

**THE UNIVERSITY OF TEXAS AT EL PASO
COLLEGE OF EDUCATION DEPARTMENT
of TEACHER EDUCATION**

**Course Syllabus for TED 5313-011 (28157)
ONLINE--DIVERSITY IN EDUCATIONAL SETTINGS
Spring Semester, 2016**

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Class meets online from Monday to Friday from Jan 19 to Mar 06

Please Note: In the case of technological or electronic issues with Blackboard (Bb) Collaborative, please contact the Help Desk directly, not the professor. Specific instructions for this are located in the syllabus below. Please contact the Professor for academic, course-related purposes only.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

Students will analyze, discuss, apply, and critique the following concepts and course objective components:

TED 5313 is designed to empower students to construct and generate knowledge necessary to the development of teaching competencies that allow them to become teachers as social transformative intellectual leaders.

- * It creates in depth opportunities for students to explore their own experiences with schooling, teaching, and learning.
- * While this course enables educators to be classroom facilitators and agents of social change with special focus in multiculturalism, it challenges them to identify and deconstruct problematic hegemonic social structures, to then ultimately recreate democratic possibilities and rethink schooling.
- * Engaging new educators in the pedagogical process of the course on multiculturalism require students' active participation in the development of their own conscientization, in regards to understandings of social theories and practices.

* New educators ought to have the willingness to question reality and develop understandings about the experiences their students bring with them to school, in order to uncover problematic represented narratives. These realities can be uncovered by empirical efforts that emphasize the ways students construct their beliefs and practices in the process of schooling.

* This course serves as an opportunity for teachers to generate knowledge and experiences about the real world seen from a critical pedagogy point of view.

* In addition, the content of the course builds global awareness and interdisciplinary approaches allowing educators to bring into class their own academic interests, and work within a critical multicultural perspective. This will provide students with an opportunity to achieve their educational goals and prepare them to address the emergent issues confronting the region, state and nation.

* It embeds a meaningful learning experience with the purpose of fostering the development of students' critical thinking, creativity, and anti-bias problem solving.

* It also assists educators to engage specially disenfranchised young learners to integrate activities realistic to their historical, geographical, cultural, political, and economic backgrounds into emancipatory alternatives for social upper mobility and social justice.

* Ultimately, through transformative optimistic pedagogies and dialogue this course models and foster discussions about social issues that include personalized and moral values, citizenship, and problem posing approaches as additional means to build character, meaning, and social identities, through the generation, dissemination and application of knowledge, and through the documentation, preservation, and expression of cultures.

REQUIRED TEXTSBOOKS FOR THE COURSE:

Two books are required for the semester: *Everyday Anti-Racism* and an additional book (from the first five titles listed below). You will receive specific instructions on Blackboard (Bb) to see which of the five will be assigned to you, and to be purchased by you.

Please Note: You are only required to purchase two books for the semester.

1. *The Lone Ranger and Tonto Fistfight in Heaven* by Sherman Alexie
2. *Borderlands La Frontera: The New Mestiza* by Gloria Anzaldúa
3. *Ain't No Makin' It: Aspirations & Attainment in Low-Income Neighborhood* by Jay MacLeod
4. *Why Are All the Black Kids Sitting Together in the Cafeteria* by Beverly Tatum

5. *Con Respeto* by Guadalupe Valdez
6. *Everyday Antiracism: getting real about race in schools*/ Edited by Mica Pollock (mandatory to buy).
7. There are **three (3) videos** we will use that you may feel the **need to purchase** if you can't see them at the UTEP library, or online; they are:
 - “Fear and Learning at Hoover Elementary”
 - “The Color of Fear.” (More details are available on Blackboard (Bb) Course Content/Calendar)
 - “A Class Divided” (Link is available via our Blackboard (Bb) course, and is also available online).
8. Collection of articles (available free of charge, online at UTEP library web page, look for Rossatto's class—TED 5313)

Guidelines to Access Online Readings:

1. Open Internet browser window and,
2. In the address bar, type in web site: libraryweb.utep.edu
3. Then click links from: **UTEP Library Home Page**
4. **Library Services**
5. **Course Reserves**
6. Then type/click: **Prof Rossatto or TED 5313**
7. Click on READINGS and the list will open up to view and/or print after you log in with your name and student ID number (make sure your records at the university is up-to-date, any holds on record will prevent access to these readings). For difficulties with this link call help desk, not the professor; change browsers...

