



FLORIDA ATLANTIC UNIVERSITY

EDF 3610-001 14524

Educ in Multicultural Society

Date: Wednesday 4:20 PM - 7:00 PM

3 Credit(s)

Fall 2023 - 1 Full Term

Instructor Information

Dilys Schoorman

Email: dschoorm@fau.edu

Office: ED 467

Office Hours: Tuesday 2-4 pm; Thursday 3-5 pm (Appointments recommended)

Phone: 561 297 6594 (Department Office)

Zoom link: <https://fau-edu.zoom.us/j/84406524949?pwd=dFpmVzlrUWVoNUVlTmMvQzhleWI3dz09>

Course Description

Education in a Multicultural Society

Explores the historical perspectives on issues central to education in the context of diversity at the local, national and global levels. Students conduct research on topics in multicultural and global education that highlight the experience and perspectives of under-represented groups.

This course is open to all students of diverse disciplinary backgrounds interested in matters of equity and social justice in society.

Instructional Method

Online Live Lecture

100% of the course is delivered online, with synchronous meeting times. (The course will meet live on

the specified meeting days and times.)

Required Texts/Materials

No text required. All readings will be posted on Canvas.

Course Objectives/Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Conduct in-depth research and engage in the scholarly critical analysis of the experiences of an under-represented group that demonstrates understanding of historical and sociopolitical perspectives on the topic selected.
2. Demonstrate critical thinking skills through the ability to analyze issues from divergent and/or under-represented perspectives.
3. Exhibit scholarly and professional writing and presentation skills by producing analytical, well-organized documents with attention to a clear argument, supportive evidence, synthesis of data and required format, language, and APA style and delivering engaging presentations utilizing sound teaching methodology and audiovisual technology.
4. Identify the historical trends and power differentials in education and public policy and practice, their impact on diverse groups locally and globally, and develop strategies for addressing the social, economic and educational inequalities that result.
5. Describe how attitudes and prejudice about racial, cultural, ethnic, religious and linguistic differences are formed, how they have influenced hegemony and oppression globally and in the United States and identify solutions to problems that arise in schools due to individual, cultural and institutional biases.
6. Compare and contrast the differential impact of globalization in the USA and nations around the world, and identify strategies to prepare students to be global citizens.

****The most important objective: To experience teaching and learning in the way that we hope all students should: as joyful, emancipatory, socially responsible and justice-oriented.****

Faculty Rights and Responsibilities

Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:

- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct [University Regulation 4.007](#).

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

SOCIO-HISTORICAL ANALYSIS OF A CONTEMPORARY PROBLEM (40%)

‘How did we get here?’ and ‘Where do we go from here?’

Rationale:

Most contemporary educational/social problems have a deep history that must be understood before they can be adequately resolved. Too often we have ignored this history. A historical lens can be useful in understanding problems in different contexts (e.g. environmental injustice; racial differences in the impact of the COVID-19 pandemic; curriculum bias).

The purpose of this assignment is to:

- a) describe a contemporary educational/social problem that explores the ramifications of prejudice, racism and/or other forms of bigotry and stereotyping in the pursuit of an inclusive and pluralistic society;
- b) analyze its historical roots or historical parallels and
- c) discuss the pedagogical/professional implications for nurturing and protecting democratic values and institutions.

The scope of the topic selected should be broad enough to represent a challenge related to inequity in a multicultural society and be explored from the perspective of an under-represented/ under-served/ and/or historically marginalized group that is adversely affected by problem in focus.

Process:

- Every student will select an under-represented group AND a specific topic/injustice to explore from the perspective of that group. (A list of potential topics will be provided for those who need it.) All topics MUST be discussed with your instructor.
- Each student will conduct research on their topic to explore in depth:
 1. The relevance and significance of the issue to the group selected and its implications for and inclusive, pluralistic and democratic society
 2. The historical and social contexts within which this issue can be understood (In what way is this issue a part of a historical pattern?)
 3. Where appropriate, the diverse stakeholder perspectives on this issue
 4. What needs to be done, by whom to address this issue (research needs to be done on these proposals although student-based analyses are welcome and encouraged)
 5. Recommendations for how this issue can be taught (For those wishing to engage in curriculum development as part of the project, please see your instructor)

