



**The Department of
Curriculum, Culture, and Educational Inquiry**

COURSE NUMBER: EDF 3203

COURSE TITLE: Equity Issues in Multicultural Education

FACULTY CONTACT INFORMATION:

Instructor:

Office:

E-mail:

Telephone:

Office hours:

CATALOG DESCRIPTION: 2 semester hours

Based on the principles of culturally responsive pedagogy, this course explores contemporary educational issues, policies and teaching practices that support or hinder educational equity for diverse student populations.

Pre-requisite: EDF 2085 or equivalent (with a grade of C or higher)

COURSE OBJECTIVES

This course is intended to facilitate the following short-term and long-term learning outcomes for students:

1. Demonstrate understanding of the historical role of educational policy and practice and their contemporary implications in facilitating equitable or inequitable educational opportunities for students of diverse backgrounds;
2. Implement culturally relevant pedagogy in professional decision making, on curriculum, pedagogy, school climate and classroom management.
3. Demonstrate knowledge, skills and dispositions commensurate with the ability to fulfill national, state and local mandates for multicultural education;
4. Demonstrate openness to and comfort with different perspectives in order to facilitate difficult conversations about race, gender, class, religion, sexual orientation among other aspects of diversity when they arise in class discussions;
5. Develop leadership skills to promote educational equity and advocate for under-served students

REQUIRED TEXTS:

Spring, J. (2016). *Deculturalization and the struggle for equality*. (8th Ed.) Boston, MA: McGraw-Hill.

Christensen, L., Hansen, M., Peterson, B., Schlessman, E., & Watson, D. (Eds.) (2012). *Rethinking Elementary Education*. Milwaukee, WI: Rethinking Schools.

ADDITIONAL REQUIRED READINGS:

There are several additional required reading selections with Web Links listed on the course schedule and on BlackBoard/Canvas in the Required Readings Tab and in LibGuide.

REQUIRED LIVETEXT: LEARNING MANAGEMENT SYSTEM (LMS):

Students in this course are required to have an active LiveText account to track mastery of programs skills, competencies, and critical assignments, and to meet program and college

accreditation requirements. Information regarding obtaining an account is provided on the College of Education website: <http://coe.fau.edu/livetext>

SUGGESTED RESOURCES:

Au, W. (Editor) (2014). *Rethinking Multicultural Education: Teaching for Racial and Cultural Justice*. Milwaukee, WI: Rethinking Schools.

Ayers, W., Kumashiro, K., Meiner, E., Quinn, T., & Stovall, D. (Eds.). (2017). *Teaching toward democracy: Educators as agents of change*. New York, NY: Routledge.

Bigelow, B. (2008). *A People’s History for the Classroom*. Milwaukee, WI: Rethinking Schools.

Wink, J. (2011). *Critical Pedagogy: Notes from the real world* (4th edition) Upper Saddle River, NJ: Pearson Education

TEACHING METHODOLOGY:

Consistent with the principles of critical pedagogy, instruction in this class will center around class discussion where knowledge is constructed by students and instructor. Students should expect to engage in small group and large group activity, reflective journal writing, case studies, analysis, student led discussion/instruction, individual and collective problem solving, peer review and critique of work, thinking from multiple perspectives, debate and role play. Although traditional instructor-led lecture will also be part of the teaching methodology, it will occur in the overall context of active and engaged learning of everyone present. The ultimate of goal of the instructor of this course is to facilitate a classroom culture in which you, the student, can experience teaching and learning in the way that we hope all students in public education should.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

NAME	National Association for Multicultural Education Standards 1-5 (Inclusiveness, Diverse Perspectives, Alternate Epistemologies, Self-Knowledge, Social Justice)
UW- CMCE	University of Washington, Center for Multicultural Education - Principles and Concepts for Democracy and Diversity Concept #2 – Diversity; #6 – Prejudice Discrimination and Racism; #8 – Identity/ Diversity; #9 – Multiple perspectives.
FL Mandates	Mandates for teaching of the Holocaust, African American history, Hispanic and Women’s contributions, Character Education and Anti-Bullying
CF	Conceptual Framework of the Multicultural Program Area a. Broad-based definition of diversity b. Empathy and communications skills across diverse contexts c. Analysis of institutional policy and practice d. Advocacy for underserved populations/ issues
FAU COMP	FAU Competencies: 1) Content; 2) Critical Thinking; 3) Communication
FAU QEP	QEP Student Learning Outcome (QEP SLO 1) Knowledge; 2) Formulate Question; 3) Plan of Action; 4) Critical Thinking; 5) Ethical Conduct; 6) Communication
FEAP	Florida Accomplished Educator Practices Standard 2: <u>Learning Environment</u> 2 d: Respects students’ cultural, linguistic and family background 2 h: Adapts the learning environment to accommodate the differing needs and diversity of students Standard 3: <u>Instructional Delivery and Facilitation</u> ; Utilizes deep and comprehensive knowledge of subject to: 3a: Deliver engaging and challenging lessons
FL-ESOL	Florida Teaching Standards for ESOL Endorsement

