

## EDL 7012- Multi-Disciplinary Seminar on Emerging Issues II

Summer 2014

Section 101

Wednesdays, Location TBD

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**Office & Email Hours:**

By Appointment

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### Catalog Course Description

A continuation of EDL 7011. This seminar will feature different professional disciplines in developing an understanding of the context of public school administration. The seminar will include comprehensive treatments of how leaders use information in shaping and communicating their vision and values throughout organizations. Students will be expected to assume more responsibility for building responses to issues presented in this seminar.

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### Course Purpose & Goals

Welcome to EDL 7012- Multidisciplinary Seminar on Emerging Issues II. Developing racial literacy (Pollock, 2004)<sup>1</sup> is at the core of this seminar. Racial literacy is “the ability to critically analyze racial/racist ideologies, norms, and patterns embedded in educational policies and practices” (Bryan, Wilson, Lewis & Wills, 2012, p. 123).<sup>2</sup> The extant literature suggests that for students to develop racial literacy, “conversations about race should be intentionally integrated into doctoral coursework in education [and] that colleges/schools of education should increase their efforts to produce racially literate professionals capable of problematizing the constructions of race and racist practices in educational settings” (Bryan, et al., 2012, p. 123). Consequently, this course requires a commitment to break the taboos of talking about race by grappling with and appreciating diverse and unfamiliar experiences and recognizing that there is much to learn.

Professor Note: Dr. Wilson is a Social Foundations of Education scholar and Critical Theorist. The Social Foundations of Education is a multidisciplinary field of study that seeks to understand the complex dynamics shaping education, schooling, and society. The Social Foundations of Education offers explanations of and insights into the goals, politics, social relations, economics, and historical perspectives (to name a few) of a given society and its institutions. Borrowing from our textbook, critical social theory is a multidisciplinary framework that promotes critical thinking and emancipation. It offers a “classroom discourse [that] broadens [our] horizon of possibility, expands [our] sense of a larger humanity, and liberates [us] from the confines of [our] common sense” (Leonardo, 2009, p. 13). Consequently, this course stands on the belief that educational leaders should be reflective, responsive teacher-leaders who are able to think critically about the factors that

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<sup>1</sup> Pollock, M. (2004). *Colormute: Race talk dilemmas in an American high school*. Princeton, NJ: Princeton University Press.

<sup>2</sup> Bryan, M., Wilson, B., Lewis, A. & Wills, L. (2012). Exploring the Impact of “Race Talk” in the Education Classroom: Doctoral Student Reflections. *Journal of Diversity in Higher Education*, 5(3), 123–137.

have shaped and continue to shape education, schooling, policy, and practice in the U.S., particularly around issues of race and racism.

This course connects to the Reich College of Education’s conceptual framework. This framework is important in understanding your institution’s goals and vision. Specifically relevant to the RCOE’s framework is that we are committed to educating students in (and preparing teacher-leaders to create) supportive and inclusive environments as “*we embrace approaches to education that are boldly and clearly anti-racist and anti-bias in focus (Nieto, 2009). We agree with Ladson-Billings who argues that emancipatory approaches to education involve ‘questioning (and preparing students to question) the structural inequality, the racism, and the injustice that exists in society’ (1994, p. 128). As a result, the curricular knowledge we teach must also incorporate an analysis of how topics such as diversity, multiculturalism, and social justice intersect with our social systems (e.g., schools), especially as they are manifested on local, state, and national levels. This analysis entails understanding the historical and contemporary dimensions of the personal and systematic forms of oppression associated with categories such as race, class, gender, sexuality, and ability.*”

### **Course Goals & Objectives**

The broad goal of the course is for students to critically engage and come to understand the social, political, philosophical, and historical influences on education, professional educators, and policy-makers. Over the scope of the course, students will:

- 1) Explore conceptual frameworks for understanding issues of equity and justice in society and institutions.
- 2) Understand various ways in which power, privilege, and (in)justice operate both implicitly and explicitly in society and educational institutions.
- 3) Critically examine the social, historical, and philosophical themes that shape contemporary racial discourses and their connections to education.
- 4) Develop a critical discourse on racism that reflects an understanding of the ways in which race has been used to advantage and disadvantage stakeholders in education.
- 5) Identify ways in which antiracist practice and alliance work can intervene in those discourses, processes, and practices which bring about inequitable experiences, and thus promote equity and justice
- 6) Reflect critically on one’s epistemology, particularly as it relates to personal beliefs, attitudes, and experiences around race and intersecting identities.
- 7) Understand how epistemology influences research, teaching, leadership, and practice.
- 8) Effectively communicate ideas and questions, verbally and in writing.
- 9) Participate fully and intellectually in a critical and analytical learning community.
- 10) Learn to more fully appreciate intellectual, political, moral, and cultural diversity within and outside of education institutions.
- 11) Identify and analyze how identity affects experiences, lives, and educational philosophies.
- 12) Expand one’s foundation for moral leadership and activism in education.
- 13) Gain a sense of the importance of ongoing and critical professional development as an educator, student advocate, and change agent.

