



# Pitt Education

## Doctor of Philosophy (PhD) in Education

### EDUC 3105: First Year Seminar II Spring 2024

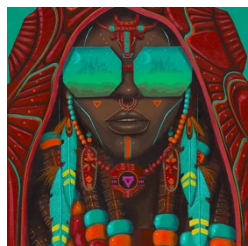
**Instructor:** **Shanyce L. Campbell, PhD** (she/her/hers)  
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Virtual Office Hours: By appointment  
<https://calendly.com/shanycecampbell/office-hours>

**Course Meetings:** Mondays 9:00a – 11:40a (January 22 - March 4)  
Room: 5400 Posvar Hall  
Zoom link: <https://pitt.zoom.us/j/97519751117>  
Meeting ID: 975 1975 1117  
Passcode: futuredr

**Syllabus version:** v1 *Note: All new info/text will be in **fuchsia**.*

**About this document:** This is a living syllabus, which means that it will shift and change throughout out year together to meet our collective needs. For some of us planners who like to know texts well in advance, this may be anxiety producing. For others, this will produce a deep sigh of relief in a freeing kind of way. Regardless, we will all survive, we will take deep breaths and engage in diaphragmic laughs even while being possibly frustrated or annoyed.

#### LAND AND LABOR ACKNOWLEDGEMENT



We recognize that the University of Pittsburgh occupies the ancestral land of the Adena culture, Hopewell culture, and Monongahela peoples, who were later joined by refugees of other tribes (including the Delaware, Shawnee, and Haudenosaunee), driven here from their homelands by colonizers. We honor these traditional Native inhabitants of this place and uplift their historic, unique, and enduring relationship with this land, which is their ancestral territory. We pay our respects to their Elders and their past, present, and future people, community, and culture.

We live, work, learn, and are in community on and with lands and waters Indigenous peoples have and do call home—and have stewarded in deep relation across generations. We remember

harms brought upon lands, waters, and Indigenous peoples who have and have not survived ongoing genocides. We remember enslaved Africans who did and did not survive the Middle Passage, those who were beaten and lynched, and recognize those who are still living through afterlives of enslavement. We remember Asian peoples exploited and killed in building this country's rail system. We remember Latinx peoples whose land was violently annexed and labor exploited to supply our country's food system.

Our honor, respect, and gratitude extend through past, present, and future. Black and Indigenous, Asian and Latinx people pursue love, freedom, resurgence, and revolution despite these histories and presents. While we cannot change history, we can work for justice in collective solidarity. That includes recognition and acknowledgment as well as manifesting liberatory futures.

We dream and work towards futures of thriving no longer despite but because.

Sources:

- <https://usg.maps.arcgis.com/apps/webappviewer/index.html?id=eb6ca76e008543a89349ff2517db47e6,https://native-land.ca>
- Quant4What Collective <https://www.education.pitt.edu/quant-what-dreaming-toward-quantitative-paradigms-anti-racist-transformation>

### MISSION/VISION OF PITT'S SOE

**We ignite learning. We strive for well-being for all. We teach.** We commit to student, family, and community success. **We commit to educational equity.** We advocate. We work for justice. We cultivate relationships. We forge engaged partnerships. **We collaborate. We learn with and from communities.** We innovate and agitate. **We pursue and produce knowledge.** We research. We disrupt and transform inequitable educational structures. **We approach learning as intertwined with health, wellness, and human development.** We address how national, global, social, and technological change impacts learning. We shape practice and policy. We teach with and for dignity. **We think. We dream. We lead with integrity.** We are the School of Education at the University of Pittsburgh.

**\*The yellow bolded text are parts of the mission/vision that we will collectively work towards actualizing in this course.**

### SEMINAR OVERVIEW

The First-Year Seminar is designed as a space where we address in community, the ways of being, doing, and knowing as doctoral student. We will engage in study, application, and reflexivity to support your transition into doctoral studies and your preparation for research apprenticeships and independent scholarship.

We will concretize what we want to know and do throughout the fall seminar. At a minimum, will cover:

- Navigating the School of Education, Pitt, and available resources and supports for doctoral studies;
- Building a researcher wholistic identity; and

- Learning with and from scholars

## THE LEARNING SPACE


### *Fostering a Brave Community Space*

We are here for a positive educational experience and to be active, not passive learners. It is our responsibility as educators and learners to engage by being prepared, asking questions, sharing our thoughts and ideas, and making this class meaningful and useful.

