

## COURSE SYLLABUS

**COURSE:** COURAGEOUS CONVERSATIONS ABOUT RACE

**AUTHOR:** PACIFIC EDUCATIONAL GROUP

**CREDITS:** 3 GRADUATE PROFESSIONAL DEVELOPMENT CREDITS

### Course Overview

In this course, you will gain the knowledge and skills to understand and examine the impact of race on student achievement and the role that racism plays in institutionalized racial disparities. You will learn a practical and accessible protocol that supports participants in challenging their personal beliefs around race. By the end of this course you will have the knowledge, skills, and practical strategies to participate in courageous conversations about race on a daily basis in both personal and professional contexts.

### Required Book

*Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*, Second Edition, by Glenn E. Singleton (you will receive a copy in the mail upon purchase of the course).

### Glenn Eric Singleton Biography

Glenn Eric Singleton hails from Baltimore, Maryland. A product of public elementary and independent secondary school, Singleton earned his bachelor's degree from the University of Pennsylvania and his master's degree from the Graduate School of Education at Stanford University. Singleton began his career as an Ivy League admissions director. In 1992, he founded Pacific Educational Group, Inc. (PEG) to support families in their transitions within and between K-12 and higher education. His company rapidly grew into a vehicle for addressing systemic educational inequity by providing a framework, guidance, and support to K-12 systems and institutions of higher education focused on meeting the needs of under-served students of color.

Singleton and his associates at PEG design and deliver individualized, comprehensive professional development for educators in the form of training, coaching, and consulting. Working at all levels, from beginning teachers to superintendents at local, state, and national levels, PEG helps educators focus on heightening their awareness of institutional racism and implementing effective strategies for eliminating racial achievement disparities in schools. In 1995, Singleton developed Beyond Diversity, a widely-recognized seminar aimed at helping administrators, teachers, students, parents, and community stakeholders identify and examine the intersection of race and schooling. The Beyond Diversity seminar is the foundation for the PEG Systemic Racial Equity Framework and its theory of transformation, which focuses on leadership development, teacher action-research, and family/community empowerment. Today, participants around the world use Singleton's COURAGEOUS CONVERSATION Agreements, Conditions and Compass, introduced to them in Beyond Diversity, as they strive to usher in culturally proficient curriculum, instruction, and assessment.

Over its 20-year plus history, PEG's scope of work has expanded to include online professional learning, independent school partnerships, and international efforts in Canada, Australia and New Zealand that focus on educational equity for indigenous populations. PEG hosts an annual National Summit for Courageous Conversation, in which scholars, educators, community members, and other stakeholders convene to identify strategies and best practices for creating high-level, equitable learning environments for all students.

In 2003, Singleton received the prestigious Eugene T. Carothers Human Relations Award for outstanding service in the fields of human rights and human relations from the National School Public Relations Association. He has hosted and produced educational programs for television and has written numerous articles on the topics of equity, institutional racism, leadership, and staff development. He is the author of *Courageous Conversations about Race: A Field Guide for Achieving Racial Equity in Schools*, which earned "Book of the Year" recognition from both the National Staff Development Council and *ForeWord Magazine* in 2006, and the newly-released *More Courageous Conversations about Race*. In 2009, Singleton was elected to serve as a commissioner on the California State Board of Education African American Commission.

Singleton is formerly an adjunct professor of Educational Leadership at San José State University. He is founder of Foundation for a College Education of East Palo Alto, California. Singleton earned his master's degree from the Graduate School of Education at Stanford University and his bachelor's degree from the University of Pennsylvania. A member of Phi Beta Sigma Fraternity, Singleton is a native of Baltimore, Maryland, and currently resides in San Francisco, California.

### **Shaundra Williams Biography**

Shaundra Williams has been leading teachers, staff, faculty, and students in K12 classrooms, school districts colleges, colleges, universities, and community organizations nation wide, through equity training and workshops over the past 20 years. She works to support equity in education for black and brown children in K12 schools nationwide and is committed to social justice and racial equity in education and community efforts to help all students succeed and thrive.

Currently, Ms. Williams leads the Affiliate Program which trains individuals to facilitate Pacific Educational Group's signature seminar, *Beyond Diversity*. She coaches Affiliates in using the Protocol for *Courageous Conversations About Race* and leads others to practice this Protocol through an authentic voice based on personal, local and immediate experiences on race and racial dialogue. Prior to joining PEG, Williams worked with K12 districts to provide Title I supplemental after school education programs in Mathematics and Language Arts to assist in California state testing. She later worked to train and direct faculty to instruct professional test taking examinations and preparatory programs.

