

Individual and Cultural Diversity in the Classroom (3 credits)

300:401, Section 03

Spring 2014, Thursdays 4:50 – 7:30

Scott Hall room 102

INSTRUCTOR

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Office Hours – Thursdays 2 pm – 4 pm, and by appointment

Prerequisites: Admission to the GSE Teacher Education Programs or Designation as an Education Minor and 05:300:200 Introduction to Education

Mode of Instruction: Lecture & Seminar

Course Description: Focuses on the range of student diversity in contemporary classrooms, including cultural, linguistic, and academic differences. Emphasizes strategies to enhance academic success, promote interaction, and facilitate the inclusion of diverse students in the regular school setting.

ABOUT THE COURSE

This course is designed to provide an overview of the ways that individual identity, cultural practice, social power relationships, institutional norms, and curricular messages function in our increasingly diverse educational settings. We will attend particularly to ways that individuals and groups are (and have been) marginalized in society and in educational settings. We will critically examine the impact of that marginalization in the areas of race, gender, religion, sexuality, language, ability, class, and ethnicity.

Through ongoing critical readings and inquiry into human diversity, marginalization, and institutional and social power relationships, you will have the opportunity to develop as reflective practitioners with an understanding of the best ways for you to create a socially just classroom serving diverse populations as scholars, problem-solvers, and partners.

I hope for lively engagement (in readings, discussions, class activities, and assignments) in such issues as:

- What and whose knowledge is represented in classrooms?
- How are individuals and groups positioned in society? In schools?
- How do particular views of education envision what is “good” for children and society? What are the underlying assumptions?
- How do the classroom and school “climate” and culture influence learning for students from historically marginalized groups?
- Whose view of the world is silenced or privileged within particular pedagogies?
- How do these issues relate to the over-all socio-political context AND the world of “What should I teach this week?”
- (Put another way) How do teachers and schools influence the social world?
- How does who we are as teachers and our personal life experience influence our approach to teaching students from historically marginalized groups?

- What are the relationships between culture, society, and education?
- What are the dynamics of daily life in schools as institutions in particular organizational and community contexts?
- In what ways are gender, language, culture, race, social class, and the relationship between school and culture important to our education?
- What can we, as teachers, do to educate students for democratic empowerment and social justice?

Overarching each of these questions is the assumption that teachers, individually and collectively, have a great influence on their students and the world in which we live. This influence ought to be acted upon consciously and decisively; and presumably in the interest of educational equity and social justice. This course is designed to help inform that process of conscious decision-making. There will be many opportunities for you to develop your own interests and pursue them through individual and collective inquiry.

New Jersey Professional Standards for Teachers Addressed in this Course:

Standard 2 - Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

Teachers know and understand:

2.2 How student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family, and community values; and

2.3 How to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.

Teachers value and are committed to:

2.4 The educability of all children and adolescents;

2.5 The belief that all children and adolescents bring talents and strengths to learning;

2.6 Appreciation for multiple ways of knowing;

2.7 The diverse talents of all students and to helping them develop self-confidence and subject matter competence; and

2.8 The belief that all children and adolescents can learn at high levels and achieve success.

Standard 3 - Teachers shall understand the practice of culturally responsive teaching.

Teachers know and understand:

3.1 How a person's world view is profoundly shaped by his or her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age and special needs;

3.2 The supports for and barriers to culturally responsive teaching in school environments;

3.3 The process of second language acquisition and strategies to support the learning of students whose first language is not English; and

3.4 The negative impact of bias, prejudice, and discrimination on students and society.

Teachers value and are committed to:

3.5 Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group; and

3.6 The diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to community and cultural norms.

Teachers engage in activities to:

- 3.7 Create a learning community in which individual differences are respected;
- 3.8 Learn about the diverse students they teach, and the students' families and communities;
- 3.9 Use strategies to support the learning of students whose first language is not English; and
- 3.10 Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs.

Standard 7 - Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Teachers know and understand:

- 7.1 How to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the individual education program; and
- 7.2 Available resources related to educational strategies to accommodate individual differences and to employ positive behavioral intervention techniques to students with special needs.

Teachers value and are committed to:

- 7.3 The belief that children and adolescents with special needs can learn at high levels and achieve success.