2010.1.1	Domain 1: Culture; Standard 1: Culture as a factor in learning
CAEP	Council for the Accreditation of Educator Preparation Standard 1: Candidates demonstrate knowledge, skills, and professional dispositions for effective work in schools: 1.1: know subject matter (including pedagogical content knowledge) and pedagogy 1.3: nurture the academic and social development of all students through professional dispositions such as caring, fairness and the belief that all students can learn

COURSE REQUIREMENTS

Competency Assessment: Educational Inequity Research Project

This project is the **Competency Assessment** for this course. There are two parts to this assignment: 1) The analysis of contemporary struggle and 2) Culturally responsive curriculum development. Students must successfully achieve the objectives of both parts of this assignment in order to pass the course.

Overview: In order to engage in culturally relevant pedagogy, we must first understand the cultural context that would make our curriculum relevant to our students. Drawing on first person resources (e.g. interviews, testimonies, etc.) as well as extant scholarship, students will conduct a critical research-based analysis on a topic/contemporary issue relating to an inequity experienced by a marginalized/underserved/oppressed *group*. Students will then reflect on their findings and apply them in the development of culturally relevant curriculum that a) mitigates the problem and b) links to one of the Florida State Curriculum Mandates, standards, or a local initiative. (*Note: *group* is defined in broad terms – e.g. cultural, ethnic, social, economic, racial, religious/secular, immigrant/indigenous, language, sexual orientation etc.*)

Part 1: Analysis of Contemporary Struggles

There are two options for how this analysis might be approached.

- ➔ *Option 1:* Begin by identifying a contemporary issue related to multicultural in/equity that affects students/ families or their communities and clearly explain the nature, scope and manifestations of the problem. This could include data and statistics, new reports, documents or personal interviews. You may focus on a particular geographical region (neighborhood, school district) in which the problem exists, or a particular population/ social group specifically affected. You are strongly encouraged to consult members of the community.
 - Consider how the problem was created and is sustained, who benefits and loses because of the problem, and why/how this is an issue related to inequity.
 - Next, review the scholarship related to the issue central to the problem. Who has written about/ studied the issue and what do divergent scholars have to say about the problem? How might this problem be understood from diverse perspectives (e.g. historical, political, economic, social, and/or cultural) and what might be done at institutional/ structural, local/community and individual levels to address the problem? Identify relevant information and analyses that those affected by the problem would require.

- ➔ *Option 2:* Begin by identifying an oppressed, marginalized, or underserved *group* that will be the focus of your study. Identify an issue, problem or situation that has caused the group to have unequal treatment in society or school.
 - Conduct a research-based analysis of the events and circumstances that led up to the inequitable situation that the group currently experiences. Students will include a description of the issue/problem from the viewpoint of the group. Discuss social, economic and political power differentials, why/how the problem was created and is sustained, who benefits and loses. What current practices/interests may be affected if this problem is addressed or resolved? Articulate and analyze the inequity or injustice. Offer personal insights and recommendations toward educational solutions, based on scholarship related to the issue.
 - To gain a personal perspective and insight into this group's perspectives and needs, students will interview someone closely aligned with the situation. This personal

testimony may be live or virtual. Videotaped or documented eyewitness statements may be utilized to meet this criterion.

→ Students will write a well-organized scholarly paper that analyzes a contemporary issue related to inequity. The paper should clearly articulate the scope of the problem, identify those most/least affected, its causes/ manifestations and identify ways in which equity through education might be achieved. In addition to the perspectives of community members, the analysis should draw on at least five professional, scholarly resources that are accurately cited in the text and bibliography. The paper needs to be no fewer than five (5) pages (approximately 1600-1750 words) with attention to required format, language, mechanics, and APA style (6th edition). Students will be required to submit their paper on Canvas to Turnitin to detect any plagiarism and the CA must also be submitted on LiveText for evaluation.

