

CorruptED

COLLEGES OF EDUCATION AND THE
TEACHER AS ACTIVIST PIPELINE



PARENTS DEFENDING
EDUCATION

Contents

Summary	3
Featured Examples.....	4
Case Study – Portland State University.....	5
University Colleges of Education.....	7
Alabama	8
Arizona	9
Arkansas.....	12
California	12
Colorado	21
Connecticut	23
Florida	25
Hawai’i.....	28
Idaho	29
Illinois.....	30
Indiana	30
Maryland	31
Massachusetts	31
Michigan	33
Minnesota.....	36
Mississippi.....	37
Missouri.....	38
Montana	38
Nebraska.....	39
Nevada	39
New Hampshire	41
New Jersey.....	42
New York	43
North Carolina	45
Ohio	46
Oregon.....	47
Pennsylvania.....	50
Rhode Island.....	55
Texas	57
Utah.....	62
Vermont.....	64
Virginia	65
Washington	67
Wisconsin.....	68

CorruptED: Colleges of Education and the Teacher as Activist Pipeline

08/08/2024

Summary

Across the nation, parents and policy makers have been pushing back against school districts that have been implementing radical ideologies such as critical race theory, queer theory, decolonization, whiteness, and anti-meritocracy. Unfortunately, these ideas are being ingrained into both current and future teachers, becoming part of K-12 lessons, classroom culture, and worldview.

At Parents Defending Education, we took a look at what America's current and future K-12 educators are being taught in colleges of education across the country. This report highlights these findings from institutions of higher learning, ranging from small private colleges to large state institutions and elite universities.

We did a broad search for college of education syllabi and course descriptions from undergraduate-level to graduate-level that focused on selected search terms found listed below. Because a vast majority of K-12 teachers and administrators take college courses beyond undergraduate to either move up the district pay scale, meet state certification requirements, or transition into administration, a comprehensive look at colleges of education is presented within this report.

Contained within this report are over fifty colleges and universities, including 110 syllabi and 53 course descriptions that reveal the pervasiveness of radical left-wing ideologies in undergraduate and graduate education courses. Most course syllabi are from the last five to six years, though sprinkled throughout the report are older syllabi meant to show how long some of these ideologies have been around in the colleges of education.

For example, featured in the report is a dive into Portland State University's Elementary Education program and courses, including lessons and materials. The school's College of Education features guiding principles for future teachers that include becoming "anti-racist" educators who can "identify oppressive conditions, including micro- and macro-aggressions." Course content includes the study and application of critical race theory, oppressor versus oppressed activities, "white supremacy culture," tenets of queer theory, and teachers as activists.

67

CorruptED Universities

170

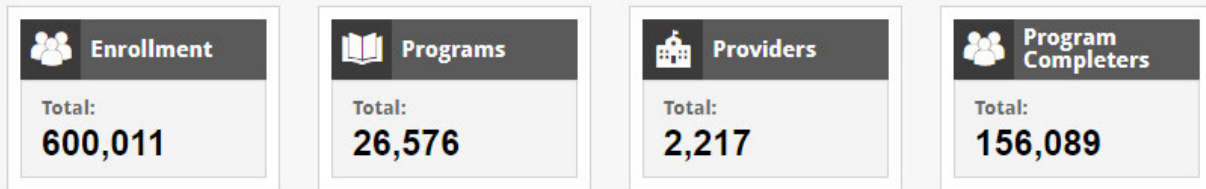
Courses that instruct future teachers in "Wokeness"/Critical Theories

The report also highlights Colorado State University's ethnic studies track which includes teacher certification. Courses leading to degree completion include topics such as critical theories, queer theory, whiteness, and white privilege.

In 2022, **274,450 (or 6.7%)** of college graduates (totaling 4.11 million) earned education degrees. According to the data collected, 89,410 students earned bachelor's degrees while 151,710 students earned a master's degree in education.

During the 2021-2022 academic year, per government **data**, there were 2,217 teacher preparation program providers with a total enrollment of 600,011 students.

Academic Year 2021-22 Overall



Featured Examples

Colorado State University (CO): The university offers students an ethnic studies major with teacher certification track which includes an “Intro to Ethnic Studies” course that focuses on “whiteness,” “white privilege,” and “Trump and the politics of hate and White radicalism.”

Trinity College (CT): The college’s “EDUC 312: Education for Justice” course states that it will “examine theoretical approaches to critical and liberatory education, as well as how these theories take hold in practice, both in formal and informal schooling settings.”

University of Florida (FL): The school’s course titled “EDG 7224: Critical Pedagogy” includes a focus on white fragility and multiple readings of Robin DiAngelo texts.

University of Michigan (MI): The School of Education’s course titled “How People Learn” focuses students on examining “learning from the perspective of educational justice and equity, always seeking to understand how power, privilege, oppression, and resistance impact learners, learning outcomes, and pedagogies.”

Portland State University (OR): The school’s “Social Studies Methods: Teacher as Activist” course states that “prospective elementary educators will study persistent historical, social and political issues, conflicts and compromises in regard to power, inequity, and justice and their connection to current events and movements.”

University of Pennsylvania (PA): The university offers a graduate level course titled “Activism Beyond the Classroom” which focuses on left-wing radical activism and readings from Black Lives Matter founders.

University of Texas at El Paso (TX): The school’s “TED 6319: Ethics in Education” course states that it seeks to “deconstruct ‘social amnesia’ of individualism and its effects on collective’s ‘social agency and sociological imaginary’ within contexts of postcoloniality in contemporary society” and includes “Marxist thought” and reading Angela Davis.

University of Utah (UT): The College of Education’s Department of Education, Culture, and Society was created specifically for the “study and pursuit of social justice in education” and offers a long list of left-wing based courses such as “Racial Battle Fatigue in Education,” “Whiteness Theory and Education,” and “Critical Race Theories: A Focus on FemCrit and LatCrit.”

George Mason University (VA): Graduate-level courses include content such as the “three pillars of white supremacy,” examining the role that white supremacy and whiteness play in a queer classroom, and the text *A Marxist education: Learning to change the world*.

University of Wisconsin – Stevens Point (WI): The college’s “English Education Methods” course states that its “primary goal” is to help students “develop into careful, critical, antiracist English Language Arts educators” and includes an assignment where students create their own “Intersectionality wheel” that includes a person’s “privilege and power” and “systems of oppression.”

Case Study – Portland State University

The Portland State University College of Education states that its vision is for educators and counselors to “create a just and equitable world.” Degree programming is centered around the idea of the “Teacher as Activist.”

The program includes “Touchstones for Anti-bias/Anti-racist educators” which states that the school’s elementary education program is guided by “recognizing the histories of colonization, settler colonialism, white supremacy, imperialism, and neoliberalism upon which the United States and its systems of education have been built and sustained.”

Content featured in the required courses include topics such as “white supremacy culture,” forms of oppression and privilege, critical race theory, and queer theory.

In the spring of 2024, the College of Education **graduated** 45 students with elementary education degrees, 81 with secondary education degrees, and a total of 398 degrees.

Below is an example of a course from the elementary education degree track.

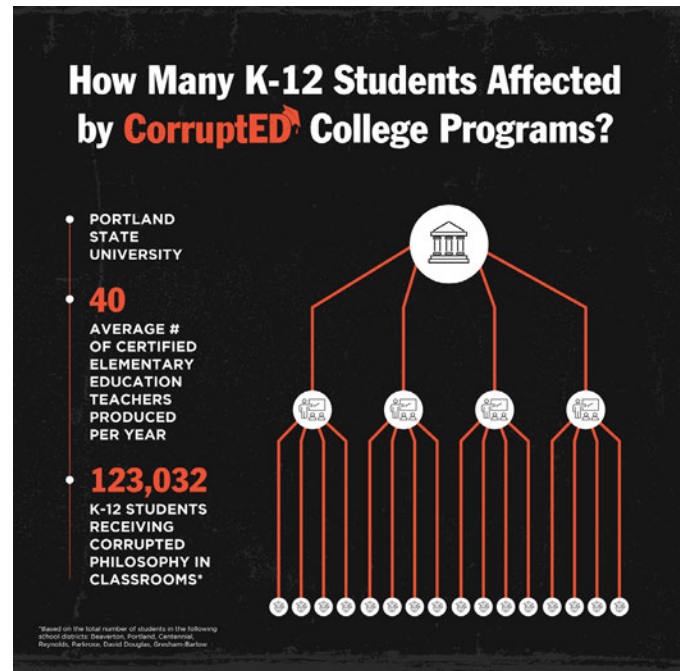
ITP 456/556: Identity and Social-Emotional Learning

The course description for “Identity and Social-Emotional Learning” states that “prospective elementary educators will examine core components of and factors influencing social emotional learning, identity formation, and executive function development in this course.”

The document states in the course introduction that “teachers play a significant role in establishing classroom and school environments that promote culturally elevating social-emotional learning (SEL) among students.” It also shares that the “teacher candidates take a deep dive into their own identity, vulnerability, and social emotional experiences in preparation for managing a classroom of learners” and that they will utilize a **“lens of transformative social emotional learning (tSEL), teacher candidates center anti-racist and restorative justice practices that correspond with elementary students’ lived experiences and community-sustaining practices in classroom procedures, instruction, and daily interactions with students.”**

During week one of the course, students engage in an activity titled **Social Identity Mapping** which has students list various forms of oppression in which individuals land on a spectrum of target and agent status. When evaluating the form of oppression, white males would occupy the category of “agent” while a female “Person of Color” would occupy the “target” category.

Other identity examples of “agents” of oppression include “heterosexual,” “rich, upper class,” born in the “USA,” “media beauty,” “married” and “monogamous,” “of appropriate age,” and “Christian.”

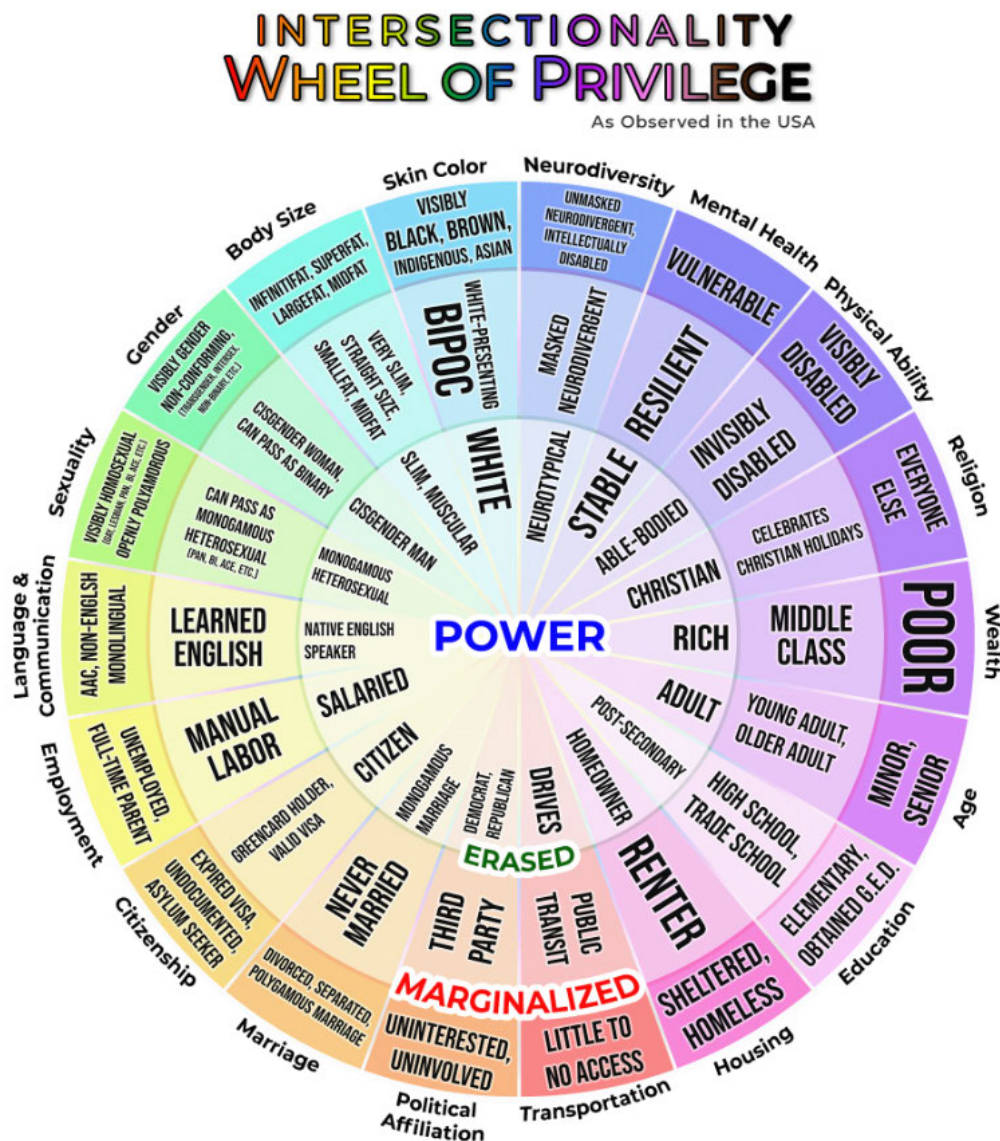


Another week one course activity includes students engaging with the **Wheel of Privilege and Power** which promotes the idea that those identity categories listed closest to the center are the most privileged/powerful.

During week four of the course, students engage with a document titled **White Supremacy Culture** which lists characteristics that are “damaging because they are used as norms and standards without being pro-actively named or chosen by the group.” Listed characteristics include “perfectionism,” a “sense of urgency,” “defensiveness,” “quantity over quality,” “worship of the written word,” “paternalism,” “power hoarding,” “fear of open conflict,” and “individualism.”

The course focus for week five is “Addressing Racial Injustices: Acts of Oppression, Microaggressions and Implicit Bias” and includes “affinity spaces.” The syllabus includes a document on “**Caucuses**” (also known as affinity groups) that states that causes are “times when people of color and white people within an organization meet separately in order to do” different work.

Read the full report on Portland State University [here](#).



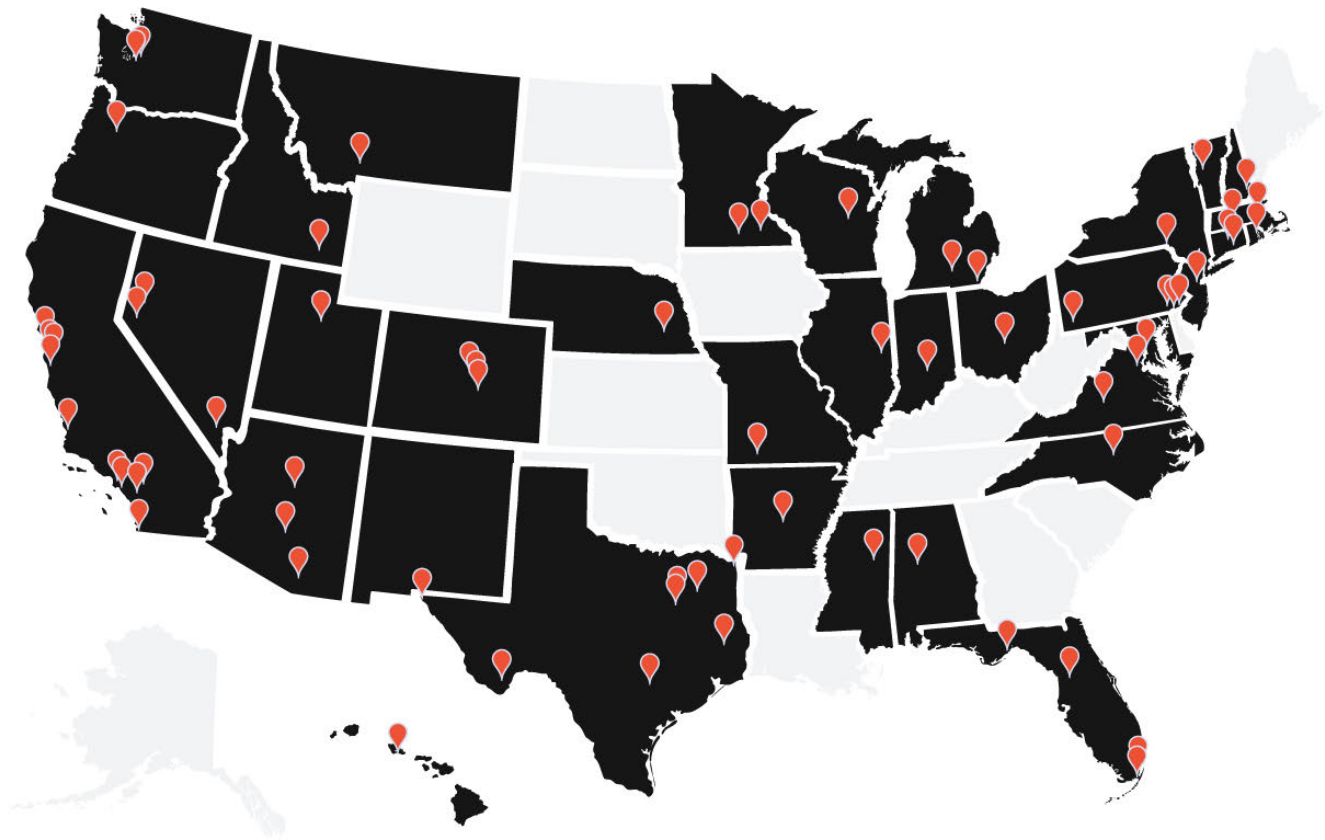
fessaWatkins.com/wheel-of-privilege

Adapted from Sylvia Duckworth, Canadian Council for Refugees, and Olena Hankivsky, PhD

University Colleges of Education

COLLEGES TRAINING ACTIVIST TEACHERS

Updated August 2024



Alabama

UNIVERSITY OF ALABAMA

University of Alabama College of Education courses feature topics such as antiracism, critical pedagogy, decolonization, Marxism, queer theory, and whiteness. Course texts include Bill Ayers' *Teaching the Taboo: Courage and Imagination* and Paulo Freire.

COURSES

AEL/BEF 667: MULTICULTURAL AND SOCIAL EDUCATION FOR LEADERSHIP

The course **AEL/BEF 667: Multicultural and Social Education for Leadership** includes content such as antiracism, critical pedagogy, **decolonization**, **Marxism**, Postmodernism, **queer theory**, and **whiteness**. Course readings include Bill Ayers' *Teaching the Taboo: Courage and Imagination* and **Paulo Freire**.

The course description states that the course will “offer a critique of the traditional knowledge base in educational administration from a number of theoretical perspectives, including poststructuralism, feminism, marxism, and queer theory.”

