Public Course Syllabus
Dr. Luke Wood

BLACK MINDS MATTER

A Focus on Black Boys and Men in Education

Partnering Organizations

The Education Trust–West

CBMA

MOBB UNITED
MOMS OF BLACK BOYS, UNITED
FOR SOCIAL CHANGE

WE ARE ALL IN
OUR SCHOLARSHIP MATTERS
THIS TOGETHER

CORA
Center for Organizational
Responsibility and Advancement

SAN DIEGO STATE UNIVERSITY · 1897 ·

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.

SAN DIEGO STATE UNIVERSITY
Instructional Technology Services

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.

Bonner, F. A., Jennings, M. E., Marbley, A. F., & Brown, L. A. (2008). Capitalizing on leadership capacity: Gifted African American males in high school. *Roeper Review*, 30(2), 93-103.

Dancy, T. E. (2014). (Un) doing hegemony in education: Disrupting school-to-prison pipelines for Black males. *Equity & Excellence in Education*, 47(4), 476-493.

Davis, J. E. (1994). College in Black and White: Campus environment and academic achievement of African American males. *The Journal of Negro Education*, 63(4), 620-633.

Ford, D. Y., & Moore, J. L. (2013). Understanding and reversing underachievement, low achievement, and achievement gaps among high-ability African American males in urban school contexts. *The Urban Review, 45*(4), 399-415.

Harper, S. R. (2009). Niggers no more: A critical race counternarrative on Black male student achievement at predominantly White colleges and universities. *International Journal of Qualitative Studies in Education*, 22(6), 697-712.

Harper, S. R. (2014). (Re)setting the agenda for college men of color: Lessons learned from a 15-year movement to improve Black male student success. In R. A. Williams (Ed.), *Men of color in higher education: New foundations for developing models for success* (pp. 116-143). Sterling, VA: Stylus.

Harris III, F., Palmer, R. T., & Struve, L. E. (2011). "Cool posing" on campus: A qualitative study of masculinities and gender expression among Black men at a private research institution. *The Journal of Negro Education*, 80(1), 47-62.

Howard, T. C. (2016). Why Black lives (and minds) matter: Race, freedom schools & the quest for educational equity. *The Journal of Negro Education*, 85(2), 101-113.

Howard, T.C., Douglass, T., & Warren, C. (2016). "What works?" Recommendations in transformation of Black male educational outcomes. *Teachers College Record*, 118(6), 1-10.

Ladson Billings, G. (2011). Boyz to men? Teaching to restore Black boys' childhood. *Race Ethnicity and Education*, 14(1), 7-15.

Moore, J. L. III, Madison-Colmore, O., & Smith, D. M. (2003). The prove-them-wrong syndrome: Voices from unheard African-American males in engineering disciplines. *The Journal of Men's Studies, 12*(1), 61-73.

Noguera, P. A. (2003). The trouble with Black boys: The role and influence of environmental and cultural factors on the academic performance of African American males. *Urban Education*, 38(4), 431-459.

Palmer, R. T., Davis, R. J., & Hilton, A. A. (2009). Exploring challenges that threaten to impede the academic success of academically underprepared Black males at an HBCU. *Journal of College Student Development*, 50(4), 429-445.

Sealey-Ruiz, Y. & Lewis, C. (2013). Letters to our teachers: Black and Latino males write about race in the urban English classroom. In J. Landsman (Ed.), *Talking about race: Alleviating the fear* (274-290). Sterling, VA: Stylus.

Smith, W. A., Allen, W. R, & Danley, L. L. (2007). "Assume the position…you fit the description": Psychosocial experiences and racial battle fatigue among African American male college students. *American Behavioral Scientist, 51*, 551-578.

Strayhorn, T. L. & Tillman-Kelly, D. L. (2013). Queering masculinity: Manhood and Black gay men in college. *Spectrum: A Journal on Black Men, 1*(2), 83-110.

Tatum, A. W. (2008). Toward a more anatomically complete model of literacy instruction: A focus on African American male adolescents and texts. *Harvard Educational Review, 78*(1), 155-180.

Toldson, I. A., Sutton, R. M., & Brown, R. L. F. (2012). Preventing delinquency and promoting academic success among school-age African American males. *Journal of African American Males in Education, 3*(1), 12-27.