→ **Part 2: Culturally Responsive Curriculum Development**

Students will be grouped according to the contemporary issue and/or the group they chose to study. Students will reflect on their findings from the research and collectively, collaboratively or individually (as determined by the instructor) construct a curriculum (e.g. a curriculum unit or similar product) for a specific target audience (pre-K -12th grade, community/parent education, etc.) and content area (e.g. social studies, language arts, math, science, etc.). The curriculum that is developed will:

- (a) identify a rationale and goals that link to the values of equity and excellence
- (b) exemplify content, instructional practices and assessments representative of culturally responsive pedagogy inclusive of the needs of emerging bilingual students.
- (c) represent an openness to and comfort with different perspectives, particularly with reference to difficult conversations about race, gender, class, religion, sexual orientation and/or other aspects of diversity
- (d) align with the appropriate State/Local mandates, standards and/or policies of the school districts.
- (e) demonstrate cognitive complexity and the application of concepts central to critical multicultural education

Note: Additional detailed criteria and guidelines will be provided in class and on Canvas. A list of the Mandates and Local Initiates are provided as well as a list of potential contemporary issues to consider.

The instructor will determine the scope and nature of the curriculum development component. Assessment activities may include: Small group roundtable discussion/project/case studies; Oral presentations (group or individual); Reflection paper/Journal activity/Position statements; Community outreach/Social activism project. It is expected that success in this assignment will be linked to students' organization, planning, timely completion of tasks, thoughtful engagement of/with members of the community, the development of interview or survey questions, and/or collegial participation in-group activities.

Assessment: Students must complete all components of the CA and earn at least 75% on the CA research paper component to pass (with a C or better) the assignment and the course.

Participation/ Engagement

Learning will not occur solely by following directions and fulfilling teacher-directed requirements. Student engagement in learning will be central to meaningful learning outcomes. Opportunities for engagement will occur through communication with members of the community in the research project, interaction with colleagues through class discussion and posts on Blackboard/Canvas, and through preparation for class discussion. Preparation includes the completion of assigned/ agreed upon readings and homework activities, as well as physical (be present and awake!) and dispositional readiness to learn. Participation should embody the ideals of democratic living, which include:

- The responsibility for being informed and prepared for discussion
- A commitment to thoughtful and meaningful contributions
- Active and respectful listening
- Facilitating the equitable participation of all (especially the less vocal)
- Healthy debate and skilled argumentation (both written and oral)
- Contributing constructively to the learning of others (peers and instructor)

Learning Assessments

Additional graded assessments will be used in this class. They will be linked to your learning in a variety of forms and contexts. These would vary across instructors and could include some or all of the following: Oral presentations, reflection papers, discussion boards, debates, journals, case studies, community action project, homework, quizzes/exams. The professor will determine the mix and scores of such assignments. Some of these are described below.

Collaborative Learning Community Activity: History of the Struggle for Equality

In order to understand the historical struggle of diverse groups for equality students will read designated chapters from Spring's (2016) *Deculturalization and the Struggle for Equality*. All students will read the first and last chapters and an additional chapter related to a particular group in the USA. Students will engage in a jigsaw activity where students share the knowledge gained through their readings in order to:

- Identify and discuss salient issues, events, leaders or experiences central to the group's struggle for equality
- Consider the implications of what you have read for the education of this (or any) group (Why do future teachers need to read this?)

Cultural Profile

Students will reflect on their past experiences and learning, at home, school and in varied social contexts to develop a cultural profile for themselves. How do their experiences and the values generated through them shape their current ideology? How were lessons about difference learned, perpetuated, unearned or interrupted?

Oral presentation

Students will make an oral presentations related to the topics studied in the CA or in this course. This may be done either individually or in groups at the discretion of the instructor. You will be required to demonstrate your skills using audiovisual technology. Presentation length will be determined and announced by the instructor based on the enrollment in the class.

ASSESSMENT	(Suggested) 200 point scale
Competency Assessment	100
Learning Assessments/Activities	75
Attendance/Participation/ engagement	25
	<u>200 points</u>

At the end of the term the sum of the scores will be added. The total points earned in the course will then be applied to the scale below to arrive at a student's final letter grade.