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### **Required Books & Readings**

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1. Sensoy, O. & DiAngelo, R. (2012). *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education*. New York, NY: Teachers College Press. ISBN: 978-0807752692

2. Leonardo, Z. (2009). *Race, Whiteness, and Education*. New York, NY: Routledge

3. Jensen, R. (2005). *The Heart of Whiteness: Confronting Race, Racism, and White Privilege*. San Francisco, CA: City Lights.

4. Additional readings will be posted on the AsULearn course site.

## Requirements & Assignments

### **Nurturing a Learning Community: Attendance, Preparation, and Participation**

I expect that you will come to class on time and prepared each course session and that you will participate fully in class discussions and activities. Preparation suggests that you have read assigned material, attempted to make sense of the main ideas contained in readings, and written down questions related to ideas that remain unclear or that you would like to talk more about in class. I understand that participation takes many different forms; however, if you don't participate you won't get much out of the course.

Participation suggests that you will ask and respond to questions raised in class, analyze and reflect on your own experiences and how they shape your understanding of course material, and push yourself and others in the class to broaden your/their perspectives. Students should be prepared to understand and address the academic and professional dilemmas which evolve out of the topics and issues raised in the course. The material is difficult - the arguments are layered and intersect multiple discourses. Importantly, our explicit confrontation with white supremacy (in its many forms) will directly challenge dominant 'whitestream' narrative discourses. Consequently, I invite questions and critiques, and expect dialogue to be central to our class discussions as we explore these issues together. Importantly, disagreement is part of the larger process of testing ideas, not a sign that the learning process has broken down.

### **Annotated Bibliography**

Periodically throughout the semester and at the end of the semester, you will submit an annotated bibliography. This bibliography should contain the reference citation (in APA format) and a critical reflection of the week's reading (approximately 3 pages double spaced). Reflections are expected to capture your thoughts and perspectives on the readings and include some form of commentary, critique, questioning, or disagreement. They are *NOT* summaries of the readings. The purpose of the annotated bibliography is for you to gain a better understanding of the authors' perspectives, for you to articulate how you are grappling with the material, and to improve the quality of our in-class dialogue. It will also prepare you for the final writing assignment for the course. Please be sure to bring a printed copy of your critical reflection to class each week.

As you write, you might ponder the following:

- ***What is the author saying to you?*** Who is the author? To who was the author speaking and why? What do the author's assumptions seem to be? What sorts of evidence and methods are used? What specific passages support your interpretation of the author's argument? Where are you agreeing? Disagreeing? Where does the author echo your own discourses? Challenge them?
- ***What are your purposes in reading this?*** Consider the text's functions within the course, its connections to other readings, its connection to your own experiences and interest, and its location within the larger literature on race and education. How do your own values and experiences shape your response to the text?

**Note:** For some weeks, I will ask that you reflect on particular ideas, concepts, or lived experiences. I will specify those requests on AsULearn.

### **Discussion Co-Facilitators**

In pairs, you will be responsible for facilitating a portion of class once during the semester. I will circulate a sign-up sheet within the first two weeks of class, so that you may sign up to teach according to your interest, course topics, and available dates. You will come to class prepared to facilitate discussion over the week's assigned material. When preparing your discussion, consider the week's guiding critical questions. Also consider the following questions: Which key concepts from the readings do you want to convey or highlight in the discussion? What do you want your colleagues to learn from your discussion? **Discussion questions should lead participants in a deep and meaningful discussion about the reading. While making connections to personal experience is important, facilitators should avoid crafting questions that solely focus on stories of personal experience or opinion without making deeper theoretical connections. It is also the responsibility of facilitators to (lovingly) push your colleagues in their thinking and their analyses.** You will submit your discussion questions to me at the end of class.

I also highly encourage you to supplement your discussion questions with other relevant learning tools. These may take the form of short video clips, various forms of art or music, elements of a major political or popular culture event, an in-class activity, etc. For example, if you are a sports/basketball fan and find the Sterling debacle relevant to the reading, you may make space for the class to engage in an analysis of Sterling's comments and consequences using ideas from the reading as a conceptual tool for analysis. If you'd like to bring in something that may take up more class time than usual, I simply ask that you give me a heads up a few days ahead of time.

