

**CRITICAL RACE THEORY IN EDUCATIONAL RESEARCH/ISSUES IN  
TEACHER EDUCATION  
EDG 6931 (09E8)/EDE 7047 (15H9)  
Fall 2017  
Wednesdays, Periods 9-11 (4:05-7:05pm)  
Norman Hall 2323**

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*Office Hours: Monday 9:30am-1pm*

**COURSE DESCRIPTION AND RATIONALE**

Education is one of many institutions in the U.S. most affected by a profound history of race and racism. Thus, it is critical that educational researchers and practitioners examine how race and racism intersect with the production of knowledge, implementation of educational policy, and hegemonic practices that systemically oppress[-ed] and marginalize[-d] racialized groups from pre-school to the university. It is from this context that critical race theory (CRT) has received increased attention in twenty-first century educational research. The purpose of this doctoral research seminar is to provide future practitioners and academics with a conceptual understanding of a) the legal underpinnings of CRT, b) foundations of CRT in educational research, c) various applications of CRT's tenets and CRT methodology in educational research, and d) the future of CRT as a theoretical heuristic to interrogate systemic racism in education. Through course assignments, students will have the opportunity to explore the utilization of CRT to address matters of racism relevant to their respective fields of education.

The required texts and reading schedule are designed for an introductory, yet in-depth exploration of CRT. As such, the syllabus should be considered a living document, amendable to address the avenues of inquiry, knowledge, and depth of understanding needed to fully conceptualize how CRT functions as theory and praxis in education.

**COURSE GOALS**

As a result of the course students will:

- Demonstrate an understanding of critical race theory as a theoretical mechanism for framing and interrogating matters of institutional racism in educational research.
- Examine the underpinnings and origins of critical race theory, both in the legal field and in education.
- Reflect on their racialized and cultural experiences and contextualize these experiences within broader discourses of institutional racism.
- Apply their understanding of critical race theory to address issues of institutional racism in school settings (K-20).
- Examine current educational issues in K-20 settings and make judgments regarding particular tenets and principles of critical race theory best suited to address the issue.

- Discuss methodological considerations and epistemological dilemmas relevant to critical race theory's tenets and principles.
- Construct a scholarly manuscript for publication relevant to a critical race theory.
- Analyze and critique course readings and additional scholarship pertaining to racial theories and paradigms.
- Critique critical race theory's current and future trajectory in educational research and practice.

### **COURSE EXPECTATIONS**

1. Your participation in class discussions are crucial to meeting the objectives of our doctoral seminar. Therefore, it is expected that you not only read the required weekly assignments, but analyze, examine, pose questions, and carefully critique each reading.
2. Seminar discussions should be relevant to the assigned readings for the week. Furthermore, students should draw connections to prior course readings as a method of synthesizing prevalent themes inherent in critical race theory research.
3. Your writing assignments and interests should be situated in critical race theory.
4. You are expected to engage in critical race theory by exploring how racial inequities are [re-]produced, maintained, and institutionalized in various aspects of education (e.g., curriculum, policy, and professional organizations). To that end, our engagement with critical race theory should work towards meaningful change and transformation of institutionally racist practices, especially those that impact the educational experiences of students and educators of color.

### **ATTENDANCE**

Given that your informed intellectual participation drives the course, you are expected to attend each class session, arrive on time, and stay for the duration of the session. Attendance and participation factor into your final grade. Excused absences are permitted based upon UF policy (e.g., document illness, religious observance, military participation, etc.) and you should make every effort to notify the instructor in advance of an excused absence. Excessive absences—more than 2—will affect your course grade.

### **REQUIRED TEXTS**

Delgado, R., & Stefancic, J. (2017). *Critical race theory: An introduction* (3<sup>rd</sup> ed.). New York, NY: New York University Press.

Taylor, E., Gillborn, D., & Ladson-Billings, G. (Eds.). (2016). *Foundations of critical race theory in education* (2<sup>nd</sup> ed.). New York, NY: Routledge.

### **Suggested Texts\***

Bell, D. (1987). *And we are not saved: The elusive quest for racial justice*. New York, NY: Basic Books.

Bell, D. (1992). *Faces at the bottom of the well: The permanence of racism*. New York, NY: Basic Books.

Crenshaw, K. (Ed.). (1995). *Critical race theory: Key writings that formed the movement*. New York, NY: New Press.

Delgado, R., & Stefancic, J. (Eds.). (2013). *Critical race theory: Cutting edge* (3<sup>rd</sup> ed.). Philadelphia, PA: Temple University Press.