Wood, J. L. (2014). Apprehension to engagement in the classroom: Perceptions of Black males in the community college. *International Journal of Qualitative Studies in Education*, 27(6), 785-803.

Wood, J. L., & Essien-Wood, I. (2012). Capital identity projection: Understanding the psychosocial effects of capitalism on Black male community college students. *Journal of Economic Psychology, 33*(5), 984-995.

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.
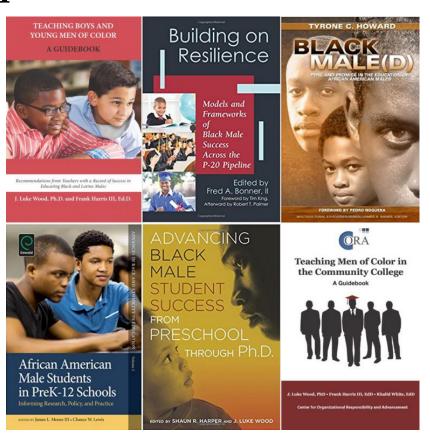
Course Prerequisites

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

Wood, J. L., & Harris III, F. (2016). *Teaching Boys and Young Men of Color: A Guidebook.* San Diego, CA: Lawndale Hill.

Moore III, J., & Lewis, C. W. (2014). *African American Male Students in PreK-12 Schools: Informing Research, Policy, and Practice (Advances in Race and Ethnicity in Education).* Bingley, UK: Emerald.

Harper, S. R., & Wood, J. L. (Eds.) (2014). *Advancing Black Male Student Success: From Preschool to Ph.D.* Sterling, VA: Stylus.

Howard, T. C., (2014). *Black Male(d): Peril and Promise in the Education of African American Males.* New York, NY: Teachers College Press.

Wood, J. L., Harris III, F., & White, K. (2015). *Teaching men of color in the community college: A guidebook.* San Diego, CA: Lawndale Hill.

Bonner III, F. A. (Ed.) (2014). *Building on Resilience: Models and Frameworks of Black Male Success Across the P-20 Pipeline.* Sterling, VA: Stylus.

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

Weekly Readings

WEEK 1 – 10/23/17

Linking Black Lives and Black Minds

Required Book

- Harper, S. R., & Wood, J. L. (Eds.) (2014). *Advancing Black Male Student Success: From Preschool through Ph.D.* Sterling, VA: Stylus.

Required Articles

- Education Trust – West (2015). *Black minds matter: Supporting the educational success of Black children in California*. Oakland, CA: Author.

- Howard, T. C. (2016). Why Black lives (and minds) matter: Race, freedom schools & the quest for educational equity. *The Journal of Negro Education*, *85*(2), 101-113.

Optional Readings

- Griffin, K. A., Jayakumar, U. M., Jones, M. M., & Allen, W. R. (2010). Ebony in the Ivory Tower: Trends in the socioeconomic status, achievement, and self-concept of Black male freshmen between 1971 and 2000. *Equity and Excellence in Education*, *43*(2), 232-248.

- Parham, T. A., & McDavis, R. J. (1987). Black men, an endangered species: Who's really pulling the trigger? *Journal of Counseling & Development*, *66*(1), 24-27.

- Wood, J. L., Harrison, J. D., & Jones, T. K. (2016). Black males' perceptions of the work–college balance: The impact of employment on academic success in the community college. *The Journal of Men's Studies*, *24*(3), 326-343.

WEEK 2 – 10/30/17

Foundations of Black Male Research and Practice

Required Articles

- Harper, S. R. (2009). Niggers no more: A critical race counternarrative on Black male student achievement at predominantly White colleges and universities. *International Journal of Qualitative Studies in Education*, *22*(6), 697-712.

- Harper, S. R. (2014). (Re)setting the agenda for college men of color: Lessons learned from a 15-year movement to improve Black male student success. In R. A. Williams (Ed.), *Men of color in higher education: New foundations for developing models for success* (pp. 116-143). Sterling, VA: Stylus.

- Harper, S. R. (2015). Black male college achievers and resistant responses to racist stereotypes at predominantly White colleges and universities. *Harvard Educational Review, 85*(4), 646-674.

- Harris III, F., Palmer, R. T., & Struve, L. E. (2011). "Cool posing" on campus: A qualitative study of masculinities and gender expression among Black men at a private research institution. *The Journal of Negro Education, 80*(1), 47-62.