Research Report (15%)

Students are required to write a report of their investigations to document the following:

- An appropriate title to highlight the central ideas of the paper
- An abstract of 100 words
- Introduction to the topic and its relevance/ significance; an overview of the paper
- The body of the paper should be topically organized to facilitate a logical flow of ideas. The subsections of the paper could highlight:
 1. Data-based evidence and significance of the problem
 2. History and culture of the group whose perspectives are foregrounded
 3. Historical perspective of policy and practice around the topic/ problem
 4. A discussion of how the problem has been framed by different constituents
 5. Proposals for addressing the problem, including curriculum development
- Recommendations and Conclusions

You are encouraged to write this report with a view to publishing/presenting this paper in a FAU research forum or in a professional journal. It is anticipated that the paper will be approximately 10-15 double spaced pages in length, written with attention to required format, language, mechanics, and APA style (7th edition). At least five professional, current, and related resources must be cited in the text and bibliography. The research report needs to be well-organized, summarizing research findings, synthesis of information, analysis of assigned topics, and scholarly writing capability. You are strongly

encouraged to visit the Excellence in Writing Center as you prepare this work. You will be required to submit your paper to Turnitin on Canvas (to detect any plagiarism).

Oral Presentation (15%)

As part of the critical analysis, you will make an oral presentation to highlight an aspect of your research. It is likely that this presentation could serve as a means of organizing your thoughts for the final paper. The oral presentation also allows everyone in the class to learn from/ with their colleagues. This may be done either individually or in groups at the discretion of the instructor.

Please be as creative as needed with your using audiovisual technology talents! Presentation length and format will be determined collaboratively based on the enrollments in the class. Your outline and power point presentation should be submitted on Canvas.

Outlining and Planning (10%)

Success on this assignment will be dependent on diligent planning and outlining of your ideas for timely review. Please do not procrastinate on this assignment. This is a project on which you should be working throughout the semester.

More specific and detailed criteria and guidelines will be provided in class and on Canvas. It is important that we make this assignment relevant, interesting and energizing to YOU.

REFLECTIONS ON LEARNING (3x) (45%)

Throughout the course of the semester, students will write three 2-3 page reflections on their ongoing learning. Typically, these reflections will be responses to a prompt related to class readings and discussions and will serve as opportunities for students and the instructor to assess the effectiveness of the teaching and learning taking place. In these open-ended critical reflections, students will be required to integrate class readings and discussions to demonstrate the depth/ breadth of their learning.

Format for written work:

Please double space your written work, use Times New Roman (or equivalent) size 12 font, number the pages in the document and turn in word documents. No PDFs should be submitted for grading. Make sure to save and back up your work.

PARTICIPATION AND PREPARATION (15%)

In order to engage in and experience critical pedagogy (the foundational principles of multicultural education) we must be prepared and ready to participate. Preparation includes the completion of assigned/ agreed upon readings and homework activities, and the dispositional readiness to learn. Please review the course canvas site as you prepare for class each week for readings, videos, power point presentations, discussion board assignments or other preparation that will be necessary for the

upcoming class meeting. Your weekly engagement on discussion board will undoubtedly enhance your learning and – hopefully – our collective learning experience.

To this end, there are multiple forms of Canvas-based interactions that will be expected/ encouraged each week on discussion board:

- Discussion questions/ homework linked to readings
- Recommendations for the agenda for class discussion, including questions about readings, assignments, concepts
- Your questions related to the course and/or individual projects/assignments
- Discussions with your colleagues as you build community

You are encouraged to post all homework/ discussion board contributions or questions about the course prior to each class session, so that they can shape our class discussions. Posts that come in after class are welcome but may not receive full credit for participation. You are discouraged from postponing discussion board posts by more than a week.