BEF 362: SCHOOL, CULTURE, AND SOCIETY

The University of Alabama's course titled **BEF 362 – School, Culture, and Society** includes topics such as “**racism**,” “**classism**,” “**heterosexism**,” “**linguicism**,” and “**ableism**.” The course also has students read and discuss **Paulo Freire**.

The description states that the course is “designed to introduce” the student to their “chosen profession broadly.”

An **online** course description states that it is “an examination of the foundations of education in a modern democratic society and the critical project of promoting social justice through schooling.”

ARIZONA STATE UNIVERSITY

Arizona State University's Mary Lou Fulton Teachers College courses feature topics such as critical pedagogy and tenets of queer theory. Texts include Paulo Freire's *Pedagogy of the Oppressed*.

COURSES

TEL 111: EXPLORATION OF EDUCATION

The course **TEL 111: Exploration of Education** features topics such as **critical pedagogy** and reading **Henry Giroux's *Rethinking Education as the Practice of Freedom: Paulo Freire and the Promise of Critical Pedagogy***. The description states that students will “explore their own identity as it relates to the field of education,” and a course objective is the exploration of “ways to be **inclusive, equitable, and culturally proficient educators**.” The readings examine gender and sexuality issues in education, such as Emma Green's ***America's Profound Gender Anxiety***, an article on **Horry County Schools' transgender bathroom use appeal**, and Massachusetts Department of Elementary and Secondary Education's **“Principles for Ensuring Safe and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ) Students.”** These principles include encouraging schools to “have a **diverse workforce**,” “provide information about LGBTQ issues in school libraries,” and “**offer school-based groups for LGBTQ and heterosexual students**.”

Other literature discusses “**Critical Pedagogy**” (**critical race theory**) and “Culturally Responsive Curriculum.” Henry Giroux's ***Rethinking Education as the Practice of Freedom: Paulo Freire and the Promise of Critical Pedagogy*** is a required reading for the course.

TEL 212: UNDERSTANDING THE CULTURALLY DIVERSE LEARNER

The course **TEL 212: Understanding the Culturally Diverse Learner** features the **tenets of queer theory**.

The overview states that it will explore “diversity through eight micro-cultures including: class, ethnicity and race, gender, exceptionality, religion, language, geography, and age—and the impact of these cultures on learning in K-12 classrooms.” This class seeks to enable students to “reflect on our feelings about working with diverse children.”

CULTURAL DIVERSITY IN MUSIC TEACHING AND LEARNING

The course **Cultural Diversity in Music Teaching and Learning** features topics such as anti-racism, **critical pedagogy**, “decolonizing music education,” and tenets of whiteness. Course texts include **Paulo Freire's *Pedagogy of the Oppressed***.

The description states that the course will “introduce students to issues related to identity, power, oppression, privilege, and culture in music education.”

NORTHERN ARIZONA UNIVERSITY

The Northern Arizona University College of Education features topics that include **critical theories**, social justice, and **whiteness**.

The College of Education offers a **Masters of Education (MED) in Educational Foundations** with a description that states students will examine how “nationality, race, ethnicity, gender, social class, language, ability, and a range of other identities shape” educational contexts.

COURSES

EDF 500: CULTURAL FOUNDATIONS OF EDUCATION

The graduate-level course **EDF 500: Cultural Foundations of Education** features topics such as ageism, **critical theories**, and sexism.

The course rationale states that it “introduces students to the contemporary cultural forces that shape the contextual relationship between teacher and the student, the nature of the subject matter, the views of achievement and the critical role that education plays in society.”

EDF 584 – RACISM IN U.S. SCHOOLS AND SOCIETY: INVESTIGATING WHITENESS AND CONSTRUCTIONS OF RACE

EDF 584 is one of the core courses for this Masters program. The course description states that it examines “racism in schools, with a special focus on how race has been constructed and **how whiteness operates and is maintained.**”

The College of Education also offers this course as **EDF 484** to undergraduate students.

EDF 673 – INTERNATIONAL EDUCATION

EDF 673 is another core course, which discusses “**social justice**,” sustainable development, and cultural diversity.

Northern Arizona University also offered an **Equitable & Inclusive Teaching Seminar (EITS)** to faculty who teach introductory level courses (100 and 200 level). The objective of EITS was to train faculty to approach their courses with an “**equity-minded lens**” and to provide them with guidance on “building inclusive classroom spaces.” Participants analyzed their own class-level data and made “**inquiries into equity gaps (or absence of equity gaps)** across multiple student identities.”

UNIVERSITY OF ARIZONA

The University of Arizona's **College of Education** features content that includes critical theory, critical race theory, and postcolonialism. Course texts include Paulo Freire's *Pedagogy of the Oppressed*.

COURSES

TLS 386: GLOBAL CITIZENSHIP: READING THE WORLD AND THE WORD

The course **TLS 386: Global Citizenship: Reading the World and the Word** includes Paulo Freire's *Pedagogy of the Oppressed*.

The description states that the course will focus on “developing the knowledge and perspectives that are essential to global citizenship through reading and responding to children’s and adolescent literature set in a wide range of global cultures.”

TLS 681: CRITICAL CONTENT ANALYSIS OF TEXT AND IMAGE

The course **TLS 681: Critical Content Analysis of Text and Image** features content such as **critical theory, critical race theory**, and postcolonialism.

The description states that the “research methodology course explores the theoretical frames and research processes for critical content analysis of text and image, with an emphasis on children’s and adolescent literature as texts, although class members may look at other forms of text, such as advertisements, web sites, documents, etc.” The course also explores the “critical within content analysis as an interest in locating power in social practices and in understanding, uncovering, and transforming conditions of inequality, using theoretical frames such as critical discourse studies, postcolonialism, and critical race theory.”

The College of Education also offers a **Trans Freedom Summer School** which includes a series of webinars such as “We Keep Us Safe: Abolition as a Path for Trans Liberation.” The website states that the “webinars are youth-friendly and were created with the intention of being for people aged 11 and up” however, “youth under 11 can still view these webinars, though, and are encouraged to do so with the adults in their lives to encourage conversation and reflection.”

WE KEEP US SAFE: ABOLITION AS A PATH FOR TRANS LIBERATION

The **We Keep Us Safe: Abolition as a Path for Trans Liberation Micro Syllabus** that accompanies the webinar states that it “leads participants in this youth-friendly webinar to explore the concept of abolition and how it works as a path towards trans liberation.”

Resources include links to **Woke Kindergarten** and the Abolitionist Teaching Network.

Arkansas

UNIVERSITY OF CENTRAL ARKANSAS

The University of Central Arkansas' College of Education course **EDUC 3322 – Diverse Learners in Inclusive Settings** includes topics such as heterosexism, tenets of queer theory, and white privilege. Texts include bell hooks' *Teaching to Transgress: Education as the Practice of Freedom*.

It states that the purpose of the course is to “equip future educators with the knowledge, skills, and dispositions to create learning environments to support all learners with a consideration for student demographic categories including race, ethnicity, language, socioeconomic status, LGBTQ, ability, and students experiencing trauma.”

The course syllabus includes a section titled “Open Statement” which states that “making comments that are racist, sexist, classist, etc. are not opinions” and that “rejecting the existence of something like **white privilege is not an opinion.**” It continues: “**Concepts like privilege and microaggressions are not political.** They are evidence-based events that we have studied deeply in the field and know exist and impact the lived experiences of students and teachers daily.”

The outline of the course includes topics such as “race,” “LGBTQ+,” and “implicit bias.”

Listed course readings include bell hooks' *Teaching to Transgress: Education as the Practice of Freedom* and “White Privilege: Essential Readings on the Other Side of Racism” and “Are we not fatigued? Queer battle fatigue at the intersection of heteronormative culture.”

California

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

California Polytechnic State University School of Education courses feature topics such as critical pedagogy, queer theory, and white privilege. Course texts include Paulo Freire's *Pedagogy of the Oppressed*.

COURSES

EDUC 405: SOCIAL, HISTORICAL, AND CULTURAL INFLUENCES ON LATINO/A STUDENTS IN EDUCATION

The course **EDUC 405: Social, Historical, and Cultural Influences on Latino/a Students in Education** includes topics such as **critical pedagogy** and cultural oppression. Course texts include Paulo Freire's *Pedagogy of the Oppressed*.

The description states that it “examines the sociocultural background and historical, political, economic, and educational factors that converge to shape a Latinx group identity in the U.S. Perspectives are suggested and developed for understanding Latinx migrations, the plight of Latinxs in urban and rural areas, and the unique problems faced by the diverse Latinx subgroups in California and the U.S.”

The course also reviews ethnic studies in K-12 schools with a focus on **Liberated Ethnic Studies Model Curriculum**.

EDUC 412: ACCESS TO LEARNING IN A PLURALISTIC SOCIETY

The course **EDUC 412: Access to Learning in a Pluralistic Society** includes content such as **queer theory**, power pedagogy, and **white privilege**.

The course description states that it is “an inquiry into the role of race, social class, gender, sexuality, and other identities that impact public schooling.”

Course readings include *White Privilege: Unpacking the Invisible Knapsack & Some Notes for Educators*, *Becoming Queerly Responsive Culturally Responsive Pedagogy for Black and Latino Urban Queer Youth*, and “Power Pedagogy Through Cultural Responsiveness.” *In Culturally Responsive Teaching: Theory, Research, and Practice* (pp. 21-44).

Course assignments include students write a “Racial Autobiography” where they will describe “the experiences that inform her or his racial identification” and requires “students to explore the moments, lessons, people, and other influences that shape the way they identity racially and understand race, color, culture, and ethnicity.” Additionally, students are “asked to consider the ways that gender, social class, and sexuality intersect with their racial identity” and “reflect on the moments that race or racism played a role in their education.” It also states that the assignment “may conjure feelings of discrimination, invisibility, or privilege.”

CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS

California State University Dominguez Hills College of Education courses feature topics such as **critical race theory**, **decolonization**, and **white privilege**.

COURSES

TED 407: LANGUAGE IN PRAXIS

The course **TED 407: Language in Praxis** includes content such as **critical race theory**, “racist nativism,” and microaggressions.

The course description states that it “focuses on critical theories of how people acquire and use language in multilingual contexts that include language learning processes and contemporary insights into the nature of the language.” The course also prioritizes “Praxis – students are required to complete 10 hours of fieldwork at a local school site.”

TED 506: MULTICULTURAL & SOCIAL FOUNDATIONS OF EDUCATION

The course **TED 506: Multicultural & Social Foundations of Education** includes content such as **antiblackness**, **critical race theory**, **decolonization**, **toxic masculinity**, and **white privilege**.

The course description states that it is “an investigation and analysis of cultural influences and constructs such as race, gender, and class to provide insight into the relationship among the individual, society, and school in U.S. education.”

CALIFORNIA STATE UNIVERSITY SAN MARCOS

California State University San Marcos School of Education courses feature topics such as **critical race theory**, **intersectionality**, **white privilege**, and **whiteness**. Course texts include Paulo Freire's *Pedagogy of the Oppressed* and Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack*.

COURSES

EDUC 364: THE ROLE OF CULTURAL DIVERSITY IN SCHOOLING

The course **EDUC 364: The Role of Cultural Diversity in Schooling** includes content such as **critical race theory**, **intersectionality**, **whiteness**. Course texts include Paulo Freire's *The Politics of Education*.

The course description states that it “explores cultural and linguistic diversity as critical variables in achieving educational equity for all students. Major units include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, sexual orientation, and ability; social, structural, programmatic, and curricular issues; and effective teaching for diverse populations.”

EDUC 602: SCHOOLING IN A MULTICULTURAL SOCIETY

The course **EDUC 602: Schooling in a Multicultural Society** includes content such as critical pedagogy and **white privilege**. Course texts include Paulo Freire's *Pedagogy of the Oppressed* and Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack*.

The course description states that “focuses on an introduction to issues of schooling in a multicultural society. It includes an overview of multicultural education and addresses areas of study such as culture and cognition, the psychology of personal prejudice, diversity and exceptionality, intercultural communication, cross cultural competence, and curriculum and teaching in multicultural contexts.”

SANTA CLARA UNIVERSITY

Santa Clara University School of Education and Counseling Psychology courses feature topics such as critical pedagogy and social justice teaching. Course texts include Paulo Freire's *Pedagogy of the Oppressed*.

COURSES

EDUC 250/275: ETHICS, DIVERSITY, REFLECTION: INTRODUCTION TO TK-12 TEACHING

The course **EDUC 250/275: Ethics, Diversity, Reflection: Introduction to TK-12 Teaching** includes content such as critical pedagogy and social justice teaching. Course texts include Paulo Freire's *Pedagogy of the Oppressed*.

EDUC 253/278: TYPICAL AND ATYPICAL DEVELOPMENT & LEARNING

The course **EDUC 253/278: Typical and Atypical Development & Learning** includes content such as critical pedagogy. Course texts include Paulo Freire's *Pedagogy of the Oppressed*.

The course description states that it “examines theories and patterns of typical and atypical development as this relate to teaching practices and educational programs” and students will “apply theories of cognitive, physical, and social/emotional and motivation to learning contexts among children, youth and early adulthood.”

STANFORD UNIVERSITY

Stanford University School of Education courses feature topics such as **critical pedagogy critical race theory, oppression, restorative justice, transformative social emotional learning, white privilege, and white supremacy culture**. Course texts include Angela Davis's *Are prisons obsolete?*, Michel Foucault's *Discipline and Punish: The Birth of the Prison*, bell hooks' *Teaching to transgress: Education as the practice of freedom*, Paulo Freire's *Pedagogy of the Oppressed*, and Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack*.

COURSES

EDUC 224: BUILDING CLASSROOM COMMUNITIES

The course **EDUC 224: Building Classroom Communities** (2024) includes content such as social emotional learning, restorative justice, and **white supremacy culture**. Course texts include Dena Simmons' **Why we can't afford whitewashed social-emotional learning**.

The course description states that it “will draw upon our growing vision of our classroom community. Using what we learned about building authentic and meaningful relationships with students,” it will “develop an understanding of what cultural, pragmatic, and research implications underlie our responses to students’ behavior,” and will “explore tools to better understand children’s behavior, identify when and how to redirect students, explore ways to repair harm and restore community, and address difficult emotions and conflict in the classroom.”

The course **EDUC 224: Building Classroom Communities** (2018) content includes restorative justice. Course texts include William Ayers, Rick Ayers, and Bernadine Dohrn's *Zero Tolerance: Resisting the Drive for Punishment in Our Schools*, Angela Davis's *Are prisons obsolete?*, and Michel Foucault's *Discipline and Punish: The Birth of the Prison*.

EDUC 240: ADOLESCENT DEVELOPMENT & LEARNING

The course **EDUC 240: Adolescent Development & Learning** includes content such as **critical race theory** and **transformative social emotional learning**.

The course will focus on “principles of adolescent development and learning in family, school, and community contexts” and “examine adolescents from psychological, cognitive, social, and academic perspectives.”

EDUC 246: ELEMENTARY TEACHING SEMINAR (PRACTICUM)

The course EDUC 246: Elementary Teaching Seminar (Practicum) includes content such as **white privilege**. Course readings include Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack*.

The course description states that it “serves as the official Stanford University course for three elements of the STEP Elementary curriculum: (1) the student teaching experience, (2) the supervisory program, and (3) the ‘Seminar’ sessions.”

EDUC 285: DEVELOPMENTAL FOUNDATIONS, DIS/ABILITY, ACCESS, & INCLUSION

The course **EDUC 285: Developmental Foundations, Dis/ability, Access, & Inclusion** includes content such as **critical race theory**.

The course description states that it seeks to “increase STEP candidates’ knowledge related to (a) evidence-based practices for providing high-quality, inclusive instruction for students with disabilities, and (b) successfully coteaching and collaborating with special education teachers.”

EDUC 289: CIVIC LITERACIES IN LEARNING & TEACHING

The course **EDUC 289: Civic Literacies in Learning & Teaching** includes content such as **critical race theory**. Course texts include readings from **Paulo Freire**.

The course description states that it is “designed to build a socio-cultural grounding in how literacies are enacted and supported both in secondary classrooms and in out-of-school settings.”

EDUC 299: (BEYOND) EQUITY AND SCHOOLING

The course **EDUC 299: (Beyond) Equity and Schooling** course includes content such as **critical pedagogy** and **oppression**. Course texts include **bell hooks’ *Teaching to transgress: Education as the practice of freedom*** and **Paulo Freire’s *Pedagogy of the Oppressed***.

The course description states that it “approaches issues of equity in teacher education by simultaneously cultivating conceptual and pedagogical tools for existing within and beyond current institutions. To do so, we will engage in the work of developing our lenses on four levels of systemic oppression: individual, interpersonal, institutional, and structural.”

UNIVERSITY OF CALIFORNIA BERKELEY

University of California Berkeley School of Education courses feature topics such as **critical pedagogy** and **whiteness**. Course texts include Paulo Freire’s *Pedagogy of the Oppressed*.

COURSES

WED 140: THE ART OF MAKING MEANING: EDUCATIONAL PERSPECTIVES ON LITERACY AND LEARNING IN A GLOBAL WORLD

The course **WED 140: The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World** includes content such as **critical pedagogy** and **whiteness**. Course texts include **Paulo Freire’s *Pedagogy of the Oppressed***.

The course description states that students will “understand how we use language and other modalities to communicate in a digital age—that is, how we use a variety of symbol systems to make meaning.”

UNIVERSITY OF CALIFORNIA IRVINE

The University of California Irvine's **School of Education** courses feature topics including critical race theory.

ED 124: MULTICULTURAL EDUCATION IN K-12 SCHOOLS

The course **ED 124: Multicultural Education in K-12 Schools** includes topics such as **critical race theory**.

The course objectives state that this course's purpose is to "address how demographic, economic, historical, political, and social forces impact diverse populations with respect to their performance in schools." The course places particular emphasis on "understanding the educational plight of low-income Asian Americans, African Americans, and Chicano/Latinos in urban school contexts" and "their attempts to gain social mobility will be critically assessed." The course aims to "examine how structures of domination and subordination are reproduced and resisted through the 'cultural practices' of distinct student populations." Additionally, special attention is given to "transformative practices that enable students to dismantle inequality."

Student learning outcomes include:

- "Analyze contemporary race theories."
- **"Engage in a critical pedagogy of race."**
- "Explore alternative approaches to understanding the oppression of people of various backgrounds."