A	185-200	A-	179-184	B+	173-178
B	165-172	B-	159-164	C+	153-158
C	145-152	C-	139-144	D+	133-138
D	125-132	D-	120-124	F	Below 120

POLICIES

Attendance, Participation and Professional Decorum

In keeping with the norms of professional conduct, all students are expected to be responsible learners in face to-face and on-line environments. Professional, ethical, and respectful conduct is required as is a positive and collegial attitude toward learning. A percentage of your course grade (to be determined by your professor) will be based on these professional dispositions. (1) attendance and punctuality, (2) preparation for class, (3) constructive class participation and collaboration, (4) respectful communication with course instructor and classmates, (5) demonstrated openness, respect, and sensitivity toward diversity and multiculturalism.

Students are responsible for arranging to make up work missed because of class absence. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time. In the case of unanticipated absence, the student is responsible for contacting the instructor in a reasonable amount of time (ordinarily before the next class meeting).

Academic Integrity:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

This course is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Violations of academic integrity, including cheating and plagiarism, are considered a serious breach of these ethical standards. Academic dishonesty will result in disciplinary action which may include a 0 on the assignment, an "F" in the course, or even removal from the degree program. All assignments must be written by you. Papers cannot be ones that have already been submitted for another course nor will be submitted to another course. Students are required to submit their final draft of their competency assessments electronically through either Bb or Canvas TurnItIn (for possible plagiarism detection) and LiveText (for evaluation). Failure to adhere to these guidelines may result in a zero (0) for the project. TurnItIn resources, including documentation and video tutorials, can be found online at: http://www.turnitin.com/en_us/training/instructor-training

Standards of academic conduct are set forth in the University's and College of Education Policies and Procedures Manual. Students at FAU are expected to maintain the highest ethical standards. For more information, on what constitutes plagiarism, cheating and other violations of academic integrity, see http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

Students with Disabilities:

We welcome the opportunity to work with students with disabilities. To support our collective learning in this process, and in compliance with the Americans with Disabilities Act (ASA), Students who require special accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) in Boca in the Student Support Service Building SU 80. Rm.133 (297-3880), in Jupiter SR 117 (561-799-8585); in Davie in MOD I (954-236-1222), & follow all SAS procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by submitting a letter from the Accessibility Services Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

Religious Accommodation: In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs. The instructor will provide reasonable

accommodations with regard to class attendance, examinations, and work assignments to students who request such consideration in order to observe and practice their religious ideology. The details of this policy appear on the FAU online University Catalog under Academic Policies and Regulations: <http://www.fau.edu/academic/registrar/FAUcatalog/>. Any student who feels aggrieved regarding religious accommodations may/should present a grievance to the director of Equal Opportunity Programs.

Electronic Devices/Cell Phone: Use of any electronic devices in the classroom should be limited to the content and activities taking place there. Your instructor will provide you with specific guidelines for her or his class.

COURSE SCHEDULE

The sequence of modules will be decided upon by each instructor.

I Why do we need multicultural education?

Unit Objectives:

Articulate the connection between inequity in educational policy and practice and the role of multicultural education in addressing these disparities. Distinguish among structural, cultural and individual approaches to multicultural education.

Readings (Select from):

1. Jupp, J., & Sleeter, C. (2016). Interview of Christine Sleeter on Multicultural Education: Past, present and key future directions. *National Youth-at-Risk Journal*, 1(2).

<http://dx.doi.org/10.20429/nyarj.2016.010202>.

2. Sleeter, C. (2015). Multicultural education vs. factory model schooling. In H. Prentice Baptiste, (Ed.). *Multicultural Education: A renewed paradigm of transformation and call to action*. (pp. 115-135). San Francisco, CA: Caddo Gap.

3. Au, W. (2014). Decolonizing the classroom: Lessons in multicultural education. In W. Au, (Ed.). *Rethinking Multicultural Education: Teaching for Racial and Cultural Justice*. (2nd ed. pp 83-90). Milwaukee, WI: Rethinking Schools.

http://www.rethinkingschools.org/archive/23_02/deco232.shtml

4. . Spring, J. (2013). Deculturalization and the struggle for equality.

Chapter 1: Deculturalization and the Claim of Racial and Cultural Superiority

5. Koppelman, K. (2014). Understanding Human Differences.

Chapter 13: Pluralism in schools: The promise of Multicultural Education

Chapter 14: Pluralism in Society: Creating unity in a diverse America

Handouts: (These are diagrams/ figures/charts)

Banks: Dimensions of multicultural education

Levels of multicultural curriculum integration

Sleeter and Grant – Approaches to multicultural education

Discussion question:

How would you define multicultural education?