Teachers engage in activities to:

- 7.4 Apply knowledge of students' abilities/disabilities, experiences, talents and prior learning, as well as language, culture, economics, family and community values to positively impact student learning;

GOALS OF THE COURSE

Through this course, you will work to **develop an understanding of issues of equity and diversity and how they are integrally related to successful teaching**. You will interrogate your own beliefs and understandings about diversity and your own position within institutional power relationships.

We will examine the political nature of education through an ongoing critical analysis of the taken-for-granted. **One goal of the class is for students to question and challenge what schools and dominant society tell us is "normal" and "right."** Through critical questioning, we will examine notions of family, poverty, race, dysfunction, gender, sexuality, disability, religion, schooling, and education. This kind of analysis is designed to provide you with a framework to understand your critical roles as teachers and generate an understanding the context of schooling from a non-dominant perspective.

Students will be able to...

1. Notice and question their own assumptions and prejudices
2. Recognize the potential impact of those assumptions and prejudices on students
3. Identify examples of structural inequality based on race, class, gender, religion/culture, sexual orientation, and ability
4. Identify examples of cultural inequality based on race, class, gender, religion/culture, sexual orientation, and ability
5. Describe how individual, structural, and cultural actions of the school create success for some students and failure for others
6. Describe and explain the varied responses of students to these conditions

7. Think outside narrow definitions of “ability” or “school readiness” to identify a range of strengths and ways to succeed
8. Identify specific actions to take and to avoid to create more equitable classrooms, including consideration of both the *social* and the *academic* curriculum

GROUND RULES

“To engage in learning always entails the risk that learning may have an impact on you, that learning may change you. This means that [learning and therefore] education only occurs when the learner is willing to take a risk.”

- G. Biesta

In this course we will be discussing many topics about which many of us will feel passionate. Often people in the class will disagree with me and with each other. At times, you are likely feel uncomfortable in this course – This is a GOOD thing. Discomfort can often lead to new understanding. In this course you will be challenged; you will also be asked to share your opinions – even if they are unpopular – and your opinions may be challenged! Through healthy, intellectual debate, we will all learn something and come to new understandings. It is important to remember when we disagree about issues, we are engaging in intellectual debate, not personal attack. **The primary rule for this class is to enter each day with an open mind and be willing to question the taken-for-granted.**

As part of creating a community in which discomfort can be productive, I am asking you to embrace a stance of *humility*, *inquiry*, and *empathy*. By *humility*, I mean that we will all be open to considering new ideas—especially ideas that might conflict with our current worldview. By *inquiry*, I mean that we will be constantly seeking to ask questions and to learn from each other, from the readings, and ultimately, from our future students and their families. By *empathy*, I mean that we will attempt to step into other people’s shoes, and that we will treat one another with kindness and respect.

We will also be adhering to certain ground rules in our class. Though we will discuss these rules together, the following rules are those that I have found to be most helpful in the past:

- **Take risks.**
Ask questions, raise new perspectives, stay engaged—even when you are uncomfortable.
- **Assume good intentions.**
If someone in the class says something you find hurtful or offensive, assume that they did not do so intentionally. Share your perspective—educate them.
- **Try on new ideas.**
Push yourself to entertain new ideas—especially ones that you might want to reject right off the bat! Question things that are the taken-for-granted or just “common sense.”
- **Respect confidentiality.**
In order for anyone to feel comfortable taking risks and sharing their thoughts and experiences, they need to feel reasonably secure that what they say is not going to end up as gossip once class is over.
- **Take care of yourself.**
The topics we discuss in class often bring up strong emotions for people. Remember to take care of yourself, and please come talk to me or write me an email if ever something happens that makes you particularly uncomfortable.

One final point regarding class expectations: I consider you all to be teachers now. As teachers—people who will be caring for children—you have a professional responsibility to take what we are learning seriously, to do your part by reading and participating, and to treat your classmates with kindness and respect.