Required readings include:

- Flores, Cousin & Diaz (1991) and Solorzano, D. G., & Yosso, T. J. (2001). *From racial stereotyping and deficit discourse organizer Flores S&Y to toward a critical race theory in teacher education*
- Noguera, P. (2003). *Schools, prisons, and social implications of punishment: Rethinking disciplinary practices*
- Lewis, A. (2003). *Everyday Race-Making*

UNIVERSITY OF CALIFORNIA SANTA CRUZ

The University of California Santa Cruz's Education Department courses include topics such as critical theory, critical race theory, decolonization, intersectionality, whiteness, Karl Marx and Marxism, and Paulo Freire.

COURSES

EDUC 135: GENDER & EDUCATION

The **EDUC 135: Gender & Education** course features topics such as intersectionality, **tenets of queer theory**, and transgenderism. Course readings include authors Judith Butler and bell hooks.

The course description states that it “introduces students to major issues and concepts in the study of education and gender,” explores “basic concepts such as sex, gender, gender expression and gender identity,” and that “gender identity and sexuality intersect with processes of racialization and colonial domination to produce notions of ‘normativity’ and ‘deviance.’”

The course “proceeds from the assumptions that gender is a construction with material effects and that critical studies contain a precious reservoir for figuring out how power operates so that we can identify and disrupt the ways that some are in positions to benefit from gender constructs while others are purposively disadvantaged.”

EDUC 181: RACE, CLASS, AND CULTURE IN EDUCATION

The course **EDUC 181: Race, Class, and Culture in Education** features topics such as **critical race theory**, decolonization, intersectionality, and **whiteness**.

The course description states that it “invites students to analyze and reflect upon the impact of our own educations and institutional oppression on communities in the U.S.”

It also states that “**critical thinking is a pedagogy and a process of urgency that results from using theories to examine the real world [sic] struggles of individuals and groups.**”

The following are courses listed in the Education Department's **course catalog**. Topics included in the courses are **critical pedagogy, critical theory, critical race theory, Karl Marx and Marxism, and Paulo Freire.**

EDUC 162: CRITICAL YOUTH STUDIES IN EDUCATION

EDUC 162	Critical Youth Studies In Education	Upper Division	5 Units
Examines youth as a social construction, relation, and achievement to understand the everyday lives, experiences, learning, and education of youth. Explores the development, histories, cultures, politics, and resistance of youth in education, focusing on race, gender/sexuality, class, and their intersections. Enrollment restricted to junior and senior education minors. Enrollment limited to 25. (General Education Code(s): ER.)			

EDUC 173: SEMINAR IN CRITICAL PEDAGOGY

EDUC 173	Seminar In Critical Pedagogy	Upper Division	5 Units
Philosophical and pedagogical exploration of relationships among oppression, power, society, education, and change. Examines how history, power, economics, and discrimination shape societal perspectives and schooling practices, and considers ways to transform education. Enrollment is restricted to education or STEM minors, physics education majors, or students with math education concentration or Earth sciences science education concentration, or biology B.A. bioeducation, or by permission of instructor. May be repeated for credit.			

EDUC 274: LANGUAGE AND POWER IN EDUCATION

EDUC 274 [Language And Power In Education](#)

Graduate

5 Units

Examines relationships between sociopolitical struggles and language/language practices. Students study ways in which Marxism, critical theory, and post structuralism have represented links between language and power, and investigate contemporary studies of language and power in education. Enrollment is restricted to graduate students. Enrollment limited to 15.

EDUC 292: IDEOLOGY AND EDUCATION

EDUC 292 [Ideology And Education](#)

Graduate

5 Units

Philosophical study of the theory of ideology from Marx to the present and how ideologies (racism, sexism, classism, linguisticism, abilityism) become embodied, reproduced, resisted, and transformed (and particularly the role of education therein). Enrollment is restricted to graduate students. Enrollment limited to 22.

EDUC 295: CRITICAL PERSPECTIVES IN EDUCATION

EDUC 295 [Critical Perspectives On Education](#)

Graduate

5 Units

Investigates critical theories in education. Situates the themes against and within critical theory and philosophic foundations of Paulo Freire's theory of liberation education. Elaborates these themes within the discourses on critical race theory and education, and feminism and education. Enrollment is restricted to graduate students. Enrollment limited to 15.

UNIVERSITY OF REDLANDS

University of Redlands School of Education courses feature content such as **critical theory**, **critical race theory**, **critical pedagogy oppression**, and **queer theory**.

COURSES

EDUG 402: SINGLE SUBJECT METHODS I: CRITICAL PEDAGOGY AND INSTRUCTIONAL DESIGN

The course “EDUG 402: Single Subject Methods I: Critical Pedagogy and Instructional Design” includes content such as critical pedagogy and **critical theory**.

EDUG 404: SINGLE SUBJECT METHODS II: LITERACIES FOR DIVERSE LEARNERS

The course “EDUG 404: Single Subject Methods II: Literacies for Diverse Learners” includes content such as **critical theory**.

EDUC 669: DIVERSITY AND SOCIAL JUSTICE IN HIGHER EDUCATION

The course “EDUC 669: Diversity and Social Justice in Higher Education” includes content such as **oppression** and **privilege**.

EDUC 835: CRITICAL THEORY AND EDUCATIONAL LEADERSHIP

The course “EDUC 835: Critical Theory and Educational Leadership” features content such as **critical theory**, **critical race theory**, **queer theory**, and intersectionality.

EDUC 836: RACE, EQUITY, AND SCHOOLS

The course “EDUC 836: Race, Equity, and Schools” includes content such as **racial capitalism**, **systemic racism**, **decolonization**, and **antiracism**.

UNIVERSITY OF SOUTHERN CALIFORNIA

The Southern California University Rossier School of Education includes courses that feature topics such as critical theory, critical race theory, critical pedagogy, and white fragility. Texts used in courses include Paulo Freire's *Pedagogy of the Oppressed* and Robin DiAngelo.

The School of Education's mission is to "prepare leaders to achieve educational equity through practice, research, and policy." Students will also "interrogate the systems of power that shape policies and practices."

COURSES

EDUC 523: EQUITY AND INCLUSION IN ORGANIZATIONAL CONTEXTS

The course **EDUC 523: Equity and Inclusion in Organizational Contexts** features topics such as **critical theory**, **critical race theory**, intersectionality, and **white fragility**. Texts used in the course include **Robin DiAngelo's** *White Fragility*.

The course description states that it "examines the history and current systems that affect efforts toward an equitable and just society" and aims to "understand key issues around diversity, inclusion, and equity, as well as how these issues impact and inform representation, leadership, and organizational change."

EDUC 677: APPLICATIONS OF CURRICULUM AND PEDAGOGY IN URBAN SECONDARY ENGLISH CLASSROOMS

The course **EDUC 677: Applications of Curriculum and Pedagogy in Urban Secondary English Classrooms** features topics such as **critical pedagogy**, critical media literacy, and critical consciousness. Course texts include **Paulo Freire's** *Pedagogy of the Oppressed* and *Pedagogy of Freedom*.

The course description states that "antiracist pedagogy frames the course as an Enduring Understanding that Eurocentric approaches to planning, teaching, and assessing should be reframed to include Black, Indigenous, and People of Color (BIPOC) perspectives and knowledge in varied contexts."

COLORADO STATE UNIVERSITY

Colorado State University's School of Education includes courses that feature topics such as critical theories, oppression, queer theory, whiteness, and white privilege. Course texts include Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack* and Karl Marx's *Capital*.

COURSES AND MAJORS

ETHNIC STUDIES MAJOR – CONCENTRATION IN SOCIAL STUDIES EDUCATION

The university offers students an **Ethnic Studies Major with Concentration in Social Studies Education** which includes courses that feature topics such as **oppression, queer, whiteness, and white privilege**.

Courses students are to take include **Intro to Ethnic Studies**, **Gender in the Economy** or **Racial Inequality and Discrimination**, **Queer Studies and Women of Color**, **Feminist Theory**, **Global Environmental Justice Movements**, and education courses leading to a teaching certification.

ETST 100: INTRO TO ETHNIC STUDIES

The course **ETST 100: Intro to Ethnic Studies** includes topics such as **whiteness, white privilege**, “Trump and the politics of hate and White radicalism,” and Black Lives Matter. Course texts include **Peggy McIntosh’s *White Privilege: Unpacking the Invisible Knapsack***.

The course description states that it will “look at the different forms of identity politics that are prevalent within Ethnic Studies” and includes core concepts of “Race, Class, Gender, and Sexuality.” It will also “expand out from there and critically look at how the structures of power still affect people all around the world.”

ETST 365: GLOBAL ENVIRONMENTAL JUSTICE MOVEMENTS

The course **ETST 365: Global Environmental Justice Movements** features topics such as capitalism, colonialism, and a reading from Karl Marx’s *Capital*.

The course description states that the course is “dedicated to examining struggles for environmental justice in diverse regions of the world” and that everywhere students look, they will find that “social inequality shapes how environmental problems are created, recognized, and dealt with.”

EDUC 715: CRITICAL THEORY, EDUCATIONAL EQUITY & PRAXIS

The course **EDUC 715: Critical Theory, Educational Equity & Praxis** states that the course focuses on “systems of power and oppression in understanding how educational institutions work” and will look at “how **critical theories** inform educational practice and contribute to transformative action across educational settings.”

UNIVERSITY OF COLORADO BOULDER

The University of Colorado Boulder College of Education courses feature topics such as critical pedagogy, teacher activism, and white privilege. Course texts include reading from Paulo Freire and bell hooks.

COURSES

EDUC 3013: SCHOOL AND SAFETY

The course **EDUC 3013: School and Safety** includes content such as **critical pedagogy, decolonization, teacher activism, and white privilege**. Course texts include readings from **Paulo Freire, bell hooks**, and Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack*.

The course will “critically examine the role of education in a diverse and pluralistic democracy” and “Students will “examine the relationship between democracy and education, including how educational institutions and practices might be structured democratically.” The course will also help students “**develop an awareness of race, ethnicity, class, gender and other lines of difference, and explore how schooling might be structured in ways that build equity and justice.**”

UNIVERSITY OF COLORADO DENVER

The University of Colorado Denver School of Education & Human Development courses include topics such as critical race theory, power, and privilege.

DOCTOR OF EDUCATION (EDD) – LEADERSHIP FOR EDUCATIONAL EQUITY

The **student handbook** for the Doctor of Education degree at the University of Colorado Denver makes social justice the first priority and has several required courses dedicated to privilege and promoting diversity, equity, and inclusion.

The stated goal of the Doctor of Education program is to prepare educational leaders to critically examine systems that grant privilege to some and marginalize others.

Additionally, the school states that the number one expectation of students completing the program is that they will be able to “Analyze and critically evaluate educational theories, policies, research, and practices intended to improve **equity and social justice.**” Acting as an educational leader is listed as a secondary goal.

Every Doctor of Education student must take the course “EDFN 7410 Power & Privilege” which discusses the role of power and privilege in individual and institutional interactions as well as a second course that addresses equity and diversity. The program also offers the course “CLDE 7310: Critical Race Theory.”

COURSES

EDFN 7410: POWER AND PRIVILEGE: THE SOCIAL CONSTRUCTION OF DIFFERENCE

The course “EDFN 7410: Power and Privilege: The Social Construction of Difference” states that it will focus on “understanding culture and diversity, recognizing the role of **power** and **privilege** in both individual and institutional interactions, and developing a philosophy of social justice and equity.”

CLDE 7310: CRITICAL RACE THEORY

The course “CLDE 7310: Critical Race Theory” states that students “will gain knowledge of **Critical Race Theory** and its early origins” and will include “**interest convergence, intersectionality, revisionist history, critiques of Liberalism, and critiques of CRT.**” The course will also “explore methodological issues and the potential applicability of CRT to their own research.”

Connecticut

TRINITY COLLEGE

Trinity College's courses include topics such as critical pedagogy, **critical race theory**, **tenets of queer theory**, and **teacher activism**. Course texts include Paulo Freire's *Pedagogy of the Oppressed*.

COURSES

EDUC 309: RACE, CLASS, AND EDUCATIONAL POLICY

The course **EDUC 309: Race, Class, and Educational Policy** includes topics such as **critical race theory**.

The course description states students will “work collaboratively to research and analyze race, class, and educational policy” and will “closely read studies by other authors and conduct our own collaborative research project.”

EDUC 312: EDUCATION FOR JUSTICE

The course **EDUC 312: Education for Justice** includes content such as critical pedagogy, **critical race theory**, decolonization, **tenets of queer theory**, and student and **teacher activism**. Course texts include Paulo Freire's *Pedagogy of the Oppressed*.

The description states that it will “centrally explore the questions: What does it mean to educate for justice? How can education and/or schooling play a role in creating and working towards freedom, resistance, healing, respect, and sovereignty?” and will “**examine theoretical approaches to critical and liberatory education, as well as how these theories take hold in practice, both in formal and informal schooling settings.**”

EDUC 323: CRITICAL PEDAGOGY

The course **EDUC 309: Race, Class, and Educational Policy** includes topics such as critical pedagogy and **critical race theory**. Course texts include Paulo Freire's *Pedagogy of the Oppressed*.

The course description states that it will “**reimagine educational spaces using a critical lens**” and will “**explore critical theory and pedagogical frameworks to uncover solutions for more equitable, inclusive, and social justice-oriented schools.**”

WESLEYAN UNIVERSITY

Wesleyan University's **College of Education Studies** features courses that include topics such as critical pedagogy, critical theory, critical race theory, decolonization, queer theory, white supremacy, and whiteness. Course texts include Paulo Freire's *Pedagogy of the Oppressed* and bell hooks' *Teaching to Transgress: Education as the Practice of Freedom*.

This college "does not provide the course credentials for CT State Initial Educator Certification that are required for teaching positions in public schools."

COURSES

EDST 213Z: INTRODUCTION TO SOCIAL JUSTICE EDUCATION

The course **EDST 213Z: Introduction to Social Justice Education** features topics such as **critical pedagogy**, fat pedagogy, trans oppression, power, privilege, **queer theory**, **white privilege**, and **whiteness**. Course texts include bell hooks' *Teaching to Transgress: Education as the Practice of Freedom*.

The description states that it will "provide a space for students to learn about liberatory methods for teaching and practicing social justice while interrogating the historical discourses that have shaped social justice education." The course will focus on "liberation philosophy, **critical pedagogy**, feminist theory, **postcolonial theory**, intercultural communication theories, **queer theory**, indigenous studies, and disability studies."

Course readings and weekly topics include "racism and white privilege," "whiteness," "Trans* Oppression," and "Fat Pedagogy."

EDHD 624: DECOLONIZING EDUCATION

The graduate-level course **EDHD 624: Decolonizing Education** features topics such as **critical race theory**, decolonization, liberation, postcolonialism, **queer theory**, **white supremacy**, and **whiteness**. Texts include Paulo Freire's *Pedagogy of the Oppressed* and bell hooks' *Teaching to Transgress: Education as the Practice of Freedom*.

The course description asks, "how has the construction of knowledge and academic traditions from across the globe been impacted by such phenomena as post(modernity), (neo)colonialism, and (neo)liberalism?" The course will "center on ways people have worked within these dominant modes of thought to resist hegemonic modern discourses that **privileges logical positivism, quantification, objectivism**, and Western European histories and ideologies above all else."

EDHD 633: SOCIOLOGICAL FOUNDATIONS OF MODERN AMERICAN EDUCATION

The graduate-level course **EDHD 633: Sociological Foundations of Modern American Education** features topics such as **critical pedagogy**, "color-blind racism," and **whiteness**. Course texts include bell hooks' *Teaching to Transgress: Education as the Practice of Freedom*.

The course description states that it will "provide a space for students to learn about how the American educational system has evolved over the centuries while interrogating the historical discourses that have shaped it the most" and will also include a focus on globalization, neoliberalism, and multicultural education.

EDHD 638: PHILOSOPHY OF EDUCATION

The graduate-level course **EDHD 638: Philosophy of Education** features topics such as **critical pedagogy** and **critical theory**. Course texts include reading Paulo Freire.

The course description states students will “examine some of the most dominant educational theories in America, the presuppositions present in them, and the arguments for and against them” and will focus on “critical theory, humanism, and multiculturalism can impact our understanding of education.”

EDHD 681: SENSING, THINKING, AND LEARNING: UTILIZING ENGAGED PEDAGOGY IN THE ACADEMY

The graduate-level course **EDHD 681: Sensing, Thinking, and Learning: Utilizing Engaged Pedagogy in the Academy** features topics such as critical pedagogy, **critical theory**, and decolonization. One of the course texts includes Paulo Freire’s *Pedagogy of the Oppressed* and bell hooks’ *Teaching to Transgress: Education as the Practice of Freedom*.

The course description states that it will “provide a space for students to learn about different theories of dialogue, embodied learning, and pedagogies of engagement and how they can be applied to nurture critical thinking in an educational setting.” The course will also focus on “how liberation philosophy, postcolonial theory, affect theory, postpositivism, the philosophy of language, and critical theory can impact our understanding of education and critical thinking.”

Florida

FLORIDA A&M UNIVERSITY

Florida A&M University College of Education courses include content such as critical pedagogy and texts including Paulo Freire’s *Pedagogy of the Oppressed*.

COURSES

EDF 2085: INTRODUCTION TO DIVERSITY FOR EDUCATORS

The course **EDF 2085: Introduction to Diversity for Educators** includes content such as culturally responsive teaching.

The course description states that it “provides the opportunity to explore issues of diversity, including an understanding of the influence of exceptionalities, culture, family, gender, sexual orientation, socioeconomic status, religion, language of origin, ethnicity, and age upon the educational experience.”

TSL 3080: INTRODUCTION TO ESOL

The course **TSL 3080: Introduction to ESOL** includes content such as critical pedagogy and texts such as Paulo Freire’s *Pedagogy of the Oppressed*.

The course description states that it is “designed to introduce students to the underlying theories and principles that shape the field of ESOL”

FLORIDA ATLANTIC UNIVERSITY

Florida Atlantic University College of Education courses feature topics such as **critical pedagogy, oppression, tenets of queer theory, and white privilege**. Course texts include bell hooks' *Teaching to Transgress: Education as the Practice of Freedom*, Paulo Freire's *Pedagogy of the Oppressed*, and Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack*.

COURSES

EDF 2085: INTRODUCTION TO DIVERSITY FOR EDUCATORS

The course **EDF 2085: Introduction to Diversity for Educators** includes content such as anti-racism, **critical pedagogy**, and social justice.

The course description states that it “will examine how various ethnic/cultural groups are served in U.S. schools.”

EDG 5705: MULTICULTURAL EDUCATION

The course **EDG 5705: Multicultural Education** includes content such as critical pedagogy, oppression, tenets of queer theory, and **white privilege**. Course texts include **bell hooks' *Teaching to Transgress: Education as the Practice of Freedom***, Paulo Freire's *Pedagogy of the Oppressed*, and Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack*.

