

EDUCATION and social CHANGE

senior CAPSTONE

Spring 2023
MWF 2:20 – 3:20p
HUM 112
EDUC 460

Brian Lozenski, Ph.D.

Office: Humanities 100B

Office Hours: Monday 3:30-4:30pm, Friday 10:30-11:30am &
by appointment

Email: blozensk@macalester.edu

Phone: 651-696-6028

Welcome to the Educational Studies Senior Capstone! In this co-constructed course we will engage in the Freirean notion of praxis, or the simultaneous process of reflection and action. As Ed Studies seniors you should have a solid foundational understanding of the intersections of psychology, sociocultural theory, philosophy, policy, and teaching & learning in education. We will bring together our various ways of knowing and lived experiences within Ed Studies to explore our personal and collective theories of change. We will engage in inquiry-based collective study for the purposes of creating usable, functionable, and insightful artifacts that emphasize educational imagination, practicality, and possibility for a more just world. Although our class will be highly collective in nature, you should feel empowered to explore this capstone process in ways that make sense and meaning for you. The democratic goal of this course is to balance individual autonomy and agency with the collective good of the whole.

***“You are not and yet you are:
your thoughts, your deeds,
above all your dreams still
live.”***

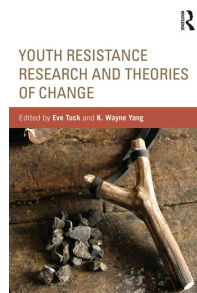
-W.E.B. Du Bois

Learning Objectives (Let's decide)

At the end of this course you should be able to:

- Map yourself within the ways of knowing of various educational studies traditions
- Articulate a coherent and actionable theory of social change
- Demonstrate your ability to create a usable, functionable, educational studies artifacts
- Apply theoretical foundations to current educational issues and contexts
- Incorporate and share insights based on knowledge from your supporting majors
- Design a participatory space for knowledge sharing
- Create something that is relevant and feasible as future educators-- something you can implement
- Define our roles as teachers and learners (how do we continue to show up as learners and teachers, professionally or otherwise)
- Closely study specific issues in education in which you are interested
- _____

Required Texts:



Tuck, E & Yang, K.W. (Eds.) (2014). *Youth Resistance Research and Theories of Change*. New York: Routledge.

* Selected supplemental readings provided by the instructor via Moodle will also be required.

Recommended Texts:

Deloria, V., Deloria Jr, V., & Wildcat, D. (2001). *Power and place: Indian education in America*. Fulcrum Publishing.

Duncan-Andrade, J. & Morrell, E. (2008). *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools*. New York: Peter Lang Publishing, Inc.

Freire, P., & Shor, I. (1987). *A pedagogy for liberation: Dialogues on transforming education*. London: Macmillan.

Grande, S. (2015). *Red pedagogy: Native American social and political thought*. Rowman & Littlefield.

hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.

Illich, I. (1973). *Deschooling society* (p. 46). Harmondsworth, Middlesex.

Kumashiro, K. (2002). *Troubling Education: Queer Activism and Anti-oppressive Pedagogy*. New York: RoutledgeFalmer.

Rickford, R. (2016). *We are an African People: Independent Education, Black Power, and the Radical Imagination*. Oxford University Press.

Woodson, C. G. (2006). *The mis-education of the Negro*. Book Tree.

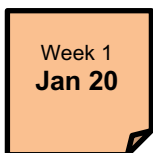
Tuck, E. & Yang, K.W. (Eds.) (2017). *Toward What Justice?: Describing Diverse Dreams of Justice in Education*. New York: Routledge.

Schedule

(Please note that this schedule is subject to change)

Link for virtual attendance

<https://macalester.zoom.us/j/91213982902?pwd=bWY4bmNGT25WSFJ6NmD0NDdTKzVWQT09>

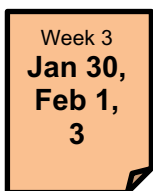


In Class Topics

Welcome!

Let's build a syllabus & a community

	In Class Topics	In Preparation	Due
	PART I: Ways of knowing and theories of change in Ed Studies (WOK & TOC) 1/27 – no class	Read (for 1/25): Tuck & Yang – Ch. 1-2	Ways of knowing self-mapping (submit by 1/28)



In Class Topics

WOK & TOC

2/3 – 1-1's with Brian & portfolio development

In Preparation

Read:

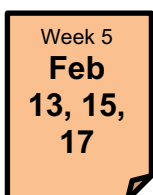
Tuck & Yang – Ch. 3-5

[Explore Indigenous Research Digital Garden](#)

Due

Theory of change facilitations 3-5

	In Class Topics	In Preparation	Due
	WOK & TOC 2/10 – 1-1's with Brian & portfolio development	Read: Tuck & Yang – Ch. 6-8 Explore Indigenous Research Digital Garden	Theory of change facilitations 6-8



In Class Topics

Formulating capstone (form dyads & triads)

