Class meeting: Tuesday and Thursday, 6:00 p.m. - 7:20 p.m.
Location: Hill Hall - Room 106
Instructor: Robyn Ince
E-mail address: robyn.ince@rutgers.edu
Virtual Office Hours: Wednesdays, 12pm-1pm or by appointment (via Zoom)
https://rutgers.zoom.us/j/8089942624?pwd=SlNwb2Q0OVNiNDk1bTZIK0hZeWdEdz09 Password: 505993

Academic Integrity:

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: http://academicintegrity.rutgers.edu/

Your health and well-being matter, and Rutgers has put in place a number of resources that are intended to help students through the challenges that might emerge during these times. Information on many of these resources appears below. Please let me know immediately if you are experiencing circumstances that are negatively impacting your academic performance. I also strongly encourage you to contact your academic advisor.

Accommodation and Support Statement:

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Absences:** All students are responsible for timely notification of their instructor regarding any expected absences. The Division of Student Affairs can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.) Students should refer to the University’s Course Attendance policy (10.2.7), for complete expectations and responsibilities. The office can be contacted at: (973) 353-5063 or deanofstudents@newark.rutgers.edu.

- **Disabilities:** The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and follow up with a discussion. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.
· **Temporary Conditions/Injuries:** The Division of Student Affairs can assist students who are experiencing a temporary condition of injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request for assistance at: [https://temporaryconditions.rutgers.edu](https://temporaryconditions.rutgers.edu).

· **Pregnancy:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy. Students may contact the office at (973) 353-1906 or TitleIX@newark.rutgers.edu.

· **Gender or Sex-Based Discrimination or Harassment:** The Office of Title IX and ADA Compliance can assist students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the office at: (973) 353-1906 or TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: [https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7](https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7). For more information, students should refer to the University’s Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at: [http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/](http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/).

· **Interpersonal Violence:** The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does **not** have a reporting obligation to report information to the University’s Title IX Coordinator. Students can contact the office at: (973) 353-1918 or run.vpva@rutgers.edu. There is also a confidential, text-based line students can text for support: (973) 339-0734.

· **Crisis and Concerns:** The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact academic performance. Students may contact the CARE Team at: [https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=11](https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=11) or careteam@rutgers.edu.

· **Stress, Worry, or Concerns about Well-Being:** The Counseling Center has confidential therapists available to support students. To schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If a student is not quite ready to make an appointment with a therapist but is interested in self-help, check out **TAO at Rutgers-Newark** for an easy, web-based approach to self-care and support: [https://thepath.taoconnect.org/local/login/home.php](https://thepath.taoconnect.org/local/login/home.php).

· **Emergencies:** Call 911 or contact Rutgers University Police Department (RUPD) at (973) 353-5111.

**Learning Resources:**

· Rutgers Learning Center (tutoring services) - (973) 353-5608

[https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center](https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center)
Writing Center (tutoring and writing workshops) - (973) 353-5847; nwc@rutgers.edu

https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center

Technology LaunchPad: https://runit.rutgers.edu/technology-launch-pad/

Masks: In order to protect the health and well-being of all members of the Rutgers-Newark community, masks must be worn by all persons inside campus buildings when in the presence of others, and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). Masks should securely cover the nose and mouth. Masks must be worn during class meetings.

Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app found at: myRutgers Portal.

COURSE

The controversy around how best to educate people of African descent in North America has both challenged and benefited this community from their time of enslavement to the present. Consequently, it is fitting that we study the rich and troubled history of Africans in America and their experiences within the American educational system. The pursuit of education by African Americans has been fraught with struggle and inequality, in the midst of their achievement and scholarly impact. Yet, it is widely agreed and understood that the education of African Americans is critical to empowerment and liberation for their community and future generations. Despite 400 years of bondage and political, social, economic and educational repression, African Americans have exercised agency, self-determination, academic excellence and ingenuity while holding significant roles in creating effective and equitable approaches for educating their community. In addition, the best practices that have emerged from African American education have served as a beacon for the educational excellence across this country.

Learning Objectives:
This course examines African Americans’ changing educational experiences and principles from post-enslavement to the present era. By the end of this Course, I expect students will have an understanding of the:
1. Various Philosophies and Approaches for African American Education
2. Key Themes undergirding and facilitating African American Education
3. Impact of Law and Policy of African American Education attainment

Course Objectives:
- Students will effectively present, share and describe factual examples that represent an education equity issue
- Interrogate, analyze, and draw conclusions about educational inequity from a historic, social, economic and political perspective
• Demonstrate an understanding of the impact of systems and policies on the ongoing inequities in African American educational attainment
• Learn about political, social, economic and cultural capital – its benefits and challenges
• Engage in collaborative learning and engagement with peers
• Strengthen students explanatory, reflective and analytical writing skills
• Support the SUPER6 Indicator #3.1

Course Requirements and Expectations:

Regular Attendance – Students are expected to attend all classes, arrive for class on time and remain for the duration of each class. I allow two unexcused absences -- with advance notice -- for mental wellness days. In addition, two excused absences are allowed. Acceptable reasons for absence appear in the Rutgers-Newark undergraduate catalog. The penalty for unexcused absences is a percentage reduction in your participation grade for the course.

