

The Department of
Curriculum, Culture, and Educational Inquiry

COURSE NUMBER: EDF 3203

COURSE TITLE: Equity Issues in Multicultural Education

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 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 -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 Bullying
CF	Conceptual Framework of the Multicultural Program Area a. Broad

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 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 ð 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

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 (prethK -12 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

____: 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

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 SpringŌs (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 groupŌs 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 studentŌs 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 Blackboard 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:

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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):

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=BKgRQRuyzpg>
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:**

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*

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.

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.

SELECTED BIBLIOGRAPHY:

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- Au, W. (2012). Playing smart: Resisting the script. *Rethinking Schools*, 26 (3), 30-33. http://www.rethinkingschools.org//cmsandler.asp?archive/26_03/26_03_au.shtml
- Au, W. (Ed.) (2014). *Rethinking Multicultural Education: Teaching for racial and cultural justice*. Milwaukee: Rethinking Schools, Ltd.
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- 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>
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- ! Gay, G. (2012). Our Children Need . . . Education for Resistance. *Journal of Educational Controversy* 6, (1). Available at: <http://cedar.wvu.edu/jec/vol6/iss1/8>
- Gay, G. (2013). Teaching to and through Cultural Diversity. *Curriculum Inquiry* 43(1): 48-70.
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- 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
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- Meier, D. (2003). So what does it take to build a school for democracy? *Phi Delta Kappan*, 85(1), 15-21.
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