CLASS ASSIGNMENTS:

All students receive an “A” grade as of the first day of class; however, in order to maintain this grade each student must complete the assignments as follows.

All objectives of this course will be achieved by following the assessment grading criteria for score points below:

(25 points) 1-Page Reflective Papers (5 all together)

Requirements: one full-page paper assignment, with appropriate margins. Format should be half-a-page for synopsis with main arguments of assigned reading of the day; and other half page for critical reflection.

Assignment may also require students to answer a question regarding the readings. (All together this assignment will be composed of five papers--one page each and an additional 1-page for the section of the book that

you will present on).

Use double spacing and 12-pt font. The paper should be a reflective essay on the specific article or chapter assigned for the day as per course calendar syllabus below. By “reflective” I mean that it should be an examination and description/argument of your own thinking on issues relative to the ideas presented in the course. i.e., the summary section needs to be very objective. You need to show you read the article and understood the main arguments.

Two points will be deducted for each late paper. Please submit work under the designated area on Blackboard (Bb). **Just copy and paste it**, please don’t upload it. You will see link for that purpose on Blackboard (Bb). The Blackboard (Bb) system will not allow late submissions!

(25 points) Final Essay

Requirements: Writing this “essay” (three pages) requires that you pick a topic or issue related to the course to be presented and discussed online on the last day of class. So, while you are taking stock of your own thoughts, the objective of this paper assignment is to try to make a point about the course ideas; thus, you should pick a topic about which you feel passionate about. Think of this paper as having the opinionated passion of an editorial, but also having the introspective humility of a confession.

On the last day of class you will share your paper’s overall ideas with the class (online) under the discussion link titled “Discussion Folder”. Students must provide a one-page handout to classmates in the online classroom discussion, which is done electronically. The paper should consist of meaningful information.

In addition, students should provide a synopsis of the final paper and post it on the Discussion Board for interaction. Please notice that 5 points out of 25 is for the online classroom presentation. Students must respond to at least 2 different classmate’s postings.

Late paper loses five points for each day that it is late. The Blackboard (Bb) system will not allow late submissions.

Grading will be based on clarity, cohesiveness, and logic; accordingly, the academic rationale expected of graduate students. APA Style is expected to be used, as is proper APA citing for papers and PowerPoints. If you are not sure about this, please refer to APA, 6th Edition for furthers.

All levels of TExES Competencies will be evaluated in this assignment.

(25 points) Publishable Lesson Plan

Requirements: In this assignment each student will prepare two top model

lesson plans or classroom activities that are realistic and usable at any grade level for any educational institution (public school, or private, university, etc...). Students will submit in writing detailed, chronological, steps of this lesson plan focusing on social context of education; social justice; and contextualized teaching. Work needs to be critical in order to foster critical consciousness. Please present a brilliant and innovative idea only.

Submit work at our course's Blackboard (Bb) "Assignments" folder. This assignment needs to be publishable and may be also submitted to the freireanpedagogy@criticalpedagogy.org. Guidelines for the "Publishable Lesson Plan" assignment are found at the end of the syllabus.

The Blackboard (Bb) system will not allow late submissions. Late paper loses five points for each day that it is late. You have to comment on each peer's submissions, what do you think of the lesson, strengthen and weaknesses... Students should provide a synopsis of the lesson plan and post it on the Discussion Board for interaction—must respond to at least 2 different classmate's postings. Please notice that 5 points out of 25 is for the online classroom presentation.

All levels of TExES Competencies will be evaluated in this assignment.