Course Expectations

- It is essential that you attend all sessions of this class, and that you are actively engaged in discussions and activities. Doing so not only significantly impacts your own learning, but also the learning of your peers, and of your future students. If you need to miss class one week, please email me and let me know. If you will be missing more than one class, a medical note will be required for that absence and each successive absence. Excessive absences for any reason *will* impact your final grade, and could result in your receiving no credit for the course.
- Reading is assigned weekly, and you are expected to complete **ALL** readings prior to class. Reading is a critical part of this course. All required readings have been carefully selected based upon their relevance to the topic at hand, the significance of the ideas they contain, and how accessible and (hopefully) interesting/enjoyable they are to read. None of the readings are expendable—please take this seriously.
- You are expected to turn in all work on time. If you need an extension, be sure to ask for it before the due date. Extensions will only be granted for legitimate reasons, and will only be granted **24 hours before the due date**. Late papers for which you have not been granted an extension will be subject to a grade penalty. When an extension has not been granted, grades on assignments will be lowered one grade for each day they are late.
- Please do not use electronics in class. Research has indicated that multitasking (e.g. checking email while participating in a class discussion) is incompatible with deeper conceptual thinking. For both your own learning and that of your classmates', we need you at full capacity during class. Therefore, please use computers, tablets, etc. **ONLY** when asked to do so by the course instructor. Cell phones should not be out during class.
- Anyone with a learning difference needing accommodations of any kind should contact me as soon as possible.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

TEXTS**Required:**

- Tatum, B. (2003). *Why are all the black kids sitting together in the cafeteria?: And other conversations about race*. New York: Basic Books.
- Other readings on SAKAI

Choose ONE of the Following for Book Share Assignment (we will select these in class):

1. Berube, M (1996). Life as we know it: A father, family, and an exceptional child. New York: Vintage Books.
2. Lareau, Annette (2003). Unequal childhoods: Class, race, and family life. University of California Press.
3. Ornstein Peggy. (1999). Schoolgirls: Young Women, Self-Esteem, and the Confidence Gap. Anchor Books.
4. Zia, Helen (2001). Asian American Dreams: The Emergence of an American People. Farrar, Straus and Giroux.
5. Lefkowitz, Bernard (1998). Our Guys. Vintage Books.
6. Olsen, Laurie (2008). Made in America: Immigrant students in our public schools. The New Press.

COURSE ASSIGNMENTS**Reading Blogs (20%)**

All students will be responsible for blogging a total of **14** times using the Sakai Blogs tab.

- **ONE of your blogs will be an introduction.** It will be due on **SUNDAY, September 15th, at MIDNIGHT**. In your introduction, you should include:
 - your academic plans and standing, and information about how this class fits into your academic plan
 - any experience you have had with thinking about issues of diversity, and any concerns you have about doing so in this class
 - what you hope to get out of this class – what questions you hope it might answer

You should also address the questions, “Who are you? How do you understand your identity?” and you should write about a time that you felt highly aware of the importance of a particular part of your identity.

- **TEN of your blogs will be about the readings** (note: we will have 13 weeks of readings, so you may take three weeks "off" from blogging before class). These blogs will be due **by midnight on the day before class**, and should discuss ALL of the readings for that day. You may have more or less to say about any single reading; that's fine. Make sure that you address them all. Though there may be times when you wish to defend a particular position, in general I encourage you to take a reflective stance, including paying particular attention to *your affective response* to the readings. For example, were you surprised? Angry? Delighted? Why might you have felt that way? Bring in additional resources and/or readings, where applicable—things from past classes, the media, popular culture, etc. Use personal experience **JUDICIOUSLY**, and understand that your blog is **NOT PRIVATE**. At the end of your blog, you should pose a question that came up for you in relation to the readings. You will often have the chance to discuss your question with your classmates, so it is best to write an authentic question you really *do* want to discuss!
- **TWO of your blogs will be about topics of your own choosing that are related to diversity**. At least one should pertain to a news story or current event. The other could include something you experience this semester, something you notice from media or popular culture, etc. You must relate the topic to our class readings. These blogs will be due **by midnight on the last day of class, Monday, December 9th**.
- **ONE of your blogs will be a reflection on the blogging experience, and on how your thinking has evolved over the course of the semester**. It will be due **by midnight on the last day of class, Monday, December 9th**.
- **To earn full credit for the blog, you must also post at least TEN comments to your peers' blogs over the course of the semester**.

Your blog entries should be **engaging** (it grabs the reader's attention and maintains interest), **textually grounded** (it includes references to readings, films, and other media that support your positions and thinking), and **polished** (it has no grammar or spelling errors).

Blogs will be accepted in both written and video format. To submit a blog in written format, use a word processor -- like Microsoft Word -- to create a blog post of between 500 and 750 words. BE SURE TO SAVE YOUR BLOG POST TO YOUR COMPUTER. If it does not upload properly, you MUST have a TIME-STAMPED copy saved to show me in order to receive credit. IF YOUR POST IS LOST, YOU WILL NOT GET ANY CREDIT FOR IT.

