



# University of Pittsburgh

## *Center for Urban Education*

**Course:** EDUC 3045, Critical Race Theory Education (Fall 2020)  
University of Pittsburgh, School of Education  
Thursday, 4:30pm – 7:00pm

**Professor:** Jason Méndez, PhD  
Visiting Assistant Professor of Education  
[jmendez@pitt.edu](mailto:jmendez@pitt.edu)  
Office hours: By appointment

### **Course Description**

In this course, we will engage with academic writing and literature to explore the foundations and central tenets of Critical Race Theory (CRT). We will also explore extensions of CRT in TribalCrit and LatCrit. The central aim of this course is to gain a richer understanding how CRT can be employed as a framework that guides our respective research and activism by challenging “race/racism and other forms of subordination shaping disparate educational opportunities for Communities of Color.”

### **Course Objectives**

1. Define Critical Race Theory and its implications in advancing how we think about race-centered scholarship in the field of education.
2. Use Critical Race Theory as a method and tool of analysis (e.g. counter storytelling)
3. Understand the evolution of CRT as it relates to TribalCrit and LatCrit.

### **Required Texts**

- Morrison, Toni. (1977) *Song of Solomon*
- Rivera, Gabby. (2019). *Juliet Takes a Breath*
- Ruffin, Maurice Carlos. (2019). *We Cast a Shadow*

### **Class Assignments**

- Class Participation (75%)
- Research Proposal (10%)
- OpEd Submission (15 %)

### **Class Participation**

Students are expected to read all of the assigned readings for the course and to reference them during their participation in class. Participation includes class discussions and completing reflective in-class written assignments and activities.

**Research Proposal - Due Monday, December 7, 2020 by 11:59 p.m.**

- Titles should be no more than 15 words.
- Abstracts should be 150 words or less.
- Proposals should not exceed 1,000 words (excluding references).

The summary of your proposal should address the following components; please create subheadings for each component:

- Purposes, central questions or problems
- Contexts (discuss scholarly/practitioner conversations to which your work contributes)
- Primary sources or data sources
- Approaches, methods, strategies, or techniques for analysis
- Arguments/conclusions, or agenda, and, Significance (for scholarship, for practice)

**OpEd Submission - Due Monday, December 7, 2020 by 11:59 p.m.**

Coupling your research interests and community commitments with the knowledge you have gained in this course I want you to write a an OpEd. “Limited in most newspapers to 400 to 1200 words, writing and getting published is no easy task. Yet, an Op-Ed is the type of real-world writing skill students need to flourish in the 21st century.”

<https://help.nytimes.com/hc/en-us/articles/115014809107-How-to-submit-an-Op-Ed-article>  
<https://www.thebalancesmb.com/oped-what-is-it-and-how-to-write-it-1360714>

## Course Schedule

Date	Topic(s)	Readings/Assignments Due
August 20 <sup>th</sup>	<b>Introduction to the Course</b> <ul style="list-style-type: none"> <li>Getting to Know You</li> <li>Syllabus</li> <li><a href="#">Wise Words from DJ Khalid</a></li> <li><a href="#">You Got the Keys Keys</a></li> <li><a href="#">Keys: An Ode to DJ Khalid.</a></li> <li><a href="#">Marwa Helal.</a></li> <li>What's your dream?</li> </ul>	
August 27 <sup>th</sup>	<b>Naming Your Reality</b>	<b>Reading(s)</b> <ul style="list-style-type: none"> <li>Toward a Critical Race Theory of Education</li> <li>Storytelling for Oppositionists and Other: A Plea for Narrative</li> <li>Critical Race Methodology/ Counter-Storytelling as an Analytical Framework for Education Research</li> <li>Critical Race Theory and Education: History, Theory, and Implications</li> <li>Critical race theory and white racism: is there room for white scholars in fighting racism in education?</li> </ul>
September 3 <sup>rd</sup>	<b>Toni Morrison and CRT</b>	<b>Reading(s)</b> <ul style="list-style-type: none"> <li><i>Song of Solomon</i> – Up to Chapter 7</li> </ul>
September 10 <sup>th</sup>	<b>Toni Morrison and CRT</b>	<b>Reading(s)</b> <ul style="list-style-type: none"> <li><i>Song of Solomon</i> – Finish Book</li> </ul>
September 17 <sup>th</sup>	<b>CRT and Public Health</b>	<b>Reading(s)</b> <ul style="list-style-type: none"> <li>Critical Race Theory, Race Equity, and Public Health: Toward Antiracism Praxis</li> <li>Programs work from within to prevent black maternal deaths: Workers targeting root cause — Racism</li> <li><a href="#">Together</a> (Video)</li> <li>Together/Untethered</li> <li><a href="#">Poetry as Public Health</a></li> </ul> <p>Guest Speaker: Dr. Dara Méndez</p>
September 24 <sup>th</sup>	<b>CRT and Figured Worlds</b>	<b>Reading(s)</b> <ul style="list-style-type: none"> <li>Figured Worlds and Education: An Introduction to the Special Issue</li> <li><i>We Cast a Shadow</i></li> </ul>
October 1 <sup>st</sup>		<b>Reading(s)</b> <ul style="list-style-type: none"> <li><i>We Cast a Shadow</i></li> </ul>

