

**Critical Analysis of Systemic Inequity: Social Justice Education**  
**3 credits**

**EDL 820**

**Course Description**

This course is an advanced and in-depth exploration of the issues of power and inequality in U.S. history including but not limited to racism, classism, sexism, homophobia, and linguisticism. The historical survey of inequity becomes a foundation for addressing current issues from a variety of perspectives and possibilities. Key course concepts for social justice in education include cultural deficit frameworks, meritocracy, whiteness as social construct, color blindness and race neutrality, microaggressions, and the politics of epistemology. Students will examine historic and contemporary examples of educational institutions as mechanisms of social, political, and economic control. Examples will include U.S. American Indian boarding schools, school segregation, tracking, and vocational education. Students will engage in critical research, analysis, writing and development of programs in their field that strive to end oppressive practices and balance systemic inequities.

**Course Structure**

This course has been designed as a participatory seminar in which participants learn through discussion, interactive/experiential activities, and shared reflection. This seminar will be delivered through online learning. A key element of the seminar will be inclusion of guest discussants who will contribute to the exploration of each main topic area. Guest discussants will be selected on the basis of their personal and direct experience with the social justice issue under consideration. The class will function as a learning community in which every member shares responsibility for the collective learning experience of the group. As a member of the learning community, each student is expected to participate in online discussions, take part in online class activities, and provide constructive feedback to co-learners.

**Learning Outcomes**

- Students are able to examine relationships between systems of oppression and educational institutions in the context of leadership, community partnerships, teaching, and learning;
- Students are able to provide examples of historic and contemporary educational institutions as mechanisms of social, political, and economic control;
- Students are able to develop, implement, and communicate strategies for promoting social justice in educational institutions with educators and stakeholders in ways that are accountable and responsible;

- Students are able to engage in research, analysis and completion of a research project that examines the individual, institutional, structural, and historical nature of power and oppression

## **Course Requirements**

### **1. Participation 10%**

Take part in class activities. Contribute to discussions and activities, both face to face and online, in a way that enhances learning for all class members. Class members will take turns developing questions and/or brief scenarios to stimulate in-class and online discussion.

### **2. Research Paper 25%**

Students will focus on one social justice theme and research the individual, institutional, structural, and historical nature of power and oppression within that theme. The paper should be 12-15 pages and in APA format and include the following:

- Title page
- Abstract
- Definition
- Historical context
- Current perspective and controversy
- Personal reflection and perspective

Papers must be in APA format

Students must use at least 15 scholarly sources

### **3. Leading Change Project – 25%**

Students will design a professional development opportunity to teach colleagues in your setting strategies to advance social justice advocacy, activism, or awareness. The opportunity could take various formats that include (but are not limited to): workshops, unit plans, digital slideshow, video, webinar design, website design, journal article.

The project must:

- include a detailed outline
- include all necessary handouts, lecture guides, activities
- be compiled in a professional manner
- the final project should be detailed enough to be replicated by others.
- include a rationale demonstrating: 1) how the project fits into the themes and theoretical frameworks addressed in the course material and 2) the relevance of the project for community or institution.
- be shared with the class in a professional manner
- have all sources in APA format

### **4. Online Work (25%)**

Students will be required to participate in the completion of all online coursework including at least one exam.

## General Criteria for Assessment

1. **Construction of Knowledge:** Students successfully interpret, analyze, evaluate, or synthesize information.

2. **Depth of Understanding:** Student understanding of course content is relatively complex and deep, and they demonstrate that understanding through elaborated communication.

3. **Connection to Practice and Policy:** Students successfully connect course content to educational practice and/or policy. They explore implications that create value and significance for knowledge.

4. **Clarity of Expression:** Students demonstrate quality work through well-organized, grammatically correct, precise and accurate writing. They reflect thoughtfulness in word choice, sentence construction and composition.

## Course Grading Scale

Letter Grade	Percentage Points
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
F	73 or below

## Guidelines for Written Assignments

Advanced graduate academic work requires competence in written communication to express your ideas clearly and accurately. Therefore, it is expected that students will be able to articulate their positions, reasoning, and queries with clarity, accuracy, and precision in grammatical construction and language use. Students must demonstrate critical thinking in all of their written work. Further, it is imperative that doctoral students draw upon the work of other scholars and appropriately give credit to others through in-text citations.

## Format Requirements for Papers

- Use APA (most recent edition) to format course papers.
- Use inclusive language (do not use masculine pronouns when referring to men and women).
- All papers should be double-spaced with 1-inch margins. Times New Roman font (12 point) is standard.
- Number the pages.

- Writing should be appropriately referenced, giving credit to others for their work by providing accurate citations.
- Where appropriate and possible, draw connections between course concepts/readings and specific examples/experiences. The capacity to relate theory with practice is an important component of the course.
- Writing must be grammatically correct and without spelling, punctuation, or typographical errors.
- Include a list of references at the end of the paper. This list should include all references cited in the paper, and only those cited in the paper.

### **Guidelines for Online Discussions**

There are three very important rules for using online discussion boards:

1. Remember that the culture of mutual respect that is part of our face-to-face time extends into the virtual classroom environment.
2. Participation is required.
3. Participation alone is not enough. Posts require a thoughtful and meaningful approach. Quality does count. Also important is timing. If you wait until the end of the discussion window time, you are not engaging in the type of discussion required.

See “Guidelines and Rubrics for Online Discussions” (D2L Course Content) for further details.