Dixson, A., Rousseau, C.K., & Donner, J.K. (Eds.). (2017). *Critical race theory in education: All God's children got a song* (2<sup>nd</sup> ed.). New York, NY: Routledge.

Leonardo, Z. (2013). *Race frameworks: A multidimensional theory of racism and education*. New York, NY: Teacher College Press.

Lynn, M., & Dixson, A. (Eds.). (2013). *Handbook of critical race theory in education*. New York, NY: Routledge.

Mills, C.W. (1997). *The racial contract*. Ithaca, NY: Cornell University Press.

*\*PDF copies will be made available via canvas from the suggested texts. For students interested in persistently utilizing critical race theory in their future research, these texts are beneficial to your scholarly and intellectual development.*

### **COURSE ASSIGNMENTS**

All course assignments should adhere to the conventions of the 6<sup>th</sup> edition of the APA manual (12 pt. Times New Roman font, double-spaced, cover page, reference page, running head, 1-inch margins, etc.). In addition, course assignments must be submitted as a Microsoft Word document via Canvas. Late assignments will be deducted one letter grade for each day it is submitted late.

<b>Assignment</b>	<b>Percent</b>
Preparation and Intellectual Contributions	10%
Critical Race Theory	10%
Auto[ethno/bio]graphy	
Critical Race Theory Article Critiques	20%
Student Led Discussion	20%
Manuscript and Presentation	40%

### **Assignment Descriptions**

#### *Preparation and Intellectual Contributions*

Students are expected to participate in class discussions and ensure that their participation is dialogic in nature. This means that students should exhibit an ability to not only express their viewpoints, but internalize and interpret the viewpoints of others while contributing ideas to our class discussions. Furthermore, your contributions to class discussion should be relative to the assigned readings for the course as well as course themes.

*Critical Race Theory Auto[ethno/bio]graphy-10%*

How do you think about race and the way in which you [intend to] engage with both race and racism in educational research? What beliefs and convictions do you hold regarding race and racism? What racialized and cultural experiences have influenced your practice, research, epistemologies, and ontologies? What does this mean for your [potential] future as a [critical] race [theory] scholar in your field? The goal of this assignment is for you to unpack your experiences with race and racism through storytelling. In at least 3-5 pages, reflect on your lived experiences with race on both a micro and macro-level. Relate your experiences to a larger conceptual understanding of institutional racism by drawing upon extant scholarly research at various points in your auto[ethno/bio]graphy.

### *Critical Race Theory Article Critiques*

At two points throughout the semester you will be asked to critique a peer-reviewed journal article of your choosing that utilizes critical race theory as a theoretical or methodological framework. Ideally the article should be relative to your field of study. Your critique should include a brief summary of the article but then follow the model of extended discussant commentary or a rejoinder to the article. Consider these reflection points, but also feel free to expound upon the following questions as you conduct your critiques:

- What tenets, themes, or principles of CRT does the author evoke in their research?
- Are there other tenets, themes, or principles you believe might be best suited for their research?
- Does the author consider an accompanying theoretical framework along with CRT in their manuscript? Is that framework appropriate? Why or why not?
- Is their use of CRT rooted in foundational legal and educational scholarship? If not, what foundational scholarship should the author have considered?
- What methodology does the author use and is it consistent with critical race theory?
- Does the author expand upon traditional CRT methods of [counter]storytelling, and if so how?
- How does this literature contribute to the canon of work on CRT and race(-ism) in your field? Relate the work to at least 3 other scholarly publications (book or article).

Your papers should be 3-5 pages long excluding cover letter and reference page. Be prepared to discuss your critiques in class on the day they are due.

### *Student Led Discussions*

Working in pairs students will be responsible for leading discussions based on the assigned chapters and journal article readings for that week. Students must meet with the professor at least one or two (preferably) weeks in advance of the night you are scheduled to lead discussion. Your student led discussion should include a brief introduction as well as a set of questions that help the class engage with the readings; focusing on what you found to be most relevant from the readings and their relation to the overall themes of the course. You will be evaluated on thoughtfulness, depth of understanding, and analytical insight reflected in your questions and facilitation of class discussion.

### *Scholarly Manuscript and Presentation*

The final assignment in this class will be a scholarly manuscript. The purpose of this manuscript is to prepare you for the possible use of critical race theory in your dissertation research as well as provide you with the opportunity to submit your research to a scholarly journal. Your manuscript can span the range of what is considered scholarly: it can be a literature review, conceptual argument, or empirical research in the form of action research, self-study, autoethnography, or practitioner research. Regardless of your intention to submit to a peer-reviewed journal, I ask that your manuscript align with the requirements of a particular refereed journal of your choice: this includes manuscript length, notes and citation style, writing style, and other general paper guidelines. A cover letter and print out of the journal requirements must be submitted along with your manuscript. Drafts of your manuscript will be due at various points throughout the semester. If your manuscript involves research with human subjects, then IRB approval must be obtained (note: if data was collected before the semester then please submit proof of IRB approval).

