A Focus on Black Boys and Men in Education
Partnering Organizations

We would like to extend a special thank you to our sponsors for their support of Black Minds Matter.

Inspiration for Course

Black Minds Matter was inspired by the Education Trust-West report “Black Minds Matter.” This report documented the challenges and opportunities facing Black learners in the state of California.

Moreover, this course was offered in response to the advocacy of African American Ph.D. students at SDSU who were actively engaged in civil resistance following the slaying of unarmed Alfred Olango in El Cajon (San Diego).

This course is hosted by the Joint Ph.D. (JDP) Program in Education at San Diego State University. A partnership program with Claremont Graduate University.

Thank you to SDSU’s Instructional Technology Services for supporting the delivery of this course.
About Dr. Luke Wood

J. Luke Wood, Ph.D. is the Dean’s Distinguished Professor of Education in the College of Education at San Diego State University. Wood serves as the Director of the Joint Ph.D. program in Education between San Diego State University and Claremont Graduate University and Director of the Ed.D. Program in Community College Leadership. Dr. Wood is also Co-Director of the Community College Equity Assessment Lab (CCEAL), a national research and practice center.

Wood’s research focuses on factors affecting the success of boys and men of color education, with a specific focus on community colleges. In particular, his research examines contributors (e.g., social, psychological, academic, environmental, institutional) to positive outcomes. Dr. Wood has delivered over a 120 scholarly professional and conference presentations. His research has been featured by the White House Initiative on Educational Excellence for African Americans, New York Times, Chronicle of Higher Education, Huffington Post, Fortune Magazine, Los Angeles Times, Miami Herald, San Francisco Chronicle, and C-SPAN. Dr. Wood has authored over 120 publications, including more than 60 peer-reviewed journal articles. He has authored and edited 14 books, his most recent books include: Supporting men of color in the community college (2017, Wood and Harris III), Teaching boys and young men of color (2016, Wood and Harris III) and Teaching men of color in the community college (2015, Wood, Harris III, and White).

Wood received his PhD in Educational Leadership & Policy Studies (Higher Education) and master’s degree in Curriculum and Instruction (Early Childhood Education) from Arizona State University (ASU). He also holds a master’s degree in Higher Education Leadership (Student Affairs) and a bachelor’s degree in Black History and Politics from California State University, Sacramento. Luke is a member of Alpha Phi Alpha Fraternity Incorporated.

Coordination Team

Darielle Blevins is a doctoral student in the Joint Ph.D. program in Education with San Diego State University and Claremont Graduate University. Her current focuses on the educational experiences of African American girls and women from preschool to college.

Lorren Comeaux is a master’s student in the Community Based Block Multicultural Counseling Program at San Diego State University. Her focus is on developing culturally relevant counseling-based interventions for Black children in elementary settings.

Karan Jain is a masters student in Computer Science at San Diego State University. Karan has founded a software development company through which he has developed numerous websites, softwares, and mobile applications. This includes the applications WomenTriangle and Docentome.

Soua Xiong is a doctoral student in the Joint Ph.D. program in Education with San Diego State University and Claremont Graduate University. His research focuses on Southeast Asian students in postsecondary education.

Fatima AlFulaij – is a documentary filmmaker who is pursuing her bachelor’s degree from San Diego State University’s Film and Media Studies program.

Ari Lerner – is a director of various forms of film and a graduate of San Diego State University’s Film and Media Studies program.
Introduction

In recent years, there have been many high profile slayings of young Black men. Trayvon Martin, Michael Brown, Tamir Rice, Eric Garner, Alfred Olango and far too many others. Anger regarding these slayings has led to numerous marches, protests, and vigils throughout the nation. Rising through the power of social media, the Black Lives Matter movement has shed light on the injustices facing Black communities and has provided a statement of affirmation that Black lives do indeed matter.

Shadowing this movement there has been increased discourse about the status, experiences, and outcomes of Black students in education, particularly Black males. Black Lives Matter has shown that Black boys and men are devalued and over-criminalized in society. These same patterns are evident in educational settings, leading to over-representation in special education, exposure to high rates of suspension and expulsion, and ultimately feeding the school-to-prison pipeline. Similar disparities are manifested in college and university settings.