(25 points) Classroom Participation

Individual Paragraph Reflection Assignment

Please submit in writing, a reflective paragraph summary for each reading assigned as scheduled due for the day (except those where you would write a one page paper). This assignment focuses on your ability to read and understand the article's main arguments and how you process and reflect on it. Keep it simple but not simplistic (minimum 150-200 words). Submit it on Blackboard (Bb) before midnight every day of class.

We are using the Discussion Board on Blackboard to verbalize your take on the reading and your reflections as part of the online class discussion. Each posting should be 150-200 words and you should respond to at least two of your peers (no less than 75 words). Postings must be thought-provoking, substantial, and be more in-depth than simply "I agree" "interesting" "disagree..." type of responses. Please elaborate on your responses by developing substantial and objective arguments. **Note:** copy and pasting your "Paragraph Reflection" assignment is not acceptable.

Part of this grading section also includes online F2F (Face to Face) conversation with professor through Skype; so download, for free, Skype software and make sure you have a camera and mic attached to your computer so you can talk with the professor.

A “score” grading system is allocated for each posting students make on online classroom discussions and in their paragraph reflections. All of the above will be part of the classroom participation grading process. **Notice:** a student’s absence in posting participation will incur a loss of points.

Additional Activities

Covering assigned daily readings, pop quizzes may be given and the results incorporated into this segment of the grade. An open notebook test may be given at the end of semester of notes from class and student will only be allowed to consult his or her own notes. Student is required to log in at professor’s Blackboard (Bb) page from day one and fulfill assigned tasks as stated on syllabus.

The TExES Competencies achievements are evaluated here as well. The quality of assignments and work may determine ultimately grade qualifications. For instance, assignments are evaluated using best judgment and rationale criteria as follows:

[“A” = model quality] Content/substance, presentation/articulation are model academic quality.

[“B” = exceeds satisfactory level] This qualification shows students’ above satisfactory effort.

[“C” = satisfactory] It means that the basic requirements of the assignments are met.
Points x grade

90-100= A // 80-89= B // 70-79= C // 60-69= D+ // below 59= F

To maintain “A” or “B” grades, all assignments must have been turned in class of due date, whether the student is present or not.

All assignments are expected to reflect true academic quality, ideas well-articulated and a grammatically correct presentation will be evaluated.

For the most part, all main requirements are contained in this syllabus; however, the professor reserves the right to make additional assignments, which may assist students to further improve their professional development.

STUDENT RESPONSIBILITIES

Since this class is based on collective construction of knowledge rather than its mastery, in-class participation is essential. Students are expected to participate online daily and submit all tasks assigned for the day on time and complete all aspects of syllabus, as stated. However, in an event of an emergency on an exceptional basis, or under extenuating circumstances, students may contact professor to make arrangements. The “absent student,” i.e. a student who misses participation activities, is expected to catch up

with course work. Students who are absent to the class session will be required to research, summarize and present in writing one article related to the issues discussed in class on the session following the absence. Note: Professor reserves the right to drop any student for insufficient course progress, work, and/or participation. For any unjustified “absence” students will lose up to 5 points. For justified “absences” students are required to send Dr. Rossatto appropriate documentation.

Grades for this course will be determined based on completion of the course assignments, activities, and regular participation in all aspects of the course. In completing the written assignments, make certain to provide as much detail as possible, and to use syntax, grammar, spelling, and punctuation appropriate and expected in graduate level academic discourse.

Keep a copy of all assignments until the course is completed and final grades are recorded. Please make certain that your name, as well as assignment number or title is on each assignment. Proofread carefully. Graduate work should be as close to error-free as is humanly possible. If an extreme emergency arises, notify the professor in writing.

Students will utilize the **American Psychological Association (APA)** form of documentation throughout the course. It is important to realize that the most important words in a paper are the student’s, not those of the supportive research. You should strive always to draw inferences from research material and weave into your papers your reaction and evaluation of source material. One of the worst things you can submit to your peer group or your instructor is a “patchwork”—that is, a project that simply links a series of quotations or paraphrased sentences that is followed by citation. Explain and analyze!