### **Critical Race Analysis Project**

An important part of the work of critical race studies scholars involves focusing their efforts on the ways in which race and racism function "on the ground." The critical race analysis project will serve as a vehicle for students to address race and racism in specific discourses, structures, and processes that occur in everyday experiences. Students will pick a topic that is directly related to/impacted by race/ constructions of race. Possible topics include, but are not limited to, the following: a critical race analysis of a specific curriculum or policy, a critical race media analysis (say, for example, of the racialized strategy of past or upcoming elections), or a critical analytical project using data to which you have access (say, for example, admissions data, achievement data, or student conduct data). The possibilities for paper topics are numerous. Please make time to meet with me if you have questions about a possible topic. Additional details about the project requirements are forthcoming.

\* Written communication skills are very important. Therefore, it is imperative that you construct and edit multiple drafts of your papers. If you know you have writing difficulties, see me as soon as possible, so we can discuss them, your goals for improvement, and how I can be helpful directly or how you can find assistance through The University Writing Center in the Belk Library & Information Commons, Room 008 (282.262.3144). or <http://writingcenter.appstate.edu/>. Online writing assistance is also provided by visiting <http://writingcenter.appstate.edu/campus-online-services>.

\*\*For assistance with your research, our library liaison for the College of Education is Margaret Gregor ([gregormn@appstate.edu](mailto:gregormn@appstate.edu); 828.262.8088).

## Grading Rubric

Description of Assessment	Points
Attendance, Participation, & Preparation	60 points
Discussion Co-Facilitators	20 points
Annotated Bibliography	50 points
Critical Race Analysis Project	70 points
<b>Total Points</b>	200 points

A 93-100%; A- 90-92%; B+ 87-89%; B 83-86%; B- 80-82%; C+ 77-79%;  
C 73-76%; C- 70-72%

## Evaluation & Other Course Policies

### **Professional Conduct**

Becoming a teacher means entering a profession with expectations and social norms for appropriate conduct. While in class you are expected to exhibit and engage in a high level of professional conduct just as you would in schools. This class will engage in some open discussion – all students are to address one another, the panelists, and the instructors with respect and courtesy, this includes speaking when recognized by the person with the floor or the instructors.

All cell phones and other electronic devices are to be **OFF** or **SILENCED** during class. **All cell phones are to be put away** – in a purse, backpack, book bag, etc. during class. If a cell phone rings during class time, you may be asked to leave the class and/or counted absent. There is **NO** text messaging, web-browsing, etc. during class. Failure to adhere to this rule may result in your being dismissed from class and/or academic penalty. Remember, you are dedicating your time, money, and effort as part of this course.

### **Utilizing AsULearn**

Utilizing AsULearn is a required component of the course. If you are unfamiliar with this medium please refer to this website for assistance ([www.asulearn.appstate.edu](http://www.asulearn.appstate.edu)). **ALL** assignments unless otherwise noted by the professor will be submitted and returned via AsULearn within the “Assignments” link on our course site. I sometimes send emails through the News Forum on AsULearn. It is imperative that your email address in AsULearn is current. You will be held responsible for any information sent through the AsULearn News Forum.

### **Late Assignments**

Students are expected to meet assignment deadlines. Any work submitted after its due date will be considered late. Late assignments will be reduced by one-half letter grade for each day of lateness, except in extreme cases. If you have extenuating circumstances, please communicate with me as expediently as possible.

**University Policies** (For more information please visit: <http://academicaffairs.appstate.edu>).

**Statement Concerning Academic Integrity:** As a community of learners at Appalachian State University, we must create an atmosphere of honesty, fairness, and responsibility, without which we cannot earn the trust and respect of each other. Furthermore, we recognize that academic dishonesty detracts from the value of an Appalachian degree. Therefore, we shall not tolerate lying, cheating, or

stealing in any form and will oppose any instance of academic dishonesty. This course will follow the provisions of the Academic Integrity Code, which can be found on the Office of Student Conduct Website: [www.studentconduct.appstate.edu](http://www.studentconduct.appstate.edu).

**Accommodations for Students with Disabilities:** Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. If you have a disability and may need reasonable accommodations in order to have equal access to the University’s courses, programs and activities, please contact the Office of Disability Services (828.262.3056 or [www.ods.appstate.edu](http://www.ods.appstate.edu)). Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

**Religious Observance Policy Requirement:** Students must be allowed a minimum of two excused absences each academic year for religious observances. Except in extraordinary circumstances, student requests for excused absences for religious observances must be submitted to instructors in writing no later than three weeks after the first class day of the term. Students must be afforded the opportunity to make up tests or other work missed due to an excused absence for a religious observance. The phrase “religious observances” shall include religious holidays or holy days or similar observances required by a student’s religion and that require absence from class.