Consider your own K-12 education. In what ways would you say it was “multicultural”? In what ways was it not multicultural? How does this/ do these experience/s shape your current perspective of what multicultural education is/ should be?

How do the selected readings/ handouts enhance your initial definition/ conceptualization of what multicultural education should look like? Consider comparisons in terms of different dimensions, levels or approaches.

Instructional Activities:

Before and after exercise. Per the discussion questions listed below, students will reflect on their prior experiences with and assumptions about multicultural education. Then compare them with the ideas of the scholars read and discussed in class.

II Culturally Responsive Pedagogy

Unit objectives: Articulate the theoretical and conceptual principles underlying culturally responsive pedagogy (CRP). Identify exemplars of CRP in contemporary practice in diverse content areas and instructional contexts.

Readings (Select from):

1. Baxley, T., & Schoorman, D. (In press). Culturally relevant education. In K. Lomotey (Ed.). *Contemporary issues for people of color: Living, working and learning in the U.S. Volume 1: Education: pK-12 and Higher Education*. Santa Barbara, CA: ABL-CLIO
2. Gay, G. (2001). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53 (2), 106-116.
<https://www.cwu.edu/teaching-learning/sites/cts.cwu.edu/teaching-learning/files/documents/PreparingforCulturallyResponsiveTeaching,%20Geneva%20Gay.pdf>
3. Ladson Billings, G. (2006). From the achievement gap to the educational debt: Understanding achievement in US schools. *Educational Researcher*, 35(7), 3-12.
Oral presentation: Begin at 45.00. <https://www.youtube.com/watch?v=BKgRQRuypfg>
4. Ladson Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165.

Readings on pedagogical practice (Select from):

Peterson, B. Teaching for social justice. *Rethinking Elementary Education*, 49-56.

Christensen, L. Teaching for joy and justice See:

http://www.rethinkingschools.org/publication/tfj/tfj_intro.shtml

See video clip at: <http://www.rethinkingschools.org/ProdDetails.asp?ID=9780942961430>

Hansen, M. Writing for change. *Rethinking Elementary Education*, pp. 57-65.

Peterson, B. – The challenge of classroom discipline. *Rethinking Elementary Education* p. 3.
Mednick, L. Peers, power and privilege: The social world of a 2nd grade classroom. *Rethinking Elementary Education*, pp. 19-23.

Lagerwerff, K. (2016 Spring). Prizes as Curriculum: How my school gets students to “behave”. *Rethinking Schools*, 30 (3) http://www.rethinkingschools.org/archive/30_03/30-3_lagerwerff.shtml

Kohn, A. (2012). Bad signs. *Rethinking Elementary Education*, pp. 35-39.

Lindahl, A. (2015). Blood on the tracks: Why are there so few Black students in our science classes? *Rethinking Schools*, 29 (4), 48-54.

Goitia, C.A.T. (2015). Colonizing wild tongues. *Rethinking Schools*, 29 (4), 56-57.

Salas, K.D. (2012) Defending Bilingual Education p. 269. In Linda Christensen, et.al. (Editors) *Rethinking Elementary Education*. Williston: Rethinking Schools Publication.

Watson, D. (2012) A letter from a black mom to her son p. 261. In Linda Christensen, et.al. (Editors) *Rethinking Elementary Education*. Williston: Rethinking Schools Publication

Discussion question:

What are the central tenets of Culturally Responsive Pedagogy? How do they intersect with the goals of critical multicultural education? How do these tenets contrast with traditional instructional practices? To what extent do the lessons discussed in *Rethinking Elementary Education* exemplify culturally relevant pedagogy? Select any of the readings on CRP and consider how its central ideas are evident (or not) in selected lessons.

Instructional Activities:

Develop a table to aid in the analysis of lessons/ curriculum. Column 1 “Key concepts” could include key ideas about CRP, as well as central concepts in critical multicultural education and social justice pedagogy. Column two “Examples” could include examples (with page #s?) of how this is implemented in the lessons reviewed. Column 3 “Comments” could be for students to comment on effectiveness or relevance or community-based concerns of the ideas reviewed.

