African American Males in Critical Education

MISSING IN ACTION

African American males are often overlooked in the critical education discourse, leading to a lack of representation and recognition of their experiences and contributions. This omission is problematic as it perpetuates stereotypes and marginalizes an essential part of the educational landscape.

However, it is more than just a lack of representation; it is a systemic issue that affects educational outcomes and opportunities. The experiences of African American males are crucial to understanding the educational system's inequalities and complexities.

The absence of African American males in critical education discussions also affects their educational trajectories and opportunities. By not addressing their unique experiences and challenges, educational institutions fail to provide the necessary support and resources needed for their success.

Critical education must ensure that African American males are not overlooked, and their voices and experiences are heard. This is not only a moral imperative but also a strategic one, as investing in the success of African American males can lead to a more equitable and just educational system.
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Recommendations for Change

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There are many causes for low achievement among African American males and females, and society's low expectations often begin low performance and poor outcomes.

Low expectations of African American males are educational and cultural. Low expectations are seen more frequently in black males, in general. Black males are often expected to perform at a lower level and are often given less attention and fewer resources. This is often referred to as the "black male deficit." This deficit is seen in education, employment, and overall society.

1. Underachievement on the right course:

- Lack of understanding and motivation among black students
- Lack of support from teachers and administrators
- Lack of resources and funding
- Lack of role models and mentors

2. Black underachievement in society:

- Lack of understanding and motivation among black students
- Lack of support from teachers and administrators
- Lack of resources and funding
- Lack of role models and mentors

There is no quick fix or panacea for low achievement among black males and females.
One key recommendation lies in the non-negotiable need to directly, aggressively, and consistently address any factor or factors that hinder or obstruct the success of Black male students. This requires a comprehensive and systemic approach to address the root causes of the problem. It involves creating a supportive environment that acknowledges and celebrates the unique strengths and challenges of Black male students. This can be achieved through targeted interventions and support programs that are culturally responsive and tailored to the needs of Black male students.

Ensuring that Black male students receive an education that is equitable and provides them with the tools to succeed is essential. This includes creating a safe and inclusive learning environment, providing mentorship and support, and offering opportunities for positive role models. By doing so, we can help Black male students reach their potential and contribute positively to society.

A few guiding philosophies inform this chapter. The first central premise is that poor achievement among African American males can be reversed. Poor achievement is not an intractable problem that cannot be overcome. Positive change is possible, and with the right interventions and support, Black male students can achieve at high levels.

A second premise is that if African American males underrepresented in higher education are to achieve their potential, the educational environment must be inclusive and culturally responsive. This includes addressing the systemic barriers that prevent Black males from seeing themselves as capable of success in higher education.

A third premise is that high achievement among gifted Black males is not only possible but necessary for addressing the needs of all Black males. Gifted Black males represent a significant opportunity for improving educational outcomes for all Black males.

A fourth premise is that the term Black male is loaded and riddled with negative connotations and low expectations. The term often invokes concepts of poverty, anger, or rage, and is associated with hypermasculinity and hyperaggressiveness. These negative stereotypes can hinder the educational attainment of Black males. Instead, we should adopt a more inclusive and positive framing of Black males, recognizing their potential and contributions to society.

In conclusion, the success of Black male students is critical for the future of our nation. By addressing the unique challenges faced by Black male students, we can help to create a more equitable and just society.
Thomas D. Hibbert

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