

EDLDRS 703: Critical Issues I
University of Massachusetts Boston
Department of Leadership in Education
College of Education and Human Development
Summer 2026

Instructor	Meagan S. Richard, Ph.D. (she/her/hers)
Email	meagan.richard@umb.edu
Class Day/Time	July 6-23; M, T, W, Th 1-4pm EST
Meeting Location	M/T—In-person: Wheatley-Peters W01-0078; W/Th—On Zoom
Google Drive	https://drive.google.com/drive/folders/1IGWISdroO_pqMDhKa_YFTYr7wrBHZAiK?usp=sharing
Zoom Link	https://umassboston.zoom.us/my/meaganrichard
Office Location	Wheatley Hall 01-77F (Inside College of Education Dean's Suite)
Office Hours	By appointment, please email me
Credit Hours	3 credit hours

Course Information and Policies

Description of the Course

Dr. Richard Description:

The Urban Education Leadership and Policy Studies program at UMass Boston is committed to developing critical, reflective leaders who are equipped to advance equity and social justice in urban educational contexts. This course is designed with those program goals in mind. As one of the first courses students encounter in the program, EDLDRS 703 serves as a foundational entry point through which students will begin to build shared language, frameworks, and critical consciousness that they will continue to hone across the remainder of the program. To understand urban education, we must first understand the society in which it is embedded. Within this course we will center how the United States was built on two intertwined and foundational violences: the settler colonial seizure of Indigenous land, and a capitalist economy built upon racism and slavery. In particular, we will learn that race is a social construct created to sustain an economic system that required cheap, expendable labor; exploitation is most possible through dehumanization. While we cannot examine all systems of oppression within the time constraints of the course, we will also examine systems of heteropatriarchy, nativism, and ableism, which similarly maintain and reproduce existing hierarchies of power. Throughout our three weeks we will examine how these interconnected systems were constructed and how they continue to shape our society. How is identity socially constructed? How do systems of oppression operate? Additionally, because this course is for first-semester doctoral students, we will explore key tools, strategies, and information that will support student success throughout the doctoral journey.

Course Catalog Description:

This course, offered in the first summer, examines a range of critical issues of importance to urban school leaders in the context of the changing relationship between schools and society. Issues discussed in Critical Issues I typically include demographic changes in the K-12 student population, multiculturalism, desegregation, bilingual education, special education, tracking, curricular and pedagogical reform, school reform movements and school finance reform. Critical Issues II covers fewer issues in greater depth; typical issues might include conflict resolution or the relationship between educational technology and school change.

Course Objectives

The primary purpose of this course is that it will strengthen students' critical consciousness, or their understanding of the power dynamics, inequalities, and systems of oppression that exist in urban education, and how these systems influence our individual and collective experiences. This course is designed to provide students with foundational ideas and frameworks that students will return to, build upon, and deepen throughout their doctoral journey. We will place particular emphasis on race, given its centrality to the mission of our college and to the lived realities of students in urban schools, and capitalist systems, which shape how cities and educational systems are structured. Students who have completed this course will:

- Engage with key critical theories and frameworks that illuminate how systems of power and oppression operate in society and in urban educational contexts.
- Develop an understanding of how race, capitalism, and other systems of oppression are socially constructed and historically produced.
- Examine how these systems shape education policy and the lived experiences of students in urban schools.
- Begin to develop the language, dispositions, and scholarly grounding needed to engage critically with these topics across the remainder of the program.
- Develop foundational doctoral skills, including critically reading scholarly literature, organizing and annotating sources, and synthesizing ideas.

Course Expectations and Experience

This is an accelerated doctoral course, and the pace and workload will reflect that. Plan to spend approximately two hours each evening engaging with course materials outside of class. I encourage you to set aside the rest of your world for these three weeks as much as you are able, and simply be present in this experience. Where possible, I have incorporated videos and podcasts into the readings to offer some variety. I also try to keep readings as low as possible, with slightly more substantial readings on Mondays. In class, expect us to primarily focus on making meaning of and extending upon the readings through small- and whole-group discussions, and other active learning methods. Some of the most meaningful learning in this class (including my own) will happen between and among all of us, and I look forward to that.