The course description states that it is “designed to inform students about the central principles of multicultural education, including and examination of research on policies and practices that support or impede equity in the education of culturally, linguistically and socially diverse populations.”

MIAMI DADE COLLEGE

COURSES

EDF 2085: INTRO TO DIVERSITY

The course **EDF 2085: Intro to Diversity** includes topics such as power, [unearned] privilege, oppression, and activism.

The course description states that students will “explore the role of teachers as agents of social change and examine their own attitudes towards diversity and exceptionalities” and “will engage in learning opportunities that include cross- cultural dialogue and critical reflection on social justice and oppression based on race, ethnicity, gender, sexual orientation, religion, (dis)ability status, and social class.”

UNIVERSITY OF FLORIDA

The University of Florida's College of Education courses include topics such as critical pedagogy, **critical race theory**, **white fragility**, and **white privilege**. The courses also include texts such as Ozlem Sensoy and Robin DiAngelo's *Is everyone really equal? An introduction to key concepts in social justice education*, Robin DiAngelo's *White Fragility: Why It's so Hard for White People to Talk About Racism*, Paulo Freire, and Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack*, and Delgado and Stefancic's *Critical race theory: An introduction*.

A recently released report from the Claremont Institute titled **Making Kindergarten Teachers Into Radicals** focuses on the Elementary Education at The University of Florida programming.

COURSES

EDF 2085: TEACHING DIVERSE POPULATIONS

The course **EDF 2085: Teaching Diverse Populations** features topics such as oppression, power, **white privilege**, and racism. It also includes texts such as Ozlem Sensoy and Robin DiAngelo's *Is everyone really equal? An introduction to key concepts in social justice education* and Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack*.

Its description states that it is a “survey of educational demographics, foundations of prejudice, elements of culture, political and philosophical roots of diversity and commonality, exceptionalities, and barriers to cultural understanding and diversity in the classroom.”

EDG 7224: CRITICAL PEDAGOGY

The graduate-level course **EDG 7224: Critical Pedagogy** features topics such as **critical pedagogy**, microaggressions, and **white fragility**. It also includes texts such as Ozlem Sensoy and Robin DiAngelo's *Is Everyone Really Equal: An introduction of Key Concepts in Social Justice Education*, Robin DiAngelo's *White Fragility: Why It's so Hard for White People to Talk About Racism*, and Paulo Freire.

The course description states that students “will become familiar with key concepts and principles of critical theory, critical pedagogy, and social justice education so that they may use this body of work to inform their teaching, leadership, scholarship, and, perhaps, their lives.”

EDF 6939/LAS 6938: CRITICAL RACE THEORY IN EDUCATIONAL RESEARCH

The graduate-level course **EDF 6939/LAS 6938: Critical Race Theory in Educational Research** features **critical race theory** and texts such as Delgado and Stefancic's *Critical race theory: An introduction*.

The course description states that 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.”

The purpose of the course 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.”

A course assignment requires students to write a “Critical Race Autobiography” which includes a reflection on the student's “positionality as an [educational] researcher who intends to grapple with race and racism” and to answer, “what role has race and racism played in determining how you construct, enact, and/or articulate your identity in various spaces.” It also asks students to “reflect on your lived experiences with race on both a micro and macro-level” and “relate your experiences to a larger conceptual understanding of institutional racism by drawing upon extant scholarly research at various points in your autobiography.”

CHAMINADE UNIVERSITY OF HONOLULU

The Chaminade University of Honolulu College of Education courses feature topics such as **critical theory, oppression, power, and white supremacy**. Course texts include Ozlem Sensoy and Robin DiAngelo's *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education* and Paulo Freire's *Pedagogy of the Oppressed*.

COURSES

EDUC 627: SECONDARY METHODS II

The course **EDUC 627: Secondary Methods II** includes content such as **critical theory, oppression, power, privilege, and white supremacy**. Course texts include **Ozlem Sensoy and Robin DiAngelo's *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education***.

The course description states that it “demonstrates a variety of instructional methodologies and approaches that are workable in the content subject area.”

EDUC 724: SOCIAL-EMOTIONAL DVT.: THEORY TO PRACTICE

The course **EDUC 724: Social-Emotional Dvt.: Theory to Practice** include topics such as temperament, emotions, attachment, and self and social cognition.

The course description states that it “covers theoretical, empirical and applied issues in children’s interpersonal, emotional and personality development” and include topics such as “attachment, personality, temperament, aggression, motivation with consideration of biological and environmental influences.”

EDUC 790: ISSUES OF PEACE, SOCIAL JUSTICE, AND EDUCATIONAL REFORM

The course **EDUC 790: Issues of Peace, Social Justice, and Education Reform** includes content such as critical pedagogy. Course texts include **Paulo Freire's *Pedagogy of the Oppressed***.

The course description states that it is an “exploration of influences on educational change at classroom, school, community, state, and national levels” and will “focus on critical examination of peace and justice theories, principles, and research related to educational reform.”

IDAHO STATE UNIVERSITY

Idaho State University's Albion Center for Professional Development courses include topics such as **white privilege**, microaggressions, restorative practices, social emotional learning, and trauma informed classrooms.

PROFESSIONAL DEVELOPMENT PROGRAMMING

DIVERSITY, EQUITY & INCLUSION

The **course** objective states that the "purpose of this professional development course is to help educators and administrators in K-12 settings better understanding diversity, equity, and inclusion."

Modules for the course include topics such as "**white privilege**," "racial identity development," and microaggressions.

RESTORATIVE PRACTICES FOR TEACHERS

The **course** description states that the "purpose of this professional development course is to empower educators with a comprehensive understanding of restorative practices and provide them with the tools necessary to integrate these principles into their classrooms."

Course modules include topics such as restorative practices, "trauma-informed restorative practices," restorative circles, and restorative conferences.

SOCIAL EMOTIONAL LEARNING

The **course** description states that it "determines the importance of five core skills that promote self-awareness, self-management, social development, and overall individual growth. This course integrates the Collaborative for Academic, Social, and Emotional Learning (CASEL) foundation for SEL education which involves the five core competencies intrinsic to personal knowledge and achievement."

TRAUMA INFORMED CLASSROOM

The **course** description states that participants "will learn to identify various traumas that affect learners in today's classrooms. Participants will learn to develop specific behavior strategies and plans to help learners suffering from childhood trauma, so they can be successful learners in the classroom."

Module topics include "trauma," "strategies for Trauma-Informed Schools," and "discipline practices."

Illinois

UNIVERSITY OF ILLINOIS

The University of Illinois at Urbana-Champaign College of Education courses feature topics such as **critical race theory, power, and tenets of queer theory**.

COURSES

EDUC 201: IDENTITY AND DIFFERENCE IN EDUCATION

The course **EDUC 201: Identity and Difference in Education** includes topics such as **critical race theory, power, privilege, and tenets of queer theory**.

The course description states that it will focus on “how we think about students and teachers, and how we, as students and teachers, are socially positioned in our roles and our various identity categories and community attachments” and “**explore ways of knowing, teaching, and learning related to differences in identity and affiliation including school subjects and lessons learned from communities.**”

The syllabus also states that it is “**designed for students interested in reflecting on their own experiences as learners, those considering careers in some form of teaching, and anyone interested in reflecting on how issues of inclusion, exclusion, power, and privilege influence educational theories and community-based practices.**”

Indiana

INDIANA UNIVERSITY INDIANAPOLIS

Indiana University’s Indiana University Purdue University Indianapolis (IUPUI) campus offers courses that include **critical media pedagogy, oppression, and white supremacy**.

COURSES

EDUC W550: TECHNOLOGY FOR TEACHING AND LEARNING

The course **EDUC W550: Technology for Teaching and Learning** features topics such as **critical media pedagogy, oppression, systemic racism, white nationalism, and white supremacy**.

The course description states that it will “investigates innovations, emerging technologies, and technology’s role in education reform.”

Maryland

UNIVERSITY OF MARYLAND

University of Maryland College of Education courses feature topics such as white fragility. Course texts include Robin DiAngelo's *White Fragility*.

COURSES

EDHD 424: CULTURE, SCHOOL & COMMUNITY: CONTEXTS FOR LEARNING (PREK-3RD)

The course **EDHD 424: Culture, School & Community: Contexts for Learning (PreK-3rd)** includes topics such as **white fragility**. Course texts include Robin DiAngelo's *White Fragility*.

The course description states that it “explores the development of the young child (with and without disabilities, as well as those at environmental risk) in the context of the family and community, with particular emphasis on the impact of state, federal and school system policy on the child’s world.”

Massachusetts

HARVARD UNIVERSITY

The Harvard Graduate School of Education **catalog** features course descriptions which include topics such as “fascism and white supremacy,” **critical race theory**, **white supremacy**, **whiteness**, **queer theory**, **decolonial theory**, **white privilege**, and **oppression**. Course texts include Franz Fanon's *The wretched of the earth*, Paulo Freire's *Pedagogy of the Oppressed*, and Peggy McIntosh's *White Privilege: Unpacking the invisible knapsack*.

Below are a few examples of courses offered by the Harvard Graduate School of Education.

EDUCATION T002: CRITICAL RACE THEORY IN EDUCATION

The course titled “Critical Race Theory in Education” states that it “focuses on the epistemological, methodological, and pedagogical uses of **critical race theory** (CRT) in the examination and deconstruction of race-based educational disparities and inequalities in K-12 and postsecondary education.”

The goals for the course will be to “examine the utility of CRT as a theoretical framework in (1) interrogating the factors that cause racial educational disparities; (2) exploring why inequalities exist and persist; and (3) determining sustainable remedies to these disparities and inequalities. The course will begin by looking at CRT’s roots in critical legal studies.”

Additionally, “students will confront the intra and interpersonal challenges and strengths of multiple socially constructed race groups by examining the branches of CRT that focus on people of color, including Latinos, Asians, and Indigenous peoples, and the use of CRT to examine **Whiteness**.”

EDUCATION T004: ETHNIC STUDIES AND EDUCATION

The course titled **Ethnic Studies and Education** includes topics such as critical pedagogy, critical race theory, white privilege, and white supremacy. Course texts include Franz Fanon's *The wretched of the earth*, Paulo Freire's *Pedagogy of the Oppressed*, and Peggy McIntosh's *White Privilege: Unpacking the invisible knapsack*.

The course description states it will introduce students to the “origins, epistemologies, frameworks, key concepts, and central questions in the field of Ethnic Studies, while applying these concepts and questions to our own educational experiences, and the various realms of education in which we currently work.”

EDUCATION A310S: SCHOOLS IN ACTION: OBSERVING, REFLECTING, AND ACTING IN A TIME OF CRISIS

The course “Schools in Action: Observing, Reflecting, and Acting in a Time of Crisis” states that it “seeks to understand the complexities and intricacies of this relationship through observation, reflection and writing.”

The course also states that it “is an opportunity for our learning community to develop their understanding, experience, and voice as democratic educators.” The course description also states that **“education is being used to support a range of social projects from democratic equality and social efficiency to social justice and liberation to fascism and white supremacy”** and that students will “work to create opportunities for reflection, dialogue, and action to critically explore how the relationship between education and democracy contributes to these projects.”

EDUCATION H210P: QUEERING EDUCATION

The course titled “Queering Education” will explore “the role of gender and sexuality in shaping young people’s schooling experiences, opportunities, and outcomes, and the role of schooling experiences in shaping young people’s notions of gender and sexuality.” The course description also states that it is **“about the ‘hidden curriculum’ of heteronormativity and cisnormativity, or the subtle practices in schools that privilege heterosexual, gendered identities and ways of being.”**

UNIVERSITY OF MASSACHUSETTS, AMHERST

The University of Massachusetts, Amherst College of Education courses feature topics such as **critical theory, oppression, power, tenets of queer theory, white privilege, and whiteness**. Course readings include bell hooks.

COURSES

EDUC 202: SOCIAL ISSUES/INTERGROUP DIALOGUE

The course **EDUC 202: Social Issues/Intergroup Dialogue** includes content such as intersectionality, **oppression, privilege, tenets of queer theory, white privilege, and whiteness**. Course texts include readings from bell hooks.

The course description states that students will **“actively participate in semi-structured, face-to-face meetings with other students from other social identity groups,”** “will learn from each other’s perspectives, read and discuss relevant reading material, and explore your own and other groups’ experiences in various social and institutional contexts,” and **“explore ways of taking action to create change and bridge differences at the interpersonal and social/community levels.”**

EDUC 692: FOUNDATIONS AND THEORIES OF LEARNING

The course **EDUC 692: Foundations and Theories of Learning** includes content such as **critical theory, power, and privilege**.

The course description states that it is a “survey course of the major theories of human learning and development as they have been created over the last 125 years from three disciplinary perspectives, the philosophical (Dewey’s pragmatism, Piaget’s structuralism), the psychological (Bruner’s constructivism, Vygotsky’s socio-cultural) and the anthropological (Lave & Wenger’s situated learning theory and González, Moll, & Amanti’s funds of knowledge theory),” and “will also consider learning and development from a critical lens (Esmonde, Bang).”

MICHIGAN STATE UNIVERSITY

The Michigan State University's College of Education features courses that include topics such as critical race theory, tenets of queer theory, white privilege, and whiteness. Texts include Paulo Freire's *Pedagogy of the Oppressed* and Delgado and Stefancic's *Critical race theory: An introduction*.

The College of Education's teacher preparation program "emphasizes the preparation of justice-oriented professionals who are ready to teach on Day 1." The college is guided by its "belief that education empowers adolescents to make the world a more just place" and that its program will start with "social justice coursework that focus on supporting all learners to be critical and creative actors."

Required professional courses include "Social Foundations of Justice and Equity in Education," "Pedagogy and Politics of Justice and Equity in Education," and "Justice and Equity in Seminar."

COURSES

TE 901: EDUCATION VERSUS SCHOOLING: CORE DILEMMAS AND PERSPECTIVES

The course **TE 901: Education Versus Schooling: Core Dilemmas and Perspectives** includes topics such as decolonization and **whiteness**. Texts include Paulo Freire's *Pedagogy of the Oppressed*.

TE 962: TEACHERS AND TEACHING IN URBAN CONTEXTS

The course **TE 962: Teachers and Teaching in Urban Contexts** includes tenets of **critical race theory** and reading Paulo Freire's *Pedagogy of the Oppressed*.

The course description states that it is "designed to explore how individuals participating in the profession of teaching in 'urban' communities have responded over time to ever-changing definitions of school 'success' and 'failure' in the United States."

TE 982: EXAMINING CRITICAL RACE THEORY IN EDUCATION

The course titled **TE 982: Examining Critical Race Theory in Education** features the topics of critical pedagogy, **critical race theory**, "color-blind racism," **tenets of queer theory**, **white privilege**, and **whiteness**. Texts include Delgado and Stefancic's *Critical race theory: An introduction*.

The course description states that students will "**explore Critical Race Theory as an analytical framework that provides race-based...pedagogical approaches to the study of everyday inequalities in P-20 education.**"

The class will "expose the ideological construction of race and education in the U.S." and "work through the oppressive nature of education." Other topics include the "complex intersections among race, gender, class and sexual orientation" as well as "TribalCrit Theory, LatCrit Theory, Critical White Studies, AsianCrit, QueerCrit, and Critical Race Feminism."

Course Objectives include:

- We will explore how **racial inequities are produced, reproduced, and maintained within social institutions of education.**
- We will strive to create affirming spaces for counter discourses that refute ideological constructions of “truth” and “reality.”
- We will work to understand and value the similarities and differences among the experiences of people with different racial backgrounds in P-20 education.
- We will use CRT to inform our personal, social, political, and intellectual experiences as racial beings.
- **We will engage in CRT with the end goals of heightened social consciousness and social transformation.**

TE 982 has modules dedicated to “CRT and Educational Policies;” “Critical Race Feminism and Queer-Crit;” “CRT and Students of Color: Examining K-12 Education;” and “Using CRT to Examine Aspects of Teacher Education.” This module is specifically about **incorporating CRT in teacher education and the classroom:**

In one of the assignments, students are required to create a “CRT Political Autobiography.” The purpose of this assignment is for students to “personally, politically, and intellectually reflect on the content of this course and your experiences (or lack of experiences) as a racialized being.” Students are asked to consider the following questions in their reflections:

- How have my educational experiences been racialized?
- How have my life experiences contributed to my understanding of myself and others as racialized beings?
- What significant life experiences have I had that have contributed to my perceptions of racial, gender, sexual orientation, class, etc. identities in education?

The final research paper is a 20-25 page “original research project utilizing CRT as a guiding framework” in regards to education. Each final paper must:

- **Critique an area (i.e. teachers, students, administration, curriculum, pedagogy, structure, policy, etc...) of education using CRT.**
- Use CRT to address an educational inequality or dilemma.
- Demonstrate a clear understanding of CRT as a theoretical and methodological framework.
- **Highlight the implications of your analysis for education and future possibilities for further inquiry.**

UNIVERSITY OF MICHIGAN

The University of Michigan School of Education courses feature topics such as **critical pedagogy, critical theory, critical race theory, tenets of queer theory, white privilege, white supremacy culture, and whiteness**. Course texts include bell hooks' *Teaching to transgress: education as the practice of freedom*, Paulo Freire's *Pedagogy of the Oppressed*, and Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack*, and Ozlem Sensoy and Robin DiAngelo's *Is everyone really equal? An introduction to key concepts in social justice education*.

COURSES

EDUC 591: HOW PEOPLE LEARN

The course **EDUC 591: How People Learn** includes topics such as **critical pedagogy**, restorative justice, social and emotional learning. Course texts include **Paulo Freire's *Pedagogy of the Oppressed***.

The course description states that it is a “foundational course in learning theories and their educational application” and it will “**examine learning from the perspective of educational justice and equity, always seeking to understand how power, privilege, oppression, and resistance impact learners, learning outcomes, and pedagogies.**”

EDUC 623: EXPLORING WHITENESS

The course **EDUC 623: Exploring Whiteness** includes topics such as white identity, **white privilege, white supremacy culture, and whiteness**. Course texts include **bell hooks**, Ibram X. Kendi, and Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack*.

