

STUDENT LEARNING**1. What are the most valuable things you have gained from this course? (Possibilities may range from acquisition of very concrete skills or knowledge to changes in perspective or ways of thinking.)**

- CRT was an extremely valuable course because it enlighten me both personally and professionally. In addition to acquiring some concrete skills and knowledge about CRT is and how it can be used, it also allowed me to introspectively examine my role as a scholar in the field. I gained some insight about what it may take both personally and professionally to be a CRT scholar.
- I have gained an entire new cohort of scholars to engage with as well as a deeper pool of reading material. I have gained new affirmation in my own praxis and validation that my work should move forward and has a place.
- Learning about a theory that can/will inform my future scholarship. Gaining a new perspective on the injustices that play out around us daily. Reinforce my personal commitment to critical scholarship.
- I appreciated finding a course that may have significant impact on my dissertation work. For the first time I found a theory that really resonated with my interest in pursuing a Ph.D. The course was intense and rigorous. But I appreciated that much more than a course that is too fluffy. Thank you for opening doors to possibility.
- Academic exposure to CRT, related branches, and CRF; applied use of this work through readings as models and writing assignments as “give it a try.” Personal-a new level of racial consciousness. Confirmation, some answers and most of all making more sense of my own identity from a racialized perspective.
- Whiteness as property, interest convergence, concrete theory, alternative ways of viewing history and events.
- The tenets of CRT (as dorky as that sounds) are amazingly helpful and I think the opportunity to discuss them and apply them in class. I feel like I have a broad understanding of what CRT is and it now frames the way I read texts throughout my life. Also having the space to talk openly, honestly, courageously about race and racism was amazing.
- The readings and foundational theory activities.
- I feel confident that I have learned at least the basics of CRT and some concrete ideas of praxis.
- In-depth exploration of a specific theory.
- I have gained a better understanding of praxis (connecting theory and practice). I have been given the opportunity to understand myself better (especially as a racialized being), and have become further sensitized to the experiences of people of color.
- Discussion with classmates, especially those led by professor, the exchange of ideas were valuable in relating to praxis.

COURSE ACTIVITIES**2a. What specific course activities and materials did you find most valuable?**

(Consider lectures, section discussions, case studies, guest speakers, readings, field activities, written assignments, videos, feedback from the instructor(s), etc.) How did these activities or materials help you to learn?

- The course activities that I found most useful were readings, assignments, and guest lectures. I particularly enjoyed reading articles and having a guest lecture with the author. We read many things all the time, but it was helpful to “put a face” to the name. Some of them even recognized me at AERA. Hence, this nature of the course not only facilitated personal growth and knowledge, it served as a gateway for scholarly networking activity.
- The weekly writing assignments were beneficial and kept me on track with reading. The guest speakers were amazingly beneficial as were the lectures you gave with ppts. I also found the angel site was well organized as was your syllabus. All reading materials were beneficial for me since my work is somewhat grounded in CRT and critical theories. The books were appropriate and the articles were highly engaging. I appreciated the disc also. Instructor feedback was engaging and offered good insights and ways to improve. I truly liked the autobiographical work we did as well as the final project. The final reflection ppt presentations were awesome.
- Readings-I liked the balance between Delgado and Stefancic as a primer and the other readings as a more in depth look and application of CRT. Class discussion-it was nice to have a space to engage in conversation around race. This does not happen in other spaces in the way that it needs to occur. Guest speakers-I always appreciate hearing additional perspectives and gaining the wisdom from those in the field regardless of the topic. Written assignments- the political autobiography was very fleshing out my own racialized existence. I didn't mind the briefs but perhaps could have been okay doing a couple less. Also, the 6-9pm window to respond to briefs was a little narrow.
- Skype lectures were awesome. Readings, Political autobiography, analytic paper. Allowed for reflection, synthesis of information we hear/read, exposure and personal “connection” to authors doing this work was motivating and confirming. Good to hear encouragement from others of “us” beyond just “do an assignment” the amalgamation of all this brings meaning.
- Briefs they make you think about each reading in a semi critical manner media analysis- give you a practical example of how CRT can be utilized in everyday praxis.
- The Skype lectures were great in terms of meeting other scholars in the field and hearing a variety of voice. I thought the political autobiography, and the fact that we submitted an early version was great, it would also be interesting to incorporate a peer review component on that. Finally, the in class discussions were helpful, gosh and the media analysis project was great practice in applying concepts..maybe all of it was good.
- Guest lecturers! I appreciated the different perspectives and hearing from the authors themselves.

- I really like when you “lectured.” The group activities got to be a little much, particularly being with our reading group.
- A lot of opportunity for personal reflection and engagement/discussion with peers, instructor, and guest Skype lectures wide variety of readings.
- In-class discussions were helpful for me. These helped me to learn from my colleagues and the instructor. The guest lecturers were also helpful to get alternative perspectives on course material from accomplished scholars.
- Guest lecturers were special. They were part of making this course come to life the briefs were helpful to try to understand the readings, professor’s occasional lectures helped the discussion focus.