Optional Readings

- Strayhorn, T. L. & Tillman-Kelly, D. L. (2013). Queering masculinity: Manhood and Black gay men in college. *Spectrum: A Journal on Black Men, 1*(2), 83-110.

- Harper, S. R. (2015). Success in these schools? Visual counternarratives of young men of color and urban high schools they attend. *Urban Education, 50*(2), 139-169.

Weekly Readings

WEEK 3 – 11/06/17

Ascription of Intelligence

Required Articles

- Bonner, F. A., Jennings, M. E., Marbley, A. F., & Brown, L. A. (2008). Capitalizing on leadership capacity: Gifted African American males in high school. *Roeper Review*, 30(2), 93-103.

- Ford, D. Y., & Moore, J. L. (2013). Understanding and reversing underachievement, low achievement, and achievement gaps among high-ability African American males in urban school contexts. *The Urban Review, 45*(4), 399-415.

- Wood, J. L. (2014). Apprehension to engagement in the classroom: Perceptions of Black males in the community college. *International Journal of Qualitative Studies in Education, 27*(6), 785-803.

- Sealey-Ruiz, Y. & Lewis, C. (2013). Letters to our teachers: Black and Latino males write about race in the urban English classroom. In J. Landsman (Ed.), *Talking about race: Alleviating the fear* (pp. 274-290). Sterling, VA: Stylus.

Optional Readings

- Allen, Q. (2010). Racial microaggressions: The schooling experiences of Black middle-class males in Arizona's secondary schools. *Journal of African American Males in Education, 1*(2), 125-143.

- Singer, J. N. (2005). Understanding racism through the eyes of African American male student-athletes. *Race Ethnicity and Education, 8*(4), 365-386.

WEEK 4 – 11/13/17

Assumptions of Criminality

Required Book

- Howard, T. C., (2014). *Black Male(d): Peril and Promise in the Education of African American Males.* New York, NY: Teachers College Press.

Required Articles

- Dancy, T. E. (2014). (Un) doing hegemony in education: Disrupting school-to-prison pipelines for Black males. *Equity & Excellence in Education, 47*(4), 476-493.

- Ladson Billings, G. (2011). Boyz to men? Teaching to restore Black boys' childhood. *Race Ethnicity and Education, 14*(1), 7-15.

- Smith, W. A., Allen, W. R, & Danley, L. L. (2007). "Assume the position…you fit the description": Psychosocial experiences and racial battle fatigue among African American male college students. *American Behavioral Scientist, 51,* 551-578.

Optional Readings

- Toldson, I. A., Sutton, R. M., & Brown, R. L. F. (2012). Preventing delinquency and promoting academic success among school-age African American males. *Journal of African American Males in Education, 3*(1), 12-27.

- Zamani-Gallaher, E. M., & Fuller, K. (2016). *Altering the pipeline to prison and pathways to postsecondary education.* Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.

Weekly Readings

WEEK 5 – 11/20/17

Campus Climates and Non-Cognitive Outcomes

Required Articles

- Davis, J. E. (1994). College in Black and White: Campus environment and academic achievement of African American males. *The Journal of Negro Education*, *63*(4), 620-633.

- Moore III, J. L., Madison-Colmore, O., & Smith, D. M. (2003). The prove-them-wrong syndrome: Voices from unheard African-American males in engineering disciplines. *The Journal of Men's Studies, 12*(1), 61-73.

- Palmer, R. T., & Gasman, M. (2008). 'It takes a village to raise a child': The role of social capital in promoting academic success for African American men at a Black college. *Journal of College Student Development, 49*(1), 52-70.

- Wood, J. L., & Essien-Wood, I. (2012). Capital identity projection: Understanding the psychosocial effects of capitalism on Black male community college students. *Journal of Economic Psychology, 33*(5), 984-995.

Optional Readings

- Palmer, R. T., Wood, J. L., & Arroyo, A. (2016). Toward a model of retention and persistence for Black men at HBCUs. *Spectrum: Journal on Black Men, 4*(1), 5-20.

- Strayhorn, T. L. (2015). Factors influencing Black males' preparation for college and success in STEM majors: A mixed methods study. *Western Journal of Black Studies,* 45-63.

