
UNIT OVERVIEW

Unit Length	Three lessons for class sessions that are two hours in length.
Grade Level(s)/Subject(s)	Graduate-Level
Unit Overview	<p>This mini-unit is part of a longer ELPS 606 Governance & Administration in Higher Education course to be offered at Howard University. It contains three lessons for class sessions that are two hours in length. This course embraces the philosophy and spirit of Sankofa, which is a Ghanaian phrase that encourages learning from the past to inform the future, reaching back to move forward, and lifting as we climb. This is an asynchronous hybrid course, so students will be expected to read materials on their own according to a set schedule. There will be four class meetings. The course also includes a discussion activity and final project that require students to utilize <i>The 1619 Project</i> and other digital archival resources to examine, reflect, and critically write and discuss about the role of slavery and its aftermath on the past, current, and future approaches and practices of governance and administration of higher education.</p> <p>The central themes explored in these lessons concern public history and discourse about slavery, democracy, and the way higher education is designed and executed. In the introductory essay to <i>The 1619 Project</i>, “The Idea of America,” Nikole Hannah-Jones explores the promise of the United States and the way that promise was compromised by the institutionalized bondage of Black Americans. In these lessons, students will examine and reflect on the context of the United States before, during, and after the establishment of various higher education institutions in order to identify the ways in which the institution of slavery and the dehumanization of Black Americans shaped the approaches and support for various types of institution of higher education and who those institutions served.</p> <p>Another key component of these lesson plans is a case study of an HBCU [Hampton University (formerly Hampton Institute)]. Students will explore its founding, approaches to education for different populations at Hampton, and its governance structure and approaches to administration. The use of these components of the case study will provide real-world illustrations of how the socio-historical context of slavery informed and shaped debates and practices of governance and administration for institutions</p>

	<p>designed to educate non-white students, especially Black Americans and Native Americans.</p> <p>Using the Hampton University case study will allow students to make direct connections to the past by examining a historical case study of practices of governance and administration at an HBCU. Through the study of primary source documents, as well as scholarly articles about the history of Hampton, students will be asked to consider the role of history in shaping current practices, and how they can critically consider how to both incorporate and reject approaches to administration.</p>
Course Objectives	<p>Students will...</p> <p>(A) Develop an understanding of key themes and patterns in histories of HBCUs, HBCU governance, and HBCU administration</p> <p>(B) Consider how local histories of HBCU governance and higher education administration have been represented in public history and discourse</p> <p>(C) Develop skills to think and write race consciously about foundations and approaches</p> <p>(D) Utilize digital archives as tools to raise awareness and critical questioning about traditional ideas and approaches to governance and administration</p> <p>(E) Analyze systems of oppression in education through community engaged work</p>
Unit Outcomes	<p>Students will...</p> <ul style="list-style-type: none">• Understand the political nature of historical narratives, and more specifically, public history regarding the purpose of higher education and who can participate in it.• Develop innovative ways to connect classroom learning about the evolution of an HBCU to current practices at other HBCUs.• Interrogate philosophies and approaches higher education governance and their historical relationship to slavery
Unit Resources	<p><u>Texts from <i>The 1619 Project</i>:</u> We will draw from various digital archives, essays and creative pieces made available through <i>The 1619 Project</i>, including: “Capitalism” by Matthew Desmond (pages 30–40) “The Idea of America” by Nikole Hannah-Jones “Undemocratic Democracy” by Jamelle Bouie</p> <p><u>Additional Focus Texts:</u> Ebony and Ivory: Race, Slavery, and the Troubled History of America's Universities by Craig Steven Wilder</p>

Faust, Dr. (2019). [How slavery warped Jefferson’s vision for the University of Virginia](#). *The Washington Post*.

Harris, L. (2020). [Higher Education’s Reckoning with Slavery](#). AAUP.

Patton, L. D. (2016). [Disrupting postsecondary prose: Toward a critical race theory of higher education](#). *Urban Education*, 51(3), 315-342.

Pitre Davis, G. (2014). *Creating global citizens: Exploring internationalization at HBCUs*. American Council for Education’s ACENET. Retrieved from:
<http://www.acenet.edu/news-room/Documents/Creating-Global-Citizens.pdf>

Crawford, I. I. (2017). [HBCUs: Accreditation, governance and survival challenges in an ever-increasing competition for funding and students](#). *Journal of Research Initiatives*, 2(3), 1.