Required Materials and Software

All readings are provided in our class Google Drive.

Prior to our first session, please sign up for an account on Zotero, and download and install Zotero and the Zotero Connector: <https://www.zotero.org/download/>
(All free)

Attendance

Because this course meets daily over three weeks, the pace is intensive and each class session matters. Missing even one or two days can make it difficult to keep up, and your presence also shapes the experience for your peers. Consistent attendance and active engagement are fundamental to how this course works. Students are expected to attend regularly and arrive on time. Come to each class having critically read the assigned texts and completed any at-home activities or discussion prep. During class, please put away phones and avoid browsing or checking email so that everyone can stay focused. Active participation in discussions, workshops, and other in-class activities is also expected of all students.

Course Assignments

Within this course you will have several assignments, summarized in the table below and then described in more detail.

Item	Due Date (11:59pm)
Daily Scholarly Journal Entries	Written in-class; monitored weekly
Week 1 Scholarly Journal Synthesis Entry	July 12, 2026
Week 2 Scholarly Journal Synthesis Entry	July 19, 2026
Critical Theory Presentation	July 23, 2026 (in-class presentation)
Week 3 Scholarly Journal Synthesis Entry	July 26, 2026
Annotated Bibliography	July 26, 2026

Daily Scholarly Journal Entries: Across the semester we will all keep a scholarly journal. There is a template for the journal on our class Google Drive. Students should copy this template into their own file on their personal/UMB Google Drive and share the link with Dr. Richard on the first day of class. (In other words, the journal will not be shared with other students; just the professor.) During each class we will spend time writing in the Scholarly Journal. You are expected to write to the prompts each day. There will be 12 total entries. I will check that these are complete each week when I check the synthesis entries (which are due each Sunday at midnight). The purpose of this assignment is to provide structured time and space for you to process our readings and class learning activities.

Weeks 1-3 Scholarly Journal Synthesis Entries: At the end of each week, you will complete a synthesis entry drawing across that week's class sessions. There is a template for the synthesis entries within the same journal template on our class Google Drive. You will complete three synthesis entries total, completing each weekly, by the following Sunday at midnight. Each synthesis entry will be 500 words (or more). You do not need to submit these—Dr. Richard will simply check your journal link. The purpose of this assignment is to provide you with time to practice the kind of integrative, analytic thinking that is central to doctoral work.

Critical Theory Presentation: On our final day of class, each student will deliver a brief presentation (maximum 10 minutes) on a critical theory or framework. We will select theories from the list at the end of this syllabus and assign them on Day 1. In your presentation, you should delineate: (1) the key scholar or scholars who developed the theory, (2) its key tenets, (3) what kinds of questions or problems it is well-suited to examine, and (4) one example of how it has been applied in educational research, citing a study you identify and summarizing how the theory was used. The purpose of this assignment is to collectively build a shared repertoire of theoretical frameworks that students can draw upon as lenses for their future coursework, research, and practice.

Annotated Bibliography: Each day you will take notes (annotations) on our readings and other materials, using Zotero (to discuss on Day 1) or some other method. At the end of the semester, you will provide a formatted annotated bibliography to me representing the notes you have taken during the semester. You should provide notes for all readings/materials from the course (although you may have fewer notes for some readings than for others). I provide an example of my own annotated bibliographies from my graduate years in our Google Drive. The purpose of this assignment is to get you in an early habit of keeping and organizing notes, which is an important skill as you move forward in the program.

Grading

Within this course, I use **specifications grading** to provide your grades. Each assignment is graded as either completed or incomplete. A complete assignment is one that meets all of the specifications within the assignment description. My hope is that by using specifications grading you will feel less anxious about the course and be more able to dig into our learning experiences without fear. The grade you receive in the class will depend on how many assignments you have completed per specifications. Please be sure to closely follow instructions to ensure you are meeting specifications.