ELECTRONIC MAIL

Each student is expected to establish an email address at UTEP and/or elsewhere for email communication with professor. The computer lab in Education 212 (or any other Student Computer Lab on campus) can help facilitate this requirement for those who need an email address. Email address will be required for Blackboard (Bb) dialogue participation.

LOGGING ON TO Blackboard (Bb)

1. Open Internet browser window (Chrome or FireFox, “IE”-latest version)
2. In the Address bar, type in the following URL: MY.UTEP.EDU
3. Log in and click on Blackboard
4. Once you access the course, you are ready to begin with “Module 0”, then “Module 01,” and so on...

BEING A SUCCESSFUL ONLINE LEARNER

Online learning is not a “spectator sport.” It is everyone's responsibility to participate as fully as they can to get the most from the experience. Here are some simple rules to follow to ensure your participation and engagement in the learning process:

- **Ask questions:** If you don't know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems (related to the class) you are having. Make sure that you have clearly indicated the subject of your message.
- **Reach out to others:** Offer a fact, article, link, or items that can help others learn something you share.
- **Be appropriate:** The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior can be subject to disciplinary action, as well.
- **Be diplomatic:** When sending messages on emotionally charged topics, I recommend that you write the message and then walk away for at least an hour before re-reading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.
- **Stay focused:** Stay on topic to increase the efficiency of your learning.
- **Ask questions:** If you don't know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems (related to the class) you are having. Make sure that you have clearly indicated the subject of your message.
- **Reach out to others:** Offer a fact, article, link, or items that can help others learn something you share.

LEARNING RESOURCES

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard (Bb) student portal (visible before entering into a course) as well as the resources below.

UTEP Library @ <http://uteplibrary.utep.edu/online/>

Provides access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.

RefWorks @ <http://0www.refworks.com.lib.utep.edu/refworks2/?r=authentication::init&groupcode=RWUTEIPaso>

Bibliographic citation tool.

Check out the RefWorks **tutorial** (<http://www.refworks.com/tutorial/>) and

Fact Sheet and Quick-Start Guide

(<http://www.refworks.com/content/products/content.asp>)

University Writing Center (UWC) @

<http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/writingcenter>

Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources available

UTEP VIRTUAL PRIVATE NETWORK

UTEP's electronic resources (i.e. Library resources) are available to registered students when working from outside the campus network. In order to access these resources, you will need to set up a Virtual Private Network (VPN) that basically recognizes you are a UTEP student and can look for journals and use subscriptions UTEP/You have paid for. Setting up a VPN is simple @ <http://admin.utep.edu/Default.aspx?tabid=58534>

TECHNICAL SUPPORT

Students enrolled in 100% online courses will have access to **24x7 technical support**. The contact information is provided below.

UTEP partners with the UTEP Help Desk and Blackboard to provide 24/7 technical support to faculty and students. The UTEP HelpDesk can help with technical problems and the Blackboard Help Desk can provide instructions on use of technology.

To contact the UTEP Help Desk: <http://admin.utep.edu/Default.aspx?tabid=74092> or call (915) 747-4357

To contact the Blackboard Help Desk: https://en-us.help.blackboard.com/Learn/9.1_2014_04/Student

Before class begins, please visit the Blackboard (Bb) Portal to ensure you have all of the right plugins for this and other courses. We have posted a "Ready for Online Learning" inside the introduction of course for your immediate use.

If you have technical problems with the course, please call 915-747-4357 or visit the helpdesk: <http://admin.utep.edu/Default.aspx?tabid=74092>. You can also access them online directly via <https://my.utep.edu/>.

If you do have access to the UTEP campus, you can also visit an on-campus lab:

Students may also visit the ATLAS lab @ http://issweb.utep.edu/home/index.php?option=com_content&view=article&id=99&Itemid=346 located within the Undergraduate Learning Center (UGLC building) for additional technical assistance.