To submit a blog in video format, use a digital recorder to record your discussion of required materials in a video of between 5 and 8 minutes. BE SURE TO SAVE THIS FILE TO YOUR COMPUTER. Then, use a YouTube account to upload it to YouTube, and post the link to the Sakai Blogs tab. If it does not upload properly, you MUST have a TIME-STAMPED copy saved to show me in order to receive credit. IF YOUR POST IS LOST, YOU WILL NOT GET ANY CREDIT FOR IT.

Cultural Inquiry (20%)– due March 6th

In groups of 3-4 students, you will cross a cultural border – you will attend an event or visit a community with which you are unfamiliar. You will choose a setting or community with which you are unfamiliar and a cultural outsider. You will write a 5-7 page analysis (1 paper per group) and be prepared to discuss/present this in class. A detailed description and rubric is available on Sakai.

Institutional Inquiry (20%) – Due April 10th

In groups of 3-4 students, you will visit a public, social institution – a courthouse, an INS office, a museum, a school board meeting, etc. – you will observe and critically analyze the events and institution. You will write a 5-7 page analysis (1 paper per group). A detailed description and rubric is available on sakai.

Book Share Presentation (10%) – various due dates -

Every student will select a book from the list above – related to a topic covered in class. Everyone who reads the same book, will form group and make a brief collaborative presentation to the class on the book. The presentation is an opportunity to be creative and share the major themes of the book that you have read. Presentations should last about 20 minutes. Rubrics will be distributed in class.

Curriculum Analysis (20%) - Due May 1st

In this assignment, you will have the opportunity to investigate a curricular resource of your choice, with the hope that you will find something you can use as you begin your teaching career. You will locate roughly one unit's worth of materials, which are designed to increase equity in the classroom. You will then review and critique these materials. A detailed description and rubric will be made available on Sakai.

Class Participation/ preparedness (10%) -

I know you are tired; you're busy; you have a lot on your minds. It's easy to find a seat in the back and do the work that seems more immediately pressing. BUT – this class is of pressing importance to future educators! You will be responsible to educate EVERY child in your class – this may be the only time in your teacher education experience that you'll have to talk about the implications of diversity in your life as a teacher. How well prepared you are to teach our growing diverse student population will depend, in large part, on your participation in this class. So, to encourage you to engage fully in our activities and discussions, class participation and preparedness will count. I take notes during each class on participation and this is a CRITICAL part of your grade.

Academic Integrity: I expect that you will comply with standards of academic integrity (that is, you will not even think about cheating) in this course. If you need assistance in understanding an assignment or course content, please seek assistance from other appropriate resources or me. Assignments, however, should be your own work, except in cases where I have required a group product. The consequence for violating policies of academic integrity and other elements of the student code of conduct are serious and can have a tremendous negative impact on your academic progress and future career. You should not turn in the same work in two separate classes without the specific written approval of the faculty members involved. Leaving work until the last minute can increase the temptation to plagiarize work from journals or “borrow” friends’ work. You can avoid problems by getting your work done early. Exams are also your own work. Please familiarize yourself with the university policy on academic integrity (http://www.rcstudentservice.rutgers.edu/academic_integrity.html).

ATTENDANCE (this policy is in addition to the participation grade)

You are allowed ONE absence, which I will assume is for a good reason. Beyond that, your final grade will be reduced as indicated (unless, of course, you have a doctor's note indicating a bona fide medical reason): 2 absences – reduction of a half a grade; 3 absences--reduction of 1 full grade; 4 absences--failing grade in course.

Letter Grade Equivalents:

93-100	A
88-92	B+
83-87	B
78-82	C+
73-77	C
60-72	D
Below 60	F

Writing Guidelines

- All papers should address fully the questions asked. Please refer to the grading rubric for each written assignment to be sure that you are addressing everything.
- Your writing should reflect a critical analysis – think of it as you are building a case, or an argument to support your point of view. Be sure you have a thesis statement to frame your paper.
- All headings, style, in text citations, and bibliography should be in APA format. You can go to the following website to get specific guidelines for APA: <http://owl.english.purdue.edu/owl/resource/560/01/>
- Please be sure to edit your work for spelling and grammar. You will lose points for these errors. Don't forget to use paragraphs!!!!