WEEK 6 – 11/27/17

Promising Practices for Teaching and Learning

Required Book (select one of these two books)

- Wood, J. L., & Harris III, F. (2016). *Teaching Boys and Young Men of Color: A Guidebook.* San Diego, CA: Lawndale Hill.

- Wood, J. L., Harris III, F., & White, K. (2015). *Teaching men of color in the community college: A guidebook.* San Diego, CA: Lawndale Hill.

Required Articles

- Howard, T. C., Douglass, T., & Warren, C. (2016). "What works?" Recommendations in transformation of Black male educational outcomes. *Teachers College Record, 118*(6), 1-10.

- Essien, I. (2017). Teaching Black boys in early childhood education: Promising practices from exemplar teachers. *Journal of African American Males in Education, 8*(2), 3-27.

- Tatum, A. W., & Gue, V. (2012). The sociocultural benefits of writing for African American adolescent males. *Reading & Writing Quarterly, 28*(2), 123-142.

Optional Readings

- Tatum, A. W. (2006). Engaging African American males in reading. *Educational Leadership, 63*(5), 44.

- Toldson, I. A., Braithwaite, R. L., & Rentie, R. J. (2009). Promoting college aspirations among school-age Black American males. In *Black American males in higher education: Research, programs and academe* (pp. 117-137). Emerald Group Publishing Limited.

Weekly Readings

WEEK 7 – 12/04/17

Holistic Support for Black Male Learners

Required Book

- Bonner III, F. A. (Ed.) (2014). *Building on Resilience: Models and Frameworks of Black Male Success Across the P-20 Pipeline.* Sterling, VA: Stylus.

Required Articles

- Noguera, P. A. (2003). The trouble with Black boys: The role and influence of environmental and cultural factors on the academic performance of African American males. *Urban education*, *38*(4), 431-459.

- Palmer, R. T., Davis, R. J., & Hilton, A. A. (2009). Exploring challenges that threaten to impede the academic success of academically underprepared Black males at an HBCU. *Journal of College Student Development*, *50*(4), 429-445.

- Tatum, A. W. (2008). Toward a more anatomically complete model of literacy instruction: A focus on African American male adolescents and texts. *Harvard Educational Review, 78*(1), 155-180.

Optional Reading

- Caldwell, L. D., Sewell, A. A., Parks, N., & Toldson, I. A. (2009). Guest editorial: Before the bell rings: Implementing coordinated school health models to influence the academic achievement of African American males. *The Journal of Negro Education*, 78(3), 204-215.

- Moore III, J. (2006). A qualitative investigation of African American males' career trajectory in engineering: Implications for teachers, school counselors, and parents. *The Teachers College Record, 108*(2), 246-266.

WEEK 8 – 12/11/17

Advancing Black Male Policy, Support and Research

Required Book

- Moore III, J., & Lewis, C. W. (2014). *African American Male Students in PreK-12 Schools: Informing Research, Policy, and Practice (Advances in Race and Ethnicity in Education).* Bingley, UK: Emerald.

Required Articles

- Jackson, J. F. L. (2008). Race segregation across the academic workforce: Exploring factors that may contribute to the disparate representation of African American men. *American Behavioral Scientist, 51*(7), 1004-1029.

- Lewis, C. (2006). African American male teachers in public schools: An examination of three urban school districts. *Teachers College Record, 108*(2), 224-245.

Optional Readings

- Wood. J. L., & Palmer, R. T. (2012). Innovative initiatives and recommendations for practice and future research: enhancing the status of Black men in HBCUs and beyond. In R. T. Palmer & J. L. Wood (Eds.), *Black men in college: Implications for HBCUs and beyond* (pp. 176-196). New York: Routledge.

- Lewis, C. (2013). Black male teachers' path to U.S. K-12 classrooms: Framing the national discussion. In C. Lewis & I. Toldson (Eds.). *Black male teachers: Diversifying the United States' teacher workforce* (pp. 3-14). United Kingdom: Emerald.

Our Scholarship Matters (OSM)

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.

ourscholarshipmatters.com

ourscholarshipmatters.com/pages/bmm-collection

WE ARE ALL IN
OUR
SCHOLARSHIP
MATTERS
THIS TOGETHER

BLACK MINDS MATTER COLLECTION

WE ARE ALL IN
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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.

#blackmindsmatter

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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