You will also prepare an academic presentation to accompany your scholarly article. Your presentation should be ready for a roundtable, panel, or poster presentation format as voted on by the class with input from the professor. It is expected that your research is not only submitted for publication, but also for presentation at a local, national, or international education research conference.

### **Grades**

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

### **STUDENTS WITH DISABILITIES**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

### **ACADEMIC HONESTY POLICY**

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates

academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

### **ONLINE COURSE EVALUATIONS**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## **Course Schedule**

### ***Legal and Educational Foundations of Critical Race Theory***

**August 23**

#### **Week 1: Course Introduction**

##### **Required Readings**

Bell, D. (1992). The Space Traders. In D. Bell, *Faces at the bottom of the well: The permanence of racism* (pp. 158-194). New York, NY: Basic Books.

**August 30**

#### **Week 2: Critical Legal Studies, Post-Racial Thought, and the Birth of Critical Race Theory**

##### **Required Readings**

Crenshaw, K.W. (2011). Twenty years of critical race theory: Looking back to move forward. *Connecticut Law Review*, 43(5), 1256-1300.

Dalton, H.L. (1995). The clouded prism: Minority critique of the critical legal studies movement. In K. Crenshaw, N. Gotanda, G. Peller, & K. Thomas (Eds.), *Critical race theory: The key writings that formed the movement* (pp. 80-84). New York, NY: New Press.

Delgado, R. (1987). The ethereal scholar: Does critical legal studies have what minorities want? *Harvard Civil Rights-Civil Liberties Law Review*, 22, 301-322.

### ***Critical Race Theory and Education: The Tenets, Themes, and Principals***

**September 6**

#### **Week 3: What is Critical Race Theory Doing in Education?**

##### **Required Readings**

*Foundations of Critical Race Theory in Education*, Chapters 1 & 21

Ladson-Billings, G. (1996). "Your blues ain't like mine": Keeping issues of race and racism on the multicultural agenda. *Theory into Practice*, 35(4), 248-255.

##### **Assignment Due**

Critical Race Theory Auto[ethno/bio]graphy

**September 13**

**Week 4: Race as Endemic and Racial Realism**

**Required Readings**

- Bell, D. (1992). *Faces at the bottom of the well: The permanence of Racism*, Chapters 1 & 5
- Bell, D. (1992). Racial realism. *Connecticut Law Review*, 24(2), 363-379. *Critical Race Theory: An Introduction*, pp. 26-41

**September 20**

**Week 5: *Brown v. Board*, Interest Convergence and Education**

**Required Readings**

- Bell, D.A. (1980). Brown v. Board of Education and the interest convergence dilemma. *Harvard Law Review*, 93(3), 518-533. *Critical Race Theory: An Introduction*, pp. 19-26
- Dudziak, M.L. (1988). Desegregation as a Cold War imperative. *Stanford Law Review*, 41(1). See chapter 15 of *Critical Race Theory: Cutting Edge* for abbreviated reading.
- Guinier, L. (2004). From racial liberalism to racial literacy: Brown v. Board of Education and the interest-divergence dilemma. *Journal of American History*, 91, 92-118.
- Ladson, Billings, G. (2004). Landing on the wrong note: The price we paid for *Brown*. *Educational Researcher*, 33(7), 3-13.

**Assignment Due**

- Brief Description of Your Manuscript Idea (Purpose, Objectives, Research Questions)

**September 27**

**Week 6: Racialization and the Social Construction of Race**

**Required Readings**

- Ahmad, M.I. (2004). A rage shared by law: Post-September 11 racial violence as crimes of passion. *California Law Review*, 92(5), 1258-1330. See Chapter 49 of *Critical Race Theory: Cutting Edge* for abbreviated reading.
- Haney López, I.F. (1994). The social construction of race: Some observations on illusion, fabrication, and choice. *Harvard Civil Rights-Civil Liberties Law Review*, 29, 1-62. See Chapter 24 of *Critical Race Theory: Cutting Edge* for abbreviated reading.
- Haney López, I.F. (1997). Race and erasure: The salience of race to Latinos/as. *California Law Review*, 85(5), 1143-1211. See Chapter 47 of *Critical Race Theory: Cutting Edge* for abbreviated reading.
- Subedi, B. (2013). The racialization of South Asian Americans in a post 9/11 era. In M. Lynn & A.D. Dixson (Eds.), *Handbook of critical race theory in education* (pp. 167-180). New York, NY: Routledge.