The course description states that “**in the United States, we continue to suffer from institutional racism and White supremacist culture.**” The “**aim of this course is to more deeply understand the social construction of whiteness, to explore White supremacist structures and cultures embedded in American society, and to support students in deepening their own understanding of whiteness.**”

EDUC 639: PURSUING DIJE (DIVERSITY, INCLUSION, JUSTICE, EQUITY)

The course **EDUC 639: Pursuing DIJE (Diversity, Inclusion, Justice, Equity)** includes topics such as anti-racism, **critical theory**, oppression, privilege, **tenets of queer theory**, toxic masculinity, **white privilege, and white supremacy**. Course texts include **bell hooks' *Teaching to transgress: education as the practice of freedom***, Paulo Freire's *Pedagogy of the Oppressed*, Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack*, and Ozlem Sensoy and Robin DiAngelo's *Is everyone really equal? An introduction to key concepts in social justice education*.

The course description states that it will “**examine the concepts of diversity, inclusion, justice, and equity from an anti-racist perspective, using a critical social justice framework.**”

EDUC 722: RACE, RACISM, AND ANTI-BLACKNESS

The course **EDUC 722: Race, Racism, and Anti-Blackness** includes topics such as anti-Blackness, colonialism, colorblind racism, critical race theory, decolonization, intersectionality, white privilege, white supremacy, and whiteness.

The course description states that “**will learn and employ interpretive and analytical strategies informed by anti-colonial/decolonial and anti-racist frameworks, critical theories of race (e.g., hegemonic whiteness, colorblind and postracism, and racial capitalism), racialized geographies, and other perspectives to critique the field and function of American colleges and universities.**”

EDUC 791: FOUNDATIONS OF TEACHING AND LEARNING

The course **EDUC 791: Foundations of Teaching and Learning** includes topics such as **critical pedagogy** and **critical race theory**. Course texts include Paulo Freire's *Pedagogy of Freedom*.

The course description states that it is meant to “provide an introduction to some of the major theories of learning and how they have guided educational practice, such as teaching, historically and currently.”

Minnesota

MACALESTER COLLEGE

Macalester College's course **EDUC 260: Critical Issues in Urban Education** includes topics such as **critical theory**, **critical pedagogy**, “Dismantling the School to Prison Pipeline,” “queer activism,” and “youth resistance.”

The course will use “critical theory to illuminate power dynamics embedded in educational systems.”

MINNESOTA STATE UNIVERSITY, MANKATO

Minnesota State University Mankato's College of Education features content such as **critical race theory** and antiracist pedagogy.

CONCEPTUAL FRAMEWORK

The College of Education's **Conceptual Framework** states that it is “Grounded in collaboration and connectedness to students, schools, communities, and society, the College of Education vision is to inspire lifelong learning and professional engagement through **racial consciousness**, **social justice**, and inclusion within a global context.”

It also states that it's “Graduates are **anti-racist** practitioners who value diverse perspectives and aim to teach against injustices as critically thinking citizens in a complex society.”

The framework also clarifies that “**racial consciousness and anti-racist pedagogies are exemplified by the ability to identify how race and intersecting systems of oppression are differentiating factors in educational outcomes for students (Sleeter, 2017)**” and that “**Critical Race Theory (CRT) is used as a framework to prepare professionals to become more racially conscious.**” It continues: “**It can be used to analyze systems, structures, and outcomes at multiple levels through a racial lens (Delgado & Stefancic, 2013; Graham et al., 2019) that can foster educators' capacity to practice social justice.**”

The document also states that the “**college vision and grounding in Critical Race Theory comprise an evidence-based response to racial injustices that undergird our nation's educational legacy.**”

The college's teacher preparation includes having candidates “**recognize Whiteness as a decisive factor in educational structures including policies, discipline-specific academic practices, and curricula (Jupp et al., 2016; Leonardo, 2009; Picower, 2021)**” and “**explore tenets of Critical Race Theory in education (Graham et al., 2019), including awareness of racism's social normativity, the need to consider K-12 students' intersectional identities, and the urgent importance of valuing the voices of people of color in classrooms.**”

ELEMENTARY EDUCATION

An **Elementary Education** sample four-year plan includes students taking “ED 101 Introduction to Critical Race Theory in Education,” “Creating Anti-Racist Environments with Field Experience,” and “Integrating Critical Literacies to Promote Equity Across the Elem Curriculum.”

COURSES

ED 101: INTRODUCTION TO CRITICAL RACE THEORY IN EDUCATION

The course description for **ED 101: Introduction to Critical Race Theory in Education** states that it will introduce students to the “Courageous Conversations protocol designed to facilitate healthy conversations about race, racial equity and social justice,” the “**five tenants of Critical Race Theory (CRT) and learn how to isolate race, as they reflect on their own personal life experiences,**” “read relevant articles, discuss current events and examine common historical practices within the United States,” and “actively engage in dialogue focused on the role race and racism have in perpetuating social disparities between dominant and marginalized racial groups, and actively engage in small and large group discussions.”

ELE 410: CREATING ANTI-RACIST ENVIRONMENTS WITH FIELD EXPERIENCE

The course description for **ELE 410: Creating Anti-Racist Environments with Field Experience** states that “Teacher candidates will think critically about the context in which all students learn and will learn about historical and current patterns of inequitable education that marginalize students who have been minoritized according to race, culture, language, or ability.”

ELE 422: MATHEMATICS TEACHING AND LEARNING FOR THE DIVERSE ELEMENTARY CLASSROOM

The course description for **ELE 422: Mathematics Teaching and Learning for the Diverse Elementary Classroom** states that it is “entered around three goals to help prepare teacher candidates to enact practices that develop learners’ mathematical proficiency” which includes explicitly teaching “**skills for disrupting patterns of injustices and inequities that often get reproduced within the context of elementary mathematics classrooms.**”

Mississippi

MISSISSIPPI STATE UNIVERSITY

Mississippi State University College of Education courses feature the reading of Paulo Freire’s *Pedagogy of the Oppressed*.

COURSES

EDE 4143: TEACHING ELEMENTARY AND MIDDLE LEVEL SOCIAL STUDIES

The course **EDE 4143: Teaching Elementary and Middle Level Social Studies** includes reading Paulo Freire’s *Pedagogy of the Oppressed*.

EDE 8473: ELEMENTARY SOCIAL STUDIES CURRICULUM

The course **EDE 8473: Elementary Social Studies Curriculum** includes reading Paulo Freire’s *Pedagogy of the Oppressed*.

Missouri

MISSOURI STATE UNIVERSITY

Missouri State University courses feature topics such as critical race theory, white privilege, and whiteness. Course texts include Ozlem Sensoy and Robin DiAngelo's *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education*.

COURSES

HST 702: SECONDARY SCHOOL CURRICULUM FOR THE SOCIAL STUDIES

The course **HST 702: Secondary School Curriculum for the Social Studies** includes content such as antiracism, color-blind racism, **critical race theory**, **white privilege**, and **whiteness**. Course texts include **Ozlem Sensoy and Robin DiAngelo's** *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education*.

Montana

MONTANA STATE UNIVERSITY

Montana State University education courses feature topics such as critical theory, critical race theory, privilege, and power.

COURSES

EDU 612: CRITICAL RACE THEORY

The graduate-level course EDU 612: Critical Race Theory states that the “**seminar focuses on the application of CRT to educational leadership, policy, and practice.**”

EDU 643: LEADING SOCIAL JUSTICE

The graduate-level course EDU 643: Leading Social Justice states that students will “evaluate the relationships among **privilege, power**, and educational equity from a variety of perspectives” and that “**critical theory** will be applied to examine the empirical and practical complexities of diversity and its impact on leadership within classrooms, schools, institutions, communities, and educational systems.”

Nevada

UNIVERSITY OF NEVADA, LAS VEGAS

The University of Nevada, Las Vegas' College of Education courses feature topics such as critical theory, critical race theory, critical pedagogy, and Paulo Freire.

COURSES

EDA 732: ADVANCING EQUITY: GENDER AND RACE ISSUES IN EDUCATION

The graduate-level course **EDA 732: Advancing Equity: Gender and Race Issues in Education** states that it examines “**critical theories** (e.g. critical feminist theory, **critical race theory**) for the exploration of educational equity issues” and provides “students from a variety of educational settings/backgrounds the opportunity to study an equity issue of interest, using critical perspectives as a methodological lens.”

EDH 723: WOMEN IN HIGHER EDUCATION

The course **EDH 723: Women in Higher Education** explores “**intersections of race, gender, socio-economic status and identity development in college women.**” Students will consider “**intersections of feminist theory and historical, social, professional and institutional contexts to shed light on the educational process and how women frequently experience discrimination.**”

CIG 773 – CRITICAL LITERACIES/CRITICAL PEDAGOGIES

The course **CIG 773: Critical Literacies/Critical Pedagogies** is an elective course for doctoral students in literacy education. This course examines “the work of **Paulo Freire** and the development of **Critical Literacy and Critical Pedagogy.**”

UNIVERSITY OF NEVADA, RENO

The University of Nevada, Reno's College of Education & Human Development courses include topics such as equity and social justice.

COURSES

The required courses for the EDE Master's degree include:

EDLE 680: MULTICULTURAL CONCERNS IN DIVERSE EDUCATIONAL SETTINGS

The course **EDLE 680: Multicultural Concerns in Diverse Educational Settings** examines “issues related to educational equity and social justice in pluralistic communities in the United States and around the world.”

EDLE 740: SOCIAL CLASS AND SCHOOLING

The course **EDLE 740: Social Class and Schooling** analyzes “the relationship of social class to PK-12 and higher education.” Student outcomes for this course include the ability to “describe how students’ social class relates to their educational experiences” and “analyze how other social identities (e.g., gender and race/ethnicity) intersect with social class as they relate to education.”

EDLE 760: LGBTQ+ ISSUES IN EDUCATION

The course **EDLE 760: LGBTQ+ Issues in Education** studies “LGBTQ+ issues and inclusive strategies in K-12 and higher education.”

EDLE 761: GENDER ISSUES IN EDUCATION

The course **EDLE 761: Gender Issues in Education** studies “gender issues in K-12 and higher education.”

EDLE 752: CRITICAL MULTICULTURAL EDUCATION

The course **EDLE 752: Critical Multicultural Education** is an introduction to the “premises of Critical Multicultural Education,” in which students develop a “familiarity with critical multiculturalism, centering on three constitutive dimensions (identities, power, and reflexivity).” In this course, students “co-construct critical multicultural material for use in their current and future careers.”

EDLE 748: EQUITY AND DIVERSITY IN MATH AND SCIENCE EDUCATION

The course **EDLE 748: Equity and Diversity in Math and Science Education** examines “socio-cultural contexts and inclusive teaching in mathematics and science.” This course focuses on “student gender, race/ethnicity, linguistic background, exceptionality, and social class.”

EDLE 751: SOCIAL JUSTICE AND EDUCATION

The course **EDLE 751: Social Justice and Education** examines the “relationship between social justice and education, with a focus on curriculum, pedagogy, and policy.” Student learning outcomes for this course include “proposing socially just educational approaches” and identifying the “links between identity, power, and difference in relation to social (in)justice.”

Link to the course catalog for the Master of Science in Equity and Diversity in Education program: **2023-2024 Course Catalog**

New Hampshire

UNIVERSITY OF NEW HAMPSHIRE

The University of New Hampshire's **Department of Education** courses include topics such as white fragility, white privilege, white supremacy, and whiteness. Course texts include Robin DiAngelo's *White Fragility and Deconstructing Whiteness*.

COURSES

EDUC 525: TEACHING RACE

The graduate course titled **EDUC 525: Teaching Race** features content such as **intersectionality, white fragility, white privilege, white supremacy, and whiteness**. Course texts include Robin DiAngelo's *White Fragility and Deconstructing Whiteness*.

The course description, students will discuss “the meanings of **racial identities, the influence of race, racism and White supremacy on how we understand the world, and the messages communicated in our schools and universities about the meanings of racial ascription, of color, and of whiteness.**” The class combines “scholarship on race with personal experiences” to “explore how institutions can best be used to promote equality and racial justice.” Additionally, the course will offer “specific approaches to provoking and sustaining conversations in the classroom and developing curriculum about race and racism.”

The syllabus states that despite the University of New Hampshire being a “predominantly White Institution... race shapes our lived experience.” The course will **challenge participants’ “assumptions about meritocracy and American exceptionalism.”** Students will “**relearn an American history that centers the voices of Black, Latinx, and Indigenous populations, voices that have been historically erased**” and deepen their understanding of the “current moment that we’ve arrived at; a moment of racial uprising.”

Student learning outcomes include the ability to:

- “Trace and analyze the emergence, development and spread of race based and racist ideas, policies, and practices in the United States.”
- **“Organize and lead discussions of the histories and realities of racialization, systemic racism, white supremacy and intersectionality in schools, community organizations or work spaces.”**
- “Reflect critically on your own racial socialization and assumptions.”

Assignments and readings include:

- **Race Literacy Quiz**
- Debby Irving's Waking Up White
- **The i619 Project Podcast “Episode 1: The Fight for a True Democracy**
- Zeus Leonardo's “The Color of Supremacy: Beyond the Discourse of ‘White Privilege’”
- Amanda Lewis' “What group? Studying Whites and Whiteness in the era of ‘colorblindness’”
- **Robin DiAngelo's “White Fragility”**
- Gloria Ladson-Billings “But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy”

RUTGERS UNIVERSITY

Rutgers University College of Education courses feature topics such as critical race theory, Marxism, tenets of queer theory, white privilege, and whiteness. Course texts include bell hooks' *Teaching to Transgress: Education as the practice of freedom*, Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack*, and Paulo Freire's *Pedagogy of the Oppressed*.

COURSES

INTRODUCTION TO EDUCATION

The course **Introduction to Education** includes content such as **critical race theory**, **tenets of queer theory**, and **white privilege**. Course texts include **Peggy McIntosh's** *White Privilege: Unpacking the Invisible Knapsack*.

The course description states that it will “introduce key critical issues in education and then observe and reflect on them in practice” including “race; immigration; special education; gender and sexuality as well as theories of learning and teaching.”

EDUCATION AND SOCIETY

The course **Education and Society** includes content such as critical pedagogy, **critical race theory**, and **tenets of queer theory**. Course texts include **Paulo Freire's** *Pedagogy of the Oppressed*.

PROSEMINAR IN EDUCATIONAL THEORY AND PRACTICE

The course **Proseminar in Educational Theory and Practice** includes topics such as **critical race theory**, Marxism, **queer theory**, **white privilege**, and **whiteness**. Course readings include **bell hooks' Teaching to Transgress: Education as the practice of freedom**, Karl Marx, **Paulo Freire's Pedagogy of the Oppressed**, and Franz Fanon's *The wretched of the earth*.

The course “offers an introduction to theoretical concepts and concerns that are central in understanding the complex relationships between education and society.”

New York

COLGATE UNIVERSITY

Colgate University's Department of Educational Studies courses feature topics such as Marxism, racial capitalism, tenets of queer theory, white supremacy, and whiteness. Texts and readings include bell hooks and Paulo Freire.

The department [website](#) states that students “gain a critical understanding of the relationship among power, knowledge, education, and society.”

COURSES

EDUC 101: THE AMERICAN SCHOOL

The course [EDUC 101: The American School](#) features topics such as ableism, colonialism, **Marxism**, Movement for Black Lives, **tenets of queer theory**, and **whiteness**. Texts and readings include **bell hooks** and **Paulo Freire**.

The course description states it “introduces some of the major ideas and issues in the American educational system, including the aims and role of public schooling in a democratic society, the foundations and politics of knowledge and instruction, and the manner in which **education can function as either a liberating or oppressive force** for human and social development.”

EDUC 205: RACE, WHITE SUPREMACY, AND EDUCATION

The course [EDUC 205: Race, White Supremacy, and Education](#) states that students will “study issues such as **white supremacy**, social justice, racial and ethnic identity, immigration, integration (desegregation/resegregation), race relations, socioeconomic inequality, language programs, and transformative education.”

EDUC 303: DECOLONIZING DEVELOPMENT: GENDER, POWER & EDUCATION IN INTERNATIONAL DEVELOPMENT

The course [EDUC 303: Decolonizing Development: Gender, Power & Education in International Development](#) states that it draws on “critical development studies, decolonial/transnational feminisms, and anthropology and sociology of education, this course seeks to examine educational development efforts from both a **critical gender** and policy analysis perspective and frames the question of girls’ education in an increasingly globalizing world as issues of equity, empowerment and social justice.”

EDUC 310A: RACIAL CAPITALISM AND EDUCATION POLICY

The Colgate University course titled [EDUC 310A: Racial Capitalism and Education Policy](#) features topics such as racial capitalism, **white supremacy**, and **whiteness**.

The course analyzes shifts in education policy “through the lens of **racial capitalism**.”

According to the course description, this class explores topics such as:

- How racial capitalism contributes to the “development and maintenance of capitalism through racialized social relations, material conditions, and ideology.”
- How **recent education policies** have “**enabled the accumulation of capital for a largely white, ruling elite** at the expense of poor, working-class, disabled, and racialized communities.”
- “Historical and contemporary instances, practices, and strategies of oppressed people collectively **resisting racial capitalism as it manifests in education policy.**”

The course’s required literature, *What’s race got to do with it: How current school reform policy maintains racial and economic inequality*, is a book that proposes how contemporary school reform policies contribute to sustaining racial and economic disparities.

The course schedule includes readings and videos such as:

- *Angela Davis on Racial Capitalism*
- Burden-Stelly (2020), *Modern U.S. Racial Capitalism*
- Melamed (2015), *Racial Capitalism*
- Ruth Wilson Gilmore, *Geographies of Racial Capitalism*
- Handel (2020), *If Biden is Serious About Healing the Country, He Must Change Education Policy*
- Au (2020), Chapter 1: *High-Stakes Testing: A Tool of White Supremacy for over 100 Years*
- White (2020), Chapter 7: *Charter Schools: Demystifying Whiteness in a Market of “No Excuses” Charter Schools*
- Stein (2018), *Confronting the Racial-Colonial Foundations of U.S. Higher Education*

North Carolina

UNIVERSITY OF NORTH CAROLINA

The University of North Carolina's college of education courses include topics and content such as critical race theory, intersectionality, tenets of queer theory, white privilege, whiteness, and teacher activism.

COURSES

EDUC 533: SOCIAL JUSTICE IN EDUCATION

The course titled **EDUC 533: Social Justice in Education** focuses on “social justice” including **critical race theory**, power, **white privilege**, **whiteness** and how to “engage socially just teaching.”

The course overview states that it will examine the “role of social justice in education” and includes exploring “social justice both theoretically and practically for future teachers and concerned citizens.”

Course topics include “**critical pedagogy**,” “**critical race theory**,” “intersectionality,” “power,” “privilege,” tenets of queer theory, “**white privilege**” and “**whiteness**,” and readings such as *White like me: Reflections on race from a privileged son by Tim Wise*.

The following course descriptions are pulled from the College of Education's course catalog.

