

**“Black lives and Black minds are intertwined: if one does not value the life, then they certainly will not value the mind.”
- J. Luke Wood**

**“A mind is a terrible thing to erase”
- Donna Y Ford**

Black Minds Matter

**Public Course
Syllabus**

J. Luke Wood & Donna Y. Ford

Partnering Organizations

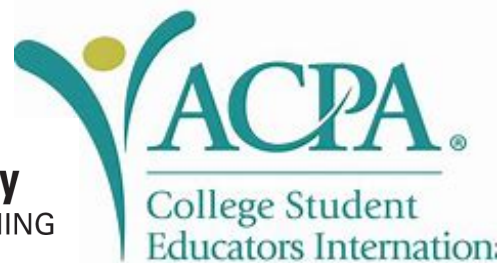
We would like to extend a special thank you to our sponsors for their support in the development and delivery of Black Minds Matter.



conscious campus



California Community Colleges



Center for Organizational Responsibility and Advancement

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).

About Dr. Luke Wood

J. Luke Wood, Ph.D. is the Dean's Distinguished Professor of Education and Vice President for Student Affairs & Campus Diversity at San Diego State University. Dr. Wood is also Co-Director of the Community College Equity Assessment Lab (CCEAL), a national research and practice center. Formerly, Dr. Wood served as Associate Vice President for Faculty Diversity & Inclusion.

Wood's research focuses on factors affecting the success of Black boys and men in education, with a specific focus on community colleges. In particular, his research examines contributors (e.g., social, psychological, academic, environmental, institutional) to positive outcomes. He also partners with his wife Idara on studies focused on Black children in early childhood education. Dr. Wood has delivered over 1,000 scholarly, professional and conference presentations. Dr. Wood has authored over 150 publications, including more than 70 peer-reviewed journal articles. He has authored and edited 15 books.

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.





About Dr. Donna Ford

Donna Y. Ford, PhD, is a Distinguished Professor of Education and Human Ecology and Kirwan Institute Faculty Affiliate at The Ohio State University's College of Education and Human Ecology. She is in the Educational Studies Dept., Special Education Program. She returned to OSU in Aug. 2019. Professor Ford was formerly an endowed chair at Vanderbilt University in the College of Education. Dr. Ford has been a Professor of Special Education at the Ohio State University, an Associate Professor of Educational Psychology at the University of Virginia, and an Assistant Professor at the University of Kentucky.

Professor Ford conducts research primarily in gifted education and multicultural/urban education. Specifically, her work focuses on: (1) the achievement gap; (2) recruiting and retaining culturally different students in gifted education; (3) multicultural curriculum and instruction; (4) culturally competent teacher training and development; (5) African-American identity; and (6) African-American family involvement. She consults with school districts, and educational and legal organizations on such topics as gifted education under-representation and Advanced Placement, multicultural/urban education and counseling, and closing the achievement gap.

Professor Ford has written over 350 articles and book chapters; she has made over 2,000 presentations at professional conferences and organizations, and in school districts. Professor Ford earned her Doctor of Philosophy degree in Urban Education (educational psychology) (1991), Masters of Education degree (counseling) (1988), and Bachelor of Arts degree in communications and Spanish (1984) from Cleveland State University.

Course Purpose

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

Student Learning Outcomes

- Identify how assumptions of criminality about Black students are manifested in school, college, and university settings.
- Recognize how socially constructed viewpoints of Black intelligence decenter them as learners in educational institutions.
- Embrace asset-based views of Black students 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 students 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 and conscious biases and the effect this has on the educational experiences of Black students.
2. Engage their personal responsibility for redressing disparate educational outcomes for Black students in education.

