Individual and Cultural Diversity in the Classroom (05:300:401:01)
Winter Session 2016
GSE rm 211, College Avenue Campus and on-line
Rutgers, The State University of New Jersey

Instructor: Professor Nora Hyland
E-mail: nora.hyland@gse.rutgers.edu

Office Hours: by appointment

Prerequisites or other limitations:
Admission to the Teacher Education Program or
Designation as an Education Minor and Introduction to Education (05:300:200)

Mode of Instruction:
___ Lecture
___ Seminar
__X_ Hybrid
___ Online
___ Other

Permission required:
___ No
__X_ Yes

Directions about where to get permission numbers:
Send e-mail message to Ericka Diaz (ericka.diaz@gse.rutgers.edu) or Kenneth Tufo (kenneth.tufo@gse.rutgers.edu).

Course Description

Rutgers Course Catalog 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.

Detailed Course Description:
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 great influence on students and the world. 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 inform that process of conscious decision-making. There will be many opportunities for you to develop and pursue your own interests through individual and collective inquiry.

**Course Goals**

**New Jersey Professional Standards for Teachers (2014)**:

**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

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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;

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**Course Learning Goals:**

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. Identity specific actions to take and to avoid to create more equitable classrooms, including consideration of both the social and the academic curriculum

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**Course Requirements**

**General Rules:**

In this course, we will be discussing many topics about which many of us will feel passionate. Students in the class will often 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, whether on-line or in-person, with an open mind and be willing to question the taken-for-granted.**

As part of a community where 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 may conflict with our current worldviews. 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.

**Required Texts:**

- You will need to purchase one book for your designated book share/ Advocacy
assignment (groups are listed in Lesson 1)


- All other readings are posted on SAKAI - [http://sakai.rutgers.edu](http://sakai.rutgers.edu)

**Course Assignments:**

**Reading Blogs (20 %)** All students will be responsible for blogging a total of FIVE times using the Sakai Blogs tab and responding to other people’s blogs at least three times for each assigned blog. Therefore, you will each write three blogs (due on December 29th, January 5th, January 9th, January 14th, and January 16th) and will respond to/ comment on the blogs of each member of his/ her group.

- **ONE of your blogs will be an introduction.** It will be due on Tuesday, December 29th 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. Consider the readings on intersectionality and the ways that your unique identity may simultaneously privilege or marginalize you in terms of race, gender, language of origin, class, religion, sexual orientation, ability, or

EVERY CLASS member is required to read every other class member’s introductory blog post and reply to it.

- **The next three blogs will be about the readings and class discussions assigned during the days leading up to that blog entry.** These blogs are due on January 5, 9, and 14th by Midnight and should clearly reference readings from the preceding classes. You may have more or less to say about any single reading; that's fine, but select readings that challenged you or made you reconsider a position, or readings about which you had strong feelings or arguments against. Make sure that you address and reference readings clearly. **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 class, 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 may 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! **To earn full credit for the blogs, you must also post a comment to every one of the blogs of the members of your group. You have 24 hours to post your comments.**

- **Your final Blog** 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 Saturday, January 16th.**

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.

* **Advocacy Book Share Presentation (25%):** Each of your groups will be assigned a book (see list above) about the experiences of a specific community of people marginalized in some (or multiple) ways in education and society at large. Each group member must read the book and together the group will prepare a 30-minute on-line presentation with an educational advocacy focus that highlights implications for effectively supporting and addressing the respective needs of the marginalized communities in the classroom. This advocacy presentation should be organized as an interactive professional development workshop for novice and practicing K-12 teachers. It can be presented as a narrated power point, a video presentation, or any other multimedia format that can be shared with the entire class. In addition to thinking through relevant issues about responsive classroom teaching for these respective student groups, the presentation must draw upon major themes from the book and establish meaningful connections with content discussed thus far in our class. A detailed description and grading rubric for the book share advocacy presentation will be posted on Sakai.
*Personal Cultural Inquiry (20%):* To varying extents, we have encountered and absorbed stereotypes about others just through growing up in this society. In groups of 3 students, you will cross a cultural border by visiting an unfamiliar setting or community or attending an unfamiliar event where you are all cultural outsiders. This visit is intended to challenge your group members’ preconceived notions of other social groups as well as pushing personal comfort levels in the selected site. After visiting this setting/community or event, each group will write a 5-page analysis (or cultural inquiry) focused on bringing your preconceived notions into conversation with the realities of your visit. A detailed description and grading rubric for the cultural inquiry assignment will be distributed and posted on Sakai.

*Institutional Inquiry (20%):* Varying sources of influence produce structural inequalities in education and other dimensions of everyday society. In groups of 3 students, you will investigate an instance of such structural inequality by visiting a public, social institution (e.g., community center, courthouse, government office, grocery store museum) in two different locations – namely, an upper- to middle-income neighborhood and lower-income neighborhood. Each group will observe and critically analyze the events and overall nature of the visited institutions. Groups will write a 5-page analysis (or institutional inquiry) about their experience. A detailed description and grading rubric for the institutional inquiry assignment will be distributed and posted on Sakai.