2b. In what ways does this course introduce and encourage consideration of diversity and/or diverse perspectives? (Consider content and process.)

- The course considers diversity because it walks us through the different branches of CRT. Within the branches, it seemed as though (to me at least) that everyone in the course could find some aspect of CRT to latch on to in a personal way. Also, the discussions created spaces where some people felt comfortable putting forth alternative ideas.
- CRT provides the praxis discourse necessary to carry considerations of diversity and/or diverse perspectives. CRT also provided ways “spin-off” crits to consider how dominate ideologies take power and assert essentialism and institutional racism. This course provided the historical foundation and plenty of frames in which to move forward our own research, activism, and/or praxis.
- I like where CRT comes from-people of color. I gravitate toward the use of counter narratives. I wish and think it would quite interesting to see other grad students (and even faculty) take this course. It would be very progressive of MSU to require such action similar to other places of employment where “diversity training” is offered/required. I don’t expect everyone to adapt to CRT in scholarship but I wonder if people would see the world differently as many of us in the course have commented. I think it was one of our classmates that said, “CRT is everywhere!”
- In every way, its CRT, I think the white ally thing and the Queer Crit topics were the most sensitive. I felt the “reservations” if you will, through comments on whites and religious based stuff that had consequence to those who are not heterosexual. Strong/positive unity in the future in terms of how we should have closure to those types of discussions.
- It encourages you to look at diversity in a manner that is not asked of you before you have to reexamine everything from square one with a new set of eyes, and content knowledge, you can take no event for granted, almost everything has to be put on the table and reexamined.
- I think the space created in the classroom was really helpful for this, the courageousness of it, the openness of it. I also think the course forces you to do some serious introspection that is helpful. Then the breadth of readings including LatCrit, Tribal Crit, Queer Crit and the like.

- The entire course was introducing and encouraging diverse perspectives however, I feel many perspectives were missed (sexual orientation was glossed over and did not get covered fully, gender, religion, got almost no attention at all, ability/disability, etc).
- All of the readings and discussions forced me to look at the world around me in new ways.
- Addressing CRT spin-off movements (Even Queer Crit even though it is less-developed).
- The discussion orientation of the course allowed everyone to have a chance to offer their perspectives on topic we were covering. As such, the instructor helped to cultivate a compassionate and supportive environment that valued listening and learning and speaking, even if we should disagree with one another.
- Being put into different teams helped diversify the ideas and more mixture would give this opportunity. It seemed like the syllabus provided more diversity than in actual class time.

INSTRUCTOR(S)

3a. In what ways was the instructor most effective and why?

- Dr. Carter was effective in thinking carefully about which readings to select, each individual assignment and its function/purpose and facilitating discussion.
- In all ways Dr. Carter was effective. Grading is timely. Feedback is thorough. Enthusiasm is contagious. Expertise is approachable and vast.
- Dr. Carter was an exemplary instructor. CRT should be a core course in TE/HALE.
- Facilitating discussion and honoring different voices. I also liked the high expectations and commitment to rigor. Sometimes, I feel I get a lot less bang from a class where the instructor is too sympathetic to the plight of graduate students and in fact I don't find myself as engaged or motivated.
- The mixture of hands on activities we did in class each time. Some days starting off with small groups to discuss readings/answering questions. Other days start with a Skype lecture then talk about readings. Other days a class interactive activity. And sometimes you start out with a short lecture. Keep mixing it up. You were always so prepared and thoughtful, students notice that. Its creative, gets us going, and best of all, we learn! I think I learned the most in the class out of all my classes at the College of Ed so far because you're a good teacher.
- The expansive content knowledge as well as the ability to call on current scholars to help disseminate the information the instructor also had the ability to help keep the conversations on track and focused.
- Openness and honesty, I would say humor as well, that was helpful. She also struck a good balance between being supportive and challenging us at the same time.
- Through written feedback on briefs.
- Lectures and clarifications when needed were most effective.
- Open to hearing student's experiences, ideas.
- I found that the instructor was helpful precisely because she took on the role as a facilitator-especially one who was excellent at listening, offering feedback, and providing

direction. I admit I have been so inspired by how well she facilitated the class that I hope to continue cultivating my abilities as a facilitator in my own future teaching.

- Giving space for people to have voice-all students. Pushing people to explicate their comments, even when they weren't saying anything by had the "look." Pushing the briefs to be more thoughtful.

INSTRUCTOR(S) continued

3b. What recommendations would you make to the instructor to strengthen his or her teaching and/or make the course more valuable? (Consider content, materials, activities, assignments that should be dropped or added, grading procedures, amount and kind of feedback, as well as changes in instructor behavior.)

