

African Americans in Higher Education

AFA 3039 Section 4332

Spring 2008

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Departments: UF African American Studies/Women's Studies
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Class Location: FAC 213
Meeting Times: Tues 11:45-1:40 pm/Thurs 12:50-1:40

Office Location: 304 Ustler Hall
Office Hours: Tues 10-11/Thurs 11-12

CATALOG DESCRIPTION

In this course students will explore the historical and contemporary participation of African Americans in higher education. The foci will be: 1) assessing the presence of Black students in college; 2) discerning the barriers to obtaining access to college; 3) the contributions that African Americans have made to higher education; 4) Intersections of race and gender in educational experiences.

***This is a community service-learning course, so students will participate in tutoring local adolescents to assist in their college readiness. Center for Leadership and Service website: <http://www.dso.ufl.edu/cls/programs/servicelearning/resourceguide.php>

COURSE OBJECTIVES

1. To study the past and present trends of African Americans in colleges and universities
2. To consider the presence, barriers, and contributions of Blacks to higher education
3. To allow students to better understand African American presence in their own disciplines
4. To explore sameness and difference in gendered educational experiences
5. To partner with local community agencies and assist in the college preparation of local youth

REQUIRED READING

Books If you would like to support local booksellers, buy books at:
Orange and Blue Textbooks 309 NW 13th Street. 352-375-2707

Course Books (The special price purchase code for BWIT will be given in class)

1. Stephanie Y. Evans, *Black Women in the Ivory Tower, 1850-1954: An Intellectual History*
2. Michael Cuyjet et. al, *African American Men in College*
3. Peter Wallenstein, *Higher Education and the Civil Rights Movement: White Supremacy, Black Southerners, and College Campuses*

Group Books (Students will be assigned ONE book from the following list):

I. Charles Willie, Richard Reddick, Ronald Brown, *The Black College Mystique*

II. Joe R. Feagin, Hernan Vera, Kikitah Imani, *The Agony of Education: Black Students at White Colleges and Universities*

III. Anna Green and LeKita Scott, *Journey to the Ph.D.: How to Navigate the Process as African Americans*

Articles

1. Stephanie Y. Evans (2006). "[The State and Future of the Ph.D. in Black Studies: Assessing the Role of the Comprehensive Examination](#)." *THE GRIOT: Journal of African American Studies*. Spring, (May) vol. 25, no. 1, pp. 1-16.

2. Derrick P. Alridge (2007). "[Of Victorianism, Civilizationism, and Progressivism: The Educational Ideas of Anna Julia Cooper and W.E.B. Du Bois, 1892-1940](#)." *History of Education Quarterly*. vol. 47, no. 4, pp. 416-46.

Grade Scale

1 BST & academics paper (3-4 pp)	20 points
2 Discussion questions/facilitation	10 points
3 In-class quiz (bring blue book)	30 points
4 Debates (1 debate, 1 judging)	20 points
5 Group book presentation	15 points
6 Final research paper (8-10 pp)	70 points
7 Attendance (1 point per day)	15 points
8 CSL paperwork	20 points
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TOTAL	200 POINTS

UF grade scale:

90-100% = A

86-89= B+

80-85= B

76-79= C+

70-75= C

66-69= D+

60-65= D

Less than 60= E

ASSIGNMENT DETAILS

1 BST & academics paper (3-4 pp)

20 points

Search books and scholarly journals for a topic relevant to your major (search "medicine," "health," "psychology," "business," "education," "engineering," "law," "history." etc. - from off campus, you must access through Remote Login.). Write a 3-4page paper discussing how your academic interests intersect with race and gender. Make sure to engage at least 2 relevant theories from your reading and discuss how those ideas intersect with WOC experiences, ideas, and perspectives. Your paper must include two books, two scholarly articles, a reference to one class lecture/discussion/worksheet, and citation from the "Ph.D. in Black Studies" article. Include a bibliography immediately after the paper conclusion (use proper citation style for your academic discipline--this will help you format your final paper). No title page is needed.

2 Discussion questions/facilitation

10 points

Each group of approximately 2 students will facilitate discussion of the assigned reading. Facilitation groups will lead a discussion about the main themes in the day's reading by presenting a series 3-5 questions per person for the class to consider. Type up your discussion questions (with page references) and identify what type of question you are asking (from the KCAASE model)-- answer each question with a brief paragraph. Dr. Evans will give contextual mini-lectures during and after class discussion.

