**Radical Care: Teaching & Leading for Justice in Schools**

UED 75200-2 / WSCP 81000-27

Spring 2020, Thursdays 6:30-8:30 PM

***Course Instructor*:** Dr. Rosa L. Rivera-McCutchen

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(for fastest response, use email)

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***Office Hours*:** Thursdays 5-6pm and by appt.

Course Description

As Critical Race Theory comes under attack from the highest levels of government, this course examines the *application* of CRT as a more humanistic approach to urban schooling, focusing specifically on critical conceptions of care, love, and hope. Beginning with the premise that schooling must be explicitly focused on disrupting structural inequality, we start with an examination of Black feminist/womanist approaches to schooling, then move on to other scholars whose work examines critical applications of care, love and hope in schools.

Course Readings: There is no one assigned book for the course. Readings will be posted on CUNY Commons at least a week prior to the due date.

Course Guiding Questions:

*To be generated in Class 1*

Course Requirements and Expectations

Your grade for this course will be determined based on the following:

|  |  |
| --- | --- |
| *Category (%)* | *Due Date and Submission Format* |
| **Community Membership (20%)**  (including weekly feedback by Sunday after class at 9am) | Ongoing  [Fill out weekly feedback survey](https://forms.gle/B8vsSQw4Kg5wXJGU7) |
| **Weekly Reading Responses (25%)** | Reading responses due on Commons Site by 9pm on Tuesdays preceding designated class meetings; comments on peers’ posts due by Thursday 4pm, prior to class |
| **Film Meme & Critique (20%)** | Commons; Due Wed, Apr 21st |
| **Session Leader (30%)** | Varies based on in-class sign-ups |
| **Final Assignment (40%)**  (includes 2 brief check-ins, submission, and in-class sharing) | Check-in 1: Mar 4th – brainstorming  Check-in 2: Mar 18th – 1 page  Creative portion posted on Commons by **4pm on May 13**; Annotated Bibliography posted in Commons by **noon on May 22** |

Assignments will be assessed based on the scoring guidelines that accompany each assignment. Assignments may not be revised for resubmission after the due date, therefore it is strongly recommended that students arrange to meet with me in advance to receive feedback and additional guidance regarding progress on submissions. There are no extra credit assignments.

**Note that late assignments will generally not be accepted without advance arrangement or a documented emergency.** This is not intended to punish; rather it is an acknowledgement that I cannot respond to ongoing assignments in this class and others, while also accepting late ones. Therefore, if you anticipate any challenges with deadlines, it is your responsibility to speak with me well in advance of the due date.

Academic Integrity and Plagiarism Policy (See the [Graduate Center Student Handbook](http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/Student_Handbook_web.pdf), pp. 59-63) Academic Dishonesty, which includes plagiarism, is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion.

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**COURSE EXPECTATIONS/ASSIGNMENT DESCRIPTIONS**

***Community Membership***

1. Be present, be on time, and be prepared to engage (you need to complete the assigned work in order to do this & more than one absence may result in a decreased or failing grade for the class)
2. Active participation and involvement are extremely important and required; however, take care not to *over­-participate.*
3. **Complete the** [**online survey**](https://forms.gle/B8vsSQw4Kg5wXJGU7) **after each class (by Friday eve after each class)**
4. If there is an extraordinary situation, and you are unable to attend class, you must notify me prior to the class meeting via email.
5. Please observe conventional wisdom with respect to email etiquette and include relevant subject headers when emailing. It helps everyone understand the content better!

***Reading Responses*:** Each week, you will submit a brief (approx. 200-250 words), informal reading response in the Commons. Reading responses precede the in-person class when the readings should be completed. The goal is to respond to the readings and to each other, and these **responses will jumpstart our weekly conversations**. Feel free to include questions, rebuttals, areas of confusion, links to relevant materials, or theories you’re playing around with, but remember that the responses should reference the readings/materials. You should include parenthetical in-text citations following APA conventions. DO NOT include a reference list.

For full credit, you need to comment on at least one of your classmates’ responses. This is intended to be a dialogical discussion, so your responses should be substantive (i.e. go beyond writing, “I agree”).

Each week’s Reading Response will be marked out of a total of 4pts for fulfilling each of the following criteria:

1. Discuss the assigned texts/materials (approx. 200-250 words)
2. Include parenthetical citations
3. Thoughtfully comment on at least one peer’s post.
4. Complete your post and comment on time.

***Film Critique*:** For this assignment, you should select and watch a feature film that highlights a “savior” educator (fictional or real), and view it using a critical lens that considers the concepts of love, hope and/or care we’ve been discussing in the first half of the course. This assignment will be discussed in greater detail in class.

***Session Facilitation*:** Working in assigned pairs/triads, you will sign up to lead one weekly session. Facilitation duties include the following:

1. Jointly write a one-page overview of the readings, highlighting key points
2. Jointly develop and write a one-page session plan
3. Facilitate a thoughtful & interactive session.

Note: You are *not* required to submit a Reading Response/comment for the session you are facilitating. Email the overview and session plan to me before class.

***Final Assignment*:** Students will complete a two-part final project that responds to one of the course’s guiding questions.

