



University of Pittsburgh

Center for Urban Education

Course: EDUC 2011/1011-1100, Culturally Responsive Pedagogy (Fall 2020)
University of Pittsburgh, School of Education
Monday, 3:25 pm – 6:05 pm

Professor: Jason Méndez, PhD
Visiting Assistant Professor of Urban Education
jmendez@pitt.edu
Office hours: By appointment

Course Description: Culturally responsive pedagogy, introduces students to theory, research, and especially practice related to developing and enacting curriculum and instructional practices that respond to the social context in which they (will) work. The course takes an introspective approach of understanding one's own background and experiences, as well as one's worldview that may be shaped by particular biases. The course also covers general principles and approaches to culturally responsive teaching, such as how teachers can develop meaningful relationships with students, how teachers can learn from and about the school and local community, how teachers can develop and implement culturally responsive classroom management, and how teachers can develop expectations for students that maximize their capacity. In addition, the course will assist students in learning about and developing culturally responsive curriculum and pedagogy in their different content/subject matter areas (such as Mathematics, Science, Art, Language Arts, and Social Studies). A recurrent and central question of the course is: How do teachers develop culturally responsive instructional practices in their particular disciplinary domain to maximize students' learning opportunities?

Course Objectives: In this course, students will:

1. Be introduced to the foundational concepts of culturally relevant pedagogy and culturally responsive teaching.
2. Investigate one's own dispositions and philosophies on critical areas that affect us as individuals and teachers, those we serve, and those with whom we work. These critical areas may include, race, class, gender/gender identity, sexual orientation, spirituality/religion, and disability.
3. Learn how to build deeper relationships with students and gain a better understanding of their background, family, community, and overall interests.
4. Begin thinking about and developing culturally relevant and responsive lesson plans

Required Texts:

- Jacob, Mira. (2019). *Good Talk*.
- Rivera, Lilliam. (2020). *Never Look Back*.
- Sylvester, Natalia. (2020). *Running*.

Course Policies:

Attendance and Participation - Class attendance and punctuality are required. As discussed in “Course Assignments and Grading,” your participation score will be affected by attendance, tardiness, and contribution to the discussions in class.

Written Assignments - All written assignments should be typed, double-spaced in Times New Roman, 12-point font, one-inch margins, and should follow the guidelines of the APA Publication Manual, Sixth Edition.

23 minutes and 15 seconds - On average, it takes 23 minutes and 15 seconds to get back on task after a distraction. Out of courtesy for your classmates and instructor, please do not check email and surf the Internet during class. While students are encouraged to bring in laptop computers to type notes or to complement their learning, students are expected to be engaged in class throughout each session.

University of Pittsburgh Policies and Regulations

Americans with Disabilities Act: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, (412) 648-7890 or (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Nondiscrimination: The University of Pittsburgh prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran.

Academic Integrity: Students in this course are expected to comply with the University of Pittsburgh Policy on Academic Integrity. Any student(s) suspected of violating this obligation for any reason during the course will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity.

Statement on Classroom Recording: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

Course Assignments and Grading:

Attendance and Participation (30 Points) - Class participation includes discussions and activities with the entire class as well as small group discussions and activities. Because class and small group discussions and activities are important to the course, it is essential for you to attend all class sessions, arrive to class on time, stay the entire period, return promptly from breaks, and actively participate in discussions when you are present. If an emergency situation occurs or some other occasion necessitates you missing part or all of a class, please inform me as soon as possible. You are permitted one excused absence for this class, and beyond that one absence, you will lose two points for class attendance and participation for each additional absence.

Self-Reflection Questions (10 Points) - Due September 14th by start of class

1. To what extent has COVID-19 impacted your schooling environment as student?
2. What does your current schooling environment look like?
3. How, if at all, has COVID-19 impacted other people in your household?
4. What activities, if any, are promoting learning?

Positionality Statement (20 Points) - Due December 7th by 11:59 p.m.

As an educator, it is important for you to continuously assess your personal and professional development, challenge your strengths and weaknesses, and reflect on your social, cultural, and political influences on your ability to learn, teach, and lead. This paper gives you an opportunity to reflect on who you are, where you came from, and how you developed as a racial and cultural being. In this paper, you should reflect your knowledge, customs, and beliefs as they relate to your race/ethnicity, social class, gender, religion/spirituality, sexual orientation, disability, nationalism, and/or other factors that may impact how you view the world (i.e. education, work, traditions, events, and people), and how your culture has been shaped. You will speak from personal experiences, such as interactions with family and friends, education and work experiences, and traditions, and discuss how your worldview influences your approach to school leadership practice, policy and research. As such, you may want to take an autobiographical approach to this paper. Your paper should be 3-5 pages.

Culturally Responsive Final Project (40 Points) – Due November 23 by 11:59 p.m.