3 In-class quiz (bring blue book)**30 points**

You will have 2 hours to answer 3 questions. Bring a blue book or two (available at the UF bookstore); exams turned in on loose paper will incur a 1-point penalty. The quiz will be open note, but no books will be allowed. Dictionaries are permitted. Points will be awarded for content and structure, ability to present observations with appropriate citations, and use of scholarly evidence to support reasonable arguments. Points will be deducted for severe illegibility.

4 Debates (1 debate, 1 judging)**20 points**

On two occasions there will be class debates. Teams will be assigned beforehand and the debate question will be revealed a week before the debate. Teams will be assigned and the question revealed, but teams will not know what side they will argue (affirmative or negative) until the day of the debate. Each student on the team will be expected to speak for 3 minutes. There will be one opportunity for rebuttal (3 minutes) and one closing statement (5 minutes) for each side. One half of the class will debate while the other half judges, then vice versa. Participation points will be assigned for debating and for judging.

5 Group book presentation**15 points**

There will be 8-10 members of each group. Each member will read the book, present for 2-3 minutes, and address the following issues: 1. relationship to major; 2. important point about intersection of race, gender, and higher education; 3. potential impact of issues on local youth. As a group, make sure to: introduce the author, summarize the book, identify main themes of historic interest and contemporary interest, and outline the "So What?" aspect (critical analysis beyond summary). Then, facilitate discussion about relevant ideas the text raises.

6 Final research paper (9-10 pp)**70 points**

There will be no final "exam" for this class. Grades will be given for the final research paper (9-10 pages, including 1-page bibliography). The grading rubric will be distributed well in advance of the assignment due date. Part of the final paper grade will be the paper topic proposal (5 points), source material (10 points), and first draft (15 points). Final papers are due AT THE BEGINNING OF CLASS on the last day of class. Late papers will be graded down one grade (A to B+, B+ to B, etc.) each day the paper is late. Though the culminating paper for the class will critically examine intersections of race and gender in higher education, the final product will be a research paper FOR the community agency, not ABOUT the community agency. Work with your agency supervisor to decide on a topic that is of interest to you and of use to the agency. Combine the course materials and your academic interests in a way that assists the agency in moving forward with their stated goals.

7 Attendance (approx. 1/2 point per day)**15 points**

On the fifth missed class, (excused or unexcused), there will be a ten- point penalty to your final grade. This is a discussion-centered course, so attendance and participation are very important parts of your grade; absences will be monitored closely and excessive tardiness will be counted towards absences. Students in attendance are expected to sign in at every class session; attendance will be taken from the sign in sheet in order to eliminate attendance oversights. In case of disputed absences, the sign in sheet will be considered the verification of records. Those who miss more than three classes due to medical illness might consider dropping the course in accordance with the UF illness guidelines. Students should consult the attendance policy <http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html> of the 2007-2008 *University of Florida Catalogue*. Students are expected to take notes on the assigned readings and review notes before coming to class. *Be in class on time and stay until class is finished.*

8 CSL paperwork**20 points**

There is a 20 hour service requirement for this class (approximately 2 hours per week from week 4). Students will choose from one of three sites to be a mentor/tutor: 1) Big Brothers/Big Sisters; 2) Reichert House; or 3) PACE program. IMPORTANT NOTE: Each agency will require a background check that may take a couple

of weeks--find your agency placement immediately so that you can get the check underway and have the paperwork signed on time. The four required documents (available through the CLS website) must be turned in completed and on time. Anyone not having a signed agency contract to Dr. Evans by the beginning of class on January 29 will incur a 5-point deduction from their final grade (no excuses, no exceptions). Anyone not having a signed contract by the beginning of class on February 12 will incur another 5-point penalty. The documents due at the beginning of the semester are: 1) Ethics and 2) Signed Project Agreement. At the end of the semester, students must turn in: 3) Student Evaluation of Agency; 4) Signed Community Partner Evaluation and 5) Signed Time log