Unscheduled Outages

Unscheduled outages occur rarely, but they do happen. In the event of an unscheduled outage, Course Development and Technology Support will confer with Student and Faculty Services to provide appropriate notifications to those affected including faculty, staff and students. Under these circumstances, assignments will be rescheduled. There is no need to contact me directly about them, as I will already be aware of them.

POLICY STATEMENTS

ADA Statement

In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP needs to be contacted. If you have a condition that may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 915.747.5148 for general information about the Americans with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity.

Copyright and Fair Use

The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

Online “Netiquette”

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- Do not use inappropriate language, all capital letters, or language short cuts. Online entries should be written in Standard English with edited spelling, grammar, and punctuation.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a f2f situation.
- Be sure to read everyone’s responses before posting. Avoid repetition of what

- someone else has already said. Add something new to the discussion!
- No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.
 - Be sure to post in a timely fashion to receive credit for attendance and for the discussion. Pay close attention to the posted deadlines.
 - The class learning management system is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

Academic Dishonesty

Academic Dishonesty is **NEVER** tolerated by UTEP. All cases are reported to the Dean of Students for Academic Sanctions. These sanctions may include expulsion. All work submitted must be original; students may not submit graded work from another course.

Forms of academic dishonesty include: *Collusion*—lending your work to another person to submit as his or her own; *Fabrication*—deliberately creating false information on a works cited page, and *Plagiarism*—the presentation of another person's work as your own, whether you mean to or not (i.e. copying parts of or whole papers off the Internet). See the Dean of Students website at <http://www.utep.edu/dos/acadintg.htm> for more information.

Publishable Lesson Plan Guidelines

This “Publishable Lesson Plan” assignment may be based in TED 5313 student personal experience as an educator that has produced outstanding rapport with pupils. Submit an interesting classroom design conducive to contextualized learning. It needs to be a model of lesson plan with any grade level that can be implemented in real schooling settings. Describe activities that use individualized and/or collective instruction through critical pedagogy. Your lesson plan can cover a myriad of topics and approaches in education. It needs to show practical ideas, how-to frameworks, and its positive results in the classroom. It must be a model for other educators who can use this idea as resource and learning tool for their own planning and delivery of critical educational curriculum. The purpose of this exercise is to build a collection of teaching resources that expose theories and experiences of educators that value a democratic classroom.

The following are specific conceptions and requirements for the “Publishable Lesson Plan”:

1. Article should be in APA format;
2. Should include a brief bio student area of expertise and history (student's name);
3. Theories used to prepare the lesson plan and classroom practice;
4. Description of the practice (work or activities, how-to, results, etc.);
5. State: Grade level (elementary, middle, or high school) and subject area.
6. Lesson plans should involve one or more of the following teaching strategies and components: Conscientization; Critical Thinking as a way of questioning reality, not higher order thinking; Deconstructing oppressive structures; Participatory democracy; Critical Pedagogy; Critical multiculturalism; Social justice: Equity, Access, Empowerment; Diversity: race, class, gender, socio-economic; Humanism; Educators as social agents; Teachers as transformative intellectual leaders; Organic intellectuals; Holistic education Grassroots empowerment; Liberation; Emancipation.

CLASS CALENDAR

*****Note: This is a compressed, intensive 7-week course that is the equivalent in content and work to the normal 16-Week “Fall” and “Spring” courses. Be prepared to meet the same standards as you would if taking this course in 16 weeks. (A wise recommendation is to take this course when students are not working full time; and when students can use weekends to study as well)**

Jan 19-20 Begin in “Start Here: First Day of TED 5313”Module 0

Readings:

1. Welcome, Course Syllabus, and Calendar
2. “My Teaching Philosophy”
3. **Watch Video:** “A Class Divided”
4. Read Mini-lecture on “A Class Divided”

Assignments:

1. Introduce Yourself on Discussion Board
2. Submit your Student Profile Form
3. “Unearned Sense of Privilege” on Discussion Board
4. Post a response/reflection to “Class Divided” Video

