussion of previous assignment – Response 7

Read by next class and complete the “Response Paper 8” for Chapters 6 & 7 of Part II “Racial Messages” of *Black Children: Social, Educational and Parental Environments.*

WEEK 8 (10/12 & 13)

Discussion of previous assignments – Response 8

Documentary: **I am a Promise: The Children of Stanton Elementary** (1998, Produced and Directed by Susan and Alan Raymond).

Discussion of the documentary.

Read by next class and complete the “Response Paper 9” for Chapters 8 & 9 of Part III “Educational Environments of Children” of *Black Children: Social, Educational and Parental Environments.*

WEEK 9 (10/19 & 20)

Discussion of previous assignment –Response 9

Read by next class and complete the “Response Paper 10” for Chapters 10 & 11 of Parts III and IV “Educational Environments of Children” of *Black Children: Social, Educational and Parental Environments.*

WEEK 10 (10/26 & 27)

Discussion of previous assignment –Response 10

Read by next class and complete the “Response Paper 11” for Chapters 12 of Part IV “Educational Environments of Children” of *Black Children: Social, Educational and Parental Environments.*

WEEK 11 (11/2 & 3)

Discussion of previous assignment – Response 11

Review of Readings and Assignments

WEEK 12 (11/9 & 10)

Video: *American History X* by Newline Cinema (1998).

Discussion of the movie.

WEEK 13 (11/16 & 17)

Research Day

WEEK 14 (11/23 & 24)

Group Presentations

WEEK 15 (11/30 & 12/1)

Group Presentations

Position paper is due.

WEEK 16 (12/7 & 8)

Group Presentations

Review for Final Examination

WEEK 17 (12/14 & 15)

Final Examination

Monday (12/14) **8:00 PM - 10:00 PM**

Tuesday (12/15) **5:15 PM - 7:15 PM**