In Preparation






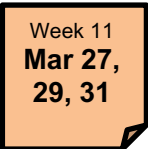
Read:





Tuck & Yang: Part II & III Jigsaw

[Explore Indigenous Research Digital Garden](#)

Due

Theory of change reflection (due 2/17)

	In Class Topics	In Preparation	Due
 <p>Week 6 Feb 20, 22</p>	<p>Part II: Participatory Design</p> <p>2/24 – No class</p>	<p>Read: Bang & Vossoughi – Participatory Design Research (Moodle)</p>	
 <p>Week 7 Feb 27, Mar 1, 3</p>	<p>Participatory Design</p> <p>3/1 – 1-1's with Brian & literature review</p>	<p>Read: TBD</p>	<p>Capstone Abstract (due 3/3)</p>
 <p>Week 8 Mar 6, 8, 10</p>	<p>Participatory Design</p> <p>3/10 – 1-1's with Brian & literature review</p>	<p>Read: TBD</p>	
 <p>Week 9 Spring Break</p>			
 <p>Week 10 Mar 20, 22, 24</p>	<p>Part III: Inquiry & Action</p>	<p>Read: TBD</p>	
 <p>Week 11 Mar 27, 29, 31</p>	<p>Inquiry & Action</p> <p>3/31 – 1-1's with Brian</p>	<p>Read: TBD</p>	<p>Capstone draft (due 3/27)</p>

	In Class Topics	In Preparation	Due
 Week 12 Apr 3, 5, 7	Inquiry & Action 4/7 – 1-1’s with Brian	Read: TBD	
 Week 13 Apr 10, 12	Inquiry & Action No class – 4/14	Read: TBD	
 Week 14 Apr 17, 19, 21	Practice Presentations		
 Week 14 Apr 24, 26, 28	Capstone presentations (4/25 or 4/27, 11:30-1)		Self-assessment due 5/8 Final Capstone due 5/8 Portfolios due 5/10

Learning Environment

It is critically important that our class be a safe and inclusive environment for everyone. The success of this class is dependent upon everyone's participation. This course will regularly address issues of race, ethnicity, gender, socioeconomic class, sexuality, disability, and other markers of identity. I intend to present materials and activities that are respectful of diversity among these and other identifiers. I intend that people from all backgrounds will be well served by this course, that your learning needs will be addressed both in and outside of class, and that the diversity you bring to this class will be viewed as a resource, strength, and benefit by all class members. Please let me know of any ways to improve the effectiveness of the course for you personally, or for other individuals or student groups. Further, to ensure a productive learning environment for all of us, electronic devices such as cell phones should be kept on silent during class time and only used for class purposes. Friends or relatives of enrolled students are welcome to attend class sessions with prior consent of the instructor.

Accommodations:

I will strive to accommodate every student to achieve optimal learning conditions. In some cases this may mean adapting the course design or classroom environment. If you think you need an accommodation for disability please contact the Office of Student Affairs at your earliest convenience. To schedule an appointment with the Disability Services Coordinator call 651-696-6974.

Class Attendance:

Class attendance is critical to the learning process. Many of the class activities and discussions cannot be replicated by make-up assignments. There may also be topics and ideas discussed specifically in class, and not in texts, that you will be expected to understand. Given the realities of COVID-19 consistent class attendance may be challenging. If you are experiencing COVID-19 symptoms you should definitely not attend class and get tested. If you plan to attend class virtually please let me know beforehand.

I understand that unavoidable absences may occur. Whether an absence is planned or unplanned, it is your responsibility to:

- 1) Inform the instructor of your absence before class
- 2) Follow-up on what you have missed with either a classmate or the instructor before the next class session. It is your responsibility to stay on-track with course expectations.

Class Participation

This course is taught from the philosophy that knowledge is socially constructed; therefore, each class member's participation is desired and needed in order to maximize our collective learning and understanding. You are expected to attend each class on time, be prepared for class by having read assigned material and completed assignments, actively participate in class exercises and group learning experiences, and communicate with the instructor to the best of your ability. I understand that not everyone is comfortable speaking in class. In order to accommodate everyone I have included multiple ways to interact with your peers including small and large group

discussions, student facilitations, group assignments, and critical examination of class texts. Each of these are ways you can participate in class.

Late Work

Due dates for assignments are firm for logistical reasons. Unless you and I have prior written agreement on an extension, please submit assignments in a timely manner. Assignments turned in after the due date, without prior written agreement (via email) may not be counted toward your final grade.

Assignment Details

- Each individual assignment will be introduced in class.
- In some cases assessment rubrics will be made available as the class progresses.
- All written assignments should be double-spaced using 12pt. font, APA citations, and 1" margins.
- Assignments should be submitted electronically on the class Moodle site unless otherwise instructed.