Grade	Daily Journal Entries	Synthesis Entries	Annotated Bibliography	Critical Theory Presentation
A	12 Completed	3 Completed	Complete	Complete
B	11 Completed	3 Completed	Complete	Complete
C	10 Completed	2 Completed	Complete	Complete
F	0-9 Completed	0-1 Completed	Complete	Complete

For more information on specifications grading:

- Nilson, Linda B. (2015). *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time*. Stylus Publishing.
- Stommel, Jesse. (2018). How to ungrade. Retrieved from <https://www.jessestommel.com/howto-ungrade/>

Note: The lowest passing grade for a graduate student is a “C.” Grades lower than a “C” that are submitted by faculty will automatically be recorded as an “F.” Please see the Graduate Catalog for more detailed information on the University’s grading policy.

Late Assignments: If you are facing extenuating circumstances, please let me know. I also provide information on accommodations below. Otherwise, all late assignments will receive a one-grade reduction.

Notes on Feedback: Please do not worry about receiving feedback. Part of being in a PhD program is receiving feedback. Feedback is the cornerstone of our ecosystem—the peer review system itself is built upon lots of pointed feedback (see “Reviewer 2” memes for more information!). You should be receiving lots of feedback from professors, advisors, and others who you are writing with, and my class is no exception.

The grade of “I” or incomplete will only be given if a student is unable to complete the semester due to illness or for acceptable personal reasons. The student is responsible to meet with the instructor to gain approval for the grade of “I.” Before the grade of “I” can be assigned, the student and the instructor must develop a plan for the completion of the required work. Students must complete the required work during the semester and will only be given extensions of time to complete assignments based on prior approval by the instructor.

Academic Integrity

The formal spiel:

The International Center for Academic Integrity (ICAI) defines academic integrity as “a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility.” The ICAI states, “These five values, plus the courage to act on them even in the face of adversity, are truly foundational to the academic endeavors of teaching, learning, and research...When the fundamental values are embraced, utilized, and put into practice they become touchstones for scholarly communities of integrity.” Academic integrity is essential to uphold within all classrooms, in the many spaces where academic work is carried out, and in our local and global communities.

Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, as written in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student

handbooks. Within this course we will follow the University's Student Code of Conduct, which is accessible at https://www.umb.edu/academics/academic_integrity.

Please review the following:

- UMB's Correct Citation and Avoiding Plagiarism LibGuide:
<https://umb.libguides.com/plagiarism>
- UMB's website on Academic Integrity:
www.umb.edu/academics/academic_integrity

My personal spiel on academic integrity:

First, remember that you are part of an academic community within a research-intensive university that produces knowledge that profoundly influences both the realm of ideas and people's lives. A crucial value of an academic community is maintaining the balance between the free exchange of ideas and respect for intellectual property. It is expected and required that all work completed and submitted in this course be your *original* work. You may also use words or ideas written by others in publications, media, and other sources, as long as you properly attribute those via citations (in APA 7). Researchers do not use each other's work without authorization; scholars and students provide proper citations in their papers; professors may not share or publish student papers without the student's consent; and students must not distribute or post class materials without the instructor's written consent.

Artificial Intelligence

I want to begin by saying that you are in this PhD program because you are capable of meaningful insight, and I encourage you to trust your voice and intellectual capacity. Please remember why you joined the UMB community and consider whether you want to be a leader whose ideas and voice come from AI rather than within. The use of AI to write your assignments is prohibited in this class. All work submitted by students must be generated by the students themselves, whether working individually or in groups. Students should not have another person or entity do the writing of any portion of an assignment; this includes hiring a person or a company to write assignments and using AI tools like ChatGPT. All work submitted must contain citations for any material that has been quoted or referenced. If you are unsure about whether a source is appropriate to use in the assignment, please contact me.

Accommodations

Your success in the class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. In other words, you do not need an official letter in order to talk to me about any issues impacting your learning— whether that be disability, sickness, family issues, or other challenges.

If you have a documented disability or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: www.rosscenter.umb.edu.

