

CRITICAL RACE THEORY IN EDUCATIONAL RESEARCH
EDF 6939/LAS 6938 (3 Credit Hours)
Spring 2022
Thursdays, Periods 3-5 (12:50-3:50pm)

Dr. Christopher L. Busey
Norman 2216
cbusey@coe.ufl.edu
Office Hours: Wednesday 8:30-11am

INDIGENOUS LAND ACKNOWLEDGEMENT

I acknowledge and honorably recognize that this course was developed and will be conducted on the ancestral Native homelands of the Timucua, those who walked Gainesville before us, and continue to walk here. The course and the content wherein will be conducted in a manner that will respect the integrity of Native peoples, their epistemologies, and territory.

COURSE DESCRIPTION AND RATIONALE

Schools—both P12 and institutions of higher are learning—are 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.

- Relate their racialized and cultural experiences to broader discourses of institutional racism.
- Apply their understanding of critical race theory to address issues of institutional racism in school settings (P-20).
- Examine current educational issues in P-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 POLICIES

Assignment Submission: Each assignment should be submitted as a Microsoft Word document via Canvas by the date indicated on the syllabus.

Late Work Policy: Assignments will receive a one-letter grade deduction for each day it is late.

Assignment Format: Assignments should adhere to the 6th edition of the APA Publication Manual or the 17th edition of the Chicago Manual of Style. Each assignment should include a title and reference page.

Attendance: Given that your informed intellectual participation drives the course, *attendance is required* for each class session which includes arriving on time and staying 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 unexcused absences—more than 1—will affect your course grade with a letter grade deduction given for each unexcused absence deemed excessive. If this is the case, the instructor will consult with the student prior to the letter-grade deduction. Attendance policies are consistent with the [UF Graduate Catalog](#).

Late Work and Make-Up Policy: In the case that your absence is excused, please consult with the instructor within 24 hours to re-schedule any make-up assignment or assessment. Make-up assignments must be submitted within a 48-hour window unless an alternative date is agreed upon in consultation with the instructor. Assignments will receive a one-letter grade deduction for each day it is late.

REQUIRED TEXTS

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. (2017). *Critical race theory: An introduction* (3rd ed.). New York, NY: New York University Press.

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

Suggested Texts* (Available via Course Reserves)

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

DeCuir-Gunby, J.T., Chapman, T.K., & Schutz, P.A. (2018). *Understanding critical race research methods and methodologies: Lessons from the field*. New York, NY: Routledge. (available as an e-text via UF Library)

Delgado, R., & Stefancic, J. (Eds.). (2013). *Critical race theory: Cutting edge* (3rd 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* (2nd 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.

**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 & DESCRIPTIONS

Assignment	Percent
Preparation and Intellectual Contributions	20%
Critical Race Theory Writing Assignments	30%
Manuscript and Presentation	50%
Total	100%

Preparation and Intellectual Contributions

Students will play a shared role in determining the direction of learning and discussion in this course. Our ability to successfully navigate through texts, grapple with key concepts, and fully apprehend the theories and themes of this course will be dependent upon each other. This means that on a weekly basis, students should come prepared to offer their intellectual leadership with/to our learning community. This does not mean that you are expected to become an expert in an assigned subject matter, but rather ask insightful questions that prompt thinking, encourage in-depth discussion surrounding the text, and drive our thinking to new and sometimes unanticipated spheres. Discussion in community also requires that we are mindful of who we are in community with. This requires you to challenge and nudge when necessary while ensuring that our communications with one another are dialogic in nature. Students should exhibit an ability to not only express their viewpoints, but also internalize and interpret the viewpoints of others while contributing ideas to our class discussions. Silence on matters of race and racism is not an option. Intellectual leadership will be assessed by the instructor and student utilizing the following criteria on a weekly basis:

Participation	The student contributes to the seminar discussion by responding to peers or posing critical thought perspectives on the assigned course material.
Insight	The student asks insightful questions based on the text or seminar discussion; the student suggests new perspectives by which peers and the instructor can re-examine the texts and/or issues.
Leadership	When called upon, the student will initiate leadership of our discussion for the week. The student comes to class every week prepared to initiate our discussion on the assigned class material. This includes questions and/or points of discussion the student found significant to discuss from the readings.