EDUC 510: LATINX EXPERIENCE IN EDUCATION

The course EDUC 510: Latinx Experience in Education uses **critical race theory** to “examine the social-historical, cultural, and political contexts that shape the educational experiences of Mexican Americans/Chicanxs and the broader Latinx community.”

EDUC 512: CRITICAL EXAMINATION OF RACISM AND EDUCATION: AFRICAN AMERICAN CASE EXAMPLE

The course EDUC 512: Critical Examination of Racism and Education: African American Case Example “examines previous eras in American education from a **critical race perspective**” and will critique “dominant or majoritarian narratives (widely adopted accounts often taught as part of an institutions curriculum) and counter narratives in regards to racism with the education of Blacks in America serving as an example.”

EDUC 573: READING THE WORLD: PAULO FREIRE, LOCAL HISTORY, AND PUBLIC PEDAGOGY

The course EDUC 573: Reading the World: **Paulo Freire**, Local History, and Public Pedagogy states that it is a “thought experiment examining current and historical controversies in the areas within which we live” by “using the lens of Public Pedagogy defined as pedagogy in which all humans are immersed in which is not without politics and message.”

EDUC 913: LANGUAGE, IDENTITY, AND POWER

The course EDUC 913: Language, Identity, and Power states that “language is involved in the construction of social identity and power structures” and that students will “examine how individuals construct their identities and language interacts with other social groupings (class, ethnicity, and gender) and examines how language creates and maintains power for certain groups.”

EDUC 947: DIVERSITY IN TEACHER EDUCATION

The course EDUC 947: Diversity in Teacher Education states that it will “focus on research in teacher education that addresses diversity issues, a particular focus on sociocultural and sociopolitical approaches” and it will emphasize the “relationship between theory and practice by focusing on the **teacher as an agent of change**.”

EDUC 972: CRITICAL RACE THEORY: HISTORY, RESEACH, AND PRACTICE

The course EDUC 972: Critical Race Theory: History, Reseach, and Practice states that it will “explore the historical development of **Critical Race Theory (CRT)** from its origins in Critical Legal Studies through the most recent frameworks established in education, including intersections with LatCrit Theory, AsianCrit, QueerCrit, TribalCrit, and Critical Race Feminism.”

Ohio

THE OHIO STATE UNIVERSITY

The Ohio State University College of Education & Human Ecology courses include topics such as critical theory, critical race theory, oppression, privilege, whiteness, white privilege, and readings such as Robin DiAngelo and Paulo Freire.

COURSES

EDUTL 5005: EQUITY, DIVERSITY, AND JUSTICE IN EDUCATION

The course **EDUTL 5005: Equity, Diversity, and Justice in Education** features **critical theory**, **critical race theory**, oppression, forms of privilege including ability, age, Christian, cisgender, heterosexual, male, etc., **whiteness**, and includes readings such as Sensoy and DiAngelo’s *Is everyone really equal? An introduction to key concepts in social justice education* and *The 1619 Project*.

It is a required course for the **Masters of Education** in Early Childhood (Grades PK–5) program.

The course description states it will focus on “issues of diversity, equity, justice, teacher agency, and interdisciplinary approach to curriculum and pedagogy” and emphasizes the “role teachers in affirming students’ identities and lived experiences and its influences on approaches to teaching and learning in diverse educational settings.”

ESPHE 3410: PHILOSOPHY OF EDUCATION

The **ESPHE 3410: Philosophy of Education** course includes topics such as **critical pedagogy**, **white privilege**, and reading Paulo Freire.

The course description states that students will “engage with questions in the philosophy of education that are tied to broader philosophical principles like justice, equality, ethics, and democracy.”

PORTLAND STATE UNIVERSITY

KEY TAKEAWAYS

- The College of Education’s “Touchstones” guide future teachers in becoming “anti-racist” educators who are able to “identify oppressive conditions, including micro- and macro-aggressions.”
- The course titled “Identity and Social-Emotional Learning” includes the use of a “Social Identity Mapping” exercise, the “Wheel of Privilege and Power,” and Tema Okun’s “White Supremacy Culture.”
- The “Equity-Centered Mathematics Methods” course states it helps educators in “developing anti-racist/anti-bias pedagogy by interrupting the notion of mathematics as neutral through exploration of instructional practices that center, support and affirm often-marginalized identities.”
- The course “Culture, Law, and Politics” states that “education is inherently political” and covers critical race theory and Paulo Freire’s *Pedagogy of the Oppressed*.

The Portland State University College of Education offers students two paths to teacher certification in elementary education—a **bachelor’s degree** or **master’s degree**. Both degree tracks are identical and require the same exact courses such as “**Identity and Social Emotional Learning**,” “**Social Studies Methods: Teacher as Activist**,” two courses of “**Equity-Centered Mathematics Methods**,” and “**Inclusive Practices**.”

The College of Education’s Vision states that its “educators and counselors create a just and equitable world.”

The college’s “Touchstones for Anti-bias/Anti-racist Educators” states that the Elementary Education program is guided by “**recognizing the histories of colonization, settler colonialism, white supremacy, imperialism, and neoliberalism upon which the United States and its systems of education have been built and sustained.**”

The program “offers culturally-affirming/sustaining, meaningful, rigorous, transformational learning experiences to prepare a critical mass of aspiring anti-racist/anti-bias teachers.”

Touchstones include engaging in “challenging conversations and critical self-reflection around power privilege to raise awareness and take ownership of and responsibility for their own actions and complicity with humility, curiosity, and an eagerness to grow and change,” identifying “**oppressive conditions, including micro- and macro-aggressions, and engaging in intentional, concrete, courageous actions to interrupt oppression and change inequitable classroom and school systems in the interest of liberation for student and communities,**” and “**actively work to change inequitable systems and disrupt institutional racism and white supremacy within and beyond the school.**”

COURSES

ITP 456/556: IDENTITY AND SOCIAL-EMOTIONAL LEARNING

The course description for “Identity and Social-Emotional Learning” states that “prospective elementary educators will examine core components of and factors influencing social emotional learning, identity formation, and executive function development in this course.”

The document states in the course introduction that “teachers play a significant role in establishing classroom and school environments that promote culturally elevating social-emotional learning (SEL) among students.” It also shares that the “teacher candidates take a deep dive into their own identity, vulnerability, and social emotional experiences in preparation for managing a classroom of learners” and that they will utilize a “**lens of transformative social emotional learning (tSEL), teacher candidates center anti-racist and restorative justice practices that correspond with elementary students’ lived experiences and community-sustaining practices in classroom procedures, instruction, and daily interactions with students.**”

During week one of the course, students engage in an activity titled **Social Identity Mapping** which has students list various forms of oppression in which individuals land on a spectrum of target and agent status. When evaluating the form of oppression, white males would occupy the category of “agent” while a female “Person of Color” would occupy the “target” category.

Other identity examples of “agents” of oppression include “heterosexual,” “rich, upper class,” born in the “USA,” “media beauty,” “married” and “monogamous,” “of appropriate age,” and “Christian.”

Another week one course activity includes students engaging with the **Wheel of Privilege and Power** which promotes the idea that those identity categories listed closest to the center are the most privileged/powerful.

During week four of the course, students engage with a document titled **White Supremacy Culture** which lists characteristics that are “damaging because they are used as norms and standards without being proactively named or chosen by the group.” Listed characteristics include “perfectionism,” a “sense of urgency,” “defensiveness,” “quantity over quality,” “worship of the written word,” “paternalism,” “power hoarding,” “fear of open conflict,” and “individualism.”

The course focus for week five is “Addressing Racial Injustices: Acts of Oppression, Microaggressions and Implicit Bias” and includes “affinity spaces.” The syllabus includes a document on **“Caucuses”** (also known as affinity groups) that states that causes are “times when people of color and white people within an organization meet separately in order to do” different work.

ITP 465/565: EQUITY-CENTERED MATHEMATICS METHODS 1 FOR ELEMENTARY EDUCATORS

The course description states that it “prepares candidates to teach mathematics for social justice through equity-centered, research based instructional practices.” It also **“supports candidates in developing anti-racist/anti-bias pedagogy by interrupting the notion of mathematics as neutral through exploration of instructional practices that center, support and affirm often-marginalized identities.”**

One of the course sessions asks, **“how can we leverage our mathematics instruction to combat racism and anti-blackness?”** and **“Where is power in mathematics to identify and push back on gender oppressive structures embedded in curriculum and our everyday lives?”**

Required reading for the session includes **Supporting LGBTQ+ Students in K-12 Mathematics** which features an elementary classroom task titled “Progress Pride Flag Task.”

ITP 557: CULTURE, LAW, AND POLITICS

The “Culture, Law, and Politics” course introduction states that **“education is inherently political”** and that the **“experience of schooling contributes to the socialization of individuals and inevitably legitimates some forms of knowledge while excluding and marginalizing others.”** The course will challenge students to “mine history and think critically about the dominant narratives in current educational issues that impact teaching and learning environments for K-12 students and teachers.”

Topics for session three of the course include **“critical race theory,”** Derrick Bell’s **Brown v. Board of Education and the Interest-Convergence Dilemma**, and “school de/resegregation.”

Other session topics include **“Disability Critical Race Theory (DisCrit),”** the **“Evolution of Gender and Sexuality Education in the U.S.,”** and **“Queer and Feminist Theory.”**

One of the course assignments includes students reading a chapter from Paulo Freire’s *Pedagogy of the Oppressed* and engaging in “dialectical” way of thinking.’ Students will use the **Problem-Posing** document to aid them in the assignment.

The “Social Studies Methods: Teacher as Activist” description states that the course “considers bias and oppression in instruction of elementary social studies classes.” It continues: “We recognize that subjective social and structural systems frame our understanding” and that in this course “prospective elementary educators will study persistent historical, social and political issues, conflicts and compromises in regard to power, inequity, and justice and their connection to current events and movements.”

Students will study “central topics” such as “Black, Indigenous and Peoples of Color histories, the racial histories of Portland, as well as the Holocaust and other genocides.” The course will utilize an “ethnic studies lens” to “identify and analyze the nature of systemic oppression in the pursuit of justice and equality in Oregon, the United States and the world.”

Additionally, students will “understand and apply instructional practices of social studies education to reduce bias, including methods in selecting and organizing inclusive materials and resources that reflect the classroom culture.”

The required text for the course is *Social studies for a better world: An anti-oppressive approach for elementary educators*.

ITP 473/573: COMMUNITY ENGAGEMENT AND COLLABORATION

The course “Community Engagement and Collaboration” introduction and “working assumptions” states that **“school norms are typically based in whitemstream, patriarchal ways of knowing and doing”** and that “teachers must be able to connect with all families, including those whose ways of knowing and doing do not align with school norms.”

One of the course sessions focuses on **“White Supremacy in schools”** and asks students “How do race and racism impact family engagement?”

Required course readings includes Tara Yosso’s **Whose culture has capital? A critical race theory discussion of community cultural wealth**.

Pennsylvania

SWARTHMORE COLLEGE

The Swarthmore College's **Department of Educational Studies** features content such as critical pedagogy, power, and teacher activism. Course texts include Paulo Freire's *Pedagogy of the Oppressed*.

The Department of Educational Studies' website states that it is "**committed to anti-racism, social justice, and sustainability**." Their mission is to combat "**structural racism and other intersecting system of oppression**."

The **Department's goals** include an exploration of "education in relation to social justice" and the students' ability to "**use antiracist, liberatory and disability studies and critical race theory frameworks**."

COURSES

EDUC 014: PEDAGOGY AND POWER: INTRODUCTION TO EDUCATION

The course **EDUC 014: Pedagogy and Power: Introduction to Education** includes topics such as Black Lives Matter Week of Action, **critical pedagogy, power**, and teacher activism. Course texts include **Paulo Freire's** *Pedagogy of the Oppressed*.

This course intends for students to "develop a range of frames for thinking about educational equity in processes and institutions" and become "critical and reflective participant-observers in educational settings."

The course is **required** for Swarthmore's Teacher Certification programs in Elementary Certification (Grades PreK-4), Secondary Certification (Grades 7-12), and World Language Teaching Certification (Grades K through 12). Additionally, it is a "first course recommendation" for Educational Studies minors and majors.

EDUC 046: RACE, NATION, EMPIRE & EDUCATION

The course description for **EDUC 046: Race, Nation, Empire & Education** "examines race, nation- and empire building projects" and "explores the different ways in which education figures into nation- and empire-building projects." This includes a study of "**schools as *institutions* that create internalized colonized mindsets; intelligence as a *discourse* for rationalizing scientific racism; and institutions of higher education as *products* of imperialism and its role in the new imperialism of neoliberalism**."

UNIVERSITY OF PENNSYLVANIA

The University of Pennsylvania College of Education courses feature topics such as critical pedagogy, decolonization, and tenets of queer theory. Course texts include Paulo Freire's *Pedagogy of the Oppressed* and *The 1619 Project*.

COURSES

EDUC 545: ACTIVISM BEYOND THE CLASSROOM

The course **EDUC 545: Activism Beyond the Classroom** includes topics such as abolitionism, activism, Black Lives Matter, **critical pedagogy**, decolonization, **tenets of queer theory**, and restorative justice. Course texts include selections from Black Lives Matter, Bettina Love, Combahee River Collective, and *The 1619 Project*.

The course description states the course will “critically examine theories of power, resistance, and liberatory transformation to share knowledges and build a critical vocabulary with which we will investigate the contested rhetorical and political terrain of our present moment” and “experiment with how theory can be brought to bear on contemporary struggles around education—and, conversely, how the practices of activism can inform our learning, scholarship, and pedagogies.”

A course website with additional resources can be found **HERE**. Below are selections from course presentations and notes.

EDUC 616: FOUNDATIONS OF TEACHING AND LEARNING

The University of Pennsylvania course titled **EDUC 616: Foundations of Teaching and Learning** features **critical pedagogy**, culturally relevant pedagogy, and texts which include Paulo Freire's *Pedagogy of the Oppressed*.

The course will focus on exploring “foundational theoretical perspectives on teaching and learning.”

UNIVERSITY OF PITTSBURGH

The University of Pittsburgh's **School of Education** offers courses that feature topics such as critical pedagogy, critical race theory, and tenets of queer theory. Texts include Paulo Freire's *Pedagogy of the Oppressed*, bell hooks' *Feminism is for everybody: Passionate politics*, and Ozlem Sensoy and Robin DiAngelo's *Is everyone really equal?: An introduction to key concepts in social justice education*.

COURSES

EDUC 2011/1011-1100: CULTURALLY RESPONSIVE PEDAGOGY

The course **EDUC 2011/1011-1100: Culturally Responsive Pedagogy** features content such as **critical pedagogy** and culturally responsive teaching. Course texts include Paulo Freire's *Pedagogy of the Oppressed*.

The course description states that it “introduces students to theory, research, and especially practice related to developing and enacting curriculum and instructional practices that respond to the social context in which they (will) work. The course takes an introspective approach of understanding one’s own background and experiences, as well as one’s worldview that may be shaped by particular biases.”

EDUC 2110 & 1110/EFOP 2133: GENDER AND EDUCATION

The course **EDUC 2110 & 1110/EFOP 2133: Gender and Education** features content including **tenets of queer theory** and the course text *Feminism is for everybody: Passionate politics* by bell hooks.

The overview states that the course “examines research and theory on gender as it pertains to the development of pedagogy, curriculum, and educational praxis.” The readings and discussions “will also explore gendered perspectives and gendered policy frames.”

EDUC 3004: CONTEXTS OF PRACTICE

The course **EDUC 3004: Contexts of Practice** features topics such as **critical theory**, **tenets of queer theory**, and **white privilege**. Course texts include Ozlem Sensoy and Robin DiAngelo's *Is everyone really equal?: An introduction to key concepts in social justice education* and Paulo Freire's *Pedagogy of Freedom*.

The description states that the course is an “overview of the structural relationships informing education and educational systems” and will “examine the historical and philosophical roots of education and analyze the nature of power, culture, resources, and identity in educational contexts.”

EDUC 3045: CRITICAL RACE THEORY EDUCATION

The course **EDUC 3045: Critical Race Theory Education** features topics such as **critical race theory**, LatCrit, and TribalCrit.

The course description states that its central aim is to “gain a richer understanding of 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.’” The course objectives include the ability to “use Critical Race Theory as a method and tool of analysis” and “understand the **evolution of CRT as it relates to TribalCrit and LatCrit**.”

The course catalog explains that EDUC 3045 will consider the following questions:

- “How are racial inequities produced, reproduced, and maintained in education and society?”
- “In what ways is critical race theory used as an analytic tool to explain policy, reform, practice and other phenomena?”
- “In what ways is critical race theory used as a framework to conceptualize research?”

Required readings include literature such as:

- *Toward a Tribal Critical Race Theory in Education*
- *Critical race theory and white racism: is there room for white scholars in fighting racism in education?*
- *Critical Race Theory, Race Equity, and Public Health: Toward Antiracism Praxis*
- *Critical race theory, race and gender microaggressions, and the experience of Chicana and Chicano scholars*
- *Toward a Critical Race Theory of Education*
- *Critical Race Methodology/ Counter-Storytelling as an Analytical Framework for Education Research*
- *Critical Race Theory, Latino Critical Theory, and Critical Raced-Gendered Epistemologies: Recognizing Students of Color as Holders and Creators of Knowledge*

EDUC 3114: BLACK EDUCATIONAL THOUGHT

The course **EDUC 3114: Black Educational Thought** features topics such as **critical race theory** and **black queer studies**.

The description states that it “aims to critically engage Black education discourse, as a popular-cultural idea, as an area of intellectual thought and scholarly study. Our **course readings will include critical social and cultural theory drawing from such areas as Black feminisms, Black cultural studies, Afropessimisms, Afrocentricity, Critical Race Theory, Black literary studies, Black queer studies, Black education history and philosophy, and empirical analyses and policy studies related to Black educational opportunities, experiences and outcomes.**”

Under the heading “Assumptions about the Field and Study of Education,” the course syllabus states that “**We are inherently invested in practice, not simply as an idea, but as implementable operations**, either by us directly, or through our students and other partners in the communities within which we work...**Education as an applied field offers the possibility of praxis.** However, it is also a field replete with violence and threat of violence against those who might wish to engage in liberatory practice, either as students, educators, or as cousins and aunties.”

The course objectives include students’ ability to “**think critically about the meaning of Black education,**” “**examine the possibilities and impossibilities of Black education within the context of an antiblack settler colonial state,**” and “**develop deep(er) knowledge of the cultural politics of Black education, of education as a site of contestation over the meaning and being of Black.**”

A footnote in the syllabus clarifies that the instructors “do not capitalize antiblackness” because the term refers to “a social construction of racial meaning’ ...or **what is imagined about Black people rather than what Black people and organizations self-determine.**”

The syllabus encourages the class to “check in with one another in ways that honor our differences but affirm our **membership in a community of conscience,**” “excuse [themselves] without explanation in order to take necessary space,” and “make culturally specific requests as soon as you realize you need to.”