### **Guidelines for Communication in a Respectful Learning Environment**

- Listen receptively. Seek first to understand, then to be understood.
- Attend to the person who has the floor. No sidebar conversations, gestures, or extraneous activity while another person is talking.
- Communicate honestly. If you have a concern or if you are puzzled – explain how you are feeling and why.
- Disagree thoughtfully. Respectful questioning and disagreement is not wrong. Scholarly discourse involves and encourages exploration of different perspectives.
- Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality are not acceptable.

### **Academic Integrity**

The University of Wisconsin Oshkosh is committed to a standard of academic integrity for all students. The System guidelines state: “Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.” (UWS 14.01, Wisconsin Administrative Code)

Students are subject to disciplinary action for academic misconduct, which is defined in UWS 14.03, Wisconsin Administrative Code. Students are encouraged to review the procedures related to violations of academic honesty as outlined in Chapter UWS 14, Wisconsin Administrative Code. The System guidelines and local procedures are printed in the University of Wisconsin Oshkosh Student Discipline Code 2007-2008 and can be found on the Dean of Students website at [www.uwosh.edu/dean/conduct.htm](http://www.uwosh.edu/dean/conduct.htm). Specific

questions regarding the provisions of Chapter UWS 14 (and institutional procedures approved to implement Chapter UWS 14) should be directed to the Dean of Students Office.

### **Accessibility Statement**

We would like to fully include persons with disabilities in this course. Please let us know if you need any special accommodations. Information will be kept confidential whenever possible. For questions regarding UW Oshkosh policy and available services for students with disabilities, please contact John Palmer, Coordinator of Services for Students with Disabilities in the Dean of Students Office in Dempsey Hall. [palmerj@uwosh.edu](mailto:palmerj@uwosh.edu) or 424-3100.

### **The Writing Center**

All UW Oshkosh students are eligible for one-on-one conferencing at the Writing Center. Their free, confidential tutoring is designed to help writers work through assignments and gain additional writing skills. Trained peer consultants can assist writers at any stage of the composition process, from brainstorming for topics to fine-tuning a final draft. They help writers with issues like grammar and mechanics by helping them identify their own patterns of error and learning how to avoid those errors. Check their website for more information about services. (<http://www.uwosh.edu/wcenter>). The Writing Center is located in Suite 102 of the Student Success Center, across from Reeve and Polk on Elmwood Ave.

### **Communication**

*Email.* Your UW Oshkosh email account is used by the University and by your instructors to communicate University and course information. Please check your UW Oshkosh email frequently.

*Weather Concerns.* If you are unable to attend class due to hazardous conditions, please notify me via email prior to the scheduled class meeting. In the event that I cannot meet with the class, or most members of the class cannot attend, we will schedule an alternative discussion/learning activity using D2L. Please check your UW Oshkosh email prior to class if you have any questions about the class meeting. I will send an email notice to you no later than 3:30 p.m. if there is an alternative plan for that evening's session.

## **UW Oshkosh College of Education and Human Services**

### **Edd in Superintendency**

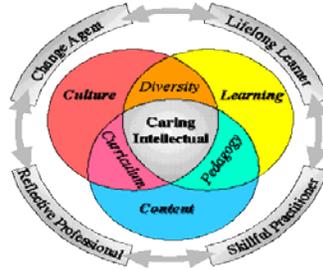
The **mission** of the EdD in Educational Leadership program leading to licensure as a District Administration is to develop educators to assume formal leadership roles in their organization.

The **goals** of the program are to develop the capacity to:

1. envision and guide organizational change;
2. communicate effectively, engage constituents, develop people and build community;

3. advocate equity for diverse populations, and respect individuals;
4. integrate theory, data, research and ethical standards into the context of one's practice through continuous learning.

The Educator as a Caring Intellectual



### Program Dispositions

Throughout this program students will be expected to demonstrate the following dispositions:

- Value change as the source of the opportunity for improvement
- Display the ability to understand people and relationships and be receptive to the ideas of others
- Show a willingness to implement non-discriminatory access, accommodations and assessments.
- Demonstrate empathic understanding of diversity in all domains.
- Reflect regularly upon the philosophical assumptions, ethical principles and rationales that guide one's practice
- Understand oneself as a learner and value learning as a core capacity.

### Wisconsin Administrator Standards for Superintendent (03) Licensure

Teacher Standards, Vision, Instructional Program, Management, Family/Community Relations, Ethics, and Context Affecting Schools

(Full documentation available at: <http://tepd.dpi.wi.gov/epp/licensure-program-guidelines>)

### Tentative Schedule of Topics

	Topics	Activities and Assignments
Week 1	Does Inequality Play a purpose, structures of inequality	Reading Assignment: TBA Small groups will read, analyze and critique research on Teacher Effectiveness and Student Achievement
Weeks 2, 3 & 4	Cultural deficit frameworks, meritocracy, whiteness as social construct, color blindness, race neutrality, microaggressions, and the politics of epistemology	Reading Assignment: TBA
Weeks 5	Historic and contemporary examples of educational	Reading Assignment: TBA Identify a specific social justice issue to

& 6	institutions as mechanisms of social, political, and economic control.	address for research and project. Examples include U.S. American Indian boarding schools, school segregation, tracking, and vocational education
Week 7	Social and cultural capital and the structure of mobility, social psychological models of generating inequality	
Weeks 8, & 9	The social construction of gender, labor and discrimination, globalization and gender, sexual identity	SAFE training, panel presentation,
Weeks 10 & 11 & 12	What is to be done including systemic dismantling, addressing historical and psychological impacts and potential areas of reform, employment, education, wealth, government	
Weeks 13	Connections, resources and supports, finding and maintaining movement when confronted with resistance	
Week 14	Course wrap-up, continuing discussions	