A Note on Being Human

I know that life happens. Sickness, disability, mental health, family problems, poverty, violence, immigration policies—all of these things can impact your performance in school, and often times, they can come suddenly and without notice. If you are dealing with issues in your personal life that will affect your performance in the class, please come talk to me. You do not need to disclose any more details than you wish. You can just let me know you're dealing with things in your personal life, and then you and I can work on a plan to make sure you succeed in the class while taking care of yourself.

Diversity

Within the UELPS program, and within this class, we recognize the invaluable contribution of diverse experiences and perspectives to the learning process. Each of us brings a unique background, set of experiences, and cultural lens that enriches our collective understanding. It is crucial that we remain conscious of our own biases, assumptions, and preconceptions, actively seeking to challenge and expand our perspectives. Within this course we will:

- not tolerate racist and other hurtful thought and behavior;
- call out and challenge individual or systemic acts of racism and other forms of discrimination and bigotry;
- choose and discuss course materials that express strong declarations of solidarity with people of diverse human, ability, linguistic, documentation, and cultural backgrounds to eradicate forms of racism, bias, and prejudice in spaces of teaching and learning;
- promote diverse epistemologies, including linguistic knowledges;
- explicitly push for research desires and designs that are anti-racist; and
- participate in ongoing professional development for university faculty to succeed in countering racism and other forms of bigotry.

Religious Holidays

I recognize and respect the diverse religious beliefs and practices of students in this course. If you need to observe a religious holiday that coincides with a class session or assignment, please notify me in advance, preferably at the beginning of the semester or as soon as you become aware of the conflict. I am committed to working with you to make appropriate arrangements, such as rescheduling assignments or providing

alternative options for participation, so that you can fully engage in the course while honoring your religious commitments.

Class Norms

1. Engage respectfully, even when disagreeing. Value the diverse perspectives that each person brings to the conversation.
2. Listen attentively and cultivate deep listening as a crucial skill. Avoid interrupting, and allow others to fully express their thoughts.
3. Make space for everyone to participate. Encourage quieter members to share, and be mindful of not dominating the conversation.
4. Base your contributions on the careful study of and thinking with shared course materials, rather than solely on personal opinions.
5. Show stamina in grappling with challenging ideas and be willing to tolerate ambiguity and complexity.
6. Recognize how your own social positionality (e.g., race, class, gender, sexuality, ability, citizenship) informs your perspectives and reactions.
7. Understand that discomfort is necessary for growth. Differentiate between feeling safe and feeling comfortable.
8. Identify the edges of your knowledge and skills, and challenge yourself to go deeper. Reflect on how you can apply what you already know in new ways.
9. Focus on critiquing ideas rather than individuals. Approach disagreements as opportunities for growth.
10. Understand that silence can be a part of deep reflection and learning. Don't feel the need to fill every gap with conversation.
11. Practice self-care and be aware of your own limits. It's okay to step back when needed.
12. Strive to understand others' perspectives and experiences, even if you don't fully agree or understand.

Readings Schedule

- *All readings listed below should be read prior to class.*
- *All readings, including those with links, are in our Google folder.*
- *I provide page counts and video/podcast times so you can get a sense of nightly workload. Note that page counts include title pages, pages with references, etc., so the actual reading amount is a few pages lower for each day. Mondays have higher page counts.*

Readings Packet to Situate Yourself within Graduate Studies

Do these readings anytime this summer before Session 1.

- DiAngelo, R., & Sensoy, O. (2014). Leaning in: A student's guide to engaging constructively with social justice content. *Radical Pedagogy*, 11(1), 1-15.