“Similar to the Black Lives movement, the course provides an affirmative statement that Black minds do matter.”

Black Minds Matter is a public course designed to increase the national consciousness about issues facing Black boys and men in education. The course draws parallels between issues faced by Black males in society and the ways that Black minds are engaged in the classroom. Through this lens, we will engage research on Black students in education (from preschool to doctoral education), emphasizing strategies and practices that can support their success. Similar to the Black Lives movement, the course provides an affirmative statement that Black minds do matter.

The course employs three tenets of the Black Lives movement (e.g., loving engagement, collective value, restorative justice) as a framework for enhancing outcomes for Black boys and men in education. In particular, the course encourages educators to see their classrooms, offices, schoolyards, and campuses as sites for civil resistance.

“I have never encountered any children in any group who are not geniuses. There is no mystery on how to teach them. The first thing you do is treat them like human beings and the second thing you do is love them.” - Asa Hilliard

In an educational setting, civil resistance is manifested most powerfully through teaching that empowers the disaffected and communicates love. This involves embracing a new educational paradigm that truly values the intelligence, worth, and morality of Black minds.

“Love your neighbor as yourself and love their children as your children.”

As a person of faith, my approach to civil resistance is rooted in the adage, “love you neighbor as yourself.” As educators, we have the privilege of educating the children of our neighbors. Therefore, we must embrace their children, not as strangers, but as our own. Love your neighbor as yourself and love their children as your children. Teach them with love, discipline them with love, build personal relationships with love, as if they were your own.

Welcome to Black Minds Matter,

Dr. Luke Wood
Dean’s Distinguished Professor of Education
San Diego State University
20 Must-Reads Works for Educators of Black Boys and Men

While compiling readings for this course, my research team and I identified contemporary scholarly works (excluding books) that we felt represented must-read works for any educator who works with Black boys and men in education. This list represents the viewpoints of the Black Minds Matter coordination team, not necessarily that of the guest speakers and interviewees. These works are listed in alphabetical order by the authors' last name.


Course Purpose

Black Minds Matter is a public course that is designed to raise the national consciousness about issues facing Black boys and men in education. The course intentionally addresses the pervasive undervaluing and criminalization of Black minds. Tangible solutions for promoting the learning, development, and success of Black males are offered.

Student Learning Outcomes

- Identify how assumptions of criminality about Black boys and men are manifested in school, college, and university settings.
- Recognize how socially constructed viewpoints of Black male intelligence decenter them as learners in educational institutions.
- Embrace asset-based views of Black boys and men rooted in the concepts of equity-mindedness and institutional responsibility.
- Articulate research-based policies and practices that serve to promote the learning, development, and success of Black males throughout the educational pipeline.

Course Prerequisites

There are two dispositional prerequisites for this course. Learners must have a willingness to:

1. Acknowledge their own unconscious bias and the effect this has on the educational experiences of Black boys and men.
2. Engage their personal responsibility for redressing disparate educational outcomes for Black boys and men in education.

Required Resource

Subscribe to: www.youtube.com/jlukewood. All course videos are hosted on this site.

Required Books


Course Schedule
The course schedule is subject to change.

WEEK 1 – 10/23/17 – Linking Black Lives and Black Minds
Live Broadcast from 4:30pm to 6:30pm Pacific Time
• Speaker: Ryan Smith, The Education Trust-West
• Interviewee: S. Lee Merritt, Civil Rights Attorney
• Speaker: Patrisse Cullors, Black Lives Matter

WEEK 2 – 10/30/17 – Foundations of Black Male Research and Practice
Live Broadcast from 4:30pm to 6:00pm
• Speaker: Frank Harris III, San Diego State University
• Interviewee: Shaun R. Harper, University of Southern California

WEEK 3 – 11/06/17 – Ascription of Intelligence
Live Broadcast from 4:30pm to 6:00pm
• Speaker: Fred A. Bonner II, Prairie View A&M University
• Interviewee: Donna Ford, Vanderbilt University

WEEK 4 – 11/13/17 – Assumptions of Criminality
Live Broadcast from 4:30pm to 6:00pm
• Speaker: Tyrone C. Howard, University of California Los-Angeles
• Interviewee: Pedro Noguera, University of California Los-Angeles
• Speaker: Nesha Savage, San Diego City College