Participation – Students should complete all readings and come to class prepared to meaningfully and actively participate in class discussions.

Reflection papers – Students are required to write two (2-page) reflective papers regarding their interpretation of assigned readings. These reflection papers can be used to begin analysis and exploration of topical ideas for students group project.

Midterm Examination – No makeup exams except in the case of an emergency or recognized reason for absence, such as religious observance. Additional details about the midterm examination will be provided in class.

Final Examination – The final exam will be composed of a series of short essay questions related to the course readings, discussions, and activities. Additional details about the final examination will be provided in class.

SMART Assignment Group Project - Students will complete a reflection project related to class interviews conducted with Sumner High School alumni. Additional details will be provided in class.

Grades for the course will be computed on the following basis:

Participation: 10%
Reflection papers: 20%
SMART Assignment Group Project: 20%
Midterm Exam: 20%
Final Exam: 30%

Lectures and assigned readings are listed below. Books are available at Barnes & Noble Rutgers University-Newark Bookstore and articles will be posted on Canvas.
Books

James D. Anderson, *The Education of Blacks in the South, 1860-1935*

Theresa Perry, Claude Steele, and Asa Hilliard III, *Young Gifted and Black*

Wilma F. Bonner, Sandra E. Freelain, Dwight D. Henderson, Johnnieque B. Love, Eugene M. Williams, *The Summer Story: Capturing Our History Preserving Our Legacy* (provided by Instructor)

Carter G. Woodson, *The Mis-Education of the Negro* (optional)

Articles and Book Chapters

Various articles and supplemental readings will be used in this course. They will be posted on Canvas.

COURSE SCHEDULE*

*Please note that the course schedule may be adjusted as student needs and pandemic parameters dictate.*

**Thurs. Sept. 2.** Introduction  
Assignment: Review of syllabus and assignments

**Tues. Sept. 7.** Overview of Contemporary Issues in African American Education  
Reading: From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools, by Gloria Ladson-Billings

**Thurs. Sept. 9.** Please bring a laptop/smartphone/tablet to class today, and be prepared to share and describe an example of a media representation (television, film, vignette, video, article, podcast, cartoon) that describes or represents an education issue related to one or more of Ladson-Billings’ 4 types of education debt. Your example can be from print media or an internet representation. If from the internet, please add the link to the Canvas set up for this purpose.

**Tues. Sept. 14.** The Rise of Universal Education  
Reading: Anderson, introduction and ch. 1.

**Thurs. Sept. 16.** The Hampton Model  
Reading: Anderson, ch. 2

**Tues. Sept. 21.** Education and Race Problem  
Reading: 1). Anderson, ch. 3; 2). The American Compromise article

**Thurs. Sept. 23.** The Normal School experience  
Reading: 1). Anderson, ch. 4  
Assignment: Reflection paper 1
Tues. Sept. 28. The Black Public High School
Reading: 1). Anderson, ch. 6

Reading: 1. Anderson, ch. 6, cont.; 2) Sumner High School

Tues. Oct. 5. Black Higher Education
Reading: 1). Anderson, ch. 7 and epilogue

Reading: Anderson, ch. 7, cont.


_The cause of freedom is not the cause of a race or a sect, a party or a class—it is the cause of human kind, the very birthright of humanity._ -- Anna Julia Cooper

Assigned Readings: 1). “The Talented Tenth” article; 2) “The Ethics of the Negro Question.”

Reading: Woodson book, selected chapters.

Thurs. Oct. 21. Sumner High School
Reading: The Sumner Story

Reading: The Sumner Story

Thurs. Oct. 29 _Film: The Great Debaters_
Reading: no readings or assignments

Tues. Nov. 2 _Film: The Great Debaters (cont.) and discussions_
Reading: no readings
Assignments: Reflection paper 2

_Education is our passport to the future, for tomorrow belongs to the people who prepare for it today._ -- El-Hajj Malik El-Shabazz (Malcolm X)

Thurs. Nov. 4. Freedom for Literacy and Literacy for Freedom
Reading: Young, Gifted and Black, by Theresa Perry, Claude Steele, and Asa Hilliard III

Tues. Nov. 9. Freedom for Literacy and Literacy for Freedom
Reading: Perry, Part One (pgs. 11 - 51)
*Group Project Theme Selection Due*
Thurs. Nov. 11. Competing Theories of Group Achievement  
Reading: Perry, Part Two

Tues. Nov. 16. Achieving in Post-Civil Rights America  
Reading: Perry, Part 3

Thurs. Nov. 18. Stereotype Threat and African-American Student Achievement  
Reading: Steele, Pgs. 109-130

Tues. Nov. 23. SMART Assignment Group Project Discussion and Consultation

Thurs. Nov. 25. **NO CLASS**

Tues. Nov. 30. *Film: Tell Them We Are Rising* & Discussion

Thurs. Dec. 2. SMART Assignment Group Project Due: in-class presentations

Tues. Dec. 7. No Mystery: Closing the Achievement Gap Between Africans and Excellence  
Reading: Hilliard, pgs. 131 - 165.

Thurs. Dec. 9. LAST DAY OF CLASS Assignment: Review

Tues. Dec. 20. Final Examination