Course content: Functionalism of Schooling, Teaching and Learning on Diversity

Jan 21-22 Work in Module 1: Centeredness of School Pedagogy and Blind Optimism (TEExES Standards: 1.4; **3.17; 4.1-4.4; 4.10; 4.11)**

Readings:

1. “Centeredness of School Pedagogy” (article) by Cesar Rossatto (p. 1-15)
2. “Blind Optimism: A Cross Cultural Study of Student’s Temporal Construct and Their Schooling Engagement” (article) by Cesar A. Rossatto (P.55-82)
3. Mini-Lectures, PowerPoint

Assignments: Paragraph Reflections and Postings on Discussion Board for both readings

Course content: Student Motivation, Critical Temporal Learning Engagement Theories

Jun 25-26 **Work in Module 2: Pedagogy of the Oppressed and Critical Pedagogy Applied Praxis** (TExES Standards: 1.4; **3.17**; 4.1-4.4; 4.10; 4.11)

Readings:

1. *Pedagogy of the Oppressed* (book chapter) (pp.125-183) by Paulo Freire
2. “Critical Pedagogy Applied Praxis: A Freirean Interdisciplinary project and Grassroots Social Movement” (article) by Cesar Rossatto (pp. 156-170)
3. Additional PowerPoints and mini-lecture

Assignments: Paragraph Reflection and Postings on Discussion board and submit your one-page paper for *Pedagogy of the Oppressed* in the appropriate (assignment folder) submission area in the module.

Course content: Teacher Center versus Student Centered Learning, Structuralism-Functionalism, Critical Pedagogy, Teaching and Learning, Critical Theory, Education, Problem Posing Approaches

Jan 27-29 **Work in Module 3: Savage Inequalities and Subtractive Schooling** (TExES Standards: 1.2; 1.5; **1.10**; **1.23**; 2.3; **3.3-3.5**; 3.8; **3.10**; **3.12-3.13**)

Readings:

1. *Savage Inequalities: Children in America's Schools* by Jonathan Kozol
2. *Subtractive Schooling* By Angela Valenzuela
3. Additional mini-lectures and PowerPoints

Assignments: Paragraph Reflections and Discussion board postings

Course content: Conflict Theory, Economic Reproduction Theory,

Feb 01-02 **Work in Module 4: Empowering Students** (TExES Standards: 1.2-1.4; 1.22; 2.18; 2.19; 2.20; 2.21; 3.3; 3.15; 3.16; 4.1-4.6)

Readings:

1. “Empowering Students” by Jim Cummins - (p.18-35)
2. Additional PowerPoint

Assignments: Paragraph Reflections and Discussion board posting

Course content: Cultural Diversity and Learning;
Student empowerment X disempowering teaching; Affirmation of Identity

Work in Module 5: Hidden Curriculums and Tracking

(TEExES Standards: 1.3-1.5; **1.10**; 1.12; 1.19; 1.22; **3.8**; **3.10**;
3.12; 3.13; 3.20; 4.16);

Readings:

1. "Social Class and the Hidden Curriculum of Work" by Jean Anyon, (p. 6- 91)
2. "Keeping Track," Read Part 1 and 2: The Policy and Practice of Curriculum Inequality by Jennie Oakes (P. 12-153)

Assignments: Paragraph Reflections and Discussion board posts, submit one-page reflection on "Social Class and the Hidden Curriculum"

Course content: Social and Cultural Reproduction Theory, Tracking, Labor and Hidden Curriculum

Feb 03-05

Work in Module 6: Ogbu on Diversity; McCarthyism

(TEExES Standards: **1.5**; 1.23; 2.3; **3.7-3.9**; 3.11; **3.13**; **3.20**; **3.16**; 3.18;
4.1-4.4)

Readings:

1. "Understanding Cultural Diversity and Learning" by John Ogbu
2. "Social Justice in Times of McCarthyism Renaissance" by Cesar Rossatto
3. Mini-lectures and additional PowerPoints