Ms. Williams has also previously taught as an Adjunct instructor for Pacific Educational Group's *Beyond Diversity* online course and as an Adjunct instructor for the Civil Rights course and *Civil Rights Journey* (alternative Spring Break program) at California State Polytechnic University at Pomona. Shaundra has served as the Lead Faculty in Residence at UCLA, National Equity Center's Summer Civil Rights Institute hosted by the NAACP and the Director of the African American Student Center at California State Polytechnic University at Pomona.

Before joining the staff of PEG, she worked as a Kindergarten teacher at San Diego City Schools and a substitute teacher/teaching assistant at San Diego Juvenile Court and Community Schools.

She currently serves on the board of the Heritage Education Group in Southern California and remains active in her community through her social service organizations to improve the lives of girls, college women and the African American community at large. Shaundra holds a Bachelor of Arts in Black Studies from the University of California at Santa Barbara and a Master of Science in Counselor Education with an emphasis in Student Development from Mississippi State University.

### **As you take this course, you will:**

- Listen to experts.
- Watch real classroom learning.
- Read research and best practice.
- Access resources to support implementation.

### **Course Objectives**

**In this course, you will explore:**

- 1) The need for personal racial consciousness and the importance of engaging in the Protocol for Courageous Conversations about Race.
- 2) How race impacts you on a personal, local, and immediate level.
- 3) The necessity to isolate race while acknowledging the broader scope of diversity and the variety of factors that contribute to a racialized problem.
- 4) How race is socially constructed and how your perspective is different from others' perspectives and lived racial experiences.
- 5) The definition of race that differentiates between nationality, ethnicity, and race and recognizes the interconnections of color, culture, and consciousness.
- 6) The meaning of "whiteness" and its role and impact in schools and society.
- 7) The practical implications of implementing Courageous Conversations about Race.

### **Course Outcomes**

**By the end of this course, you will be able to:**

- 1) Use the Compass and the Four Agreements--two of the components of the Protocol for Courageous Conversations about Race.
- 2) Use Condition 1 of the CCAR Protocol to engage interracial dialogue.
- 3) Use Condition 2 of the CCAR Protocol to engage interracial dialogue.
- 4) Use Conditions 3 and 4 of the CCAR Protocol to sustain interracial dialogue.
- 5) Use Condition 5 of the CCAR Protocol to deepen interracial dialogue.
- 6) Use Condition 6 of the CCAR Protocol to deepen interracial dialogue.
- 7) Participate in the Protocol for Courageous Conversations about Race on a daily basis in both personal and professional contexts.

## Course Resources

Included within each unit are readings, resources, and materials available to download, save, and print. Please make sure you access all materials for each unit by clicking on the “Resources” tab to the right of the screen.

## Methods of Instruction and Evaluation

- Pre and Post surveys
- Videos (presentations consisting of interviews and classroom footage)
- Readings
- Reflection questions (reflect on the course content, their own practice, and next steps for their practice)
- Checks for Understanding (selected-response quizzes to assess understanding)
- Discussion forums (prompts that guide participants in online dialogue with their cohorts)
- Mid-course Project and Final Capstone Project

## Academic Honesty

Public Consulting Group, Inc. (PCG) recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else’s work as one’s own, and includes failing to cite sources for others’ ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

<b>Grading Policy</b> (using rubric 1-4 scale system)		<b>Percentage of Course Credit</b>	
Total grade for the course is a culmination of performance grades.		Course grade is determined by the following:	
<b>A:</b>	3.4 – 4.0	<b>Reflections</b>	15%
<b>B:</b>	2.7 – 3.3	<b>Checks for understanding</b>	25%
<b>C:</b>	2.0 – 2.6	<b>Mid-course Project</b>	25%
<b>F:</b>	<2.0	<b>Final Capstone project</b>	35%

In order to complete the requirements of the course, you must complete all course work (e.g., reflections, checks for understanding), including watching all videos and participating in all discussion forums. We do not award partial credit.

## Checks for Understanding and Reflection Rubric

Assessment	Underdeveloped (1)	Basic (2)	Proficient (3)	Distinguished (4)
<b>Checks for Understanding</b>	65% or below	66-79%	80-89%	90-100%
<b>Reflection Question</b>	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the questions posed.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included appropriate content from the course content and made connections to practice.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has provided rich detail and supporting examples from the course content and made specific connections to his/her practice.</p> <p>OR</p> <p>Participant has made thoughtful comments in direct response to the prompts and created next steps to support his/her learning.</p>