In groups you will use the information learned in the course, the readings, discussions, etc. to develop a new school model. As a group, you will submit a twenty-page paper that describes in detail your school, CRP class exercise, and an oral presentation about your school. The final presentation will last approximately 15 minutes. The CRP class exercise will last approximately 30 minutes. We will then have 15 minutes for Q & A.

CRP Class Exercise: Students will develop an in-class assignment that:

- Make explicit connections to CRP,
- Make explicit connections to state standards from a particular state,
- Make explicit your commitments to equity and justice
- Make explicit your pedagogical practices while considering the challenges of schooling during COVID-19

CRP Exercise Demonstration: Students will “set the stage” during the mini-lesson demonstration providing:

- the grade level for the assignment,
- type of school (note: lessons can be culturally relevant or responsive in different social contexts),
- prior learning that has taken place before the lesson

To summarize, students will:

- Select a subject, topic, and grade level
 - The exercise should draw from and make explicit connections to CRP
- Develop a plan using CRP including visual aids, and assessment; show connections to CRP
- “Teach” a mini-lesson
- Write and submit a paper (grounded in the literature and cited) that rationalizes your institution and curricular & instructional decision-making
- Turn in a complete packet of documentation/information

Evaluation of Work - All work must be turned in by the **due date**. At least one (1) point will be deducted from late assignments unless you have received permission from me to submit the assignment after the due date. Papers will be graded based on adherence to the directions given, the content and quality of your writing, and adherence to APA guidelines. Unless otherwise noted, all papers will be due by 11:59 p.m. on the due date.

Incompletes for the course will be given only in cases of emergency, illness, or circumstances out of the student's control. If you think an incomplete is appropriate in your situation, a request has to be submitted to me prior to the last week of class.

Grade Scale –

A: 93-100%

A-: 92-90%

B+: 89-87%

B: 86-83%

B-: 82-80%

C+: 79-77%

C: 76-73%

C-: 72-70%

D+: 69-67%

D: 66-63%

D-: 62-60%

F: 59 and below

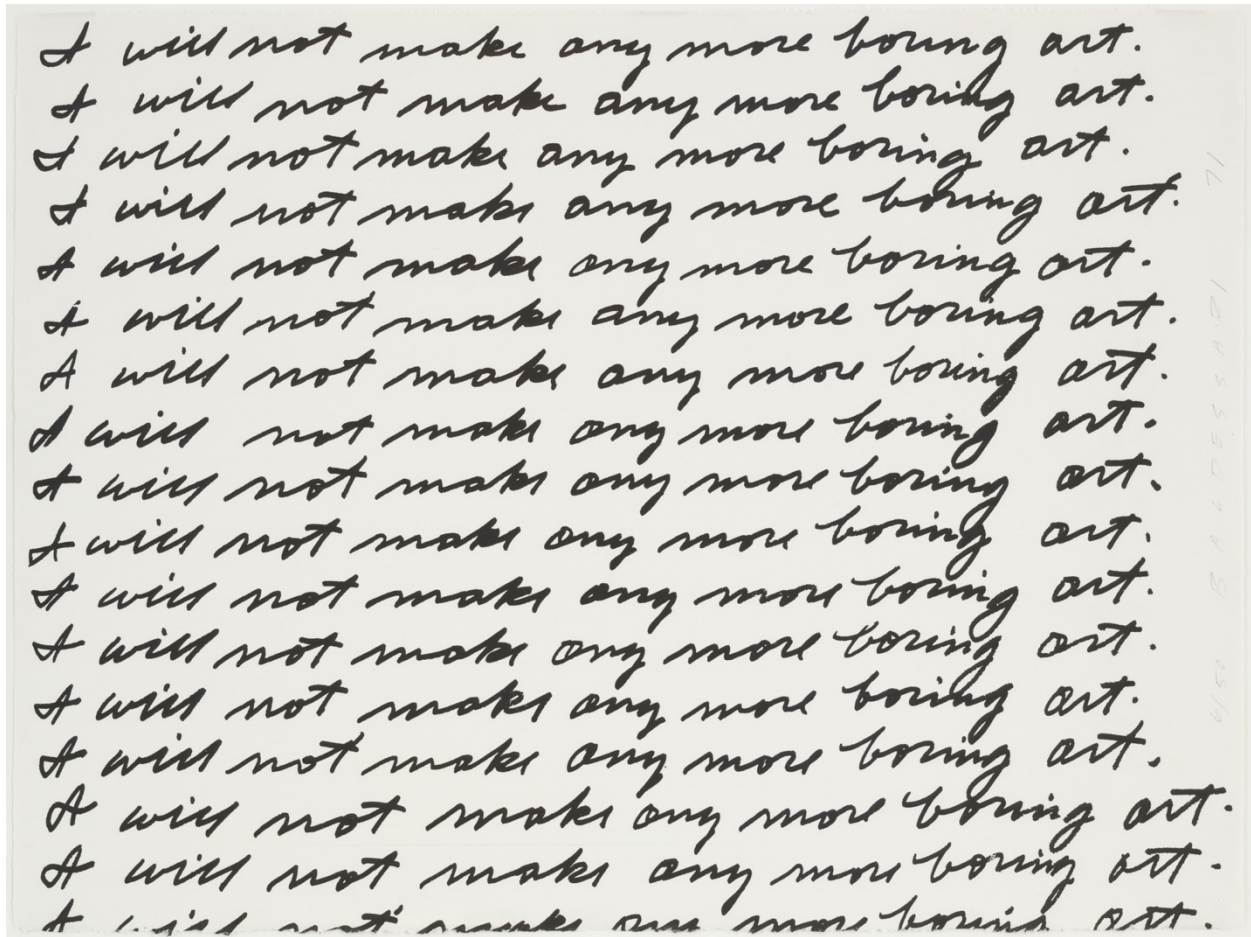
Course Schedule and Reading Assignments:

