COURSE DESCRIPTION & OBJECTIVES
In 1995, Gloria Ladson-Billings and William Tate asserted that race and racism are undertheorized in educational research. Borrowing from the legal field, Ladson-Billings and Tate (1995) then suggested Critical Race Theory (CRT) as a heuristic for interjecting the salience of race and racism into colorblind discourses of education. Their article spawned a tradition of educational research that draws from CRT to critique systemic and institutional racism in education.

As we will explore in class, the pervasive use of CRT in educational research illustrates both a commitment to exploring racial [in]equity as well as the misappropriation of a radical tradition of race. Additionally, scholars’ overuse and misappropriation of CRT negates foundational and global theories of race and racism that overlap with discourses of colonialism, feminism, and class. Keeping with the diverse and global traditions of racial theorizing, this race primer course aims to:

1. explore several critical theorizations of race prominently featured in 21st century educational research in addition to theorizations from the East and Global South that are neglected;
2. trace the socio-historical foundations and transnational parallels of various theorizations of race;
3. apply our nascent understandings of theories of race and racism to frame educational inequities.

Ultimately this course will engage future researchers in understanding how these multidimensional racial theorizations can operate as frameworks in their educational research.

COURSE EXPECTATIONS
1. The readings for this course require deep engagement with challenging themes. Please keep detailed notes on your readings and pose questions that can further our class discussions.
2. Your informed participation in class discussions are crucial to meeting the objectives of our graduate seminar. Please arrive each week with the expectation of in-depth discussion of the required texts.
3. Seminar discussions should be relevant to the assigned readings for the week. Furthermore, students should draw connections to prior course readings as a method of
synthesizing prevalent themes inherent in the theories of race and racism that we will cover throughout the semester.

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

REQUIRED & SUGGESTED TEXTS


Note: For some of the texts, we will only read chapters. However, as scholars interested in race, I recommend that you purchase each text to have as a reference for your current and future research. Most of the required and suggested texts are available at independent book stores for a reasonable price (i.e.: less than $10).

COURSE ASSIGNMENTS & ASSIGNMENT DESCRIPTIONS

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*Busey-Fall 2018*  
*Theorizing Race and Racism*
Informed Participation and Intellectual Contributions
Students are expected to participate in class discussions and ensure that their participation is dialogic in nature. This means that students should exhibit an ability to not only express their viewpoints, but internalize and interpret the viewpoints of others while contributing ideas to our class discussions. Furthermore, your contributions to class discussions should be relative to the assigned readings for the course as well as course themes.

Weekly Responses
Your preparation for and participation in class is essential to a successful discussion and learning experience. Part of your preparation is posting a response to a prompt on Canvas. These posts are due by midnight each Tuesday prior to our Wednesday class, and should be approximately 200 to 250 words. Note that of the 14 course sessions for which there will be prompts, you must complete 10.

Education Position Papers (15% each; you must complete your choice of two of the following three assignments, by the respective due dates)
Position papers should be only 3-4 pages in length. For your position paper, you are asked to do one of the following: 1) apply a theorization of race and racism that we examine in class towards an enduring educational concern, 2) locate a scholarly article in education that draws from a theorization of race and racism that we examine in class and write a rejoinder to the article, or 3) critique or nuance a theorization of race and racism that we examine in class by putting the selected theorization in dialogue with another theorization/line of thought. Due September 12, October 10, or November 14.

Final Paper
You have three options for this major assignment. This is the place where you can identify an area of particular interest to you, either delving deeper into a topic covered in the course or choosing a topic (and there are many worthy ones) that we have not discussed. Whatever your choice, you must present it in a one-page research proposal to me due electronically Friday, October 12. The final paper and ten-minute presentation is due December 5th.

- What can we learn about race and racism in education when we put similar/opposing theorizations or interlocutors in conversation with each other? Taking up Juliet Hooker’s (2017) notion of juxtaposition, you will examine at least two canons of literature or the work of two interlocutors of race and racism. This work will require secondary research and possibly historical/archival research. (12-15 pages)
- How are educational scholars [of a particular subfield] theorizing race and racism in educational research? For this paper, you (and a partner) will conduct a meta-analysis or systematic review of the literature in a particular subfield of education or scholarly journal of education. It is recommended that you examine current syntheses of scholarly literature published in journals such as Race, Ethnicity and Education or Review of Educational Research. (20-25 pages)
- Conceptual essay or research study related to a racial theory (or theories) of your choice. This option is intended for students who want to expand upon the educational
implications of a theorization of race and racism that we cover in class or pose a
theorization that we were unable to address throughout the semester. Additionally,
students who are working with extant data may craft a research study for publication or
apply a theorization of race and racism towards policy, curriculum, film, educational
practice, etc. (15-20 pages; empirical research manuscripts may be longer in length)

COURSE POLICIES
Assignment Submission: Each assignment should be submitted as a Microsoft Word document
via Canvas by the date indicated on the syllabus. In addition, a paper copy of the assignment
should be submitted to the professor in-class.

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

Assignment Format: Assignments should adhere to the 6th edition of the APA Publication

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

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

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

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

Course Schedule Shell

Week 1: Introduction

Week 2: What is race?

Week 3: Critical Race Theory in Educational Research

Week 4: Critical Whiteness Studies in Educational Research

Week 5: Cultural Studies and Educational Research

Week 6: Black Skins, White Masks

Week 7: Wretched of the Earth

Week 8: Orientalism

Week 9: Borderlands

Week 10: Feminist Critiques Part I

Week 11: Feminist Critiques Part II

Week 12: The Racial Contract

Week 13: The Racial Contract

Week 14: Final Papers and Presentations