

EDUC 351

Males of Color: Wellness & Educational achievement

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Week 3:

Goals for Tuesday, January 17th

Identity formation & Masculinity

- > Small Group Reflection Discussion
- > Group Formation
- > Review Institutional Racism
- > Film: The Mask You Live In

Small Group Discussion



> Tuesday - Institutional Racism

- Ladson-Billings, G. (2006). From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools.
- Hughes, R. (2014). 10 Signs of Institutionalized Racism.
- Blanchett, W., J. (2006). Disproportionate Representation of African American Students in Special Education: Acknowledging the Role of White Privilege and Racism.

> Thursday - Identity Formation

- Burke, PJ & Stets, JE. (2000). Identity Theory and Social Identity Theory.
- Mercurio, Christine M. (2003). Guiding Boys in the Early Years To Lead Healthy Emotional Lives.
- Rashid, H. M. (2009). From Brilliant Baby to Child Placed at Risk: The Perilous Path of African American Boys in Early Childhood Education.

Project Groups



No more than 6 in a group

1. K-12 Education
2. College Access
3. College Retention
4. Health
5. Justice System
6. Labor/economics
7. Sociopolitical (National Policy)

Making Connections



Labor and Racism

> Seattle Times

- Boeing's difficult journey from racism to diversity

- > <http://www.seattletimes.com/business/boeing-aerospace/boeings-difficult-journey-from-racism-to-diversity/>