As we engage, it is important to recognize that our beliefs, values, and ways of knowing draw from our own lived experiences, which may differ from others in this space. We should be mindful of the partial lenses that each of us bring and be open to engaging knowledge and experiences beyond our understanding of the world and our place in it. We should learn from one another and challenge different ideas, even when difficult, and be open to entering uncomfortable places while working collectively to advance our understanding. Therefore, **this course is not a safe space but rather a brave space for at least two reasons**. First, rarely is a classroom ever simultaneously safe for everyone. Second, too often, “safe spaces” become places where racism, classism, sexism, homophobia, and other forms of oppression go unchecked under the banner of “being nice” and “being safe.”

### *Course Format Won't Be In-Person?*

The course will be in-person, unless otherwise stated. However, I recognize that life will life and there will be situations when you can't be physically present. In those cases, I will provide a hybrid structure for you to zoom into the course or ask that you complete the *missing class* form below.



**Missing Class:** If you need to miss class, please fill out this form at least one hour prior to the start of class (i.e., 8am). Form Hyperlink: <https://forms.gle/5Ge8igYdkxtRjsPe7>


## IMPORTANT COURSE TEXTS

This course uses Canvas to distribute course materials, communicate online, and submit assignments. There are no required textbooks for this semester. All texts will be provided on Canvas.

## COURSE LEARNINGS AND LEARNING OPPORTUNITIES

Collaboration is central in this course and serves as a way to foster deep learning and leveraging expertise. This course has formalized learning opportunities 1) Engaging with guest scholars and 2) Developing a potential Milestone 1 research project.

### 1. Engage with Guest Scholars



Throughout the semester several guest scholars come in to discuss their research. The minimal expectation will be that you read their assigned articles, provide questions for discussion, and participate in the conversation with the scholars.

### 2. Develop a Potential Milestone 1 Research Project

We will work together to wrestle through Milestone 1 topics and draft research questions. Because we do not work, think, or function in silos, there will be opportunities for peer feedback to strengthen your topics and questions.


By the end of the semester, you will be asked to draft a one pager that includes the research topic, research question, and 10 articles that you plan to include in your literature review.

### *Philosophy on Grades*

With over 17+ years of schooling, I understand that grades are important to most students. We have been conditioned to believe that they matter and actually measure something. We also know cases where they don't mean much and are often inflated. Here's my perspective: At the graduate level, letter grades or points should be the least of your concern. The majority of your attention should be on deep learning of the content and developing professional networks with your peers. Note my positionality...I came from an institution where we earned L, P, and H's as letter grades (i.e. low pass, pass, and high pass), which forced me even more so not to care much about the grades because as we often said "a *P* equaled a Ph.D."

As Jesse Stommel states in *Undoing the Grade: Why We Grade, and How to Stop*,

This course will focus on qualitative not quantitative assessment, something we'll discuss during the class, both with reference to your own work and the works we're studying. While you will get a final grade at the end of the term, I will not be grading individual assignments, but rather asking questions and making comments that engage your work rather than simply evaluate it. You will also be reflecting carefully on your own work and the work of your peers. The intention here is to help you focus on working in a more organic way, as opposed to working as you think you're expected to. If this process causes more anxiety than it alleviates, see me at any point to confer about your progress in the course to date. If you are worried about your grade, your best strategy should be to [immerse yourself in the class discussions], do the reading, and complete the assignments. **You should consider this course a "busy-work-free zone."** If an assignment does not feel productive, we can find ways to modify, remix, or repurpose the instructions.

 **At the end of the course, you will submit a 2-3 minute process film describing your doctoral journey.**

## **ZOOM EXPECTATIONS**

**Zoom Etiquette.** In the event that we are virtual, or you attend the course virtually, here are some expectations around zoom to minimize distractions and the flow of our time together:

*Cameras:* Please turn off your camera if you need to move around or you are interrupted by someone and need to engage. I tend to participate unmuted to humanize the virtual space (you can hear my ums, ahhs, and yesssss); however, this requires an environment that is conducive to that kind of set up. If you are in a quiet environment and would like to stay unmuted, feel free. Otherwise, please keep yourself muted until you are ready to contribute to the conversation. We will use zoom's hand-raise feature to reduce talking over people. Disruptive people will be asked

to temporarily leave the zoom (or will be removed from the room) and return when you can contribute to the conversation without major disruptions.

*The Chat Feature:* Only post chat messages relevant to the discussion. This is not a space to discuss the last episode of This is Us. Please try to minimize sidebar conversations, this is a communal learning space, and multi-tasking is a myth, so expecting people to read the chat while being present in the larger class discussion is hard if not impossible. Note: I have not mastered the ability to watch the chat while engaging with the full groups, so I will probably not be looking at the chat often.

*Capturing Information:* During the potential Zoom sessions, **DO NOT** video/audio record or take pictures, screenshots, snapshots, etc. for any reason. Any slides or shared screen documents can be made available just by asking.