SEMESTER AT A GLANCE

	2 HR	1 Hr
Week		
1 Jan 8-10	Introductions/definitions Guest Speaker: Lydia Washington	Disciplinary Race; Article: Evans, "State & Future of the Ph.D. in Black Studies"
2 Jan 15-17	Community agency class visits; Race, gender, and CSL	Search for community agency (No class) [<i>Vegas</i>]
3 Jan 22-24	<i>Film: Shattering the Silences;</i> <i>Academic paper due</i>	Guest lecture: CSL Tutoring/ Mentoring [<i>Kansas</i>]
4 Jan 29-31	<i>Black Women in the Ivory Tower I;</i> <i>Service Learning packet due</i>	<i>BWIT II</i>
5 Feb 5-7	<i>BWIT III</i>	Guest Speaker TBA
6 Feb 12-14	<i>African American Men in College I</i>	<i>AAMC II</i>
7 Feb 19-21	<i>AAMC III</i>	Debate prep
8 Feb 26- 28	<i>Debate I</i>	<i>Higher Education and the Civil Rights Movement I</i>
9 Mar 4-6	<i>HE & CRM II</i>	<i>HE & CRM III</i>
10 Mar 11-13	SPRING BREAK	SPRING BREAK
11 Mar 18-20	<i>In-class Quiz</i>	CSL discussion; <i>Final Paper Topics due</i>
12 Mar 25-27	Film: TBA; [<i>AERA/OAH</i>]	Debate prep; [<i>AERA/OAH</i>]
13 Apr 1-3	<i>Debate II</i>	Article: Alridge, "Educational Ideas of Cooper & Du Bois"; <i>Sources due</i>
14 Apr 8-10	Book Group Meetings	Book Group I
15 Apr 15-17	Book Group II; Final Paper First Draft due; peer review	Book Group III
16 Apr 22	LAST DAY; closing CSL reflections -	No class

IMPORTANT INFORMATION:

- **This syllabus represents an outline of the course.** Details of the course may change; however, students will be notified in advance if there are any changes made.
- **Do all work in a professional manner.** All written assignments are to be typed, double-spaced using Times Roman 12 (not Arial or 14) font in MS Word. [Large fonts such as Century Schoolbook, Courier New, **boldfaced fonts**, or Bookman Old Style ARE NOT ACCEPTABLE.] Borders should be the standard (one-inch) and only MLA, APA, or Chicago styles should be used for written work (use the style of your academic discipline). Do not take up extra space on papers by using name, date, course, assignment title as ways to extend the start line of the paper. Put all information in the top right hand corner, single spaced. Assignment title or paper title may be centered. Work will be considered late after the beginning of class on the due date and will be graded down one full letter grade if received after class. DO NOT email assignments they will not be acknowledged...only hard copies count. *Staple all papers or suffer a 1point penalty!*
- **All students are expected to know and adhere to the University’s guidelines for Academic Honesty** (see <http://www.dso.ufl.edu/judicial/academic.htm> for details). If I have any reason to believe that any student has taken part in “cheating, plagiarism, misrepresentation, bribery, conspiracy, or fabrication,” I will complete a faculty adjudication form and pursue the highest available sanction on the student. I have had the unfortunate experience of having to turn students in for academic dishonesty; though it is a time-consuming and un-enjoyable process, *I have been successful in the adjudication process and will not hesitate to report students suspected of dishonesty to the Dean of Students Office in accordance with University of Florida policies.*
- **Please come and see me during office hours about ANY questions, comments, special needs or concerns regarding the course.** If my office hours conflict with your schedule, we can set up an appointment. Email or call my office at any time; allow 48 hours for my response.

Reminders:

- ✓ Activate your Gator ID, library card, and UF email accounts immediately.
- ✓ Read all assignments BEFORE class and take notes during class for inclusion in your paper assignments.
- ✓ Bring notes and questions everyday. Come to class ready to discuss detailed aspects of the reading; the class will not be time for basic summaries or uninformed rants.
- ✓ TURN OFF ALL CELL PHONES, PAGERS, & BEEPRS BEFORE CLASS!

RECOMMENDED READING

Books

1. Pero Dagbovie, *The Early Black History Movement: Carter G. Woodson and Lorenzo Johnston Greene.*
2. Heather Williams, *Self-Taught: African American Education in Slavery and Freedom*
3. Carter G. Woodson, *The Mis-education of the Negro*
4. James Patterson, *Brown v. Board of Education*
5. Tamara Brown, Gregory Parks, Clarenda Phillips, *African American Fraternities and Sororities: The Legacy and the Vision*
6. Joyce Ladner and Segun Gbadegesin, *Ethics, Higher Education, and Social Responsibility*

On-line Books

1. *A Voice from the South*, Anna Julia Cooper <http://docsouth.unc.edu/church/cooper/cooper.html>

2. *Souls of Black Folk*, W. E. B. Du Bois, <http://docsouth.unc.edu/church/duboissouls/menu.html>
3. *Up From Slavery*, Booker T. Washington <http://docsouth.unc.edu/washington/washing.html>