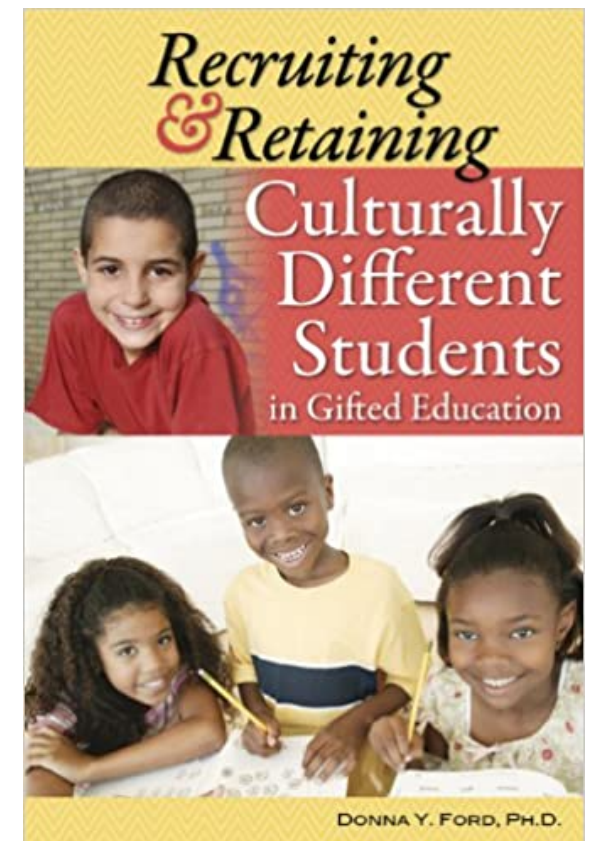
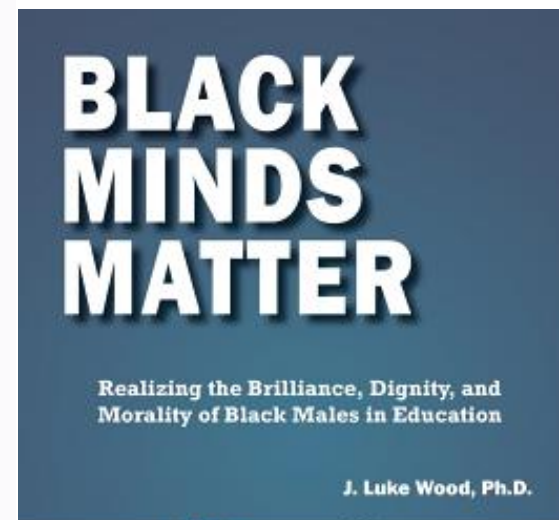
Required Books

Wood, J. L. (2019) *[Black minds matter: Realizing the brilliance, dignity, and morality of Black boys and men](#)*. San Diego, CA: Lawndale Hill.

Go here for [digital version](#)

All proceeds from the book from June through December are being donated to the [Alfred Olango Foundation](#). In addition, for every book purchased, the vendor [bookshop.org](#) is donating to local Black bookstore in the area of the purchaser's home.

Ford, D. Y. (2013). *[Recruiting and retaining culturally different students in gifted education](#)*. Waco Tx: Prufrock Press. (2014 NAACP Image Award Nominee for Literature).



Session 1

July 16

Required

- 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.
- Ladson-Billings, G. (2016). [“# Literate Lives Matter” Black reading, writing, speaking, and listening in the 21st Century](#). *Literacy Research: Theory, Method, and Practice*, 65(1), 141-151.
- Noguera, P., Bishop, J. Howard, T & Johnson, S. (2019). [Beyond the schoolhouse: Overcoming challenges & expanding opportunities for Black youth in Los Angeles county](#). Center for the Transformation of Schools, Black Male Institute, Graduate School of Education & Information Studies, University of California, Los Angeles.

Recommended

- Education Trust – West (2015). [Black minds matter: Supporting the educational success of Black children in California](#). Oakland, CA: Author.
- 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.
- Ladson-Billings, G. (2006). [From the achievement gap to the education debt: Understanding achievement in US schools](#). *Educational researcher*, 35(7), 3-12.
- Ladson-Billings, G. (2017). [The social funding of race: The role of schooling](#). Peabody Journal of Education.

Session 2

July 23

Required

- Ladson Billings, G. (2011). Boyz to men? Teaching to restore Black boys' childhood. *Race Ethnicity and Education*, 14(1), 7-15.
- Skiba, R. J., Arredondo, M. I., & Williams, N. T. (2014). [More than a metaphor: The contribution of exclusionary discipline to a school-to-prison pipeline](#). *Equity & Excellence in Education*, 47(4), 546-564.
- 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.