- The only improvement I can think of is to end class on time. Many times we went over time. Outside of that, this is the best class I've taken at the College of Education. Dr. Carter is hands-on, dynamic, & I learned so much from her course in CRT & from her as a teacher. Keep this course, & keep Dr. Carter!
- Overall, I found the course to be very valuable. As tough as it is to say this, I would keep all of the assignments, postings, and perhaps most of the readings. One suggestion if you want to keep all of the readings is to allow each student to select 4 or so readings and create their post on those readings. This may help have some more diverse and complex discourse around the topics.
- When splitting off into affinity groups provide space for multi-racial identities (guess who). The media project was beneficial, but it is difficult to work in such large groups at this level..we are all so busy and traveling around in the spring. But, this is part of academia too, so I understand it. However, it was the most challenging assignment logistically speaking.
- I don't mind the rigor (what others might consider the heavy load) because it is a topic of great interest to me. But, I would like to have more time spent in class on things we worked on in preparation. I would have liked to hear more voices through the semester. It's not because there weren't opportunities but I think we had some classmates that we didn't get to hear from so often. I really enjoyed hearing from the quieter classmates during the composite presentations and thought to myself I wish they would have said more. Of course, there are valid reasons why people may choose to not speak up. Also, as mentioned above, maybe less briefs and a bigger window to respond.
- I personally didn't think there were too many readings, nor did I think that the 6 critical summaries were too much for any PhD student to handle. I think having to continue to respond to the classmates once I was done was a little bit of "busy work" though/not meaningful. Mostly just getting in and out of class on time could be improved. More mixture of smaller group work or somehow "participation recognition" in other ways besides speaking up in front of everyone. I don't feel as comfortable speaking in large groups and a lot of our discussions were in large group format.
- Returning material quicker so we can better have a grip of what the instructor is looking for in regards to writing style, and content especially for large projects.

- As valuable as all the readings are, I would put no more than six required readings in a week. I liked the teams and the online responses to briefs but would perhaps allow a larger window of time for this.
- More connection to praxis-I want to know how to do...the intellectual thinking is great but what's the use in sitting around talking about issues and not working to solve them
- Too difficult to post brief responses every single week in such a narrow window of two hours on Sunday nights. Too many briefs, strategic use of controlling in-class time so we get to everything (keep using creative activities like day #1 and next to the last day, but leave time to discuss, get through readings too). I'd like to see the political autobiography written from scratch at the very start of class and THEN go back and make a "part two" later with applying CRT concepts. Doing it all at once made for wiggling experiences into a CRT box to make the paper work instead of thinking of experiences first and then analyzing with CRT.
- Have the group mix up more. Get to know someone that you don't know in the group early on. This class requires a level of trust that could be initiated earlier. Professor being more organized with expectations. Readings were excessive but valuable. If professor could express why those were chosen for that particular session, it would help bring them in focus.

ADVICE TO STUDENTS

4. To help prospective students choose wisely, what advice would you give to students who are thinking of taking this course (about its level, the amount of work required, any prior training needed, ways to get the most out of the course, etc.)?

- I do not think the course as it was conducted this semester requires any prior training. However, I would suggest to prospective students to set aside many hours every week to keep up with the reading load and assignments and to plan ahead.
- I don't think a first year taking the 901/902 TE courses would be able to truly engage with the reading as the reading in the 901/902 courses are also massive. The practice of skimming would be overused I think. For me it was very timely because I had already honed in on CRT as an analysis tool. I had already formulated questions and was very intentional in how I read and processed materials. I imagine the experiences is different for anyone just 'exploring.'
- I would highly recommend the course if they are genuinely interested in the content. They need to have an openness and willingness to grapple with some tough content and issues including about their own identities.
- Take it. But I would say this is a demanding course. If students are going to take a full load of 3 courses + work as I did, I would take 2 "demanding" ones (count this as one of those) and one that is less demanding.
- It is a large amount of work, with a large amount of gain. There is no prior knowledge needed although a strong content knowledge in history with a focus on the civil rights struggle would help to contextualize many of the issues.
- It is a heavy work load but worth the time so I would not recommend taking it with other heavy work load classes or during a semester in which you are taking 3 3-credit courses. I guess I would also say that you need to be in a space where you are open to new ideas

and ways of thinking about both yourself and the world; this may apply more to whites than others although I am not entirely sure.

- Pace your briefs. Work with a team (for media analysis) who will actually do work. You probably won't have time to complete all of the reading.
- I would tell students that they would get a lot out of the course but I would give them GREAT warning about the amount of work that the course entails. I have already talked to some peers about this class and they have decided not to take it because of the lack of organization and work expectations.
- Prepare for a high workload (readings, in-class engagement, online expectations, and assignments). No prior training is required but be prepared to be vulnerable and have some people unsure of how to respect that tricky space.
- I would highly recommend the course, even if they do not have prior training. I recognize that not all students would feel comfortable taking a course exclusively focused on issues of race in education, I do, however, believe the topic is important enough that most people would gain something important from the course, provided they were open to learning the material.
- Be open to readings and to the process. Not everyone will think like you do or move in the same way. You have to ok to disagree in public forum with friends.