III Understanding students’ histories

Unit Objectives: Through a Cultural Profile activity, students will explore the connections between their past experience and current dispositions about cultural difference. Through a brief historical overview of the educational experiences of diverse groups in the USA (Joel Spring; focus on Native Americans, African Americans, Asian Americans, Latino American), students will a) identify how policies and practices of the past have impacted current educational realities (such as achievement disparities and the opportunity gap) and b) how contemporary practices (such as curriculum development biases; teacher de-professionalization) parallel patterns of the past.

Readings (Select from):

Spring, J. *Deculturalization and the Struggle for Inequality*. All students will read the first and last two chapters and then select an additional chapter to read in groups.

Spring, J. (2013). *Deculturalization and the struggle for equality*.

Chapter 2: Native Americans: Deculturalization, Schooling, Globalization, and Inequity

Chapter 3: African Americans: Globalization and the African Diaspora

Chapter 4: Asian Americans: Exclusion and Segregation

Chapter 5: Hispanic/Latino Americans: Exclusion and Segregation

The Shadow of Hate: A history of Intolerance. (2006). Teaching Tolerance Project by the Southern Poverty Law Center. Video: <https://www.youtube.com/watch?v=-7uJaMqafX4>

Moore, Robert. (n.d.) Language is not Neutral. In Moore, R. B. *Racism in the English Language*. The Council on Interracial Books for Children.

http://brooklinecfs.wikispaces.com/file/view/Racism_EnglishLanguage.pdf

Discussion questions: See description of the instructional activity.

Instructional Activities:

Jigsaw activity to compare and contrast experiences of diverse groups.

Analysis level 1: Identify and describe key laws, events, people (decision makers) and their impact

Analysis level 2: Identify themes evident in the experiences of and policies directed towards the group. To what extent were the following evident in the group’s experiences, and policies related

to citizenship and/or education? Segregation; stratification, deculturalization, (economic) exploitation.

Level 3: What lessons must educators learn from this history that could affect contemporary practice? To what extent do these historical issues exist today? How might current issues be better understood through the lens of history?

Self reflection: Based on our cultural profile, how do we “fit in” to the historical picture of the USA and the struggle for equality? Whose legacy, decisions or struggles do we perpetuate?

IV Understanding contemporary struggles

Unit objectives:

Develop teacher competencies in addressing contemporary concerns surrounding diversity issues in society. These would include inequities based on: race/ethnicity, immigrant status, language background, social class/poverty, gender, sexual orientation, religious bigotry/faithism (e.g. Islamophobia and antisemitism); the “*achievement*” gap and other “assaults” on public education like standardized testing, re-segregation, teacher evaluation, the erosion/ narrowing of the purpose of education; Gun Violence; Black Lives Matter, etc.)

Readings: Readings should align with the contemporary issues identified by students. A list will be generated by the instructional team to facilitate initial student inquiry.

Readings (Select from):

Addressing issues about immigrants:

Costello, M. (2016). *The Trump effect: The impact of the presidential campaign on our nation’s schools*. A Report of the Southern Poverty Law Center.

https://www.splcenter.org/sites/default/files/splc_the_trump_effect.pdf

Cornell, G. Who can stay here? *Rethinking Elementary Education*, pp. 182- 187. [DS: links well with discussions of citizenship by Spring.]

Peterson, B. Crossing borders, building empathy.

Ryan, P. M. First crossing: An immigrant story. *Rethinking Elementary Education*, pp. 96-103.

Tempel, M. B. Deporting Elena’s father. *Rethinking Elementary Education*, pp. 285

Addressing issues about Racial Justice

Baxley, T. P. (2016). What do you know about my Black son: A counternarrative that challenges the deficit perspective. In L. L. Martin (Eds.). *After the storm: Occupation, militarization, and segregation in Post-Katrina America*. Santa Barbara, CA: Praeger Publisher.

Sokolower, J. (2012). Schools and the new Jim Crow: An interview with Michelle Alexander. *Rethinking Schools*, 26 (2), 13-17.

Watson, D. A letter from a Black Mom to her son. *Rethinking Elementary Education*, pp. 261-263.

MacIntosh, P. (1989). *White Privilege: Unpacking the Invisible Knapsack*. Peace and Freedom. 10-12. See: <http://www.nymbp.org/reference/WhitePrivilege.pdf>

Peterson, B. (2008). *Whitewashing the Past*. Rethinking Schools pp. 1-4. See: <http://zinnedproject.wpengine.netdna-cdn.com/wp-content/uploads/2009/11/13whitewashing-the-past1.pdf>

Addressing LGBTQ issues in elementary education- From Rethinking Elementary Education, pages 10- 18.