Ortagus, J. C., Rosinger, K. O., Kelchen, R., Chu, G., & Lingo, M. (2022). [The unequal impacts of performance-based funding on institutional resources in higher education](#). *Research in Higher Education*, 1-35.

Lawrence, D. (2021). [Historical and Contemporary HBCU-Africa Relations](#).

Within (2022). [W.E.B. Du Bois’s Enduring Education Debate with Booker T. Washington](#)

Jackson, L. P. (1925). [The Origin of Hampton Institute](#). *The Journal of Negro History*, 10(2), 131-149.

Rosa, A. J. (2013). [New Negroes on Campus: St. Clair Drake and the culture of education, reform, and rebellion at Hampton Institute](#). *History of Education Quarterly*, 53(3), 203-232.

Spack, R. (2000). [English, Pedagogy, and Ideology: A Case Study of the Hampton Institute, 1878–1900](#). *American Indian culture and research journal*, 24(1)

Videos:

[Shackles and Ivy: The Secret History of How Slavery Helped Build America's Elite Colleges](#). an interview with author Craig Steven Wilder on *Democracy Now* about his book [Ebony and Ivory: Race, Slavery, and the Troubled History of America's Universities](#).

Teaching Resources:

ELPS 606 1619 Blogging Rubric [[.pdf](#)][[.docx](#)]
Digital platform for discussion boards and blogs

<p>Performance Task(s)</p>	<p>There will be three main lessons connected to <i>The 1619 Project</i>, but the spirit of <i>The 1619 Project</i> and identifying linkages from the past to the present will be embedded throughout the course. Course units explicitly focused on utilizing <i>The 1619 Project</i> lessons will culminate in...</p> <ol style="list-style-type: none">1. An interactive discussion board activity. The prompt for this activity will be:<ul style="list-style-type: none">• Share a quote, poem, video, social media post, picture, or some other type of media that represents your feelings and/or questions about the role of slavery and white supremacy in the way we currently practice governance and administration at Minority Serving Institutions (MSIs).2. A blog post that includes the following prompts:<ul style="list-style-type: none">• Draw from reading for this week OR an archival document, article or piece of media that depicts a pre-1965 leadership example from an HBCU. The leadership example should embody a particular quality or action you feel is critical for leaders today to possess.• Describe what the quality or action is and how you feel it is important for leadership in higher education today• Reflect on how this quality or action can be instilled or cultivated in more leaders in higher education today.3. A final project designed by participants to share with members of our community. The prompt for this project will be:<ul style="list-style-type: none">• Create a paper, audio, visual, or audiovisual project that identifies, examines, and describes the origins, governance and leadership approach(es) of an established MSI. Drawing on available archival documents such as reports, videos, recordings, periodicals, etc., highlight how the historical origins of the institution informed what the current governance and leadership looks like at this MSI today. <p>After learning about how higher education has engaged with the history of slavery, students will begin to write brief accounts of racialized transformative leadership in higher education . Students will be asked to focus on the following two questions:</p> <ul style="list-style-type: none">• How do we write public histories about higher education governance, administration, and leadership that center the lives of enslaved, formerly enslaved, and descendants of persons?• How do we understand this in our learning of the ways in which we govern and manage higher education?
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Over the course of several weeks, students will learn more about the context, origins, and evolution of the education of Black Americans in the United States. The unit will conclude with students sharing their own historical case studies and analyses of governance and administration at various HBCUs and how it can inform future practice.

Facilitation Notes:

Discussion Activities: For the discussion activities, students are required to respond to a posted question or prompt. Their response should be based on the readings, current events, and their own reflection. Depending on the number of students in the course, students will have to read 2-4 of their classmates' posts. If a discussion post already has X (educator can set this number) number of responses, students are encouraged to the next discussion post. Students also have to respond to posts from their classmates. Your initial post and first comments to their classmates are due by a particular day of the week. Subsequent replies to posts directed on the discussion are due at a later date in the week.

Blogging: For blogging in this course, students can use the written word, podcast, or video such as TikTok. The only guidelines that students must adhere to are the university's and course policies for appropriate classroom etiquette (i.e. no swearing, offensive or discriminatory language etc.).