**Part 1**: Annotated bibliography consisting 7-8 new sources (not assigned). Annotations should summarize the text briefly (1-2 paragraphs MAX).

**Part 2:** “Unessay” + Explanation (paragraph – 1pg)[[1]](#footnote-1)\*

Possible formats:

* Case study (see *Journal of Cases in Educational Leadership* for examples)
* TEDTalk
* Podcast
* Panel discussion (virtual, of course)
* Visual model (could be of a school, for example)
* Playlist of songs
* Editorial
* Website
* Animation
* Digital Story/Comic
* Social Media Story

Grading:

1. Annotated Bibliography (10 POINTS)
   1. includes 7-8 new sources
   2. annotations succinctly, yet thoroughly summarize each source for the reader
2. UnEssay
   1. 10 POINTS: This unessay constitutes a critical and active engagement with the course material that shows insight and creativity, and demonstrates time and effort devoted to creating something thoughtful. The unessay works persuasively to address the selected course guiding question. The unessay includes a clearly stated explanation of how your unessay responds to the selected question.
   2. 8 POINTS: This unessay meaningfully engages course material and shows an effort to creatively translate the course materials with some degree of clarity. It reflects some time, effort, and forethought. The chosen medium works with the unessay presentation, but some additional design forethought would have helped. The unessay’s structural and formal elements serve the selected guiding question. Accompanied statement provides some clarity to the piece but not complete explanation.
   3. 6 POINTS + Below: This unessay shows some engagement with the course material but it is unsustained, uncreative, and inconsequential. It fails to develop a critical and reflective perspective. The chosen medium doesn’t work with the unessay’s presentation. The unessay identifies a vague connection between the selected course guiding question. Both it and the explanation will appear to be thrown together at the last minute.

**COURSE CALENDAR\*\***

There are no required textbooks for this course. Rather, materials will be posted on the Commons. You will also complete weekly reading responses in the Commons unless otherwise noted

*\*\*Note: Required readings and topics may be changed to meet the needs of the class.*

| Date | Topic |
| --- | --- |
| **Feb 4**  **Week 1** | Course overview & Introductions |
| **Feb 12**  **Week 2** | Critical Race Theory in Education  Watch: [Gloria Ladson-Billings’ Talk](https://youtu.be/V3TiKoV9EfE)  **DUE THIS CLASS:**  Ladson-Billings & Tate (1995); Dixson & Rousseau Anderson (2018) |
| **Feb 18**  **Week 3** | **No synchronous class – Select & watch a “savior” educator film** |
| **Feb 25**  **Week 4** | Womanist & Black Feminist notions of care\*\*  **DUE THIS CLASS:**  Beauboeuf-Lafontant (2002); Wilson (2015); Bass (2012); Witherspoon & Arnold (2010) |
| **Mar 4**  **Week 5** | The Black principalship & Culturally Responsive/Relevant Leadership\*\*  Watch: [Vanessa Siddle Walker’s Talk](https://youtu.be/W8YDM7v8Few)  **DUE THIS CLASS:**  Lomotey (1993); Tillman (2004); Horsford, Grosland & Gunn (2011); Khalifa, Gooden & Davis (2016) |
| **Mar 11**  **Week 6**  **2hrs** | Freire, Love, Hope & Care\*\*  Project check-in 1  **DUE THIS CLASS:**  Miller, Brown & Hopson (2011); Freire (2005); Darder (2002); Rivera-McCutchen (2019) |
| **Mar 18**  **Week 7** | Critical (Race) Caring\*\*  Watch: TBD  **DUE THIS CLASS:**  1 page project outline/description  Antrop-González & De Jesús (2006); Rolón-Dow (2005); Curry (2016); Rivera-McCutchen (2012); Tichnor-Wagner & Allen (2016) |
| **Mar 25**  **Week 8**  **2hrs** | Guest Speaker  Project Check-in (Hour 2)  **DUE THIS CLASS:**  Bowman (2019) Chapter 2 |
| **Apr 8**  **Week 9** | **SPRING BREAK - NO CLASS** |
| **Apr 15**  **Week 10** | Counterstories as Radical Care\*\*  Watch: TBD  **DUE THIS CLASS:**  Yosso (2005); Rodela & Rodriguez-Mojica (2020) |
| **Apr 22**  **Week 11**  **2hrs** | “Thank you nice White lady” (or Film Critiques)  **DUE THIS CLASS:**  Meme Sharing & Film Discussions  NO READING RESPONSE DUE |
| **Apr 29**  **Week 12** | Hope and healing\*\*  Watch: [Jeff Duncan Andrade Equality or Equity](https://www.youtube.com/watch?v=okBjLsFd58M&t=1600s)  **DUE THIS CLASS:**  Ginwright (2011); Cammarota (2011); Duncan-Andrade (2009) |
| **May 6**  **Week 13** | Reimagining Schools  **DUE THIS CLASS:**  Reading TBD |
| **May 13**  **Week 14** | Sharing projects (creative portion) & Course wrap-up  NO READING RESPONSE DUE |

1. \* https://esclark.hcommons.org/the-unessay/?fbclid=IwAR1HOy1S-Reh7DUedL8OPGewhVndYjq\_DYQds8vnGW5g04jF\_WqVv5HNYaI [↑](#footnote-ref-1)