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)

| Assessment | Total Points | Percentage (%) |
|--|--------------|----------------|
| Critical reflections on learning (3x; 15 points each) | 45 | 45% |
| Socio-historical Analysis 1. Presentation - 15 2. Paper – 15 3. Outlining/Planning - 10 | 40 | 40% |
| Participation/ Preparation | 15 | 15% |

| | | |
|--------|-----|------|
| TOTAL: | 100 | 100% |
|--------|-----|------|

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty 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. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

All assignments must be completed by you. Papers cannot be those that have already been submitted for another course nor will be submitted to another course. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source. Academic dishonesty will result in disciplinary action which may include a 0 on the assignment, a "F" in the course, or even removal from the degree program.

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Since the course meets synchronously each week, attendance and punctuality are expected. Attendance is the first step of participation – both a responsibility and an obligation in a course where learning thrives on collective input. As the instructor, I will do everything I can to give you a reason to want be present in class for the entire duration! ☐ Let's work together to make learning enjoyable and rewarding for one another!

Please be prepared to be present on video. Obviously, you will need to be unmuted for participation in discussion but otherwise please remain muted to minimize audio feedback and background noise that could be a distraction. While I recognize that this request could be inconvenient in busy families, I am hoping that we can make this work. Seeing and hearing one another will be crucial in our discussions. Let me know if you have any concerns with this request.

Please let me know if you have to miss class, ideally prior to the absence, but if not, within the week. Reasonable accommodations will be made for religious observances or FAU-related travel/obligations. Unless otherwise agreed upon in writing with the instructor, absences beyond two sessions will be penalized 2 points per session with tardiness or early exit from class sessions penalized a point. Students are responsible for arranging to make up work missed because of class absence. In keeping with the norms of professional conduct, all students are expected to be responsible learners. You are about to enter a profession that could affect generations of people. It is your responsibility to make the best of this learning opportunity. For further information, please see Academic Policies and Regulations (<https://www.fau.edu/registrar/university-catalog/catalog/academics/>).

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

| | |
|---------------------|---------------------|
| Letter Grade | Letter Grade |
|---------------------|---------------------|

| Letter Grade | Letter Grade |
|--------------|--------------|
| A | 94 - 100% |
| A- | 90 - 93% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | Below 60 |

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Late assignments

It would be viewed as respectful to let your instructor know ahead of time if you need an extension on a deadline. Penalties may be assessed on late assignments where no request has been discussed.

Incomplete grades

The University policy states that a student who is passing a course but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of

incomplete (“I”). The assignment of the “I” grade is at the discretion of the instructor but is allowed only if the student is passing the course. All documentation needs to be filled out and signed prior to the end of the semester.

Special Course Requirements

I hope that the opportunity to ‘meet’ synchronously every week while engaging in online learning will allow us ‘the best of both worlds’ in terms of our learning experience. This means that we will all work on our communication skills – particularly about complex topics that are central to this course – in both the synchronous and asynchronous environments. We will most certainly disagree; this will be central to our learning. Let’s model the type of respectful listening and participation that we wish for all professionals working in diverse contexts; let’s find a way to build solidarity across our differences as we strive for a better world.

All students are expected to complete reading assignments and discussion posts each week. This engagement will enhance the democratic participation that is central to a class such as ours. Additionally, please let me know how I might enhance your (individual and collective) learning experience by posting your feedback on Canvas or emailing me.

Our challenge is to generate the dynamism of face-to-face classes in our weekly meetings on line. This will require a collective effort. How we use the video and mute buttons will be key!

It is crucial that you are on video [unless we experience band width issues] and engaged throughout the class meeting. Ideally, it is best that you are muted when listening (and/or there is background noise) and unmuted for discussions.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct and/or the Code of Academic Integrity.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Office of International Programs and Study Abroad](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Course Topical Outline

** Changes in schedule and readings are possible. These decisions will be consultative and made with advanced notice. **

All readings and discussion board posts should be completed prior to the beginning of the class for which they are designated. [HW= Homework; DB = Discussion Board]

Week #1

8/23 Introduction to the course

Introductions to: one another; the course objectives, assignments and expectations; key terminology

Conceptualizing education as it SHOULD be

HW: Discussion board posts

Please post a brief introduction to yourself, your preferred pronouns, your interests and answer the following questions: what would be one thing about your past education (K-20) you would like to retain and one thing you would like to change.