<b>October 8<sup>th</sup></b>		<b>Reading(s)</b> <ul style="list-style-type: none"> <li>• <i>We Cast a Shadow</i></li> </ul>
<b>October 15<sup>th</sup></b>		<b>Reading(s)</b> <ul style="list-style-type: none"> <li>• <i>We Cast a Shadow</i></li> </ul>
<b>October 22<sup>nd</sup></b>	<b>LatCrit</b>	<b>Reading(s)</b> <ul style="list-style-type: none"> <li>• Critical Race Theory and Ethnographies Challenging the Stereotypes: Latino Families, Schooling, Resilience and Resistance</li> <li>• Critical race theory, race and gender microaggressions, and the experience of Chicana and Chicano scholars</li> <li>• Examining Transformational Resistance Through a Critical Race and Latcrit Theory Framework: Chicana and Chicano Students in an Urban Context</li> <li>• Critical Race Theory, Latino Critical Theory, and Critical Raced-Gendered Epistemologies: Recognizing Students of Color as Holders and Creators of Knowledge</li> </ul>
<b>October 29<sup>th</sup></b>		<b>Reading(s)</b> <ul style="list-style-type: none"> <li>• <i>Juliet Takes a Breath</i></li> </ul>
<b>November 5<sup>th</sup></b>		<b>Reading(s)</b> <ul style="list-style-type: none"> <li>• <i>Juliet Takes a Breath</i></li> </ul>
<b>November 12<sup>th</sup></b>		<b>Reading(s)</b> <ul style="list-style-type: none"> <li>• <i>Juliet Takes a Breath</i></li> </ul>
<b>November 19<sup>th</sup></b>		<b>Reading(s)</b> <ul style="list-style-type: none"> <li>• <i>Juliet Takes a Breath</i></li> </ul>
<b>December 3<sup>rd</sup></b>	<b>CRT Through a Native American Lens</b>	<b>Reading(s)</b> <ul style="list-style-type: none"> <li>• Toward a Tribal Critical Race Theory in Education</li> <li>• Remember</li> </ul>

All written assignments should be written in a formal fashion. Assignments must be typed, double-spaced in Times New Roman, 12-point font, one-inch margins, and should follow the guidelines of the APA Publication Manual, Sixth Edition.

As a common courtesy, please turn cell phones off (or on vibrate for emergencies) during class time.

The instructor encourages discussion about what we are learning in this course; however, all assignments must be each student's own work.

If you have a religious holiday that you observe, please let the instructor know. She will work with you to meet expectations/assignments.

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**Academic Integrity.** *Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.*

**Disability Services.** *If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.*

**Language is gender-inclusive and non-sexist** when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

**Statement on Classroom Recording.** *To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.*

**DIL Departmental Grievance Procedures:** The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of DIL, Dr. Patricia Crawford.
4. If needed, the student should next talk to the SOE associate dean of students, Dr. Michael Gunzenhauser.
5. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer, Dr. Michael Gunzenhauser