Assignments: Paragraph Reflections and Discussion board posts

Course content: Diversity and Social Justice Course, Critical Race Theory, Racism

Feb 08-09

Work in Module 7: American Apartheid

(TEExES Standards: **1.5**; 1.23; 2.3; **3.7-3.9**; 3.11; **3.13**; **3.20**; **3.16**; 3.18;
4.1-4.4)

Readings:

1. *American Apartheid: Segregation and the Making of the Underclass* (p. 16 – 59) by Douglas Massey and Nancy Denton
2. Additional PowerPoint

Assignment: Paragraph Reflections and Discussion board post

Course content: Critical Race Theory, Racism, Whiteness, Segregation, Multiculturalism

Work in Module 8: “Curing” Racism, Teacher’s Culture
(TExES Standards: 1.3; 1.4-1.5; 1.22; 4.1-4.4; 4.16)

Readings:

1. “Having an Identity and Standing for a Mission: Curing Racism” Reviewed by Diana T. Slaughter-Defoe and additional PowerPoint
2. “How Does the Culture of the Teacher Shape the Classroom Experience of Latino Students? The Unexamined Question in Critical Pedagogy”, by Antonia Darder (p. 195-220) and additional PowerPoint

Assignment: One page reflection paper on Darder essay, paragraph reflections and discussion posts

Course content: Identity, Classroom Culture, and Critical Pedagogy
Critical Race Theory, Racism, Whiteness, Segregation, Multiculturalism

Feb 10-12 **Work in Module 9: Racelessness**
(TExES Standards: 1.3-1.5; 1.22; 3.8; 3.15; **4.1-4.4**)

Readings:

1. “Racelessness as a Factor in Black Students’ School Success: Pragmatic Strategy or Pyrrhic Victory?” Signithia Fordham (p. 54-82)
2. Mini-lecture

Assignments: Paragraph Reflections and Discussion board post

Course content: Identity, Classroom Culture, Critical Race Theory, Racism, Whiteness, Segregation.

Work in Module 10: Racism without a Racist and Becoming a Person
(TExES Standards: 1.3-1.5; 1.22; 3.8; 3.15; **4.1-4.4**)

Readings:

1. *Racism without Racists* by Eduardo Bonilla Silva
2. “Becoming a Person: Fictive Kinship as a Theoretical Frame” by Signithia Fordham (p. 67-101)
3. Additional mini-lectures and PowerPoints.

Assignments: Paragraph Reflections and Discussion board posts

Course content: Resistance Theory, Critical Race Theory, Racism, Whiteness, Segregation,

Feb 15-16 **Work in Module 11: Culturally Sensitive Teaching, Fear & Learning**
(TExES Standards: 1.3-1.5; 1.22; **2.19**; **2.20**; 2.21; **3.3**; 3.5;**3.6**; 3.15; 4.1-4.4)

Readings:

1. “Life History of a First Grade Teacher: A Narrative of Culturally Sensitive Teaching Practice” By Mary Hauser (p. 63-77)
2. **Watch Video:** *Fear and Learning*

Assignment: One-page paper on Life History reading, discussion posts

Course content: Interpretive Theory/Symbolic Interactionism, Diversity in Educational Settings, Student Empowerment, Social Identities, Generation, Dissemination and Application of Knowledge, Documentation, Preservation, and Expression of Cultures

Feb 17-19 **Work in Module 12: “Silencing in Public Schools”**

Readings:

- 1.) “Silencing in Public Schools” (p. 157-172) by Michelle Fine

Assignment: One-page paper on Silencing in Public Schools and discussion board posts

Course content: Interpretive Theory/Symbolic Interactionism, Dissemination and Application of Knowledge, Documentation, Preservation, and Expression of Cultures

Feb 22-23 **Work in Module 13: *Lone Ranger and Borderlands***
(TExES Standards: 1.2-1.5; **1.23**; **2.3**; **3.2-3.6**; 3.16-3.18; **4.1-4.4**)

Student Group Book Presentations (students will work in groups to divide book into chapters and each student will present their individual chapter using PowerPoint & “Voice Over”)

The Lone Ranger and Tonto Fistfight in Heaven by Sherman Alexie

Borderlands La Frontera: The New Mestiza by Gloria Anzaldua

Assignments: Discussion Board postings and assigned group presentation, one page paper for students presenting--only for the book chapter student is assigned.

