

AL 832
Supervision Seminar in African and African-American Studies:
Teaching and Learning in Sociocultural Context

Fall 2004
Mondays 4-7pm
111 Morrill Hall

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Course Overview

AL 832, Teaching and Learning in Sociocultural Context, will examine how variously situated African-American (and Latin American) scholars have theorized and researched the teaching and learning of African-American (Afro-Latin) populations in U.S. and Latin American contexts as we prepare to teach and engage in research on and with African-American populations in K-16 contexts.

Specifically, the course is concerned with three main areas: theories of teaching and mentoring, theories of learning, and methods of researching teaching, mentoring and learning as they intersect with critical studies, cultural studies, urban sociology, and urban education. Specifically, students will examine literature written by scholars—drawing from African-centered, critical, and multicultural epistemologies—who consider the relative importance of race, culture and social contexts to pedagogy as they present conceptual pieces and empirical data that interrogate competing notions and contribute to ongoing debates in these fields. This course intends to help graduate students who will enter the academy as teachers and researchers to develop theoretically grounded and culturally informed philosophies of teaching and learning along with a corresponding repertoire of research methodologies to adequately understand the multiple outcomes associated with pedagogical practices in diverse K-16 contexts.

Certainly this course interested in investigating disciplinary content, but it is also a course concerned with process. The second and third goals both deal with the reading and writing at the graduate and professional level. A second goal of the course is to help facilitate a mastery of the writing genres associated with graduate education and life in the academy. Particularly, this class focuses on the following academic genres: curriculum vitae, annotated bibliographies, book reviews, literature reviews, research articles, conference presentations, letters of application, conference proposals, funding proposals, dissertation proposals, and dissertations. Depending on where you are in your academic career, it might make sense to focus on certain genres more than others.

The third goal of the course will focus on the mastery of reading skills needed for success in graduate school and the academy. Particularly, in the area, the course will focus on the following:

- How do you read a text that you will be asked to write about for class?
- How do you read a text that you will cite for an article or conference paper?

- How do you put together an annotated bibliography on a major area in your field?
- How do you write a review of literature on a major area in your field?

Toward these ends, we will be focusing on approaches to reading and annotating the selections for the course. We will also be focusing on how you are reading and annotating the outside selections that you must engage for your individual projects.

Course Texts

1. Carter G. Woodson. *The Miseducation of the Negro*. Africa World Press. **ISBN:** 086543171X
2. Clifford Watson and Geneva Smitherman. *Educating African-American Males: Detroit's Malcolm X Academy Solution*. Third World Press. **ISBN:** 0883781573
3. Peter Murrell. *African-Centered Pedagogy: Developing Schools of Achievement for African American Children* (The Social Context of Education). State University of New York Press. **ISBN:** 0791452921
4. Paulo Freire. *Pedagogy of the Oppressed*. New York: Continuum. **ISBN:** 0826412769
5. bell hooks. *Teaching Community: A Pedagogy of Hope*. New York: Routledge Press. **ISBN:** 0415968186
6. Gloria Ladson-Billings. *Dreamkeepers: Successful teachers of African-American Children*. Jossey-Bass. **ISBN:** 0787903388
7. Theresa Perry, Claude Steele, and Asa Hilliard. *Young, Gifted and Black*. Beacon Press. **ISBN:** 0807031054

Course Schedule

Week 1: August 30th

Introduction to Course; Woodson, *Miseducation of the Negro*, pp. Woodson pp. 1-132

Week 2: September 6st

LABOR DAY (No Class)

Week 3: September 13th

Woodson, *Miseducation of the Negro*, p. 132-199

Week 4: September 20th

Watson and Smitherman, *Educating African-American Males: Detroit's Malcolm X Academy Solution*, pp. 1-79
Proposals for final project due

Week 5: September 27th

Watson and Smitherman, *Educating African-American Males: Detroit's Malcolm X Academy Solution*, pp. 79-103;

Hilliard, *Young, Gifted, and Black: Promoting High Achievement Among African-American Students*, pp. 131-167

Week 6: October 4th

Murrell, *African-Centered Pedagogy: Developing Schools of Achievement for African American Children*, pp.1-102