WEEK 5 – 11/20/17 – Campus Climates and Non-Cognitive Outcomes
Live Broadcast from 4:30pm to 6:00pm
• Speaker: Terrell L. Strayhorn, DoGoodWork LLC
• Interviewee: James L. Moore III, The Ohio State University
• Interviewee: Kimberly A. Griffin, University of Maryland

WEEK 6 – 11/27/17 – Promising Practices for Teaching and Learning
Live Broadcast from 4:30pm to 6:00pm
• Speaker: Ilyasah Shabazz, Educator & Daughter of Malcom X and Dr. Betty Shabazz
• Speaker: Chance Lewis, University of North Carolina – Charlotte
• Interviewee: Jawanza Kunjufu, African American Images

WEEK 7 – 12/04/17 – Holistic Support for Black Male Learners
Live Broadcast from 4:30pm to 6:00pm
• Speaker: Eboni Zamani-Gallaher, University of Illinois – Urbana Champaign
• Interviewee: Robert T. Palmer, Howard University
• Speaker: Vanessa McCullers, Moms of Black Boys (MOBB) United

WEEK 8 – 12/11/17 – Advancing Black Male Policy, Support and Research
Live Broadcast from 4:30pm to 6:00pm
• Interviewee: Ivory Toldson, Howard University
• Speaker: Robert Simmons, Campaign for Black Male Achievement
• Interviewee: Jerlando F. L. Jackson, University of Wisconsin Madison

Video Releases

“Police Brutality and Black Males”
Interview with S. Lee Merritt, Attorney for the Family of Jordan Edwards

“Black Minds Matter”
Contributions by Jonathan Butler, Ronald Walker, Keith Curry et al. Video Montage

“Teaching Men of Color”
Interview with Frank Harris III
San Diego State University

“Moving from Restorative to Transformative Justice”
Interview with Joey Estrada
San Diego State University

“One Practices That Works for Black Boys and Men”
Contributions by Dr. Steven Perry et al. Video Montage

“Literacy and Black Male Achievement”
Interview with Roma J. Benjamin
Senior Pastor of New Wine Gateway Ministries

Black Minds Matter – A Focus on Black Boys and Men in Education by Dr. Luke Wood
Weekly Readings

WEEK 1 – 10/23/17

Linking Black Lives and Black Minds

Required Book


Required Articles


Optional Readings


WEEK 2 – 10/30/17

Foundations of Black Male Research and Practice

Required Articles


Optional Readings

Weekly Readings

WEEK 3 – 11/06/17

Ascription of Intelligence

Required Articles


Optional Readings


WEEK 4 – 11/13/17

Assumptions of Criminality

Required Book


Required Articles


Optional Readings


Weekly Readings

WEEK 5 – 11/20/17

Campus Climates and Non-Cognitive Outcomes

**Required Articles**


**Optional Readings**


WEEK 6 – 11/27/17

**Promising Practices for Teaching and Learning**

**Required Book (select one of these two books)**


**Required Articles**


**Optional Readings**


Weekly Readings

WEEK 7 – 12/04/17

Holistic Support for Black Male Learners

Required Book


Required Articles


Optional Reading


WEEK 8 – 12/11/17

Advancing Black Male Policy, Support and Research

Required Book


Required Articles


Optional Readings


Black Minds Matter has partnered with Our Scholarship Matters (OSM) to support the enrollment of educators into the public course. As part of this partnership, OSM has developed a line of clothing items and other gear for those interested in visibly communicating their affirmation that Black Minds Matter.

Our Scholarship Matters (OSM)

OSM products intentionally broaden awareness by promoting diversity, extolling voices that have been minoritized, particularly seeking to affirm and uplift scholars and practitioners of color. OSM endeavors to reinforce messages that inspire, inform, empower and appreciate OUR beautiful and broad collective.
Contributions to Identification of Course Readings

Fred A. Bonner II
Kimberly A. Griffin
Shaun R. Harper
Frank Harris III
Adriel A. Hilton
Tyrone C. Howard
Jerlando F. L. Jackson
Jawanza Kunjufu
Chance W. Lewis
Robert T. Palmer
Ryan Smith
Terrell L. Strayhorn
Eboni Zamani-Gallaher

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