For blog assignments, students will do the following:

- 1) Address the blog prompt for the assignment and tailor it to highlight their perspective in addition with supporting documentation and/or literature that supports their perspective.
- 2) Read, listen to, or view (depending on their chosen format type) three of their classmates' blog posts and comment on those blog posts. If a blog already has X amount responses, they are encouraged to read the next blog.
- 3) Students are encouraged to take an editorial stance for blog posts, and to use art, video, podcast, etc., but their stance and overall use of digital materials must be informed and their reasoning for whatever they choose to do must be explained fully using readings, discussions, and any other course materials at their disposal. Student comments to classmates should be thoughtful and engage with the blogger's content in a way that demonstrates critical thinking and reflection about the topic. Students will be graded for both their blog post and their comments on classmates' posts.

HBCUs Matter (D.C.)

Unit by Educators from the HBCUs Matter team,
part of the 2021 cohort of *The 1619 Project* Education Network

Assessment/Evaluation	The following rubric will be utilized to assess students' critical thinking and writing about the historical contexts and application of "The 1619 Project" insights, innovative project execution, and their ability to convey leadership aspects of The Hampton Institute. [.pdf] [.docx]
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WEEKLY LESSONS AND RESOURCES

Week 1: The Context and Origins of American Higher Education Part I

Lesson Objective(s) or Essential Question(s)
Students will... A. Continue to read about the socio historical context of the founding of American higher education, especially the role of slavery and contradictory philosophies about democracy and the subjugation of Black Americans B. Examine the the role and complicity of elite institutions in slavery and current social inequality
Lesson Materials & Resources
<ul style="list-style-type: none">• “The Idea of America” by Nikole Hannah-Jones for <i>The 1619 Project</i> for <i>The New York Times Magazine</i>• Shackles and Ivy: The Secret History of How Slavery Helped Build America's Elite Colleges, an interview with author Craig Steven Wilder on <i>Democracy Now</i> about his book Ebony and Ivory: Race, Slavery, and the Troubled History of America's Universities
Lesson Activities
<p>In the assignments for this lesson, students prepare before class by reviewing texts related to the socio historical context of the founding of American higher education, especially the role of slavery and contradictory philosophies about democracy and the subjugation of Black Americans. Through analysis of these texts, students explore themes related to the legacy of the institution of slavery on the landscape of higher education and its various inequities. Students then engage with the following activities as part of an in-person session or through an asynchronous discussion board.</p> <ol style="list-style-type: none">1. Group reading and discussion about Nikole Hannah-Jones’ <i>“The Idea of America”</i>, <i>The 1619 Project</i>, and the role of history and slavery in our understanding of governance and administration in higher education.2. Group viewing of <i>Shackles and Ivy: The Secret History of How Slavery Helped Build America's Elite Colleges</i>3. Discussion about how elite college ties to slavery are connected to power, privilege, and inequity in the past and today. <p>Guiding Questions:</p> <ol style="list-style-type: none">1. How did the institution of slavery shape the landscape of higher education economically and socially?2. What are some of the impacts of the system of slavery on the way Black Americans are viewed in terms of education and their access to education?3. How did the institution of slavery incorporate laws, policies, and systems developed to enforce the enslavement of Black Americans before the Civil War influence laws, policies, and systems in the years since?4. How have HBCUs created opportunity and access within this landscape of historical inequity?

Week 2:
The Context and Origins of American Higher Education Part II

Lesson Objective(s) or Essential Question(s)
Students will... <ul style="list-style-type: none">A. Continue to read about the socio historical context of the founding of American higher education, especially the role of slavery and contradictory philosophies about democracy and the subjugation of Black Americans.B. Examine the philosophy and role of capitalism in American society, and the effect of capitalism on institutions in the United States.C. Reflect on the philosophies of the American architects of early universities in the U.S., especially Thomas Jefferson, and explore evidence of hypocrisies in their writing and actions.D. Learn about different lenses and theories utilized to unveil and understand the role of race and power towards perpetuating inequity in higher education.E. Continue to examine the role of elite institutions in the complicity in slavery and current social inequality
Lesson Materials & Resources
<p>“Capitalism” by Matthew Desmond (pages 30–40) from <i>The 1619 Project for The New York Times Magazine</i></p> <p>Faust, Dr. (2019). How slavery warped Jefferson’s vision for the University of Virginia. <i>The Washington Post</i>.</p> <p>Harris, L. (2020). Higher Education’s Reckoning with Slavery. <i>AAUP</i>.</p> <p>Patton, L. D. (2016). Disrupting postsecondary prose: Toward a critical race theory of higher education. <i>Urban Education</i>, 51(3), 315-342.</p>
Lesson Activities
<p>*This lesson is posted as an asynchronous lesson to the course discussion board. Students are required to complete the readings on their own and then apply their analysis of the readings to the activity below.</p> <p>Discussion Activity #1 posted in a course discussion board</p> <p><i>Part I-</i> Student introductions (name, career goals, interests in governance/administration, unique attribute).</p> <p><i>Part II-</i> Students utilize themes and details from the focus texts to share their opinions and/or questions about the role of capitalism, slavery, and white supremacy in the way we currently practice governance and administration at MSIs. The following are guiding questions that students can use to compose their post:</p> <p>Guiding Questions:</p> <ol style="list-style-type: none">1. How would you describe the relationship between slavery, capitalism, and white supremacy?2. How do you think these links shaped the development of higher education?