The **required text** for this course is Grant, C. A., Brown, K. D., & Brown, A. L. (2016). *Black intellectual thought in education: The missing traditions of Anna Julia Cooper, Carter G. Woodson, and Alain LeRoy Locke*, paired with other undisclosed readings uploaded to an online platform for students.

WEST CHESTER UNIVERSITY

West Chester University College of Education and Social Work offers degrees and courses that focus on teacher activism and critical pedagogy.

MASTER OF SCIENCE IN TRANSFORMATIVE EDUCATION AND SOCIAL CHANGE

West Chester University offers a **Master of Science in Transformative Education and Social Change** which “seeks to support educators in the examination of the transformative potential of teaching and learning” and gives students “the opportunity to reflect on their own experiences, analyze the issues confronting contemporary education and society, and explore justice-oriented frameworks in order to build a better educational vision for the future.”

COURSES

EDF 511: FOUNDATIONS OF TRANSFORMATIVE EDUCATION

The course **EDF 511: Foundations of Transformative Education** is “an exploration of how education has been, and could be, used as an instigator of social transformation.” Students will “consider the social, historical, and philosophical foundations of education, emphasizing the interconnection between systems of education and social power structures: political, economic, cultural, and theological.”

EDF 588: CRITICAL PEDAGOGY AND THE POLITICS OF EDUCATION

The course **EDF 588: Critical Pedagogy and the Politics of Education** states that it will examine the “historical development of **critical pedagogy** from its roots to its current models” and engages students in a “critical study of the educational system, this course seeks to aid in the development of analytical skills in regard to educational issues and provide a context within which future issues may be examined as they emerge.”

BROWN UNIVERSITY

Brown University's **Department of Education** courses feature topics such as critical race theory, tenets of queer theory, white fragility, white privilege, and whiteness. Course texts include Paulo Freire's *Pedagogy of the Oppressed*, bell hooks' *Teaching to Transgress: Education as the Practice of Freedom*, and Robin DiAngelo's *White fragility*.

COURSES

EDUC 1010: THE CRAFT OF TEACHING

The course **EDUC 1010: The Craft of Teaching** includes content such as **critical race theory**, critical trans pedagogy, **tenets of queer theory**, **white fragility**, **white privilege**, and **whiteness**. Course texts include **Paulo Freire's *Pedagogy of the Oppressed*** and **Robin DiAngelo's *White fragility***.

The description states that students will “investigate how race, class, gender, language, sexuality and policy impact teaching and learning in today’s schools,” as well as the “implications of social and political inequities in... curriculum, classrooms, and practice.” Students in this course will “develop a stronger sense of [their] respective pasts” in order to “better contextualize and critique present conditions faced in classrooms” and “leave informed, equipped and better prepared to advocate on behalf of young people in schools across the nation.”

The course will also address “issues often subsumed under the broad complexities of teaching and learning in the United States, including but not limited to: **race, ethnicity, migration, labor & class, sexuality, gender, age, and globalization & imperialism.**”

The Learning Objectives include:

- “To critically reflect upon what it means to authentically teach and learn for diversity and social justice in ways that **actively interrupt oppression and humanize all participants in current classroom contexts.**”
- “To reflect upon and explore our various educational experiences, and consider how these experiences inform our analysis of current issues in education.”
- “To develop a more complex and historicized understanding of the political, economic and social functions of power relations and marginalization in urban public education.”
- “To **explore the prospects of applying culturally responsive curricula and pedagogy** in diverse classroom settings.”

Assigned readings include the topics of critical race theory, meritocracy, white fragility, and settler privilege:

- Freire, P. (1970). *Pedagogy of the oppressed*
- Anderson, M. (2017). *Why the Myth of Meritocracy Hurts Kids of Color*
- Ochoa, G. (2014). *The invisible quality of whiteness in our schools*
- DiAngelo, R. (2011). *White fragility*
- Gilio-Whitaker, D. (2018). *Settler Fragility: Why Settler Privilege Is So Hard to Talk About*
- Chiariello, E. (2016). *Why talk about whiteness?*
- McIntosh, P. (1988). *White Privilege: Unpacking the Invisible Knapsack*
- Schmidt, S. J. (2010). Queering social studies: The role of social studies in normalizing citizens and sexuality in the common good
- Grady, J., Marquez, R., & McLaren, P. (2012). A critique of neoliberalism with fierceness: Queer youth of color creating dialogues of resistance
- Yosso, T.J. (2005). *Whose culture has capital? A critical race theory discussion of community cultural wealth*

EDUC 1520: ETHNIC STUDIES & EDUCATION

The course **EDUC 1520: Ethnic Studies & Education** includes content such as **critical pedagogy** and **white privilege**. Course texts include Paulo Freire's *Pedagogy of the Oppressed*, bell hooks' *Teaching to Transgress: Education as the Practice of Freedom*, and Frantz Fanon's *The Wretched of the Earth*.

The course description states it “begins with an examination of key events in early U.S. History and the historical and contemporary struggle for Ethnic Studies through a comparative, multiracial lens, followed by analyses of contemporary issues faced by practitioners working in 21st century educational contexts.” This course aims to “develop a stronger sense of our respective pasts and educational biographies, in order to better understand, critique, and contextualize our present, so that we may all leave better equipped to imagine and help build a more equitable future.”

Learning Objectives include:

- “To investigate the legal and social constructions of ‘American’ citizenship, identity and race through primary and secondary source analysis.”
- “To develop a more complex understanding of the political, economic and social functions of power relations and marginalization throughout United States history.”
- “To **engage in critical self-reflection around the impact and functions of oppression and privilege in our own biographies** and daily lived experiences and interactions.”
- “To critically reflect upon what it means to authentically work for social justice in ways that **actively interrupt oppression** and humanize all participants in classrooms, schools and beyond.”

Required readings include topics such as **white rage, colonialism, critical pedagogy, and critical race theory**:

- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*.
- Anderson, C. (2016) *White rage: The unspoken truth of our racial divide*.
- Césaire, A. (2001). *Discourse on colonialism*.
- Duncan-Andrade, J. M. R., & Morrell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools*
- Fanon, F. (1965). *The wretched of the earth*.
- Freire, P. (1970). *Pedagogy of the oppressed*.
- Lopez, I. H. (2006). *White by law: The legal construction of race*.
- Tatum, B.D. (1997). *Why are all the Black kids sitting together in the cafeteria?: And other conversations about race*.

Required articles include topics such as **critical pedagogy, white privilege, and social justice**:

- Choi, Y.W., Humphries, E., & Villegas, M. (2016) “A Community of Praxis: Ethnic Studies Development in Oakland Unified School District”
- de los Ríos, C.V. (2017). *Picturing Ethnic Studies: Photovoice and Youth Literacies of Social Action*.
- de los Ríos, C.V., Lopez, J., & Morrell, E. (2016). *Critical ethnic studies in high school classrooms: Academic achievement via social action*.
- Death By A Thousand Cuts: Racism, School Closures, and Public School Sabotage. Journey For Justice Alliance.
- Duenas, R., Lopez, J., & Lopez, E. ‘Resistance, Resilience & Re-imagination in the Ethnic Studies Classroom: A Reflection on Roosevelt High School’s Critical Ethnic Studies Course’
- McIntosh, P. (1988). *White privilege: Unpacking the invisible knapsack. Race, class, and gender in the United States: An integrated study*
- Picower, B. (2012). *Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom*.

Each module for the course has “essential questions,” such as:

- “What evidence of racialized imageries persists in mainstream curriculum and society at large today?”
- “What are varied, complex ways in which oppression exists? (institutional, interpersonal, internalized, ideological)”
- “How do the historical legacies of oppression and privilege influence the lived experiences of all humans in U.S. society today?”
- “What are the implications of systemic inequities in our classrooms and schools, and how might we engage in active resistance and interruption of these legacies?”
- “What are the tensions inherent in efforts to enact critical pedagogy?”
- “How do we actively develop an approach to education that centers radical healing, critical hope, revolutionary love and authentic care?”

Texas

STEPHEN F. AUSTIN STATE UNIVERSITY

Stephen F. Austin State University’s course titled **EDUC 1301: Introduction to the Teaching Profession** includes topics such as “classism,” **critical theory**, **tenets of queer theory**, “institutionalized racism,” “implicit bias,” “ableism,” and a **Robin DiAngelo** and Ozlem Sensoy text.

The course description states that it is an “integrated pre-service course and content course” and provides an “overview of education from diverse perspectives across race, ethnicity, class, gender, religion, language, sexuality, exceptionality, and equity and access.”

One of the course assignments requires students to create a “Critical Theory Poster” that includes “all **five guidelines** from Sensoy & DiAngelo.” These guidelines include topics such as white privilege and whiteness.

SUL ROSS STATE UNIVERSITY

The Sul Ross State University course **EDUC 3300 Foundations in Education** course includes selected readings from **Paulo Freire’s** *Pedagogy of the Oppressed* and Henry Giroux’s *Teachers as Transformative Intellectuals*.

TEXAS A&M UNIVERSITY COMMERCE

The Texas A&M University Commerce course **SED 528: Philosophy of Education** includes the study of **Marxist** and **Postmodern** education philosophies.

The course description states that it “provides a study of the educational implications of Idealism, Realism, NeoThomism, Experimentalism and Existentialism.”

TEXAS A&M UNIVERSITY TEXARKANA

The Texas A&M University – Texarkana College of Education courses include content such as critical race theory and equity.

COURSES

EDUC 1301: INTRODUCTION TO THE TEACHING PROFESSION

The course **EDUC 1301 Introduction to the Teaching Profession** includes topics such as **critical race theory**, equity, and social justice.

The course syllabus states that the course “examines student diversity within American public schools and changes in American society that influence classrooms.” Course focuses include “diversity and culturally competent teaching,” “social justice and democracy,” and “teacher leadership, political activism, and change facilitation.”

UNIVERSITY OF NORTH TEXAS

The University of North Texas features several courses which include the study of **critical race theory**, **decolonization**, **oppression**, **tenets of queer theory**, **white privilege**, and the reading of Paulo Freire’s *Pedagogy of the Oppressed*.

COURSES

EDLE 5600: RACE, CLASS, AND GENDER ISSUES IN EDUCATION

The course titled **EDLE 5600: Race, Class, and Gender Issues in Education** features students studying topics such as **white privilege** and oppression.

The course description states that it will provide a “firm foundation of knowledge and insight on race, class and gender issues in our society” and “includes discussions on LGBTQ issues and education of a diverse student population.”

The course syllabus states that the purpose of the course is “designed to promote the development of culturally proficient teachers and school and district leaders who have the knowledge and ability to promote the success of a diverse student population.”

Module three for the course includes students being able to “describe how **oppressions** currently experienced by members of diverse groups [sic],” and “identify practices of overt and covert institutional racism,” and reading an article on “racism and **white privilege**.”

EDUC 6050: CULTURE, IDENTITY, AND EDUCATION

The course **EDUC 6050: Culture, Identity, and Education** includes the topics of **critical race theory**, decolonization, oppression, and **white privilege**.

The course goals include exploring “issues related to the culture and identity of American schools” through questions such as “In what ways can we authentically celebrate and leverage culture in curriculum and pedagogy in order to adequately support the learning and thriving of all students? In your own learning experiences, **in what ways have privilege and oppression played a role?**”

Week three’s topic on “Challenging Deficit Thinking” includes a focus on “culturally relevant pedagogy” and culturally sustaining pedagogy.”

The unit titled “Gender Identities and Schooling I” includes reading an article titled “‘You Make Me Erect!’: Queer Girls of Color Negotiating Heteronormative Leadership at an Urban All-Girls’ Public School.”

The units on race feature students studying critical race theory, settler colonialism, “tribal critical race theory,” “Asian critical (AsianCrit) theory,” and “intersectionality.”

EDUC 6120: THEORETICAL FOUNDATION FOR EDUCATIONAL STUDIES

The course **EDUC 6120: Theoretical Foundations for Educational Studies** includes the study of **critical theory**, **critical race theory**, decolonization, and reading Paulo Freire’s *Pedagogy of the Oppressed*.

The unit titled “Labor Perspectives” includes students reading Paulo Freire’s *Pedagogy of the Oppressed* and Henry Giroux’s *Teachers as transformative intellectuals*.

Week nine of the course focuses on “Critical Perspectives” which includes **critical race theory** and **decolonization**.

UNIVERSITY OF TEXAS AT ARLINGTON

The University of Texas Arlington’s College of Education courses feature content such as white privilege. Course texts include Peggy McIntosh’s *White privilege: Unpacking the Invisible Knapsack*.

COURSES

EDUC 3301: TEACHING DIVERSE LEARNERS

The course **EDUC 3301: Teaching Diverse Learners** includes content such as **white privilege**. Course texts include Peggy McIntosh’s *White privilege: Unpacking the Invisible Knapsack*.

The course “focuses on effective differentiated instruction, assessment, and management strategies for working with diverse learners to build capacity for constructing a culturally responsive learning environment,” is “designed to provide increased self-awareness and insight into issues of diversity,” and “will examine education law and models related to diverse learners as well as strategies for working with parents and families of diverse learners.”

UNIVERSITY OF TEXAS AT AUSTIN

The University of Texas at Austin's Bachelor of Science in Applied Learning and Development degree track required courses include topics such as critical race theory, decolonization, tenets of queer theory, racial microaggressions, restorative justice, and white supremacy. Course readings include Paulo Freire's *Pedagogy of the Oppressed* and Peggy McIntosh's *White Privilege: Unpacking the Invisible Knapsack*.

COURSES

ALD 327: SOCIOCULTURAL INFLUENCES ON LEARNING

The course **ALD 327: Sociocultural Influences on Learning** features topics such as **critical race theory**, **decolonization**, **intersectionality**, **queer theory**, **racial microaggressions**, and **white supremacy**. Course texts include bell hooks' *Teaching to Transgress: Education as the Practice of Freedom*.

The course description states that a "sociocultural, sociohistorical, and sociopolitical lens will be utilized to critically examine issues pertaining to minoritized and historically marginalized groups." It will "explore the complex relationships between schools and the larger society, especially in terms of social, cultural, racial, and economic inequities" and "will review her/his/they stories and consider the complex ways that settler-colonialism, social constructions of race and gender, capitalism, neoliberalism, im/migration, and socio-economic class intersect and influence the schooling experiences of Black, Indigenous, and People of Color (BIPOC)."

The course will interrogate "issues of power and privilege" to "understand how they influence one's perception of teaching, pedagogy, education policy, and curriculum."

A 2020 section of the course states that students will study the "intersecting social structures of **settler colonialism**, **white supremacy**, **heteropatriarchy**, and **capitalism** in order to better understand ourselves in relation to our communities and society, and in order to explore and imagine what kind of teaching work can meet the challenges of the world in which we presently live."

Course topics include white supremacy, colonialism, capitalism, "consequences of color-blind racial ideologies," and "tenets of queer theory." Readings include Peggy McIntosh's "White Privilege" and selections from Paulo Freire.

A 2017 version of the **course** features topics such as "critical pedagogy," "colonizing knowledges," tenets of queer theory, and "**white supremacy**."

ALD 328: INTRODUCTION TO TEACHING: APPLIED LEARNING AND DEVELOPMENT

The course **ALD 328: Introduction to Teaching: Applied Learning and Development (AKA "Practicing Activist Teaching")** includes the reading of Paulo Freire's *Pedagogy of the Oppressed* and William Ayers' *To Teach*.

ALD 331: RESTORATIVE PRACTICES IN EDUCATION

The course **ALD 331: Restorative Practices in Education** is "devoted to learning about and implementing restorative practices in education. It will focus on exploring models of education discipline policies and practices (e.g., zero-tolerance policy, suspension, expulsion), and how it adversely affects students' social and emotional development and academic trajectories; and most importantly, how restorative practices could serve as an alternative model to address discipline in schools."

EDP 383C: SOCIAL EMOTIONAL ASSESSMENT OF CHILDREN AND ADOLESCENTS

The course **EDP 383C: Social Emotional Assessment of Children and Adolescents** overview states that it will "develop knowledge and skills in evidence based social-emotional assessment of youth. The emphasis of the course will be on conducting and interpreting evidence-based assessments of children's social, emotional, and behavioral functioning, including the diagnosis of mental health disorders in youth."

UNIVERSITY OF TEXAS AT EL PASO

The University of Texas at El Paso's **College of Education** and **Department of Teacher Education** courses feature topics such as critical race theory. Course texts include *Freedom is a Constant Struggle: Ferguson, Palestine, and the Foundation of a Movement* by Angela Davis and selected works from Paulo Freire.

COURSES

TED 5313: DIVERSITY IN EDUCATIONAL SETTINGS

The course **TED 5313: Diversity in Educational Settings** includes topics such as critical pedagogy, **critical theory**, **critical race theory**, and **whiteness**. Course texts include Paulo Freire's *Pedagogy of the Oppressed*.

The course is “designed to empower students to construct and generate knowledge necessary to the development of teaching competencies that allow them to become teachers as social transformative intellectual leaders.”

TED 6300: CRITICAL PERSPECTIVES IN CURRICULUM AND INSTRUCTION

The course **TED 6300: Critical Perspectives in Curriculum and Instruction** includes topics such as **critical pedagogy**, **critical theory**, **critical race theory**, **decolonization**, and Postmodernism.

The course objective states that “some of these experiences and cultural knowledge become dominant over others in social relations of power, creating a condition called hegemony” and it “intends to challenge this kind of knowledge if it represents the cultural knowledge of elite that builds the legitimated curriculum of school, students from disenfranchised cultures need ways to critique these structures and express their own cultural identities.”

Course assignments include students creating “Publishable” lesson plans for any grade level that “involve one or more of the following teaching strategies and components” such as “**Deconstructing oppressive structures; Participatory democracy; Critical Pedagogy; Critical multiculturalism; Social justice: Equity, Access, Empowerment; Diversity: race, class, gender, socio-economic; Humanism; Educators as social agents.**”

TED 6319: ETHICS IN EDUCATION

The course titled **TED 6319: Ethics in Education** includes topics such as **Marxist thought**, **Palestine**, **critical race theory**, **white supremacy**, **whiteness**, **decolonizing practices**, feminism, empowerment, and resisting neoliberalism. Course texts include *Freedom is a Constant Struggle: Ferguson, Palestine, and the Foundation of a Movement* by Angela Davis and selected works from Paulo Freire.