Week 7: October 11th

Murrell, *African-Centered Pedagogy: Developing Schools of Achievement for African American Children* pp. 103-171

Week 8: October 18th
Freire, *Pedagogy of the Oppressed*, pp. 17-68

Week 9: October 25th
Freire, *Pedagogy of the Oppressed*, pp. 68-164

Week 10: November 1st
Hooks, *Teaching Community: A Pedagogy of Hope*, pp. 1-104
Annotated Bibliographies due

Week 11: November 8th
Hooks, *Teaching Community: A Pedagogy of Hope*, pp. 105-199

Week 12: November 15th
Ladson-Billings, *The Dreamkeepers: Successful Teachers of African-American children* (whole book)

Week 13: November 22nd
NO CLASS

Week 14: November 29th
Perry, *Young, Gifted, and Black: Promoting High Achievement Among African-American Students*, pp. 1-109

Week 15: December 6th
Final Oral Presentations
Final Written Projects Due on Friday, December 10th

Course Activities

Book Annotations

In preparation for each class I am asking that you submit, via e-mail, an annotation of the reading that includes a summary of the main ideas, the key terms, any key quotes, and key questions that you have about the text. The format of these annotations is negotiable. I encourage you to experiment and find a format that works for you.

Project Proposal

By the 4th week of class, you should have an idea of your focus and target audience (see list of journals and organizations). I would like to meet individually during the first few weeks of the course. By September 20th, I am asking that you submit a 300 word proposal that provides a justification and description of your proposed work.

Annotated Bibliography

Regardless of your chosen project, you will need to consult outside sources. During the 10th week of the course I am asking that you submit an annotated bibliography of at least 20 of the sources you will use for this project. We will talk more about what this looks like during class and I will share examples that I and my students have done in the past.

Individual Student Written Projects

Based on interest, you will choose an academic genre (e.g. proposal for a refereed conference presentation, pilot or practicum project, or grant; article for publication in a refereed journal; annotated review of literature; essay review; etc.), and write on one topic related to the course/; its content, readings, discussions, and related scholarship. Regardless of the genre you choose, will need to do the following:

- (1) Frame the theme, issue or question from the core text(s) and your individual interests;

- (2) Study examples of the genre you have chosen—both the one(s) shared in class and those available from other sources;
- (3) Identify, read and discuss key articles, chapters or books related to your topic, theme, issue or question;
- (4) Prepare a final written product, consistent with your genre and ready to submit to an authentic audience, reflecting your work on #1 and #2 above. I am asking that you have a specific audience in mind for the work.

Oral Presentations

Learning how to share your ideas with a peer audience is an important part of gaining membership within the academy. As part of your responsibilities as a teacher, researcher, and social advocate, you will be required to make conference presentations, keynote addresses, and job talks. Some very important decisions about your work and employment will be determined by how well you present yourself orally. This skill is not to be underestimated in its importance or its complexity. We will work during the semester on the etiquette and culture of these presentations including the dress, delivery, content, and use of supplemental tools such as overheads, PowerPoint software, or digital video technology. The final presentations will be made on Monday, December 6th.

Grading

Grades will be determined as follows:

- (1) Book Annotations (15 points)
- (2) Project Proposal (10 points)
- (2) Annotated Bibliography (15 points)
- (3) Final Written Project (30 points)
- (4) Final oral presentation (15 points)
- (5) Attendance, preparation, and participation in each class (15 points)

Grades:

95-100 = 4.0

90-94 = 3.5

85-89 = 3.0

80-84 = 2.5*

*In a doctoral course, no student should earn a grade lower than 3.0.

Journals and Organizations

Following is a list of journals and organizations that you might target for your individual projects:

Journals

American Educational Research Journal (AERJ)

Harvard Educational Review (HER)

Teachers College Record

Journal of Negro Education
Journal of Teacher Education (JTE)
Urban Education
Urban Review
Sociology of Education
Journal of Black Studies

Organizations

American Educational Research Association (AERA)
American Sociological Association (ASA)
American Anthropological Association (AAA)
Council on Educational Anthropology (CAE)
Sociology of Education Association (SEA)