*Class Participation/Preparedness (15%):* I know you are tired; you’re busy; you have a lot on your minds, this class is really intense and takes place in a short time period. It’s easy to check out and do something else - especially when it is online. HOWEVER, this class is of pressing importance to you as future educators! You will be responsible to educate EVERY child in your class, and this may be the only time in your teacher education experience that when you will talk about the implications of diversity in your life as a classroom teacher and educator. How well prepared you are to teach our growing diverse student population will depend, in large part, on your participation in this class. To encourage your full engagement in our class activities and discussions, participation and preparedness will count. I take notes during each class on participation and this is a CRITICAL part of your grade. This includes on-line participation. I expect every person to be fully engaged in the on-line and in-person activities.

Overall, each student is asked to **REAP** the benefits of class participation/preparedness as follows:

- **RESPECTFUL:** In-class use of phones, laptops, tablets, and other electronic devices for purposes unrelated to our course (e.g., completing assignments for other classes, social media website visits, text messaging) is **NOT** permitted during class meetings. Our weekly class sessions are structured as interactive lectures and discussion-based seminars to support one another in exploring and implementing teaching practices that effectively address issues of diversity in the classroom. Thus, it is more important that you are fully “connected” to ongoing class discussions and activities as opposed to the RUWireless network. Any use of electronic devices leading to classroom disengagement is grounds for a reduction in classroom participation points.
• **ENGAGED:** Pay critical and respectful attention to ongoing course developments including instructor/peer presentations, class activities, and interactive discussions as a member of our classroom learning community.

• **ACTIVE:** Collaboratively offer reflective contributions (i.e. questions, suggestions) during class discussions, activities, and presentations especially in relation to assigned course readings and personal experiences in and out of education.

• **PREPARED:** Complete all required course assignments. You are expected to submit all work on time. **If you need an extension on an assignment, please ask me with reasonable notice prior to the deadline. Extensions will be granted no later than 24 hours before the assignment deadline for legitimate reasons only.** Bring any necessary resources during class times as meaningful contributions to weekly class discussions and group assignments including the cultural and institutional inquiry tasks.

* Indicates that this assignment might be useful for the Domain 4 Teaching Portfolio that is required of all students in the GSE initial certification programs.

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**Grading Policy**

**Grading:**

<table>
<thead>
<tr>
<th>Class Participation/Preparedness (in conjunction with the Class Attendance policy)</th>
<th>15 %</th>
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<tbody>
<tr>
<td><strong>Assignments:</strong></td>
<td>85 %</td>
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<tr>
<td>Sakai Blog Posts (20%)</td>
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<tr>
<td>Advocacy Book Share Presentation (25%)</td>
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<tr>
<td>Personal Cultural Inquiry (20%)</td>
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<tr>
<td>Institutional Inquiry (20%)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 %</strong></td>
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**Letter Grade Equivalents:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
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<tr>
<td>B+</td>
<td>88-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>C+</td>
<td>78-82%</td>
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<tr>
<td>C</td>
<td>73-77%</td>
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<tr>
<td>D</td>
<td>60-72%</td>
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<td>F</td>
<td>&lt; 60%</td>
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</tbody>
</table>

If you need ANY special accommodations during the course, please see me after the *FIRST* class.

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**Students with Disabilities:**

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](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.

**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. Please familiarize yourself with the university
policy on academic integrity (http://academicintegrity.rutgers.edu).

**Class Attendance Policy (enforced in addition to the class participation/preparedness grade):**
Due to the very few in-person meetings, I expect attendance at every session. If you miss a class
session your final grade will be reduced as indicated (unless, of course, you have a doctor’s note or
something else indicating a bona fide reason): 1 absences—reduction of a full grade; 2 absences—
failing grade.

**Things that WILL Affect Your Grade:**
- It is essential that you attend (or complete on-line) 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. All
  on-line classes can be completed on your pace, but you should be caught up by the time
  each blog is due. The Blog due dates should serve as a point at which you should be
  “caught up”. You should not miss any of the in-person classes. If you will be missing
  one class, a medical note will be required for that absence and each successive absence.
  Excessive absences (or incomplete on-line work) for any reason will impact your final
  grade, and could result in your receiving no credit for the course. (See Class Attendance
  Policy)

- Reading is assigned daily, 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, 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 during in-person class sessions unless you are directed to do so. 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.

**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 – namely, think of it as you are building a case or argument to support your point of view. Be sure you that 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/](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!