Week #2

8/30 Purpose of Education in a Multicultural Society

Readings:

Schoorman, D. (2017). Why do we need multicultural education? In K. Waldon and T. Baxley, (Eds.). Equity pedagogy: Teaching diverse student populations. (xxiii-xxxvi).: Kendall Hunt.

Schoorman, D. (2023). Embracing our moral responsibility as educators and researchers. Submitted to the Florida Journal of Educational Research, 60 (1).

<https://journals.flvc.org/fjer/article/view/133264/137857>

DB: The Schoorman 2017 chapter begins with a quotation from Kozol about educational stratification. Based on your own educational experiences, do you agree with what Kozol says? Explain your response as you consider the outcomes of your own education.

HW: Create a table with two columns and list as many different ideas from the readings that reflect what education should be vs. what education is. [Post on DB]

In class discussion: What are the diverse purposes of education? How do these different purposes shape curriculum content, instruction and assessment? How is education different from schooling?

Week #3

9/6 Introduction to theory in MCE

Readings:

Sleeter, C. E. (2015). Multicultural education vs. factory model schooling. In P. Baptiste (Ed.). Multicultural education: A renewed paradigm of transformation and call to action (pp. 115-136).

Nieto, S. (2017) Re-imagining multicultural education: New visions, new possibilities, *Multicultural Education Review*, 9:1, 1-10.

Kohl, H. (2011). The politics of children's literature: What's wrong with the Rosa Parks myth. Available at: <http://ulveland.com/wpcontent/uploads/2012/02/RosaParks.pdf>

DB: What are the distinctions between the 'factory model' and multicultural education as discussed by Sleeter? [You may use a table to capture these contrasting ideas.]

What 'new' ideas does Nieto advocate for our re-imagining of multicultural education? Identify her recommendations and explain her rationale.

In class discussion: What are Kohl's criticisms of the presentation of Rosa Parks in children's literature and why are these representations a concern? What is the long-term impact of this representation?

Weeks #4- #5

9/13 - 9/20 **Historical Perspectives: Student-led inquiry**

History of educational and sociopolitical experiences of diverse under-represented and/or historically marginalized groups in the USA. Overview of history from an under-represented perspective. Discussion of key dates/ events/ policies that impacted education –short-term and long-term, evident in contemporary experiences. Readings for these topics will be curated and available on canvas based on students' interests.

Groups: African Americans; Indigenous; Latino/a/x; Asian; immigrants. Also those representing diversity and marginalization based on : religion gender, sexual orientation, disability, socio economic status, language.

Week #6

9/27 **Connecting the Past and the Present**

Reflection #1 due

Topics for Socio-historical Analysis due (On Canvas DB)

Week #7

10/04 **Global Education: Colonialism and its legacies**

Readings (Select from):

Peterson, B. (2000). Burning books and destroying peoples: How the world became divided between "rich" and "poor" countries. In B. Bigelow and B. Peterson (Eds.). *Rethinking globalization*. (pp. 33-44). Rethinking Schools.

Voskoboynik, D. M. (October 18, 2018). Colonialism can't be forgotten – it's still destroying people and our planet. <https://www.opendemocracy.net/en/opendemocracyuk/colonialism-can-t-be-forgotten-it-s->

[still-destroying-peoples-and-our-pl/](#)

Ross, E. (October 9, 2019). The past is still present: Why colonialism deserves better coverage. *The Correspondent*. <https://thecorrespondent.com/32/the-past-is-still-present-why-colonialism-deserves-better-coverage>

Acemoglu, D. (January 30, 2017). The economic impact of colonialism. <https://cepr.org/voxeu/columns/economic-impact-colonialism>

Week #8

10/11 **Global Education: Environment**

Excerpts from: B. Bigelow and T. Swinehart (Eds.). *A people's curriculum for the earth*. Rethinking Schools. <http://rethinkingschools.org/wp-content/uploads/2020/09/Climate-Justice-Seed-Kit-APCE-Preview.pdf>

Introduction – ix-xiv

Ch. 1 – the whole thing is connected (p. 1-3).

Ch. 2 – Grounding our Teaching (pp 33- 35)

Ch. 3 – Facing Climate Chaos (pp. 73)

Climate Change Mixer (pp. 92 – 101).