Assignment Overview

Assignment	Due	% of self-assessment
Ways of knowing mapping	1/28	10%
Theory of change reflection	2/17	15%
Ed Studies Portfolio	5/10	--
WOK & TOC Facilitation	Multiple dates	10%
Capstone	5/8	60%
Three 1-1's with Brian	Multiple dates	5%
Self-assessment	5/8	--

Assignment Descriptions

Ways of Knowing Mapping - (See detailed description handed out in class) This mapping activity will take place during the first week of class, but it will help guide your work throughout the semester. The mapping project is a way for you to have a conversation with yourself and the educational studies traditions in which you stand.

Theories of Change Reflection - (See detailed description handed out in class) This reflection will encourage you to articulate the ways in which you envision change happening at local and/or global levels. The Theory of Change reflection will be the introduction to your capstone project. The reflection can include multiple mediums such as photography, art, or video, and it must be between 1000-1500 words.

WOK & TOC Facilitation – (See detailed description handed out in class) There will be two opportunities for you to facilitate class. The first will be during our readings of the Tuck & Yang text, focused on the interviews with foundational educational scholars. The second opportunity will occur in your dyads and triads based on texts that are informing your capstone process.

Capstone - (See detailed description handed out in class) The capstone project is the signature assessment of this course and... really... your Ed Studies major. The capstone will look different for each of you, but we will work collectively to support each other. Our 1-1 meetings will be key to help connect your ways of knowing, theories of change, passions, and visions for social change through education. If you are currently affiliated with an organization or institution that could benefit from your capstone, you can tailor your work toward the benefit of these groups.

Self-assessment – (See detailed description handed out in class) Two times during the semester you will submit a self-assessment. Your learning and work should matter to you. Only you can know, at the deepest level, how well you are learning. Your self-assessment will help inform my assessment of your meaning making in this course.

1-1's with Brian – Throughout the semester you will each meet with me three times on Fridays (usually) during class time. These meetings will be critical to help develop your capstone projects.

For support with ...

Writing / Research / Presentations

For support with writing, research, and presentations feel free to talk with me. You can also make use of the MAX Center <http://www.macalester.edu/max/> and the Dewitt Wallace Library <http://www.macalester.edu/library/>

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. I encourage you to remember that sleeping, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please reach out to one of the resources listed below.

On-Campus Resources

Laurie Hamre Center for Health & Wellness

Leonard Center Room 53, 651-696-6275 (call to make an appointment). Follow *macalesterhwc* on Instagram. www.macalester.edu/healthandwellness/

- Medical Services
 - There is no charge for an office visit to see a provider for most appointments
 - Medical providers can talk to you about your mental health.
- Counseling Services
 - Health & Wellness counselors provide short-term counseling to students.
 - Drop-in counseling sessions are available each day; first-come, first-served basis.
 - Counseling staff offers multiple groups each semester. Check Hamre Center website for more information on specific groups being offered.
 - 24 Hour Urgent Phone Counseling – PRESS 2
 - To speak to a mental health counselor at any time, call 651-696-6275, then press “2” to be connected to ProtoCall, a free phone counseling service that Macalester provides for students, available 24/7.
- Self-Care Resources
 - Health Promotion
 - Provides a variety of resources and events, including free movement classes, tea, sleep masks, earplugs, and sexual health resources. Visit the HWC website, visit the Wellness Lounge in Leonard Center room 55 (across from Studio 2) for resources.
 - PAWS @ Mac (therapy dog program)
 - To learn more about when and where to find the therapy dogs, email paws@macalester.edu, or follow *pawsatmac* on Instagram or Facebook.

Resident Advisor (RA) and Resident Hall Director (RHD)

- Both RAs and RHDs can serve as a first point of contact and are able to connect you to resources during mental health crises.

Other Support Offices

- Center for Religious and Spiritual Life, (651-696-6298), Weyerhaeuser Chapel
- Office of Student Affairs (651-696-6220), Weyerhaeuser 119

[Urgent and Off-Campus Resources](#)

www.macalester.edu/healthandwellness/afterhours

Macalester Security

- Call 651-696-6555 in the case of any emergency to reach Macalester Security. They will connect you with other campus response personnel.
- On Friday and Saturday nights (9 pm – 2 am), student EMTs are on call, and will respond to health-related emergencies when Security is called

Press 2 – Phone Mental Health Counseling (see description above)

651-696-6275, menu option 2

Crisis Text Line

- Minnesota's suicide prevention and mental health crisis texting services are available 24 hours a day, seven days a week. Text MN to 741741 to be connected to Crisis Text Line.

Transgender Suicide Hotline

- 877-565-8860

Urgent Care for Adult Mental Health

402 University Ave E.

St. Paul, MN 55130

651-266-7900 (24/7 phone support; walk-ins M-F 8am - 5:30pm)

Regions Hospital (Emergency Room)

640 Jackson St

St. Paul, MN 55101

651-254-3456

Transportation

If you have an urgent health need and do not have transportation to get to a clinic or hospital, Hamre Center staff, Residential Life staff, and other campus response individuals can arrange for a ride share (Uber) to and from the clinic/hospital. There is no charge for the ride.