A New Structure for Graduate Education.

The Emory Communities of Practice (CoP) Initiative is designed to provide a new model for graduate education, and in the process to move beyond the limitations of a university structure that emerged in a different age. The new structure of training provided by the CoP Initiative will make graduate education more relevant and engaged. It will do so by addressing a number of inter-related limitations of the contemporary university: its focus on narrow issues that are defined by academic disciplines or professional schools; its limited ability to engage effectively with practical problems; its failure to consider the perspectives of non-academic groups in identifying what counts as practical problems and solutions; and its inability to come to terms with the importance of culture and belief in understanding the concerns of much of the world’s population.

The CoP Initiative will offer training that will provide students and faculty alike with a whole new insights, understandings and possibilities. Students will use these insights to explore a variety of fields and professions, academic and non-academic, after graduation. Faculty will use these new understandings to explore new professional opportunities, and also to breathe new life into traditional academic concerns. Both faculty and students will be positioned to help redefine graduate education for the future.

Background.

There is currently a serious disconnect between the kind of knowledge universities are organized to produce and the needs of the broader world of which universities are a part. Graduate training has become increasingly narrow, producing scholars who learn, think and communicate in the highly specialized language of their field of expertise. This training defines the traditions and hallmarks of the traditional research doctorate. At the same time, it becomes more difficult for students to develop conceptual or analytical tools different from their mentors. Many scholars find this frustrating, as do increasing numbers of graduate students, but the longstanding boundaries between departments, and between the university and the worlds beyond the academy represent powerful obstacles toward change. The CoP Initiative is designed to overcome these boundaries. In the process, it will address two limitations of graduate education.
Because of the predominantly academic orientation of today’s research universities, students in most departments and schools receive little or no training in practical skills and understandings that are relevant to marginalized groups located outside the academy. Nor are they required to conceptualize problems or potential solutions in terms of the realities of everyday life faced by such groups. Nor are they provided with experience in working with the organizations that seek to identify and solve global problems. Addressing these shortcomings in graduate education will allow students to make a productive contribution to the lives of the people they work among and also help build a bridge between academic and applied concerns. This transformation in graduate education will make the university an institution more in tune with the needs of the contemporary world. It will also demonstrate the value of the academy to multiple audiences outside the university.

Graduate education as currently configured has a second, inter-related limitation that the GCoP Initiative proposes to address. Current academic training leaves students ill prepared to appreciate the central role of culture, context and inequality in shaping the everyday understandings and decision-making processes of people across the globe. As key developments all around the world have shown, however, a strictly utilitarian understanding of social problems is of limited use in making sense of the dilemmas that face the contemporary world.

It is these divisions in the structure and content of graduate education that the GCoP Initiative will address. It will do so by establishing novel structures of training, in which new problems are posed, new conversations can take place and new forms of knowledge are generated. These conversations will cross both of the above-mentioned divides that currently limit the training of scholars and the potential of the university: (1) the divide between the academic and the applied; and (2) the divide between the utilitarian and the cultural.

**A Strategy for Blurring Old Boundaries.**

To overcome the above-mentioned limitations in the structure and content of graduate training, beginning in the fall of 2018 we will convene interdisciplinary “Communities of Practice” (CoP). These CoP will consist of teams of students, faculty, and members of underserved communities. Specifically, each Community of Practice will include: PhD students from a range of academic disciplines; students from Emory’s Master’s in Development Practice (MDP) program; students seeking professional degrees from Emory’s other professional schools; Emory faculty; and representatives of community-based organizations.

The CoP will bring to the table students with significantly different needs, interests, and capacities, as a function of where they are positioned along the academic/applied and the utilitarian/cultural divides. In addition to affording students the opportunity to learn from one another, the CoP structure will present them with the challenge of working together, across both of the above-mentioned divides on complex problems. This skill is increasingly valuable in the professional world. The CoP also represent a structure that allows a diverse array of PhD students, Masters students, faculty, and practitioners to come together in a single process of co-
education. We believe this process will have a transformative effect on how participants view what counts as a social problem and how to view solutions to those problems.