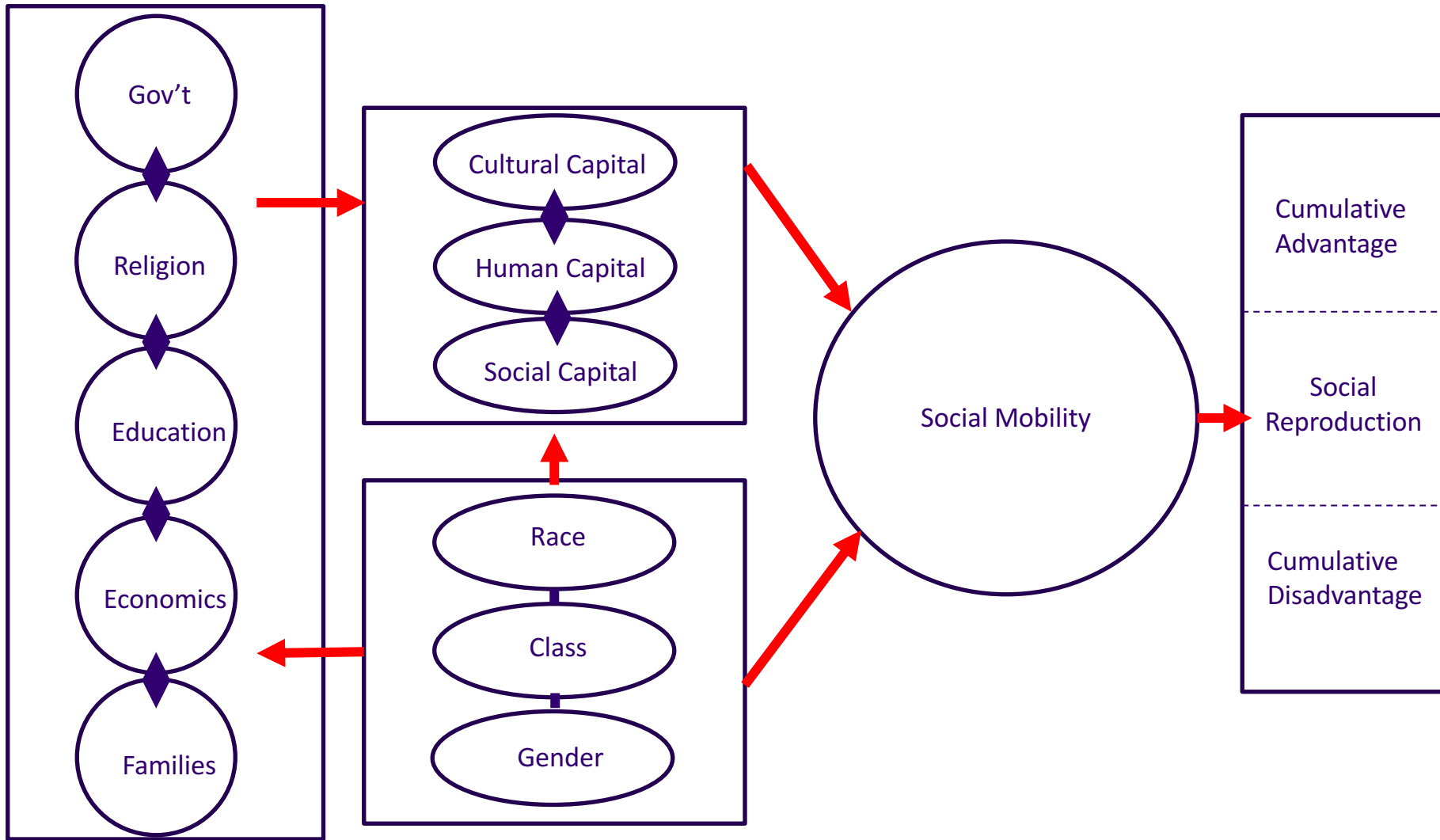
Education and Racism

> Seattle Times

- Seattle principal apologizes for blacks-only senior pledge

- > <http://www.seattletimes.com/seattle-news/education/seattle-principal-apologizes-for-blacks-only-senior-pledge/>

The Impact of Social Institutions on Life Chances



Film Statistics

1. Compared to girls, boys are more likely to flunk or drop out
2. Compared to girls, boys are 2 times more likely to be in Spec. Ed.
3. Compared to girls, boys are four times more likely to be expelled
4. Every day three or more boys commit suicide
5. Suicide is the third leading cause of death for boys
6. Only 22 states require public schools teach sex education



Next Class

> Readings for next class (Group Jig-saw)

- Ferguson, A. A. (2000). Don't Believe the Hype. In *Bad Boys: Public Schools in the Making of Black Masculinity*.
- Noguera, P. (2008) Joaquin's dilemma. Understanding the link between Racial Identity and School-related outcomes.
- Ferguson, A. A. (2000). School Rule. In *Bad Boys: Public Schools in the Making of Black Masculinity*.
- Ferguson, A. A. (2000). Naughty by Nature. In *Bad Boys: Public Schools in the Making of Black Masculinity*.

> Homework for next class (Thursday, Jan 19th)

- UPDATE: No need to write 1-page Film response
 - > Feel free to watch this on your own time via Netflix
- 5-10 minute GROUP Reading Overview

Week 3:

Goals for Thursday, January 19th

Identity Formation & Masculinity

PART 1

- > Teach Us Presentation Expectations (60 MINS)
- > The link between Racial Identity & school-related outcomes

PART 2

- > THE MASK YOU LIVE IN (If time allows)
- > Movie Discussion - Race, Gender, and K-12 Education

MINI TEACH US PRESENTATIONS



5-10 MINUTES

- > Ferguson, A. A. (2000). Don't Believe the Hype.
- > Ferguson, A. A. (2000). School Rule.
- > Ferguson, A. A. (2000). Naughty by Nature.
- > Noguera, P. (2008) Joaquin's dilemma.

Make the Connections

Key concepts

- > Academic tracking or sorting
 - Banking System
 - Discipline system (e.g., Punishing room)
 - > Conforming to rules & breaking rule (E.g., body trouble, attitude)
- > Stereotype (labels) & stereotype threats
 - Trouble makers vs. School boys – Lamar, Horace, Gary
 - Gifted vs. At-risk
 - Oppositional Identity
 - Context – Diverse peers vs. White peers
- > Official curriculum vs. Hidden curriculum
 - (e.g., Clothes, languages, and identities)
- > White flight
- > Race-blind (or color blind)
- > Model minority


The Mask You Live In

> Guiding Questions while watching

1. What resonated with you most in the film?
2. What questions did the film raise for you personally?
3. How does this film connect to the readings?
4. What do you think are the most pressing issues to address when promoting health and wellness for men/boys of color?



WHAT IT MEANS TO “BE A MAN”

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- > Terry Kupers describes our culture as promoting “*a dominance hierarchy, there are tough guys who are on the top and there are weaklings, girls, who are the bottom.*”
 - 1. What are the ways that we might work to eliminate this hierarchy (and patriarchy)?
 - 2. What about on the personal level, as parents, teachers, coaches, siblings, partners?
 - 3. What are some specific actions we can take as a school/university/community/ to help expand what it means to be a man?



MODEL HEALTHY MASCULINITY

> Group Discussion

1. What aspects of our masculine norms can be harnessed for good?
2. What does it mean to you to model healthy masculinity? For men? For women, how can we support men to remain true to their whole selves?
3. Is there anything specific you learned from some of the men in the film that you wish to apply in your own life?



Next Class

> Readings for next class

- Ponjuan, L., Clark., M. A., Saenz, V. (2012). Boys In Peril: Examining Latino Boys' Educational Pathways and Motivation Towards Postsecondary Education.
- Howard, T.C. & Associates (2017). The counter narrative: Reframing success of high achieving Black and Latino males in Los Angeles County.
- Teranishi, R. & Pazich, L., B (2014). Intersectionality. In Williams, R. (First ed.). Men of color in higher education: New foundations for developing models for success.

> Homework for next class (Tuesday, Jan 24th)

- 1-page response – Race and Schools