Course content: Indigenous and Border Studies; Identity, Diversity, and Gender Issues

Feb 24-26

Work in Module 14: Ain't No Makin' It and Con Respeto

(TEExES Standards: 1.2-1.5; **1.23**; **2.3**; **3.2-3.6**; 3.16-3.18; **4.1-4.4**)

Student Group Book Presentations (students will work in groups to divide book into chapters and each student will present their individual chapter using PowerPoint & "Voice Over").

Ain't No Makin' It: Aspirations & Attainment in Low-Income Neighborhood by Jay MacLeod

Con Respeto: Bridging the Distances between Culturally Diverse Families and Schools by Guadalupe Valdez

Assignments: Discussion Board postings and assigned group presentation, one page paper for students presenting--only for the book chapter student is assigned.

Course content: Sociology of Education, Anthropology, Social Class Reproduction, Quality of Education on Inner Cities, Race Issues, Immigration, Education, Parents Involvement, Schools and Communities

Feb 29-Mar 01 **Work in Module 15: Why Are All the Black Kids... and the Color of Fear**

Student Group Book Presentations (students will work in groups to divide book into chapters and each student will present their individual chapter using PowerPoint & "Voice Over").

Why Are All the Black Kids Sitting Together in the Cafeteria?
by Beverly Tatum

Watch Video: *The Color of Fear*

(TEExES Standards: 1.2-1.5; **1.23**; **2.3**; **3.2-3.6**; 3.16-3.18; **4.1-4.4**)

Assignments: Discussion Board postings (for the video and book

presentation) and assigned group presentation; One page paper for students presenting--only for the book chapter student is assigned.

Course content: Moral Values, Citizenship, Racial and Ethnical Identity Formation and its psychology, Social Identities

Mar 02-04 **Work in Module 16: Religion and *Everyday Anti-racism***

Readings:

1. "Is Religion Still the Opiate of the People?" By Cesar Rossatto
2. Read chapters assigned to you from the book: *Everyday Anti-racism*, Edited by Mica Pollock & present in class online.
3. Read your peers' Power Point book presentations

Assignments:

- 1) Book Presentations
- 2.) Discussion board posting

Mar 06 **Work: Final Assignments**

Assignments:

- 1.) **Final projects due:** (Essay and Lesson Plan)
- 2.) Presentations about final papers
- 3.) Discussion board posting

Course content: Character; Meaning; Religion; Practical Applications of Anti-racism Education; Critical Race Theory Applied into Practices; Teachers as Social Transformative Intellectual Leaders; Multiculturalism; Democratic Possibilities and Rethinking Schooling; Global Awareness and Interdisciplinary Approach; Integration of Contextualized Learning; Dissemination and Application of Knowledge.

Student Profile

(Detach this form and submit it first or second day of class)

_____ (Last Name) _____ (First Name)

Email address: _____

Local phone*: _____ Home phone* (if different) _____

Address: Street (or campus box and room)

_____ City Zip

Objections to syllabus or what other content do you think this course should cover and why?

Any additional comments you may have (e.g. What you hope to do professionally, health problems (ADA), experiences at UTEP, etc. that professor should be informed).

Please inform professor of any change in phone numbers during the semester.
Also feel free to discuss with professor any difficulties you may have with the course.

I read and fully understand the requirements as stated in this course's syllabus. I comprehend that this class is based on dialogue and discussion of relevant topics related to multiculturalism that may be controversial for some students. Therefore, I agree to express my opinion respectfully, making my best effort to contribute to harmonious classroom climate without engaging in any disruptive, condescending or hostile attitude.

_____ Student Signature _____ Date

Please leave this following block blank for my records.