**Convening Communities of Practice.**

The CoP will convene at the beginning of the fall of 2018, and will meet in regular, weekly seminar/workshop type formats for the entire academic year. During that year the members of the Community of Practice will explore the challenges involved in working collaboratively, across multiple divides, on problems that will be the focus of immersion-based fieldwork. ‘Locally’ focused students will carry out during spring 2019 and ‘globally’ focused students will carry out in the summer of 2019. All members of the CoP will be asked to focus explicitly on the obstacles they encounter in seeking to work across the above-mentioned divides between the academic and the applied, and between the utilitarian and the cultural. They will also be asked to think creatively about ways of overcoming those obstacles.

During the spring semester the students will confer on a regular, ongoing basis, with one another and faculty. In addition to being involved in their respective fieldwork activities, the members of the CoP will again meet in seminar/workshop format. In these seminars in the Spring semester they will engage in structured critique and reflection about their own activities, those of their fellows, and the activities of the Community of Practice as a whole. A lead faculty member will teach this seminar, and therefore will be on hand at every stage, to guide the process of co-education. As in all other phases of the CoP, this seminar will emphasize ways of bringing together the diverse concerns, insights, and understandings represented by the members of the Community of Practice.

As noted above, the GCoP Initiative is designed to focus special attention on the obstacles – intellectual, academic, and structural – that the members of the CoP encounter in seeking to work collaboratively on shared, practical, socially-engaged problems. In past efforts at related educational reform these obstacles have been swept under the rug, as it were. We intend to focus our activities on these obstacles, and to develop strategies to overcome them. It is the novel strategies we develop to do so that will allow us to articulate new strategies that build bridges between the local and the global, the academic and the applied, the utilitarian and the cultural.

**Course Organization.**

“Emory LCoP I” (Grad 700R-00P) will be divided into the following 4 sections:

- We are not listening, seeing, or learning (weeks 1 and 2)
- What we are not hearing, seeing or learning (weeks 3-4)
- Learning to listen, see and learn (weeks 5-8)
- What is to be done with what we come to hear, see and learn (weeks 9-14)
We will have a range of guest speakers and/or field visit events for each of the above segments. Each guest speaker and/or field visit event and the corresponding seminar discussions will cover the following major themes:

- Structured inequalities (including issues of race, class, caste, gender, sexuality).
- Displaced populations (including issues of internal and external displacement, and ‘out-of-place-ness’)
- Citizenship and Surveillance (including efforts by groups to organize and push back against oppressive forces, and the efforts by others to undermine these practices)

After participating in discussions with guest speakers and/or field visits, students will engage in careful discussion, critique and evaluation of the presentation/visit. The fact that other researchers as well as members of under-served populations will inform our conversations will ensure that discussion does not remain strictly academic. The presence of students from a broad range of academic disciplines, and from diverse professional schools, will ensure that a broad range of epistemologies and methodologies are represented.

**COURSE SCHEDULE – FALL 2018**

**AUGUST 30**

**First Class Meeting.** Course Introduction

**Reading/Listening:**

Deloria Jr, Vine  

Mosse, David  

Scott-Heron, Gil.  
https://www.youtube.com/watch?v=goh2x_G0ct4
Section One (weeks 1-2): **WE ARE NOT LISTENING, SEEING, OR LEARNING**

**SEPTEMBER 6**

**Week 1. Power, academics, and others**

Guest: representative from RefuseFascism.org (Louis Berne)

**Readings:**

Cunningham, Hillary  

Nader, Laura  

Smith, Linda Tuhiwai  

**SEPTEMBER 13**

**Week 2. Re-thinking ‘community’ and understanding ‘participation’**

*Guest:* Activist from Alliance for Black Lives, Rev. William Marshall

**Readings:**

Mosse, David  

Brown, Peter J., et al.  
2016 Making "community" meaningful in public health.