- Bell, L. (2023, April). What is social justice education? *Learning for Justice*. <https://www.learningforjustice.org/magazine/what-is-social-justice-education>
- Singleton, G. E., & Hays, C. (2008). Beginning courageous conversations about race. In M. Pollock (Ed.), *Everyday antiracism: Getting real about race in school*, pp. 18-23.
- DiAngelo, R. (n.d.) White fragility and the rules of engagement.
 - If you are unfamiliar with the term “White Fragility” I strongly encourage you to purchase/borrow the book and read it.
- Quaye, S. J., Karikari, S. N., Allen, C. R., Okello, W. K., & Carter, K. D. (2019). Strategies for practicing self-care from racial battle fatigue. *Journal Committed to Social Change on Race and Ethnicity (JCSCORE)*, 5(2), 95-131.

Session 1: Monday, July 6 (In-person)

Urban Education

(30 pages)

- Leonardo, Z., & Hunter, M. (2007). Imagining the urban: The politics of race, class, and schooling. In W.T. Pink & G.W. Noblit (Eds.), *International handbook of urban education* (pp. 779-801). Springer Netherlands.
- Milner IV, H. R. (2012). But what is urban education?. *Urban Education*, 47(3), 556-561.

Session 2: Tuesday, July 7 (In-person)

Oppression and Social Justice

(13 pages; 7-minute video)

- Mr. Devin’s Classroom. Five Faces of Oppression summary. <https://mrdevin.wordpress.com/wp-content/uploads/2009/06/five-faces-of-oppression.pdf>
 - Adapted from this, which is in your folder in case you are interested to learn more: Young, I. M. (1990). *Justice and the politics of difference*. Princeton University Press. pp. 55-71.
- Dahl, H. M., Stoltz, P., & Willig, R. (2004). Recognition, redistribution and representation in capitalist global society: An interview with Nancy Fraser. *Acta Sociologica*, 47(4), 374-382.
- Russo, R. (2018, September 14). *Professor Kimberlé Crenshaw defines intersectionality*. YouTube. <https://www.youtube.com/watch?v=sWP92i7JLIQ>

Session 3: Wednesday, July 8 (Zoom)

Racial Formation

(7 pages; 28-minute podcast; 7-minute video)

- Omi, M., & Winant, H. (2018). Racial formation in the United States. In D. Grusky & J. Hill (Eds.), *Inequality in the 21st century* (pp. 276-282). Routledge.

- Biewen, J. (2017, March 1). *How race was made*. Scene on Radio. <https://sceneonradio.org/episode-32-how-race-was-made-seeing-white-part-2/> (Can find this on Spotify, Apple Podcasts, etc.)
 - Highly recommend the rest of this season (Season 2 “Seeing White,” Scene on Radio podcast), which you can listen to on Spotify, Apple Podcasts, etc.
- Othering & Belonging Institute at UC Berkeley. (2023, January 16). Structural racism explained. YouTube. https://www.youtube.com/watch?v=IQ_8eOaiz8o
- Optional extra reading on forms of racism: Sue, D. W. (2005). Racism and the conspiracy of silence: Presidential address. *The Counseling Psychologist*, 33(1), 100-114.

Session 4: Thursday, July 9 (Zoom)

Whiteness and White Supremacy

(14 pages; 29-minute video)

- Martinez, E. (2017). What is white supremacy? https://www.pym.org/annual-sessions/wp-content/uploads/sites/7/2017/06/What_Is_White_Supremacy_Martinez.pdf
- Smith, A. (2013) Heteropatriarchy and the three pillars of white supremacy. In M. Adams, W. Blumenfeld, D. Catalano, K. DeJong, H. Hackman, L. Hopkins, B. Love., M. Peters, D. Shlasko, & X. Zúñiga (Eds.), *Readings for diversity and social justice*, 4th Ed. (pp. 96-101). New York: Routledge.
- Mena, M. (2023, April 12.). Whiteness as property: The masterclass (Harris 1993). [Video]. Youtube. https://www.youtube.com/watch?v=_o2QZU2YUe0&list=PLVAULowc-FQHXuv0W5vBoW3aw5fsX2dN4&index=7&ab_channel=MikeMena

Session 5: Monday, July 13 (In-person)

Racism and Schooling

(36 pages)

- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational Researcher*, 35(7), 3-12.
- Milner IV, H. R. (2012). Beyond a test score: Explaining opportunity gaps in educational practice. *Journal of Black Studies*, 43(6), 693-718.
- Bonus, optional, excellent article from The Atlantic: Coates, T. (2014). The case for reparations. *The Atlantic*. <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

Session 6: Tuesday, July 14 (In-person)

Nativism

(14 pages; 19-minute video)

- Huber, L. P., Lopez, C. B., Malagon, M. C., Velez, V., & Solorzano, D. G. (2008). Getting beyond the 'symptom,' acknowledging the 'disease': Theorizing racist nativism. *Contemporary Justice Review*, 11(1), 39–51.
- Huerta, A. (July 21, 2015). Migration as a universal human right [Video]. TEDxClaremontColleges. <https://www.youtube.com/watch?v=17fi3buAscY>

Session 7: Wednesday, July 15 (Zoom)

Settler Colonialism

(11 pages; 16-minute video)

- TED. (2010, November 10). Aaron Huey: America's native prisoners of war. [Video]. Youtube. https://www.youtube.com/watch?v=8tEuaj4h8dw&ab_channel=TED
- Hurwitz, L., & Bourque, S. (2014). Settler colonialism primer. Unsettling America. <https://unsettlingamerica.wordpress.com/2014/06/06/settler-colonialism-primer/>
- Optional, if of interest, this PBS Origins playlist is nice: <https://www.youtube.com/watch?v=yljnxwi79hc&list=PLLfwXL7G2Iisi-39siti8v7nv5yrVU8H>

Session 8: Thursday, July 16 (Zoom)

Racialized Capitalism

(14 pages; 30-minute podcast)

- Hannah-Jones, N. (2019, August 30). *Episode 2: The economy that slavery built*. 1619 Project Podcast, New York Times. <https://www.nytimes.com/2019/08/30/podcasts/1619-slavery-cotton-capitalism.html>? (Can find this on Spotify, Apple Podcasts, etc.)
 - Note: Think back to the Scene on Radio podcast as well.
- Brewer, R. (2012). 21st-century capitalism, austerity, and Black economic dispossession. *Souls*, 14(3-4), 227-239.

Session 9: Monday, July 20 (In-person)

Neoliberalism and Urban Education

(34 pages)

- Brief definition will be helpful: Martinez, E., & Garcia, A. (2007). What is neoliberalism? A brief definition for activists. National Network for Immigrant and Refugee Rights. <https://sanhati.com/articles/123/>
- Osworth, D., & Tanner, M.N. (2025). From public good to private gain: Charter schools and the racialized enclosure of public education. *The Urban Review*, 57, 833-854.
- Lipman, P. (2010). *The attack on public education: What's behind it and how do we respond?* Keynote address presented at Saving Our Schools: Defending Public Education Conference, University of Massachusetts Amherst.

- Optional reading for those interested in intersections of capitalism and education policy: Scott, J., & Holme, J. (2016). The political economy of market-based educational policies: race and reform in urban school districts, 1915 to 2016. *Review of Research in Education*, 40, 250-297.

Session 10: Tuesday, July 21 (In-person)

Heteropatriarchy and Cisnormativity

(9 pages; 23-minute podcast)

- Carrera, M. V., DePalma, R., & Lameiras, M. (2012). Sex/gender identity: Moving beyond fixed and 'natural' categories. *Sexualities*, 15(8), 995-1016. Read only pp. 996-1000 (Section: "Heteronormative sex-gender-sexuality categories: the social construction of 'natural'")
- Chesir-Teran, D. (2003). Conceptualizing and assessing heterosexism in high schools: A setting-level approach. *American Journal of Community Psychology*, 31(3/4), 267-279. Read only pp. 267-271 (Up to "Assessment Strategies").
- Woodstock, T. (2018, January 8). *Episode 1: Gender 101*. Gender Reveal. <https://www.genderpodcast.com/listen> (Can find this on Spotify, Apple Podcasts, etc.)
 - o This is a great podcast. If of interest to you, I recommend checking out the "Starter Packs" with episodes on topical areas. <https://www.genderpodcast.com/starterpacks>