## Course Outline

<p><b>Unit 1: Introduction- What Is Race and Why Do We Need to Focus on It?</b></p> <p><b>Objectives:</b> In this unit, you will explore the need for personal racial consciousness and the importance of participating in the Protocol for Courageous Conversations about Race.</p> <p><b>Outcomes:</b> By the end of this unit, you will be able to use the Compass and the Four Agreements--two of the components of the Protocol for Courageous Conversations About Race.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Singleton, G. E. (2015). Chapters 1-4. In <i>Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools</i> (pp. 9-82). Thousand Oaks, CA: Corwin.</li> </ul> <p><b>Assessments:</b> Reflection questions, Checks for Understanding</p>
<p><b>Unit 2: The First Condition - Getting Personal about Race, Here and Now</b></p> <p><b>Objectives:</b> In this unit, you will explore how race impacts you on a personal, local, and immediate level.</p> <p><b>Outcomes:</b> By the end of this unit, you will be able to use Condition 1 of the CCAR Protocol to engage interracial dialogue.</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Singleton, G. E. (2015). Chapter 5. In <i>Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools</i>. (pp. 83-98). Thousand Oaks, CA: Corwin.</li> </ul>

<b>Assessments:</b> Reflection questions, Checks for Understanding
<b>Unit 3: The Second Condition - Putting Race on the Table and Keeping the Spotlight on It</b>
<b>Objectives:</b> In this unit, you will explore the necessity to isolate race while acknowledging the broader scope of diversity and the variety of factors that contribute to a racialized problem.
<b>Outcomes:</b> By the end of this unit, you will be able to use Condition 2 of the CCAR Protocol to engage interracial dialogue.
<b>Readings:</b> <ul style="list-style-type: none"> <li>• Singleton, G. E. (2015). Chapter 6. In <i>Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools</i>. (pp. 99-114). Thousand Oaks, CA: Corwin.</li> </ul>
<b>Assessments:</b> Reflection questions, Checks for Understanding
<b>Unit 4: The Third and Fourth Condition - Whose Voices Are We Hearing and Who Is Being Silenced?</b>
<b>Objectives:</b> In this unit, you will explore how race is socially constructed and how your perspective is different from others' perspectives and lived racial experiences.
<b>Outcomes:</b> By the end of this unit, you will be able to use Conditions 3 and 4 of the CCAR Protocol to sustain interracial dialogue.
<b>Readings:</b> <ul style="list-style-type: none"> <li>• Singleton, G. E. (2015). Chapter 7 and 8. In <i>Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools</i>. (pp. 115-164). Thousand Oaks, CA: Corwin.</li> </ul>
<b>Assessments:</b> Mid-course Project
<b>Unit 5: The Fifth Condition - It's Time to Deepen This Conversation. What Do You Mean by Race?</b>
<b>Objectives:</b> In this unit, you will explore a definition of race that differentiates between nationality, ethnicity, and race and recognizes the interconnections of color, culture, and consciousness.
<b>Outcomes:</b> By the end of this unit, you will be able to use Condition 5 of the CCAR Protocol to deepen interracial dialogue.
<b>Readings:</b> <ul style="list-style-type: none"> <li>• Singleton, G. E. (2015). Chapter 9. In <i>Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools</i>. (pp. 165-186). Thousand Oaks, CA: Corwin.</li> </ul>
<b>Assessments:</b> Reflection questions, Checks for Understanding
<b>Unit 6: Whiteness (the Sixth Condition) - What Is Racial Power? Who Has It, and Who Wants It?</b>
<b>Objectives:</b> In this unit, you will explore "whiteness" and its role and impact in schools and society.
<b>Outcomes:</b> By the end of this unit, you will be able to use Condition 6 of the CCAR Protocol to deepen interracial dialogue.
<b>Resource:</b> PCG Application Toolkit related to the unit topic that provides project ideas
<b>Readings:</b> <ul style="list-style-type: none"> <li>• Singleton, G. E. (2015). Chapter 10. In <i>Courageous Conversations About Race: A Field Guide for</i></li> </ul>

*Achieving Equity in Schools.* (pp. 187-214). Thousand Oaks, CA: Corwin.

**Assessments:** Reflection questions, Checks for Understanding

### **Unit 7: Practice Using Courageous Conversation and Your Real World**

**Objectives:** In this unit, you will explore the practical implications of implementing Courageous Conversations about Race.

**Outcomes:** By the end of this unit, you will be able to utilize in the Protocol for Courageous Conversations about Race on a daily basis in both personal and professional contexts.

**Readings:**

- Singleton, G. E. (2015). Chapters 11-13. In *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools.* (pp. 215-276). Thousand Oaks, CA: Corwin.

**Assessments:** Reflection questions, Checks for Understanding

### **Unit 8: Course Wrap-Up and Moving Beyond**

**Objectives:** In this unit, you will reflect on what you have learned so far in the course and make a commitment to continue your learning and embrace anti-racist work.

**Outcomes:** By the end of this unit, you will be able to identify what anti-racist leadership looks like by creating a person action plan.

**Assessments:** Final Capstone Project