SCHEDULE OF CLASSES

Every student will be part of a group of 3. Please be sure that among those in your group you have at least one copy of each of the course materials at every class session.

Date/ Tentative Topics	Reading Assignment (to be completed before the corresponding date; these readings will be discussed on the date listed)	Assignment Due
<p>Week 1 1/23/14</p> <ul style="list-style-type: none"> • Introductions • What is “diversity”? <p>Examining privilege, power, marginalization, and our own identities.</p>	<p>No readings</p>	
<p>Week 2 1/30/14</p> <ul style="list-style-type: none"> • Critical definitions; interrogating identity and power. • Differing interpretations; identity and power • Multiple identities and situational dominance. • NAMING • FILM - A Class Divided 	<ul style="list-style-type: none"> • Definitions (handout) – On Sakai • Singleton & Hays (2009) - On sakai • Tatum (2003) - chapters 1 & 2 (book) 	
<p>Week 3 2/06/14</p> <ul style="list-style-type: none"> • Identity and power and Social Construction <p>(group work)</p>	<ul style="list-style-type: none"> • Nieto & Bode, Chapters 1 & 2 (see bookmarks tab on the Nieto & Bode pdf file to bring you to the correct chapters) <p>Fausto-Sterling, A. (2009). The five sexes, revisited. In Ore, T. E. (Ed.) <i>The social construction of difference and inequality: Race, class, gender, and sexuality</i>. New York, NY: McGraw-Hill. pp. 119 - 126.</p>	
<p>Week 4 2/13/14</p> <ul style="list-style-type: none"> • Intro to Racism/ White Privilege • The Social Construction of Race 	<ul style="list-style-type: none"> • Watch Part One of the film: <u>Race: The Power of an Illusion</u> (You can get electronic access to this through Rutgers Library. Part 1 is about 55 min. long) • <i>Nieto & Bode – Ch. 4</i> • McIntosh, P. (1988) White privilege: 	

<ul style="list-style-type: none"> • Cultural Messages about Race in Schools <p>(group work)</p>	<p>Unpacking the invisible knapsack.</p> <ul style="list-style-type: none"> • Fine, M. (2004). Witnessing whiteness/ gathering intelligence. In M. Fine & L. Weiss (Ed.) <i>Off White: Readings on power, privilege and resistance</i>, 2nd ed., New York, NY: Routledge. pp. 245 - 256. 	
<p>Week 5 2/20/14</p> <ul style="list-style-type: none"> • Identity Development - <p>FILM – Color of Fear</p>	<ul style="list-style-type: none"> • Lee, S. J. (2008). Model minorities and perpetual foreigners: The impact of stereotyping on Asian American students. In M. Sadowski (Ed.) <i>Adolescents at school: Perspectives on youth, identity, and education</i> (2nd ed.). Cambridge MA: Harvard Educational Publishing Group. pp. 75 - 84. • Tatum, B. (2003). <i>Why are all the black kids sitting together in the cafeteria?: And other conversations about race</i>. New York: Basic Books. <p>Read: ch. 3: The Early Years <i>OR</i> ch. 4: Identity Development in Adolescence (groups 1,2,3) OR Read ch. 6: The Development of a White Identity (groups 4,5)</p>	<p>Book Share Presentation - Asian American Dreams</p>
<p>Week 6 2/27/14</p> <ul style="list-style-type: none"> • Cultural Messages about Gender <p>FILM – Killing us Softly (http://vimeo.com/73446465.) or Straightlaced</p> <p>Book Share: School Girls</p>	<ul style="list-style-type: none"> • Bornstein, K. (2009). Naming all the parts. In Ore, T. E. (Ed.) <i>The social construction of difference and inequality: Race, class, gender, and sexuality</i>. New York, NY: McGraw-Hill. pp. 201 - 212. • Pascoe, C. J. (2007) <i>Dude you're a fag: Masculinity and sexuality in high school</i>. Berkeley, CA: University of California Press. ch. 2: Becoming Mr. Cougar. • Sadowski, M. (2008). Still in the shadows: Lesbian, gay, bisexual, and transgender students in U.S. schools. In M. Sadowski (Ed.) <i>Adolescents at school: Perspectives on youth, identity, and education</i> (2nd ed.). 	<p>Book Share Presentation: School Girls</p>