Cowhey, M. Heather's Moms got married (pp. 10-12); Creating a Gay- and Lesbian-friendly classroom 13-14).

Tempell, M. B. It's OK to be neither (15-18).

Bouley, T. (2011). Speaking up: Opening dialogue with pre-service and in-service teachers about reading children's books inclusive of lesbian and gay families. *Journal of Praxis in Multicultural Education*, 6(1), 1-19.

Flores, G. (2014). Teachers working cooperatively with parents and caregivers when implementing LGBT themes in the elementary classroom. *American Journal of Sexuality Education*, 9(1), 114-120.

Hermann-Wilmarth, J. M. (2010). More than book talks: Preservice teacher dialogue after reading gay and lesbian children's literature. *Language Arts*, 87, 188-199.

Addressing concerns about genocide:

Rummel, R.J. (2001, Jan 15). When and Why to Use the Term Democide for "Genocide". *Idea: A Journal of Social Issues*. Vol. 6, no.1 URL: <http://www.ideajournal.com/articles.php?id=26>

Stanton, Gregory (2012). Ten Stages of Genocide. Genocide Watch
<http://www.genocidewatch.org/genocide/tenstagesofgenocide.html>

European antisemitism from its origins to the Holocaust. United States Holocaust Memorial Museum video <http://www.ushmm.org/confront-antisemitism/european-antisemitism-from-its-origins-to-the-holocaust>

What is Genocide and What is Ethnic Cleansing?: The History Channel See:
<http://www.history.com/topics/what-is-genocide> and <http://www.history.com/topics/ethnic-cleansing>

Environmental Justice (from A People's Curriculum for the Earth)

Principles of Environmental Justice (27-28)

Bigelow, B. How my schooling taught me contempt for the earth (36-41).

Pelo, A. A pedagogy for ecology. (42- 47)

Shiva, V. Two views of nature (25-26).

Goodell, J. Goodbye Miami (77-78.)

Discussion questions: To what extent do the lessons reviewed offer relevant curriculum that you might realistically implement in your class? Identify ways in which you might elicit parental support and perspective on discussing topics that are salient to students and their families/ communities.

What do parents, teachers and communities want/expect from our education? How might parents concerned about the loss of / dangers to Black lives, immigration, bullying, LGBTQ-friendliness, authentic curricular representation want us to teach? What concerns do teachers have about effective practice? What concerns/complaints might a teacher get from parents who do not want diversity/controversial issues discussed in class? How might teachers address these concerns?

Instructional Activities:

Develop an interview/ survey protocol to identify current concerns about inequity among students, parents, communities, teachers and/or administrators. [We will need to flesh this out as an assignment.]

HW: Interviews with students, parents and/or teachers on contemporary concerns/ struggles with inequity.

V Curriculum Development for State and District Multicultural Mandates

Unit objective: Building the academic and community-based knowledge for appropriate student-centered curriculum development in response to diverse national, state and local curriculum mandates.

Readings on Curriculum Development (Select from) :

Peterson, B. Tracking and the project method. *Rethinking Elementary Education*, pp. 40- 45.

Peterson, B. Rethinking the US Constitutional Convention: A Role Play. *Rethinking Elementary Education*, pp. 127-138. (DS: This links well with the Spring book.)

Lesson on justice fighters: *Rethinking Elementary Education*, pp. 139-154.

Lesson(s) on media: *Rethinking Elementary Education*, pp. 171-175; 188-193; 194-198;

Math lessons: Math is more than numbers, *Rethinking Elementary Education*, pp. 203-227.

Science lessons: Laboratory for Justice, Science across the curriculum. *Rethinking Elementary Education*, pp. 229-258.

Discussion questions: What are the benefits of a curriculum linked to the real life experiences and interests of students? How do the examples of the curriculum reviewed represent culturally relevant pedagogy? What are the elements from each lesson that you will integrate into your own curriculum development and pedagogical strategies?

Instructional Activities:

Students review the results of their research and identify ways in which they could develop curriculum that addresses the core concerns/ opportunities that emerge in the data. The curriculum developed needs to be linked to state and local mandates, standards and/or initiatives.

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