

**Effective Interactions with African-American Males**  
**Fall 2009 SYLLABUS**  
 University of North Carolina Wilmington  
 Departments of Social Work and Educational Leadership  
 Thursday, 5:00 p.m. – 7:45 p.m., Leutze Hall 108

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**Text and Readings:**

Required Reading: Weekly readings on Blackboard or Electric Reserve

**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.

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 assessing 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.

## UNCW Academic Honor Code

*Students are expected to adhere to the Undergraduate Academic Honor as indicated in the Undergraduate Catalogue and the Code of Student Life Handbook (online at <http://www.uncw.edu/stuaff/doso>). 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.

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

Diversity Initiatives Information – [www.uncw.edu/diversity/](http://www.uncw.edu/diversity/)

Students with Disabilities Information – [www.uncw.edu/stuaff/disability/](http://www.uncw.edu/stuaff/disability/)

Violence Prevention Information – [www.uncw.edu/safe-relate/relationship.htm](http://www.uncw.edu/safe-relate/relationship.htm)

***Please make an appointment with me within the first three (3) weeks of class if you have scholarship responsibilities that require you to miss classes due to events or performances.***

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](http://www.minorityreporter.com) for guidance. The review should include self-reflection. (15 pts.)
  
- III. **Debate Forums:** Debates 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. Two groups will argue their positions and 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 limitsEach group will have 15 minutes to pose their points and five minutes for rebuttal. The topic will be chosen by faculty and students, based on lecture topics. Each student has to submit a 5-page summary of his or her group's debate and references. In the first 3 pages, summarize the debate position. The last 2 pages, each student's individual reflection on the debate topic 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:** You will be working in a group with at least three other students. No more than five students in a group will be allowed. 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. Each student will write **his/her own 5-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 5 recent research articles on the area of interest, most of which should address discussed frameworks. (60 pts)

BUT, each outline in one's group should represent one component of the project/intervention or model that the group has decided to address. In fact, each component should stand alone, as well as fit together into one large group outline (e.g., group of 3 = 15 pg outline). The group will write **one annotated outline** of their presentation that will be distributed to classmates during the presentation. Additionally, the group should submit an integrated **list of references** and **a resource list**. Each group will present its group outline or program in a symposium on the last few days of class. This presentation is worth 40 points and each presenter should present no longer than 10 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 group's 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 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?
- Benefits and Limitations (5 pts) - Did presentation address unique benefits and limits to and for their propositions, program, and target group?
- Style and Professionalism (5 pt.) – Did the presentation look professional and make effective use of technology? Did the presentation keep 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?
- VI. **Class Discussion/Attendance/Reactions: Discussion is worth 100 points in this class and missing class will involve a reduction in discussion points.**

<b>Grading and Class Participation:</b>	<b>Points</b>	<b>Due Date:</b>
Self-Reflection Exercise	20	9/17/09
Media Literacy Review	15	10/15/09
Debate		11/12/09
Presentation	10	
Paper	5	
African-American Male Intervention Outline		12/10/09
Presentation	40	
Research Outline	60	
Final Reflection	50	12/10/09
Class Discussion/Attendance	100	
<b>TOTAL</b>	<b>300 points</b>	

**Grading:**

A = 280 – 300	B+ = 261 – 269	C+ = 231 – 239	D = 196 – 209	F = 195 and lower
A- = 270 – 279	B = 249 – 260	C = 219 – 230		
	B- = 240 – 248	C- = 210 – 218		

# Course Outline

August 20, 2009

## Overview and Framework

August 27, 2009

## 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 3, 2009

## 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.)

Stevenson, Jr., H. C., Davis, G. Y., Carter, R., & Elliott, S. (2003). [Conspicuous Invisibility and Managing the Catch-33:] Why black males need cultural socialization. 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 10, 2009

## 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 17, 2009

## 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.

***Self-Reflection PAPERS DUE***

September 24, 2009

## Understanding the Black Male in Ecological Context

[\*The State of Black America Report, National Urban League\*](#)  
[\*Building College Pathways Takes A Village: Findings from the North Philadelphia College Ambassadors Project\*](#)

October 1, 2009

### **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 8, 2009

### **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*

October 15, 2009

### **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 22, 2009

### **Justice Interactions with African-American Males, pt 1**

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

October 29, 2009

### **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.**

November 5, 2009

### **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.

November 12, 2009

### **Community Interventions with African-American Males**

***Debates***

November 19, 2009

**Community Interventions with African-American Males**

November 26, 2009

**No Class**

***December 2, 2009 Last of Classes***

December 10, 2009

**Final:**

***African-American Male Intervention Presentations***