Session 11: Wednesday, July 22 (Zoom)

Ability and Ableism

(5 pages; 10 minutes of videos)

- Shape Arts. (November 28, 2017). Social model of disability. [Video]. YouTube. https://youtu.be/24KE_OCKMw?si=9sLn9MP-ZGTeRTjp
 - o Optional, if interested in this topic: Haegele, J. A., & Hodge, S. (2016). Disability discourse: Overview and critiques of the medical and social models. *Quest*, 68(2), 193-206.
- Stella Young. (2014, April). I'm not your inspiration, thank you very much [Video]. TED. https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much?language=en
- Hehir, T. (2002). Eliminating ableism in education. *Harvard educational review*, 72(1), 1-33. Read only pp. 1-5. (up to "The Education of the Deaf").

Session 12: Thursday, July 23 (Zoom)

Moving on from Here

(20 pages)

- Rapp, D. (2002). Social justice and the importance of rebellious, oppositional imaginations. *Journal of School Leadership*, 12(3), 226-245.

- Bonus optional reading (or just bookmark for later—it is good!): Hoffman, L. P. (2009). Educational leadership and social activism: A call for action. *Journal of Educational Administration and History*, 41(4), 391–401.

A Brief List of Key Critical Frameworks

And there are many more you will learn about during your doctoral journey!

- Critical Race Theory (CRT) (e.g., Crenshaw, Delgado, Ladson-Billings)
- BlackCrit (e.g., Dumas, ross)
- LatCrit (e.g., Solórzano, Yosso)
- AsianCrit (e.g., Chang, Iftikar)
- TribalCrit (e.g., Brayboy)
- Settler Colonialism (e.g., Wolfe, Tuck & Yang)
- Marxist & Neo-Marxist Theory (e.g., Marx, Gramsci, Althusser)
- Accumulation by Dispossession (e.g., Harvey)
- Racial Capitalism (e.g., Robinson, Kelley)
- Social Reproduction Theory (e.g., Fraser, Bhattacharya)
- Black Feminist Thought (e.g., Collins, hooks)
- Endarkened Feminist Epistemology (e.g., Dillard)
- Mujerista Theology & Latina Feminist Theory (e.g., Isasi-Díaz)
- QueerCrit & Queer Theory(e.g., Butler, Misawa)
- DisCrit (e.g., Connor, Ferri, Annamma)
- Intersectionality (e.g., Crenshaw)
- Master Narratives (e.g., Delgado & Stefancic)
- Community Cultural Wealth (e.g., Yosso)
- Critical Whiteness Studies (e.g., Leonardo, Frankenberg)
- Critical Urban Theory (e.g., Brenner, Lipman)
- Critical Youth Studies (e.g., Cammarota, Ginwright)
- Culturally Relevant Pedagogy (e.g., Ladson-Billings)
- Abolitionist Teaching (e.g., Love)

UMB Student Support Services

UMB provides a wide variety of resources to support graduate students' overall well-being and success. Please take advantage of them. If you need help connecting to these sources, please let me know.

Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.

Do you need support with your writing? The Writing Center provides a host of supports for graduate students including writing consultants and writing retreats. Please take advantage wonderful opportunities provided by the Center's staff!
<https://www.umb.edu/writingcenter/>

Need other support, including tutoring or academic support? Visit: Graduate of student Resources:
<https://www.umb.edu/admissions/graduate-students/graduate-students-assistantships/graduate-student-resources/>

Want advice in navigating a university or life situation? Contact the Dean of Students Office at www.umb.edu/deanofstudents.

Want to connect with housing and food insecurity support, student life groups and events, or recreation activities? Visit www.umb.edu/life.

Want to access resources specifically for immigrant-origin, DACA, TPS, and undocumented students? Visit www.umb.edu/immigrant.

Looking for additional identity-based community support? Find more resources at www.umb.edu/identity-support

Want to make the most of your academic experience? Visit www.umb.edu/academics/vpass/academic_support