### Daily Course Schedule
(subject to change depending on weather, pacing, and student learning):

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Tentative Topic(s)</th>
<th>Reading Assignment (to be completed before the corresponding date; these readings will be discussed on the date listed)</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Class 1 Tuesday December 29th (online) | TOPICS:  
• Introductions & Ground Rules  
• Examining privilege, power, marginalization, and our own identities  
• Intersectionality  
See on-line class assignment | Please read the reading that is assigned to your number in your group. For example, if you are in group A and you are #1, read the reading numbered #1 below. You will “teach” this reading to your group.  
• Definitions (handout) – On Sakai (All Read)  
• [http://wagingnonviolence.org](http://wagingnonviolence.org) | Blog 1 Due  
Online class assignment |
<table>
<thead>
<tr>
<th>Class 2</th>
<th>On-line Monday 1/05</th>
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<tbody>
<tr>
<td></td>
<td>Interrogating identity and power.</td>
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<td></td>
<td>Multiple identities, intersectionality, and situational dominance.</td>
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<tr>
<td></td>
<td>Social Construction</td>
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<tr>
<td></td>
<td>Theories of School Achievement</td>
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<td></td>
<td>Addressing Difficult topics critically.</td>
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<td></td>
<td>The role of Critical Teaching</td>
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<td></td>
<td>Cultural Messages in School</td>
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<tr>
<td></td>
<td>UNESCO – Ch. 2 &amp; 4 &amp; 8</td>
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<tr>
<td></td>
<td>Deyhle, D. (2008). What is on your classroom wall?</td>
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<tr>
<th>Class 3</th>
<th>On-line Tuesday 1/06 (online)</th>
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<tbody>
<tr>
<td></td>
<td>The Social Construction of Race</td>
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<td></td>
<td>Tim Wise Video <a href="https://www.youtube.com/watch?v=J3Xe1kX7Wsc">https://www.youtube.com/watch?v=J3Xe1kX7Wsc</a></td>
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<tr>
<td></td>
<td>Online power point</td>
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<td></td>
<td>Tatum – Ch. 3</td>
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<tr>
<td></td>
<td>Model Minority Article: <a href="http://reappropriate.co/?p=6588">http://reappropriate.co/?p=6588</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 4</th>
<th>In-person - room 211 Wednesday 1/07</th>
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<tbody>
<tr>
<td></td>
<td>White Privilege</td>
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<tr>
<td></td>
<td>FILM – Color of Fear</td>
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<tr>
<td></td>
<td>The Social Construction of Race &amp; White Privilege</td>
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<tr>
<td></td>
<td>Current State of Race Relations - Protests Missouri &amp; NYC</td>
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<tr>
<td></td>
<td>McIntosh – White Privilege</td>
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<td></td>
<td>Fine – Witnessing Whiteness</td>
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<tr>
<td></td>
<td>These are a series of short articles from on-line news sources related to current race issues:</td>
</tr>
</tbody>
</table>
Class 5
In-person, room 211
Thursday 1/08

No Formal Class Meeting today. You must attend a municipal court session in a low-income municipality today. (Look online for specific court times - be on time)

Example:
New Brunswick Municipal Court
25 Kirkpatrick Street
New Brunswick, N.J. 08903

School to Prison Pipeline
• Michelle Alexander - https://www.youtube.com/watch?v=SQ6H-Mz6hgw

• School to Prison Pipeline - http://vimeo.com/87274446

Blog Two Due by Midnight


OR (choose one)

| Class 6 On-line | Social Construction of Gender & Sexuality  
Film - Killing Us Softly  
Bornstein, K. (2009). Naming all the parts. *(group 3)*  
|---|---|---|---|
| Class 7 Online | Immigrant Communities  
Jig Saw  
Identify the instructional strategies to support English Language Learners  
Online class assignment |
<table>
<thead>
<tr>
<th>Films:</th>
<th>Orellana Translating Childhoods (Group 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Graduates: The Girls</td>
<td>• Rickford. Using the Vernacular to Teach the Standard (Group 2)</td>
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<td>• Delpit (2012). Warm Demaders (group 3)</td>
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<tr>
<th>Class 8 In-person, room 211 1/13</th>
<th>Structural Inequality &amp; Social Class</th>
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<td></td>
<td>• Costs of Economic Inequality - <a href="http://www.ted.com/talks/richard_wilkinson?language=en">http://www.ted.com/talks/richard_wilkinson?language=en</a></td>
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<td>• New Directions for Youth (2004). High poverty secondary schools and the juvenile justice system. (Group 1) *</td>
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| Class 9 In-person, room 211 1/14 | • Language & Power  
• FILM – Precious Knowledge  
• FILM - So They May Speak | • Nieto - Ch 7  \textbf{(group 1)}  
• Klinger – Bilingual students in Special Education \textbf{(group 3)} |
| --- | --- | --- |
| Class 10 In-person, | • (dis) Ability  

**Optional (Please read at any point - this is a great article):**

<table>
<thead>
<tr>
<th>Class 11 On-line 1/16</th>
<th>Book Share Advocacy Presentations</th>
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</thead>
</table>
|                      | Upload Book Share Advocacy presentations.  
|                      | Each class member must contribute to the discussion for each presentation.  
|                      | • Ladson-Billings, G. (2008) Yes, but how do we do It?: Practicing culturally relevant pedagogy.  
|                      | OR (choose one)  
|                      | • Delpit, L. (2012). Multiplication is for white people: Raising expectations for other people's children  
|                      | Blog Three Due Tonight by Midnight.  
|                      | Blog Four Due tomorrow by Midnight.  
|                      | **Book Share Advocacy Presentation s Due - ONLINE**  

• Heward & Cavanaugh (1989). Educational Equality for Students with Disability. *(group 2)*  
• Artiles, et. al. (2002). Overidentification of students of color in special education: A critical Review. *(group 3)*

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