	<p>Cambridge MA: Harvard Educational Publishing Group. pp. 117 - 146.</p> <ul style="list-style-type: none"> • Kimmel, M. S. (2009). Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity. In Ore, T. E. (Ed.) <i>The social construction of difference and inequality: Race, class, gender, and sexuality</i>. New York, NY: McGraw-Hill. pp. 132 - 149. • Kimmel & Mahler 	
<p>Week 7 3/06/14</p> <p>Language & Power</p> <ul style="list-style-type: none"> • Identify the instructional strategies to support English Language Learners • Building Community with immigrant communities 	<ul style="list-style-type: none"> • Nieto - Chapter 7 • Suarez-Orozco, C., Qin, D. B., & Amthor, R. F. Adolescents from immigrant families. In M. Sadowski (Ed.) <i>Adolescents at school: Perspectives on youth, identity, and education</i> (2nd ed.). Cambridge MA: Harvard Educational Publishing Group. pp 51 - 70. • Orellana Translating Childhoods • Rickford. Using the Vernacular to Teach the Standard • Carter, P. (2008). Teaching students fluency in multiple cultural codes. In M. Pollock (Ed.) <i>Everyday antiracism: Getting real about race in school</i>. New York, NY: The New Press, pp. 107 - 111. • Storm, S. & Jacob, L (2012). Expanding identity: Critical code-switching curriculum in urban classrooms. Unpublished Manuscript. 	<p><i>Cultural Inquiry Due</i></p>

<p>Week 8 3/13/14</p> <p>Structural Inequality & Social Class</p> <p>FILM - (2012). <i>Poor Kids of America</i>. Retrieved from: http://www.pbs.org/wgbh/pages/frontline/poor-kids/.</p>	<ul style="list-style-type: none"> • Ehrenreich, B. (2009). Nickel-and-dimed: On (not) getting by in America. In Ore, T. E. (Ed.) <i>The social construction of difference and inequality: Race, class, gender, and sexuality</i>. New York, NY: McGraw-Hill. pp. 681 - 694. • Downey, A. (2009). I am your welfare reform. In Ore, T. E. (Ed.) <i>The social construction of difference and inequality: Race, class, gender, and sexuality</i>. New York, NY: McGraw-Hill. pp. 695 - 696. • Burnham, L. (2009). Welfare reform, family hardship, and women of color. In Ore, T. E. (Ed.) <i>The social construction of difference and inequality: Race, class, gender, and sexuality</i>. New York, NY: McGraw-Hill. pp. 392 - 400. <p>Mantsios, G. (2009). Media magic: Making class invisible. In Ore, T. E. (Ed.) <i>The social construction of difference and inequality: Race, class, gender, and sexuality</i>. New York, NY: McGraw-Hill. pp. 88 - 96.</p> <ul style="list-style-type: none"> • Elliot, A. (2012). Invisible Child: Girl in the shadows, Desani's homeless life. New York Times. Parts 1-5. Retrieved from: http://www.nytimes.com/projects/2013/invisible-child/?smid=fb-share#/?chapt=1 • Adams, S. (2013, Nov. 11). The minimum wage debate: Who's right?. <i>Forbes</i>. Retrieved from: http://www.forbes.com/sites/susanadams/2013/11/11/the-minimum-wage-debate-whos-right/. 	<p>Book Share presentation: Unequal Childhoods</p>
<p>3/20/14</p>	<p>No class/ spring break</p>	

<p>Week 9 3/27/14</p> <p>Structural Inequality - Cultural Messages Received in Schools</p>	<ul style="list-style-type: none"> • Loewen, J. W. (2007). <i>Lies My Teacher Told Me</i> (2nd. ed.). New York: The New Press. Chapter 7: 1493: The True importance of Christopher Columbus. • Deyhle, D. (2008). What is on your classroom wall?: Problematic posters. In M. Pollock (Ed.) <i>Everyday antiracism: Getting real about race in school</i>. New York, NY: The New Press, pp.191 - 194. • Abu El-Haj, T. (2008). Arab visibility and invisibility. In M. Pollock (Ed.) <i>Everyday antiracism: Getting real about race in school</i>. New York, NY: The New Press, pp. 174 - 179. • Zinn. A People's History • Moore. Racism in the English Language 	
<p>Week 10 4/03/14</p> <p>(Dis) Ability: Addressing Learning Differences</p> <p>• FILM – F.A. T. City workshop</p>	<ul style="list-style-type: none"> • Wehmeyer, M. L. (2008). The impact of disability on adolescent identity. In M. Sadowski (Ed.) <i>Adolescents at school: Perspectives on youth, identity, and education</i> (2nd ed.). Cambridge MA: Harvard Educational Publishing Group. pp. 167 - 184. • Taylor, A. (2008). Teaching and transcending basic skills. In M. Pollock (Ed.) <i>Everyday antiracism: Getting real about race in school</i>. New York, NY: The New Press, pp. 86 - 89. • Heward & Cavanaugh (1989). Educational Equality for Students with Disability. In Banks & Banks (Eds.) <i>Multicultural Education: Issues and Perspectives</i>. Needham Heights, MA: Allyn & Bacon • <i>Artiles, et. al. (2002). Overidentification of students of color in special education: A</i> 	<p>Book Share: <i>Life as we Know it</i></p>