According to the course description, students will “reflect on their praxis and experiences to develop humane values of self-determination and self-realization, and social and individual empowerment.” The course examines the “fundamental ontological nature of students and educators’ identity” in order to “deconstruct ‘social amnesia’ of individualism and its effects on collective’s ‘social agency and sociological imaginary’ within contexts of postcoloniality in contemporary society.”

Ultimately, the course’s purpose is to “**propose curricular, policy, and transformative pedagogical approaches which enable dialectic/dialogical dynamics for social justice.**”

Student outcomes include the following goals:

- **Deconstructing the “ideology of White supremacy and patriarchy through schooling experiences in U.S. institutions where democratic imaginary and ideological aims are formed.”**
- Promoting “the establishment of equality, access, and empowerment.”
- Examining “the political underpinnings of education and research that **deconstructs hegemonic oppressive systems which guarantees dialectic pedagogies for social justice and decolonizing practices.**”

UNIVERSITY OF UTAH

The University of Utah's College of Education – Department of Education, Culture, and Society courses include content such as **critical theory, critical race theory, queer theory, white privilege, and whiteness**. Texts used in courses include bell hooks, Robin DiAngelo, and Paulo Freire's *Pedagogy of the Oppressed*.

COURSES

ECS 3150: INTRODUCTION TO MULTICULTURAL EDUCATION

The course titled **ECS 3150 – Introduction to Multicultural Education** includes topics such as **critical pedagogy, critical theory, critical race theory, queer theory, oppression, white privilege, and whiteness**.

The required **course** features the works of Glenn Singleton's **Courageous Conversations**, bell hooks, Robin DiAngelo, and Paulo Freire's *Pedagogy of the Oppressed*. Session topics include "critical social justice," "critical theory," "oppression and power," "whiteness," "white privilege," "microaggressions," "straight privilege," "critical race theory," and "queering schools."

The University of Utah College of Education offers students graduate programs through the **Department of Education, Culture, and Society (ECS)**, which was created specifically for the "study and pursuit of social justice in education." The mission statement of ECS explains that its "coursework is designed to help graduate students construct a better understanding of patterns in educational inequality."

The ECS Masters of Education (M.Ed) allows students to choose between two areas of emphasis: Social Foundations Education or Teaching for Transformation.

COURSES

The ECS Social Foundations Education tracks offers courses in:

ECS 6646: RACIAL BATTLE FATIGUE IN EDUCATION

ECS 6646 concerns itself with the "study of the **racialized mechanisms by which U.S. educational institutions foster and maintain hostile environments and racial microaggressions**." The course considers the "kinds of institutional climates that have historically existed in our society" and then reviews "the major explanations social analysts have developed to account for why **People of Color, in general, and African American, Latino, and Pacific Islander American males, in particular, are stratified in inferior statuses in the United States** based upon disparate treatment."

ECS 6624: WHITENESS THEORY AND EDUCATION

ECS 6624 examines "theories that **denormalize and decenter whiteness as the fallback framework for democracy and education**" and "explores implications for pedagogy, policy, and educational relationships."

ECS 6625: CRITICAL RACE THEORIES: A FOCUS ON FEMCRIT AND LATCRIT

ECS 6625 is designed to "help students enhance their understanding of **Critical Race Theory, Critical Race Feminism, and Latina/o Critical Race Theory**, all emerging in the field of education."

ECS 6662: SEMINAR ON GENDER AND SEXUALITY IN EDUCATION

ECS 6662 addresses a variety of topics regarding gender and sexuality in education. Possible seminar topics include “Youth Identities, Gender, Sexuality, and Schooling,” “Queer Theory in Education,” and “Masculinities and Sexual Politics in Urban Education.” The course draws from literature from “cultural studies, feminist theory, queer theory, sociology of education, anthropology of education, philosophy of education and history of education.”

ECS 6644: EDUCATION & RACIAL STRATIFICATION

ECS 6644 is a seminar that “examines the varied and complex interplay between **social stratification** and education with the central issue being equality of opportunity.” The course focuses mainly on “education inequities” and also explores “the broader **issues of barriers to access**,” highlighting its “**ascriptive factors (i.e. race, ethnicity, class and gender)** that are frequently associated with the distribution of educational opportunities.”

ECS 6622: FEMINIST EPISTEMOLOGIES AND PEDAGOGIES

ECS 6622 focuses on “the role played by public vs. private assumptions in knowledge; individual and group experience, power, and difference.” This course “highlights standpoint theories and explores differences between feminist positions on knowledge and education.”

ECS 6614: THE CULTURE WARS AND EDUCATIONAL POLICY

ECS 6614 focuses upon subjects such as “multicultural education, affirmative action in admissions, religion in the curriculum, and inclusion of gay and lesbian students.”

ECS 6627: RACE, CULTURE, & REPRESENTATION AND EDUCATION

ECS 6627 utilizes the disciplines of “gender studies” and “**postcolonial studies**” in order to “examine the contested and critical questions of truth and knowledge as well as **illuminate issues of power, and resistance to oppression** in cultural studies and educational theory.”

ECS 6828: WHITENESS IN CROSS-RACE CLASSROOM RELATIONSHIPS

ECS 6828 examines the “**role of whiteness in cross-race classroom relationships**, with a goal of fostering more productive dialogue and listening across races.” The course explores “what productive cross-race communication in education entails.”

ECS 6643: AFFIRMATIVE ACTION & DIVERSITY POLICIES IN U.S. HIGHER EDUCATION

ECS 6643 is designed to “provide a foundation for those implementing an affirmative action program or conducting research on the topic.”

ECS 6822: PACIFIC ISLANDER INDIGENOUS EDUCATION

ECS 6822 examines “education as a tool for empowerment, resistance, and healing within varied Indigenous communities.” The course topics covered include: “Native/Indigenous epistemology, **decolonizing methodologies**, **settler colonialism**, **cultural reclamation**, and **critical pedagogy**.”

The ECS Teaching Transformation track offers courses in:

ECS 6665/7665: VISUAL ARTS AND SOCIAL JUSTICE INQUIRY

ECS 6665/7665 addresses the ways in which “the visual arts (both within and outside of schools) can help shape our understanding of educational equity and **promote engagement with social justice inquiry.**” Students are required to submit a final paper that takes one of two forms: “a theoretical discussion of an issue in social justice and art education; or a project that involves **teaching art in relation to social justice** (either in the community or in the schools).”

ECS 6631: MINORITIES, DIVERSITY, AND CONTROL IN PUBLIC SCHOOLS

ECS 6631 addresses “issues of power and diversity regarding racial minorities in public schools. Social and theoretical constructions of diversity in education will be discussed in relation to the schools and various critical positions through research, social justice, policy, and equity.”

ECS 6655: CRITICAL PEDAGOGY

ECS 6655 considers “a variety of pedagogies devoted to pursuing social change through education. The **critical pedagogies of Paulo Freire, Ira Shor, and Henry Giroux** are discussed.” The course also studies “feminist pedagogies which criticize and develop out of critical pedagogies.”

Vermont

UNIVERSITY OF VERMONT

The University of Vermont’s College of Education features topics such as critical race theory and whiteness. Readings include Paulo Freire’s *Pedagogy of the Oppressed*.

COURSES

EDTE 056 D1: LANGUAGE POLICY ISSUES, RACE & SCHOOL

The course **EDTE 056 D1: Language Policy Issues, Race & School** features content such as “**Whiteness Identity & Privilege,**” “Critical Race Framework” and **critical race theory**, and “Raciolinguistic Discrimination.” Required reading for the course includes selections from **Paulo Freire’s *Pedagogy of the Oppressed***, Delgado and Stefancic’s *Critical race theory: An introduction*, and *Johnson’s Privilege, Power, and Difference*.

The course description states that this “introductory course explores the theories, practices, and policies related to the intersection of race, language policy, and school” and “how language is used to construct notions about race impact the teaching and learning of English learners in multilingual and multicultural settings.”

The syllabus states that course “fulfills the 3-credit D1 (Race & Racism) requirement, and it also fulfills the first course for the Education for Cultural and Linguistic Diversity (ECLD) minor.”

Course learning objectives include students developing an “awareness of the influence and impact of diversity-related concepts such as intersectionality (i.e., the intersection of multiple dimensions on diverse cultural identities), power and privilege at the individual, group, and systems levels especially as it relates to shaping restrictive language policies throughout US history” and to “develop the ability to recognize and name dynamics (e.g., identity-related, cultural, power) at the individual, group, and systems levels that are present when exploring issues related to diversity.”

GEORGE MASON UNIVERSITY

George Mason University's College of Education and Human Development courses include topics such as **critical theory, critical pedagogy, critical race theory, Marxism, tenets of queer theory, white supremacy, and whiteness**. Texts used in courses include Paulo Freire's *Pedagogy of the Oppressed*, bell hooks' *Teaching to transgress: Education as the practice of freedom*, and Delgado and Stefancic's *Critical race theory: An introduction*.

COURSES

EDUC 855: CRITICAL PERSPECTIVES IN EDUCATION

The course **EDUC 855: Critical Perspectives in Education** course includes students learning about and applying **critical race theory** and other critical theories, and **oppression**. Course readings include Paulo Freire's *Pedagogy of the Oppressed* and a piece on **Marxism**.

The course overview states that it will explore “**critical perspectives in education as an avenue to developing understandings of how issues of power, culture, and consciousness shape education, education systems, and educational research**.”

Course learning outcomes state that students will “**examine the perspectives of critical theorists in education, including (but not limited to) study of Critical Race Theory, LatCrit, DisCrit, Queer Theory, and Feminists scholars**” and “develop their own critical praxis and pedagogy through dialogue and reflection.”

Topics for the course include the “critical foundations,” Paulo Freire’s ideas expressed through *Pedagogy of the Oppressed*, “critical race theory,” and the “intersections of Critical Race Theory and Critical Pedagogy.”

Required texts for the course include Paulo Freire’s *Pedagogy of the Oppressed: 50th Anniversary Edition*, *A Marxist education: Learning to change the world*, bell hooks’ *Teaching to transgress: Education as the practice of freedom*, and Delgado and Stefancic’s *Critical race theory: An introduction*.

EDUC 856: CRITICAL PRACTICE IN EDUCATION

The course titled **EDUC 856: Critical Praxis in Education** focuses on activism and includes topics such as the “**three pillars of white supremacy**,” “**Family privilege**,” “**intersectionality**,” and “**gender affirming policies**.”

The course overview states that it “critically studies education and education-linked policies and practices that differentially affect individuals, families, and groups” and “drawing upon critical perspectives in education, students will examine the ways in which social inequalities are structurally reproduced through policies, laws, rules, and regulations in education and interlinked systems (e.g., social welfare, health care, criminal justice).”

Students will also study “**social movements for justice, identify different forms of engagement, including education, research, advocacy, and activism, and plan action steps to catalyze systems of change in education**.”

Students are required to complete “Reflexive Memos” for the course which are intended for students to “develop a critical reflexive practice, considering their own positionality and experiences, course readings and discussions, and notions of allyship and accompliceship while working towards systems of change.”

Another course assignment titled “Strategic Action Plan and Action Taking” states that students will “develop a strategic action plan to carry out a social action related to their policy research and analysis,” and that the “strategic action plan should include goals, organizational considerations, an analysis of constituents, allies and opponents, targets, and possible tactics.”

EDCI 597 AND SEED 406: LGBTQ ISSUES IN EDUCATION

The university course **EDCI 597 and SEED 406: LGBTQ Issues in Education** involves the study of **queer theory** and how to apply it to the classroom. The course also examines the role that **white supremacy** and **whiteness** play in a queer classroom.

The course overview states that it “provides instruction in how to create supportive, safe and affirming educational environments for LGBTQ+ students, faculty, staff and communities in classrooms, schools, as well as both formal and informal spaces of learning (i.e., Gay Straight Alliances and youth groups).” The course uses different activities **“as a means to apply theories, methods, and practices from LGBTQ studies, queer studies, multicultural and educational studies to educational settings and contexts.”**

Learning objectives include students investigating **“appropriate educational experiences that use anti-oppressive pedagogies to challenge bigotry, inequality, and systems of oppression based upon gender expression, gender identity and sexual orientation”** and **“Identify and evaluate opportunities and practices across school curricula that enhance and support deeper engagement and understanding of LGBTQ+ histories, cultures, identities and issues.”**

Course topics include **“Queer Theory,” “Intersectionality,” transgenderism, and “Queering Curriculum.”** Course content also includes **queerness, white supremacy, and whiteness.**

RANDOLPH COLLEGE

COURSES

EDUC 2210: MULTICULTURAL CHILDREN’S LITERATURE

The course titled **EDUC 2210: Multicultural Children’s Literature** features content such as **critical theory, critical race theory, and culturally responsive pedagogy.**

The syllabus description states that it is a “survey of multicultural children’s literature” and “includes various authors and illustrators in such genres as the oral tradition, fantasy, realistic and historical fiction, poetry, and picture books.” The course will give “special emphasis” to “teaching from a culturally relevant perspective and creating a diverse classroom library that includes authors and characters who are Black, Indigenous and people of color; women; LGBTQ+; and from a range of religious and cultural backgrounds.”

Course “references” include several texts such as **“An author as a counter-storyteller: Applying critical race theory to a Coretta Scott King Award Book. *Children’s Literature in Education*,”** “Critical race theory: What it is not! In M. Lynn, & A. D. Dixon (Eds.), *Handbook of critical race theory in education*,” and “Confronting the marginalization of culturally responsive pedagogy. *Urban Education*.”

Washington

UNIVERSITY OF PUGET SOUND

University of Puget Sound School of Education courses feature topics such as social justice, racism, and white supremacy.

COURSES

EDUC 290: MAKING MEN: SCHOOLS AND MASCULINITIES

The course “examines the nature of schooling and the socializing power of schools, using masculinity as its lens” and examines the “hidden and official curriculum schools use to teach about gender and what it means to be a man.”

EDUC 295: WHITE TEACHERS TEACHING CHILDREN OF COLOR

The course will “center race as a lens for understanding miseducation in American schooling.”

EDUC 296: USING CHILDREN’S AND YOUNG ADULT LITERATURE TO TEACH FOR SOCIAL JUSTICE

The course description states that “Teaching reading has never been politically neutral because reading instruction, when it is done well, requires that we read something” and that there is “an assumption that the selection of what students read should consider the promotion of American ideals of liberty and justice for everyone.”

EDUC 298: USING PRIMARY SOURCES TO TEACH FOR SOCIAL JUSTICE

The course is “designed to introduce students to using primary documents to help K-12 students understand alternative perspectives of the past” such as “perspectives are marginalized in K-12 classrooms, few experience the silence that surrounds LGBTQ people.”

EDUC 628: CENTERING RACE AND UNLEARNING RACISM

The course focus is to “center race as a lens for understanding education and miseducation in American schooling.” Students engage in the “ongoing process of confronting and unlearning socialized assumptions about race and how these manifest in classrooms and in their own racialized identities”

UNIVERSITY OF WASHINGTON

The University of Washington’s College of Education features topics such as critical pedagogy and critical race theory. Course texts include Paulo Freire’s *Pedagogy of the Oppressed*.

EDUC 210 – PHILOSOPHY OF EDUCATION

The Course **EDUC 210 – Philosophy of Education** course includes **critical pedagogy** and **critical race theory**. Readings include Paulo Freire’s *Pedagogy of the Oppressed*.

The course is a “comprehensive survey of philosophy of education” and includes topics such as metaphysics, epistemology, ethics, pedagogy, and policy.

UNIVERSITY OF WISCONSIN – STEVENS POINT

The University of Wisconsin at Stevens Point College of Education's courses feature content such as critical theory, critical race theory, intersectionality, and oppression. Course texts include Ozlem Sensoy and Robin DiAngelo's *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education* and Ibram X. Kendi's *How to Be an Antiracist*.

COURSES

EDSU 921: BUILDING EQUITABLE EDUCATION SYSTEMS: UNDERSTANDING RACE, ETHNICITY, POWER, AND PRIVILEGE

The course titled **EDSU 921 – Building Equitable Education Systems: Understanding Race, Ethnicity, Power, and Privilege** features topics such as **critical race theory**, intersectionality, **oppression**, **power**, and privilege.

Course “learning outcomes” include students being able to “interpret race, ethnicity, power and privilege in the education system,” “analyze multiple forms of oppression and their intersections,” “**apply social theory and critical race theory within teaching and learning environments**,” and “propose actions to enhance equity in the education system.”

ENGLISH EDUCATION METHODS

The document titled **English Ed Methods**, which includes “English 355/555: Methods of Teaching Composition,” “English 356/556: Methods of Teaching Literature,” “English 396: Practicum,” and “English 497: English Education Seminar,” states that the “**primary goal over the course of this semester, however, is to help you [student] develop into careful, critical, antiracist English Language Arts educators.**”

The courses emphasize that students “practice critical literacy” and “antiracist pedagogy.” The words “critical literacy” is found 23 times in the document.

According to Google AI, critical literacy is “a teaching method that uses critical theories to analyze, critique, and transform social norms, practices, and rule systems.”

As part of the English 355/356 course, students must complete a project titled “Course/Unit/Lesson Plan Assessment” where they will “plan a course, design a unit, create daily lesson plans, and construct assignments for a particular group of students.”

When creating the project, students are also to “consider the different genders, gender identities, races, ethnicities, nations, cultures, psychological development, socio-emotional development, and socioeconomic status of all of your students, and incorporates critical literacy and personally and culturally sustaining pedagogies.”

As part of the project, students are to assess the “intersectionalities of people in the community” and create their own “Intersectionality Wheel” for the community based on the patterns of data from your research.” The directions also state that the students should “include race and racism” in their choices.

Students must choose “at least four items per level” which features the level “systems and structures of power” and includes items such as “politics,” “capitalism,” and “colonization,” as well as the “major systems of oppression” level which includes “racism,” “ableism,” “classism,” and “heterosexism.”

The course “English Education 396: English Education Practicum” states that its purpose is to help guide students in “developing professional processes that help you consider the skills, ideas, and educational frameworks” and features Ibram X. Kendi’s *How to Be an Antiracist* as the core course text.

EDUC 205: PLURALISM

The course **EDUC 205 Pluralism** states that it is “founded on the assumption that there is injustice in the world and that inequities exist.” The course “analyzes and evaluates education in the U.S., the policy of equal educational opportunity, and the impact of class, gender, race, and language differences in teaching and learning.”

The course includes readings from *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education* by **Ozlem Sensoy and Robin DiAngelo** which contains topics focusing on **critical theory, oppression and power, privilege, racism, and white supremacy**.



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