*I reserve the right to make corrections, additions and/or modifications to the assignments, grading procedures, readings, or any other parts of this syllabus.

Date	Topic(s)	Readings/Assignments Due
August 24 th	<p><u>Introduction to the Course</u></p> <ul style="list-style-type: none"> ● Getting to Know You ● Draft of Syllabus Feedback ● What’s the dream? 	
August 31 st	<ul style="list-style-type: none"> ● Cultural Studies in Education ● Detournement ● Theory of (Re)presentation 	
September 7 th	<ul style="list-style-type: none"> ● Labor Day, NO CLASS 	
September 14 th	<p>The Politics of Pedagogy</p>	<p><u>Read</u> Freire, Paulo. (1970). <i>Pedagogy of the Oppressed</i>: Chapter 1 Chapter 2</p> <p><u>Watch</u> Resolved</p> <p>Due: Self-Reflection Questions</p>
September 21 st	<p>“A Memoir in Conversations”</p>	<p><u>Read</u> Jacob, Mira. (2019). <i>Good Talk</i></p>
September 28 th	<p>“The Magic of Teaching”</p>	<p><u>Read</u> Baldwin, James. (1963). “A Talk to Teachers.”</p> <p>Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. <i>Theory into Practice</i>, 34(3), pp. 159-165.</p> <p>Gay, G. (2002). Preparing for culturally responsive teaching. <i>Journal of Teacher Education</i>, 53(2), pp. 106-116.</p> <p>Lahey, Jessica. (2016). Teaching: Just Like Performing Magic</p> <p>Duncan-Andrade and Morrell, <i>The Art of Critical Pedagogy</i>.</p> <p><u>Watch</u> RSA Animate: Changing Education Paradigms https://www.youtube.com/watch?v=Gthf88MdQ0w</p>

October 5 th	The Opening: I & Eye	<p><u>Read</u> Ellis (1997). <i>Evocative Autoethnography</i> Holt, Nicholas (2003). <i>Representation, Legitimation, and Autoethnography: An Autoethnographic Writing Story</i> Jones, Joni. (2002). <i>Performance Ethnography: The Role of Embodiment in Cultural Authenticity</i></p> <p><u>Bring</u> Please bring to class a poem, song or short story to code</p>
October 12 th	Framing your Positionality Statement	<p><u>Read</u> Carrillo, Juan. (2007). <i>Lost in Degree: A Chicano PhD Student's Search for Missing Clothes</i></p> <p>Rivera, Lilliam. (2020). <i>Never Look Back</i></p>
October 19 th	I am...	<p><u>Read</u> Morrison, Toni. (1983). <i>Recitatif</i></p> <p>Clifton, Lucille. (1993). <i>won't you celebrate with me</i></p> <p>Thompson, Audrey. (2010). <i>Tiffany, friend of people of color: White investments in antiracism</i></p> <p><u>Watch</u> Malcolm X scene https://www.youtube.com/watch?v=ArHhMabjWwg</p> <p>Toni Morrison interview at Princeton https://www.youtube.com/watch?v=vTyt-UJXP8g</p>
October 26 th		<p><u>Read</u> Sylvester, Natalie. (2020). <i>Running</i></p>
November 9 th		<p><u>Read</u> Sylvester, Natalie. (2020). <i>Running</i></p>
November 16 th		<p><u>Read</u> Sylvester, Natalie. (2020). <i>Running</i></p> <p>Complete Writing Prompt</p>
November 23 rd	Final Presentations	Group Project
November 30 th	Course Recap	POSITIONALITY STATEMENT

Class Pledge



John Baldessari, 1971

I, _____ (print name), pledge "I will not make any boring art" during my time in this course. I commit to creating and dreaming and taking risks and drawing outside of the lines.

Signature

Date