	<p><i>critical Review. <u>Multicultural Perspectives</u>, 4(1), 3-10.</i></p> <ul style="list-style-type: none"> • ARON & LOPREST. Disability and the Education System • Mehan. Beneath the Skin and Between the Ears • Varenne & McDermott. Adam, Adam, and Adam: The Cultural Construction of a Learning Disability 	
<p>Week 11 4/10/14 Theories of School Achievement</p>	<ul style="list-style-type: none"> • Nieto & Bode - Chapter 8 • Delpit, L. (2012). <i>Multiplication is for White People</i>. New York, NY: The New Press. ch.4: Skin Deep Learning, pp. 89 - 104. • Cone, J. (2006). Detracked ninth grade English: Apprenticeship for the work and world of high school and beyond. <i>Theory into Practice</i>, 45(1), 55-63. 	<p><i>Institutional Inquiry due</i></p>
<p>Week 12 4/17/14</p> <ul style="list-style-type: none"> • Identity and resistance <p>Book Share: <i>Our Guys</i></p>	<ul style="list-style-type: none"> • Ferguson, A. A. (2001). <i>Bad boys: Public schools in the making of Black masculinity</i>. Ann Arbor, MI: The University of Michigan Press. ch. 4: Naughty by Nature. • Carter, P. (2007). <i>Keepin' It Real: School Success Beyond Black and White (Transgressing Boundaries)</i>. New York: Oxford University Press. Chapter 1: Beyond Belief: Mainstreamers, Straddlers, and Noncompliant Believers, pp. 19 – 46. • Kohl, H. R. (1991). I won't learn from you: The role of assent in learning. Minneapolis, MN: Milkweed Editions. pp. 1-32. • Valenzuela, A. (2008). Uncovering internalized oppression. In M. Pollock (Ed.) <i>Everyday antiracism: Getting real about</i> 	<p><i>Book Share Presentation: Our Guys</i></p>

	<p><i>race in school</i>. New York, NY: The New Press, pp. 50 - 55.</p>	
<p>Week 13 4/24/14</p> <p><i>Addressing Difficult topics critically.</i></p> <p><i>The role of Critical Teaching</i></p> <p><i>(Why do you force your ways)</i></p>	<ul style="list-style-type: none"> • Toshalis, E. (2008). A question of “faith”: Adolescent spirituality in public schools. In M. Sadowski (Ed.) <i>Adolescents at school: Perspectives on youth, identity, and education</i> (2nd ed.). Cambridge MA: Harvard Educational Publishing Group. pp. 189 - 206. • Adams et. al. - Christian Privilege Readings • Closing Schools for Holidays • Religion in Public Schools • Religious Diversity 	
<p>Week 14 5/01/14</p> <ul style="list-style-type: none"> • Pulling it together • Building transformative classrooms for social justice: Examining High Performing Schools that successfully serve students living in poverty. 	<ul style="list-style-type: none"> • Ladson-Billings, G. (2008) Yes, but how do we do It?: Practicing culturally relevant pedagogy. In Ayers, W., Ladson-Billings, G., Michie, G., & Noguera, P. (Eds.) <i>City kids, city schools</i> (pp.162-177). New York, NY: The New Press. • Delpit, L. (2012). <i>Multiplication is for White People</i>. New York, NY: Warm Demanders: The importance of teachers in the lives of children in poverty. ch.4: Skin Deep Learning, pp. 71-88. 	<p><i>Curriculum Analysis</i> PAPERS DUE</p>