Climate change timeline –

Ch. 4 – Burning the Future (177- 179)

Ch. 5 – Teaching in a Toxic World (pp. 265-267)

Ch. 6 – Food, Farming and the Earth (pp. 329-331).

Mosbergen, D. (March 9, 2019). Here's why America is dumping its trash in poorer countries. Mother Jones. <https://www.motherjones.com/environment/2019/03/heres-why-america-is-dumping-its-trash-in-poorer-countries/>

Bigelow, B. (2018). Climate change, gender and nuclear bombs. *Rethinking Schools*, 32(2), 61-63. <https://rethinkingschools.org/articles/climate-change-gender-and-nuclear-bombs/>

Shiva, V. (2020). Ecofeminism and the decolonization of women, nature and the future. <https://www.youtube.com/watch?v=hVbbov9Rfjg>

Weeks #9-#10

10/18-10/25 **Current issues**

Readings (select from):

Understanding Development Readiness

Gay, G. (1985) Implications of selected models of ethnic identity development for educators. *Journal of Negro Education* 54(1), (Winter), 43-55. <https://overcomingracism.org/wp-content/uploads/2021/05/stages-of-racial-identity-development-oct2019.pdf>

<https://www.mccc.edu/pdf/cm214/Class%203/Racial%20identity%20development.pdf>

https://www.advis.org/Customized/Uploads/ByDate/2019/October_2019/October_15th_2019/Chandler%20Ward%20-%20Stages%20of%20Racial%20Identity45122.pdf

Ryan, A. (February 22, 2022). How to talk to your toddler about race. *Parenting*. (A conversation with Beverly Daniel Tatum). <https://www.babylist.com/hello-baby/talking-about-race-toddler>

Curriculum Policy Analysis

Sleeter, C. (2022). Upending gag order legislation. <https://www.christinesleeter.org/gag-order-legislation>

PEN America (2022). Educational gag orders. <https://pen.org/report/educational-gag-orders/>

Jones, S. (2020) Ending curriculum violence. *Teaching Tolerance* (Spring), 47-50. <https://www.learningforjustice.org/magazine/spring-2020/ending-curriculum-violence>

School to Prison Pipeline/ Prison Industrial Complex

Elias, M. (2013). The School to Prison Pipeline. *Teaching Tolerance* (Spring), 39-40.

Sokolower, J. (December 20, 2011). Michelle Alexander on the new Jim Crow and the school-to-prison pipeline. *Rethinking Schools*, 26(2), 13-17. <https://rethinkingschools.org/2011/12/20/michelle-alexander-on-the-new-jim-crow-and-the-school-to-prison-pipeline/>

Interview by Bill Moyers of Michelle Alexander: <https://billmoyers.com/segment/michelle-alexander-locked-out-of-the-american-dream/>

Wolfe-Rocca, U. (September 18, 2020) What our students should know about the struggle for the ballot – but won't learn from their textbook. <https://www.zinnedproject.org/if-we-knew-our-history/struggle-for-voting-rights/>

Weeks #11

11/1 **Pedagogical Connections**

Reflection #2 due

Week #12

11/8 **Teaching in/ for a multicultural society**

Readings:

Ladson Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165.

Christensen, C. (2009). Introduction. In L. Christiansen (Eds.). *Teaching for Joy and Justice* (pp. 1-11). Rethinking Schools.

Pelo, A. Introduction. In A. Pelo (Ed.). *Rethinking early childhood education*. (pp. ix-xiv). Rethinking Schools. <https://rethinkingschools.org/books/rethinking-early-childhood-education/>

Excerpts from: Bigelow, B. (2008). *A People's History for the classroom*. (pp. 1-14). Rethinking Schools.

Week #13

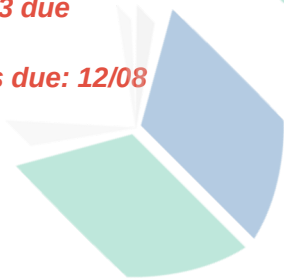
11/15 **Student Presentations**

Week #14

11/29 **Special topics/ Writing Workshop**

Reflection #3 due

Final papers due: 12/08



DEFENDING
EDUCATION