Recommended

- Blake, J. J., Butler, B. R., Lewis, C. W., & Darensbourg, A. (2011). [Unmasking the inequitable discipline experiences of urban Black girls: Implications for urban educational stakeholders](#). *The Urban Review*, 43(1), 90-106.
- Cole, H. A., & Heilig, J. V. (2011). [Developing a school-based youth court: A potential alternative to the school to prison pipeline](#). *Journal of Law & Education*.
- Wood, J. L., Essien, I., & Blevins, D. (2017). [Black males in kindergarten: The effect of social skills on close and conflictual relationships with teachers](#). *Journal of African American Males in Education*, 8(2), 30-50.
- Zimmermann, C. R. (2018). [The penalty of being a young black girl: Kindergarten teachers' perceptions of children's problem behaviors and student-teacher conflict by the intersection of Race and Gender](#). *The Journal of Negro Education*, 87(2), 154-168.

Session 3

July 30

Required

- Ford, D. Y., Harris III, J. J., Tyson, C. A., & Trotman, M. F. (2001). [Beyond deficit thinking: Providing access for gifted African American students](#). *Roeper Review*, 24(2), 52-58.
- Ford, D. Y., Grantham, T. C., & Whiting, G. W. (2008). [Another look at the achievement gap: Learning from the experiences of gifted Black students](#). *Urban Education*.
- Toldson, I. A., & Owens, D. (2010). [Editor's comment: "Acting Black": What Black kids think about being smart and other school-related experiences](#). *The Journal of Negro Education*, 79(2), 91.

Recommended

- 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.
- Evans-Winters, V. E. (2014). [Are Black girls not gifted? Race, gender, and resilience](#). *Interdisciplinary Journal of Teaching and Learning*, 4(1), 22-30.
- Moore III, 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.
- 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.

Session 4

August 6

Required

- Essien, I. (2019). [Pathologizing culture in early childhood education: Illuminating microaggressions from the narratives of the parents of Black children](#). *Western Journal of Black Studies*, 43(1), 9-21.
- Lewis, J. A., Mendenhall, R., Harwood, S. A., & Hunt, M. B. (2013). [Coping with gendered racial microaggressions among Black women college students](#). *Journal of African American Studies*, 17(1), 51-73.
- Smith, W. A., Yosso, T. J., & Solórzano, D. G. (2011). [Challenging racial battle fatigue on historically White campuses: A critical race examination of race-related stress](#). In *Covert racism* (pp. 211-237). Brill.

Recommended

- Lewis, C. W., James, M., Hancock, S., & Hill-Jackson, V. (2008). [Framing African American students' success and failure in urban settings: A typology for change](#). *Urban education*, 43(2), 127-153.
- 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.
- 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.
- Toldson, I. A., & Lemmons, B. P. (2015). [Out-of-school time and African American students: Linking concept to practice \(Editor's Commentary\)](#). *The Journal of Negro Education*, 84(3), 207-210.

Session 5

August 13

Required

- Evans-Winters, V. E., & Esposito, J. (2010). [Other People's Daughters: Critical Race Feminism and Black Girls' Education](#). *Educational Foundations*, 24, 11-24.
- Haynes, C., Stewart, S., & Allen, E. (2016). [Three paths, one struggle: Black women and girls battling invisibility in US classrooms](#). *The Journal of Negro Education*, 85(3), 380-391.
- Means, D. R., & Jaeger, A. J. (2013). [Black in the Rainbow: "Quaring" the Black Gay Male Student Experience at Historically Black Universities](#). *Journal of African American Males in Education*, 4(2).
- Patton, L. D., & Simmons, S. L. (2008). [Exploring Complexities of Multiple Identities of Lesbians in a Black College Environment](#). *Negro Educational Review*, 59.

Recommended

- Ford, D. Y., & Moore III, 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.
- Gholson, M. L. (2016). [Clean corners and algebra: A critical examination of the constructed invisibility of black girls and women in mathematics](#). *The Journal of Negro Education*, 85(3), 290-301.
- 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.
- Patton, L. D., & Ward, L. W. (2016). [Missing Black undergraduate women and the politics of disposability: A critical race feminist perspective](#). *The Journal of Negro Education*, 85(3), 330-349.

BLACK MINDS

MATTER

A FREE five-part series - July 16, 23 & 30 & August 6 & 13 11am-12:30pm Pacific Time



Shante Needham
Sister of **Sandra Bland**



Gwen Carr
Mother of **Eric Garner**



Pamela Bengé
Mother of **Alfred Olango**



Michael Brown Sr.
Father of **Michael Brown Jr.**

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hosted by J. Luke Wood & Donna Y. Ford



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