Critical Race Theory Writing Assignments (10% each for a total of 30%)

The critical race theory writing assignments are intended to offer practice with writing and reading critical race theory research. The writing assignments are also directed towards preparation for your final manuscript and will consequently serve as drafts of your manuscript. Therefore, I encourage you to be intentional about working towards refining your ideas on a particular concept throughout the semester. The assignments are as follows:

1. **Positionality: Critical Race Autobiography:** This paper requires you to reflect on your positionality as an [educational] researcher who intends to grapple with race and racism. Consider the following questions. What role has race and racism played in determining how you construct, enact, and/or articulate your identity in various spaces? 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? In answering these questions, you should unpack your experiences with race and racism through autoethnographic/autobiographic 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 autobiography.
Due January 28th

2. **Review: Is this CRT research?** You are asked to adopt the perspective of a manuscript reviewer and constructively critique a peer-reviewed journal article of your choosing that utilizes critical race theory as a theoretical and/or conceptual framework. Ideally the article should be relative to your field of study and be an article that you are considering engaging with for your final paper. Your critique/review should include a brief summary of the article and, more importantly, offer extended commentary regarding the nuances of the research relative to CRT. Consider these reflection points, but also feel free to expound upon the following questions as you conduct your reviews:
 - a. What tenets, themes, or principles of CRT does the author evoke in their research?
 - b. Are there other tenets, themes, or principles you believe might be best suited for their research?
 - c. Does the author consider an accompanying theoretical framework along with CRT in their manuscript? Is that framework appropriate? Why or why not?
 - d. Is their use of CRT rooted in foundational legal and educational scholarship? If not, what foundational scholarship should the author have considered?
 - e. What citational practices does the author engage in? Does the author cite scholars of color, especially Black women scholars?
 - f. What methodology does the author use and is it consistent with critical race theory?
 - g. Does the author expand upon traditional CRT methods of [counter]storytelling, and if so how?
 - h. How does this literature contribute to the canon on CRT and race(-ism) in your field? Relate the work to at least 3 other scholarly publications (book or article).

The assignment requirement is 4-7 pages in length. ***Due March 4th***

3. **Conceptual Approach: CRT Methodology & Storytelling:** The purpose of this writing assignment is for you to engage with the practice of storytelling—a key tenet of critical race theory and praxis of CRT methodology. Relatedly, the goal is to help position your use of CRT as a framework towards a more conceptual application of CRT. This requires an analytic approach towards your research that employs CRT methodology generally or explores specific CRT methodologies (e.g., composite [counter-] storytelling, critical race discourse analysis, jazz

methodology, linguistic and historical analysis, narrative intersectionality, mapping, etc.). For this assignment, you are to select a CRT methodology/research method as a conceptual and analytic approach by which you can appropriately frame your research. I recommend using the Handbook of CRT in Education, Foundations of CRT in Education, and/or Understanding Critical Race Research Methods and Methodologies as resources to begin your search. In doing so, you should identify mentor texts to help guide your methodological, conceptual, and/or analytic framing. For the manuscript, you can draw upon extant data, interview one or several people, conduct archival research, and/or analyze policy, law, curriculum, or a form of media to serve as the basis for your narrative. Feel free to offer another data source in consultation with the instructor. Your paper should include the following components.

- a. Provide context for the story that is grounded in scholarly research along with relevant research questions (think intro).
- b. Detail the overarching CRT methodology you are using and steps for data collection/analysis. Include and ground your methodological description in relevant scholarship such as/related to your identified mentor texts.
- c. Construct a story, counter-story, or composite [counter-]story grounded in your methodological approach.
- d. Briefly explain why this story is of significance to the larger educational research/praxis community.

The assignment requirement is 6-10 pages in length. *Due April 1st*

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 critical quantitative research, qualitative research, mixed-methods, 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 (see the assignment above). 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	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	E	below 60

STUDENTS WITH DISABILITIES

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, 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/>.

Students in this class are participating in a pilot evaluation of a new course evaluation system. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF’s CANVAS learning management system. Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at <https://evaluations.ufl.edu>. Thank you for serving as a partner in this important effort.

ONLINE CLASS RECORDINGS

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded,

be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

CAMPUS RESOURCES

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>.