### PITT SUGGESTED SYLLABUS STATEMENTS

**Departmental Grievance Procedures.** The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student believes that a faculty member has not met their obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the associate chair of the Department; (3) if needed, next talking to the academic integrity officer of the school; and (4) if needed, filing a written statement of charges with the academic integrity officer. The grievance process is further specified in the [School of Education's Guidelines on Academic Integrity](#).

**Academic Integrity.** Students in this course are expected to comply with the [School of Education's Guidelines on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

**Accessibility.** Canvas is ADA Compliant and has fully implemented the final accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998. Please note that, due to the flexibility provided in this product, it is possible for some material to inadvertently fall outside of these guidelines.

**Diversity and Inclusion.** The University of Pittsburgh does not *tolerate* any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, see: <http://diversity.pitt.edu/affirmative-action/policies-procedures-and-practices>.

If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu). Reports can also be filed online: <https://www.diversity.pitt.edu/make-report/report-form>. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

As Dr. Leigh Patel advises, universities are not off the hook from the intentional segregation and exclusion. Historically and continually these spaces are built and maintained by people of color yet these vary people are purposely excluded from higher education.

**Gender Inclusive Language Statement.** Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

**Disability Services.** If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

**Statement on Classroom Recording.** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

**Basic Needs.** Some students are unable to afford groceries or access sufficient food to eat every day. Some students lack a safe and stable place to live. Some students experience challenges balancing school with paid work, childcare, and other family obligations. Those challenges can create considerable anxiety for students and may also affect students' performance in their courses. Resources are available in the Division of Student Affairs: [The Pitt Pantry](#), the [Care and Resource Support Team](#) (412-624-5756 or [PittCares@pitt.edu](mailto:PittCares@pitt.edu)), and [Health, Wellness, and Counseling Services](#). Furthermore, if you are comfortable doing so, please notify your instructor, department chair, and/or associate department chair who may provide access to resources.

## RIGHTS AND RESOURCES\*

\*(compiled by Urban Education doctoral student Chris Wright)

Any student who is experiencing:

- A. Difficulty affording groceries or accessing sufficient and healthy food to eat every day, can...
  - a. Contact Pitt Pantry: [pantry@pitt.edu](mailto:pantry@pitt.edu)
  - b. Access the Pitt Pantry: <https://www.studentaffairs.pitt.edu/pittserves/the-pitt-pantry/what-to-expect/>
  - c. Access the Greater Pittsburgh Community Foodbank  
<https://www.pittsburghfoodbank.org/get-help/drive-up/>
- B. Lack of a safe and stable place to live, can find affordable housing assistance
  - a. Action Housing: 611 William Penn Place, Suite 800; Pittsburgh, PA 15219  
Phone: 412-281-2102. Assists in locating affordable housing
  - b. Allegheny County Housing Authority: 625 Stanwix Street, 12th floor; Pittsburgh, PA 15222  
Phone: 412-355-8940. Assists in locating affordable housing
  - c. Shelter options
    - i. Allegheny County Bureau of Hunger and Housing Services Phone: 412-350-4354. This is an area homeless resource.
    - ii. East End Cooperative Ministry: 6140 Station Street; Pittsburgh, PA 15206  
Phone: 412-361-5549. Emergency shelter provides a refuge for the night, case management, breakfast and dinner as well as a shower and laundry services for men and women older than 18. Individuals can stay in the Emergency Shelter for up to 60 days.
- C. Gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence harassment, can
  - a. contact the Title IX office: <https://www.diversity.pitt.edu/civil-rights-title-ix/policies-procedures-and-practices/sexual-misconduct-and-title-ix>
  - b. sexual violence, can contact Pittsburgh Action Against Rape: 24-hour crisis intervention, counseling, and advocacy for victims of sexual assault. Phone: 1-866-363-7273; website: [Home - PAAR](#)
- D. Racial violence, discrimination, harassment, etc., can contact
  - a. <https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/policies-procedures-and-practices/notice-non-discrimination>

\*please help us by suggesting additional resources

## VILLAGE CREDITS

Designing syllabi for courses is a process. A working and reworking. It's in the (re)visions that you realize that it *has* to live. Has to emerge. Has to merge with the students who've enrolled. Has my ways of knowing and being rolled up in it. All that to say that course design, this syllabus in specific, is relational. Therefore, I'd like to acknowledge several people and one organization of people (some of which I know deeply to others I've never met outside of the Googles) that have influenced this syllabus...**Dr. Mike Gunzenhauser, Dr. Leigh Patel, Dr. Sabina Vaught, Chris Wright, Dr. Derek A. Houston, Dr. Brendan Nyhan, Dr. Jesse Stommel and the Quant4What Collective.** To you all I say thank you!