**October 4**

**Week 7: Intersectionality, Essentialism, and Anti-Essentialism**

**Required Readings**

Austin, R. (1992). "The black community," its lawbreakers, and a politics of identification. *Southern California Law Review*, 65(4), 1769-2743. See Chapter 38 of *Critical Race Theory: Cutting Edge* for abbreviated reading.

*Critical Race Theory: An Introduction*, pp. 59-72

*Foundations of Critical Race Theory in Education*, Chapter 14

Harris, A.P. (1990). Race and essentialism in feminist legal theory.

*Stanford Law Review*, 42(3), 581-616. See Chapter 34 of *Critical Race Theory: Cutting Edge* for abbreviated reading.

***Critical Race Theory Methodology: Storytelling, Counter-storytelling, and Testimonios***

**October 11**

**Week 8: Storytelling as Method in Critical Race Theory Educational Research**

**Required Readings**

Cook, D.A., & Dixson, A.D. (2013). Writing critical race theory and method: A composite counterstory on the experiences of black teachers in New Orleans post-Katrina. *Journal of Qualitative Studies in Education*, 26(10), 1358-1258.

*Critical Race Theory: An Introduction*, Chapter 3

*Foundations of Critical Race Theory in Education*, Chapters 9 & 10

**Assignment Due**

CRT Article Critique #1

**October 18**

**Week 9: Ethical Considerations and Expanding Critical Race Theory Epistemology and Methodology**

**Required Readings**

Decuir-Gunby, J.T., & Walker-Devose, D.C. (2013). Expanding the counterstory: The potential for critical race mixed methods studies in education. In M. Lynn & A.D. Dixson (Eds.), *Handbook of critical race theory in education* (pp. 248-259). New York, NY: Routledge.

Ladson-Billings, G., & Donnor, J. (2005). The moral activist role of critical race theory scholarship. In N.K. Denzin & Y.S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3<sup>rd</sup> ed., pp. 279-301). Thousand Oaks, CA: Sage.

Leonardo, Z. (2013). The story of schooling: Critical race theory and the educational racial contract. *Discourse: Studies in the Cultural Politics of Education*, 34(4), 599-610.



## *Dilemmas in Critical Race Theory Research*

**October 25**

### **Week 10: White Scholars and Critical Race Theory**

#### **Required Readings**

Bergerson, A.A. (2003). Critical race theory and white racism: Is there room for white scholars in fighting racism in education? *International Journal of Qualitative Studies in Education*, 16(1), 51-63.

*Foundations of Critical Race Theory in Education*, Chapter 16

Harris, C. (1993). Whiteness as property. *Harvard Law Review*, 106(8), 1710-1744.

Milner, H.R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational Researcher*, 36(7), 388-400.

Tyson, C.A. (1998). A response to “coloring epistemologies: Are our qualitative research epistemologies racially based?” *Educational Researcher*, 27(9), 21-22.

#### **Assignment Due**

Working Draft of Your CRT Manuscript (Introduction, Literature Review, Framework, and Methodology); Also submit target journal requirements.

**November 1**

### **Week 11: Critical Race Theory Manuscript Peer-Review**

**November 8**

### **Week 12: CRT and the Black-White Binary**

#### **Required Readings**

Brooks, R.L., & Widner, K. (2010). In defense of the black-white binary: Reclaiming a tradition of civil rights scholarship. See Chapter 50 of *Critical Race Theory: Cutting Edge* for abbreviated reading.

*Critical Race Theory: An Introduction*, pp. 77-84

Dumas, M.J., & ross, k.m. (2016). “Be real black for me”: Imagining BlackCrit in education. *Urban Education*, 51(4), 415-442.

Farley, A.P. (1998). All flesh shall see it together. *Chicano-Latino Law Review*, 19, 163-176.

Perea, J.F. (1997). The black-white binary paradigm of race: The “normal science” of American racial thought. *La Raza Law Journal*, 10, 127-172. See Chapter 45 of *Critical Race Theory: Cutting Edge* for abbreviated reading.

#### **Assignment Due**

CRT Article Critique #2

**November 15**

### **Week 13: Critical Race Theory Manuscript Preparation**

**November 22: Thanksgiving Holiday**

**November 29**

**Week 15: CRT Spin-Offs, Critiques of CRT, or CRT Pedagogy: Topic to be selected by students**

**Required Readings**

**TBD**

**December 6**

**Week 16: Presentation of Manuscripts and Professor Discussant Comments**

**Final Paper Due**