HBCUs Matter (D.C.)

Unit by Educators from the HBCUs Matter team,
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3. In what ways would you say the legacy of slavery, capitalism, and white supremacy continue to impact who can participate in higher education and how?
4. In what ways does Critical Race Theory help us to reflect upon and examine how white supremacy operates within current higher education policy and practice?

WEEK 3:
A Study of Educational Movements and Trends

Lesson Objective(s) or Essential Question(s)
Students will... A. Explore several research articles to analyze educational movements and trends in higher education administration, especially for HBCUs. B. Use the poetry tradition of Haiku (or another poetry tradition of their choice) to describe what educational movement and trend may affect their future career trajectory and how they feel about it OR how they feel about any of the cases identified in the readings for this week.
Lesson Materials & Resources
Pitre Davis, G. (2014). <i>Creating global citizens: Exploring internationalization at HBCUs</i> . American Council for Education’s ACENET. Retrieved from: http://www.acenet.edu/news-room/Documents/Creating-Global-Citizens.pdf Crawford, I. I. (2017). HBCUs: Accreditation, governance and survival challenges in an ever-increasing competition for funding and students. <i>Journal of Research Initiatives</i>, 2(3), 1. Ortagus, J. C., Rosinger, K. O., Kelchen, R., Chu, G., & Lingo, M. (2022). The unequal impacts of performance-based funding on institutional resources in higher education. <i>Research in Higher Education</i>, 1-35. Lawrence, D. (2021). <i>Historical and Contemporary HBCU-Africa Relations</i>.
Lesson Activities
<p>*This lesson is posted as an asynchronous lesson to the course discussion board. Students are required to complete the readings on their own and then apply their analysis of the readings to the activity below.</p> <p>Discussion Activity #3: Educational Movements and Your Future -A Poetry Exercise</p> <p>Directions: In this exercise, students use the poetry tradition of Haiku (or another poetry tradition of their choice) to describe what educational movement and trend may affect their future career trajectory, how they feel about it, AND/OR how they feel about any of the cases identified in the readings for this week.</p>

WEEK 6:

A Case Study of Governance & Administration at The Hampton Institute

Lesson Objective(s) or Essential Question(s)

Students will...

- C. Utilize a case study of an HBCU [Hampton University (formerly Hampton Institute)] to explore the institution’s founding, approaches to education for different populations, and its governance structure and approaches to administration in order to provide real world illustrations of how the socio historical context of slavery informed and shaped debates and practices of governance and administration for institutions designed to educate non-white students, especially Black Americans and Native Americans.
- D. Examine the role of slavery and its aftermath in shaping current practices, and how they can critically consider how to both incorporate and reject approaches to administration.

Lesson Materials & Resources

Within (2022). [W.E.B. Du Bois’s Enduring Education Debate with Booker T. Washington](#)
Jackson, L. P. (1925). [The Origin of Hampton Institute](#). The Journal of Negro History, 10(2), 131-149.
Rosa, A. J. (2013). [New Negroes on Campus: St. Clair Drake and the culture of education, reform, and rebellion at Hampton Institute](#). History of Education Quarterly, 53(3), 203-232.
Spack, R. (2000). [English, Pedagogy, and Ideology: A Case Study of the Hampton Institute, 1878–1900](#). American Indian culture and research journal, 24(1)

Lesson Activities

*This lesson is posted as an asynchronous lesson to the course discussion board. Students are required to complete the readings on their own and then apply their analysis of the readings to the activity below.

Blog Post #1: Students will create a blog post to reflect upon and discuss how The Hampton Institute case study highlights the ways in which slavery and its aftermath informed and shaped debates and practices of governance and administration for institutions designed to educate non-white students, especially Black Americans and Native Americans.