**Course Schedule & Class Activities**

\* The course schedule found below is a guide and is *subject to change* as we move through the semester

Date	Topics & Readings
<b>Week 1</b>	<b>Introduction to the Course and Weber’s Conceptual Framework</b>
<b>May 28th</b>	<p><b>Readings:</b> (in the following order)</p> <p>1. Sensoy &amp; DiAngelo- “Appendix: How to Engage Constructively in Courses That Take a Critical Social Justice Approach” (165-179)</p> <p>2. Weber- Conceptual Framework for Understanding Race, Class, Gender, &amp; Sexuality</p> <p><b>Purpose:</b> The purpose of the Sensoy &amp; DiAngelo reading is to get us thinking about critical social justice generally and critical understandings of conceptions of knowledge. Because we often have opinions about social issues, the authors make an important point that should help us as we deepen our dialogue throughout the semester—anecdotal evidence is not sufficient when examining critical issues. The purpose of the Weber piece is for us to begin to understand why conceptual frameworks are crucial in developing research and our understanding of the literature and in considering epistemologies as you move forward with your own research interests. Additionally, Weber’s conceptual framework is helpful as a framework for the course as we think about race, racism, and their intersections using the dynamics of Weber’s framework (i.e., contextual, socially constructed, etc.).</p> <p><b>Reflection</b> (for your annotated bib entry): Using the dynamics of Weber’s conceptual framework (what she calls themes found in the literature), reflect on your</p>
Work on Your Own	
Be sure that you receive emails sent through AsULearn	

	<p>understanding of social class given your experience in Kelly Clark-Keefe’s class. To be specific, reflect on your understanding of social class as contextual, social class as socially constructed, social class as a system of power relationship, etc. For the sixth theme, reflect on your understanding of social class as it intersects with race.</p> <p>Note: I am not asking that you craft a research paper for this reflection. It would be meaningful if you can draw from specific ideas, research, theories, etc. that you garnered from your MDS I course. General references to these ideas will suffice. The primary purpose of this reflection is multi-fold: for me to understand where you are in your understanding of conceptual frameworks generally and Weber’s framework particularly; for me to understand how you approach your analysis of social class; and for us to recall and build upon prior knowledge around social class and systems as we move forward in discussing race.</p>	
<p>Week 2  June 4th</p>	<p><b>Critical Social Theory</b></p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Leonardo- Introduction and Chapter 1</li> </ol> <p><b>Purpose:</b> The purpose of this reading is to introduce Leonardo’s perspective on race, whiteness, and education and his articulation of Critical Social Theory as we dive into the text for this semester. As you are reading, think about how Critical Social Theory might be different from other theories you have explored, constructed, and/or utilized in your research, teaching, or professional career. Also consider connections to Weber’s conceptual framework.</p> <p><b>For Class:</b> Please bring: Your copy of the course syllabus Readings for Week 1 and 2 A printed copy of your social class analysis using Weber’s framework Your annotated bib reflection on Week 2 readings</p>	
<p>Week 3  June 11<sup>th</sup></p>	<p><b>Socialization, Power, Privilege &amp; Identity</b></p> <p><b>Readings:</b></p> <ol style="list-style-type: none"> <li>1. Sensoy &amp; DiAngelo- Chapter 2, Socialization</li> <li>2. Sensoy &amp; DiAngelo- Chapter 3, Prejudice</li> <li>3. Sensoy &amp; DiAngelo- Chapter 4, Oppression &amp; Power</li> <li>4. Sensoy &amp; DiAngelo- Chapter 5, Privilege</li> </ol> <p><b>Reflection</b> (as part of your annotated bib entry): As <b>part</b> of your annotated bib reflection over the chapters this week, please reflect on how you were socialized to think about race and social class. What were some of the messages that you received about individuals, groups, and conditions different from your own? How did those messages, in turn, influence the way that you thought about yourself in relation to race and social class? Answer these questions in the context of the concepts presented in the chapters.</p>	

Week 4 June 18 <sup>th</sup>		
Week 5 June 25 <sup>th</sup>		
Week 6 July 2 <sup>nd</sup> BREAK!		
Week 7 July 9 <sup>th</sup>		
Week 8 July 16 <sup>th</sup>		
Week 9 July 23 <sup>rd</sup>		
Week 10 July 30 <sup>th</sup>		
Week 11 August 6 <sup>th</sup>		



August 7th	<b>Final Grades Due</b>	