Cornwall, Andrea  
Smith, Linda Tuhiwai

**Fortnightly workshop 1:** combined workshop across local and global tracks to build website, update web content, and plan projects

**Section Two (weeks 3-4): WHAT WE ARE NOT HEARING OR SEEING**

**SEPTEMBER 20**

**Week 3. Histories, Voices, and Social Justice**

*Guest:* Activist from Alliance for Black Lives – Keisha Barnswell

*Readings:*

Coates, Ta-Nehisi

Smith, Linda Tuhiwai

*Film Screening:* “I am not your Negro”

**SEPTEMBER 26**

Intercampus seminar series on ‘THE PRACTICE OF DEMOCRACY’
Session title: IMMIGRANTS AND THE RULE OF LAW
Panel Discussion at Emory University
Time: 5:00 – 6:30 pm
Location: TBD

**SEPTEMBER 27**
Week 4. Context, politics, and race

Guest: representative from Georgia Alliance for Social Justice (Janel Green), and Black Lives Matter, Atlanta chapter; and SONG (Mary Hooks)

Readings:


Fortnightly Workshop 2: combined workshop across local and global tracks to build website, update web content, and plan projects

Section Three (weeks 5-8): LEARNING TO LISTEN/SEE

OCTOBER 4

Week 5. Situatedness and points of view

Guest Speaker – Councilman from Clarkston – Mr. Awet Eyasu

Readings:


Smith, Linda Tuhiwai

Podcasts:


https://www.npr.org/2017/03/06/518313570/10-years-after-the-new-bedford-ice-raid-immigrant-community-has-hope


OCTOBER 11

Week 6. Data, Objectivity, and Social Analysis

Guest speaker – radio show host – Kevin Caron

Readings:

Burawoy. Michael.

Luhrmann, Tanya

Merry, Sally Engle.

https://www.npr.org/sections/pictureshow/2018/05/17/611102667/a-personal-testimony-of-the-migrant-caravan


https://www.youtube.com/watch?v=LNq2WS-QFcc
**Fortnightly Workshop 3:** combined workshop across local and global tracks to build website, update web content, and plan projects

**OCTOBER 18**

**Week 7. Narratives, connections, and story-telling**

*Guest: Samia Mohammad, community worker from Clarkston*

**Readings:**

Walking While Black  

Smith, Linda Tuhiwai  

**Podcast:**


[https://www.youtube.com/watch?v=U_kXuQHZmWs](https://www.youtube.com/watch?v=U_kXuQHZmWs)

**OCTOBER 25**

Intercampus seminar series on ‘THE PRACTICE OF DEMOCRACY’

Session title: “Mid-term elections, November 2018”

Time: 5:00-6:30 pm

Location: Spelman College

Venue: TBD

**OCTOBER 25**

**Week 8. Race, Space, and Violence**
Guest: Atlanta Housing Justice League member

Readings:


Study website of Housing Justice League:

https://www.housingjusticeleague.org/

Fortnightly Workshop 4: combined workshop across local and global tracks to build website, update web content, and plan projects

Section Four (weeks 9-14): WHAT IS TO BE DONE WITH WHAT WE COME TO HEAR AND SEE

NOVEMBER 1

Week 9. Scholarship and Social Engagement

Guest speaker – youth members from Clarkston area

Readings:

Wells, Myrydd

Oslender Ulrich

Smith, Linda Tuhiwai

NOVEMBER 8

Week 10. Social Engagement and Scholarship

Guest speaker – possibly Clarkston High, field visit

Possible Readings:

White, Avery L.

Immigrant Issues in Clarkston, Georgia | America by the Numbers

Hale, Charles R.

Smith, Linda Tuhiwai
Fortnightly Workshop 5: combined workshop across local and global tracks to build website, update web content, and plan projects

NOVEMBER 15

Intercampus seminar series on ‘THE PRACTICE OF DEMOCRACY’
Session title: “Manipulation of Historical Memory”
Time: 5:00-6:30 pm
Location: Georgia Tech.
Venue: TBD

NOVEMBER 15

Week 11. De/ Re-institutionalization of academia

Guest: GA Tech. student activists against campus shooting

Readings:

Lorde, Audre

Greenwood, Davydd J.

NOVEMBER 22

Week 12: Grounds for/of Activism

Guest: Haroun Shahid Wakil from Streetgroomers.org

Possible Readings:
Pierre, Jemima

Gordon, T., and James A. Joy


Fortnightly Workshop 6: combined workshop across local and global tracks to build website, update web content, and plan projects

NOVEMBER 29

Week 13. Pedagogies of Practice

Guest: possibly a member from the Beehive Collective

Possible Readings:

hooks, bell

Wolf, Eric R., and Joseph Jorgeson

DECEMBER 6

Week 14: Decolonizing practices

Possible Readings:

Smith, Linda Tuhiwai

Rappaport, Joanne, and Ramos Aberlardo