



THE UNIVERSITY OF TEXAS AT EL PASO
College of Education - Department of Teacher Education

Title of Course: Diversity in Educational Settings	Credits: 3	
Course Number: TED 5313, CRN 25921	Office hours: By appt. on Zoom, send me an email	
Instructor Information: Sarah Jean Johnson, Ph.D. sjohnson2@utep.edu		
Day/Time: This class begins on Mon., Mar. 24, 2025 and ends on Mon., May 12, 2025.	Location: UTEP Connect: BlackBoard	

WELCOME y BIENVENIDES

Welcome to TED 5313 Diversity in Educational Settings!
 I look forward to working with all of you this semester.

COURSE DESCRIPTION

This is how the *UTEP Graduate Catalog* describes our course:
 Diversity in Educational Settings (3-0) Exploration of the social contexts of education and teaching in a pluralistic society. Examination of schools and society in relation to historical and contemporary issues of diversity. Building on this catalog description, this course also explores how to sustain “linguistic, literate, and cultural pluralism as part of schooling for positive social transformation” (Paris and Alim, 2017, p. 1).

This course involves intensive reading, writing, and discussion. As a 7-week course, you have to dive right in. You should plan to spend approximately 3 hours of class time + 9 hours of study and prep time, which equals 12 hours per week. If you find yourself having problems meeting the requirements of the course, please contact me. If you don't

participate and turn in assignments in the first week of this 7-week semester, you will be dropped from the course. Seven-week semesters gallop by very quickly!

COURSE OBJECTIVES

1. Analyze the ways social structures of race, class, gender, dis/ability, and sexual orientation work to both privilege and deny opportunities in educational settings.
2. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.
3. Understand and use the major theories related to the nature and role of culture and language development in academic achievement.
4. Understand how cultural groups and students' cultural identities affect language learning and school achievement.
5. Develop curriculum and teaching strategies to support diverse learners and their learning.
6. This course is also aligned with the aims of the UTEP Edge initiative, which include: Providing learning opportunities to develop students' *communication* and *critical thinking* skills, as well as engender sense of the *social responsibility* students undertake as educators of youth and adults in the El Paso borderland region and beyond.

Upon completion of this course:

	Students will be able to:	Measurements
1	Identify major ideas of course texts and discuss them in relation to each other.	Discussions, Media Analyses, Final paper
2	Understand identities as intersectional and what intersectionality means for teaching and learning.	Discussions, Media Analyses, Final Paper
3	View school communities and diverse learners through an assets-based lens.	Discussions, Media Analyses, Final paper
4	Demonstrate an understanding of the key tenets of multicultural education, culturally responsive pedagogy, culturally sustaining pedagogy, abolitionist teaching, and border thinking/pedagogy.	Discussions, Final paper
5	Design learning experiences to support diverse learners that apply key tenets of multicultural education, culturally responsive pedagogy, culturally sustaining pedagogy, abolitionist teaching, and border thinking/pedagogy.	Final paper

REQUIRED READINGS

All readings are posted on BB.

- Alim, H. S., & Paris, D. (2017). What is culturally sustaining pedagogy and why does it matter. *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*, 1(24), 85-101.
- Baglieri, S. (2012). What is inclusive education? In *Disability studies and the inclusive classroom: Critical practices for creating least restrictive attitudes* (pp. 3-19). Routledge.
- Bell, M. K. (2016). Teaching at the intersections. *Teaching Tolerance*, 53 pp. 38-41.
- Blackburn, M. V., & McCready, L. T. (2009). Voices of queer youth in urban schools: Possibilities and limitations. *Theory into Practice*, 48(3), 222-230
- Brockenbrough, E. (2016). Becoming queerly responsive: Culturally responsive pedagogy for Black and Latino urban queer youth. *Urban Education*, 51(2), 170-196.
- Cabrera, N. L., Milem, J. F., Jaquette, O., & Marx, R. W. (2014). Missing the (student achievement) forest for all the (political) trees: Empiricism and the Mexican American studies controversy in Tucson. *American Educational Research Journal*, 51(6), 1084-1118.
- Castagno, A. E. (2014). Engaging multicultural education. In *Educated in whiteness: Good intentions and diversity in schools* (pp. 49-82) U of Minnesota Press.
- Cervantes-Soon, C. G., & Carrillo, J. F. (2016). Toward a pedagogy of border thinking: Building on Latin@ students' subaltern knowledge. *The High School Journal*, 99(4), 282-301.
- Desmond, M., and Emirbayer, M. (2019). Race in the 21st century (ch. 1). In *Race in America* (pp.3-37). WW Norton Publishers.
- Desmond, M., and Emirbayer, M. (2019). The Invention of race (ch. 2). In *Race in America* (pp.39-79). WW Norton Publishers.
- Irizarry, J. G. (2017). For us, by us. In Paris, D. and Alim. S. (Eds.) (20 17). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world* (pp. 83-98). Teacher's College Press.
- Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. *American Educational Research Journal*, 34(1), 39-81.
- Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. *Harvard educational review*, 84(1), 74-84.
- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational Researcher*, 35(7), 3-12.
- Love, B. L. (2019). Abolitionist teaching, freedom dreaming, and Black joy. In *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom* (pp. 88-123). Beacon press.
- Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (2006). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. In *Funds of knowledge* (pp. 71-87). Routledge.
- Ramirez, P. C., Ross, L., & Jimenez-Silva, M. (2016). The intersectionality of border pedagogy and Latino/a youth: Enacting border pedagogy in multiple spaces. *The High School Journal*, 99(4), 302-321.

- San Pedro, T. J. (2017). This stuff interests me”: Re-centering Indigenous paradigms in colonizing schooling spaces. In Paris, D. and Alim. S. (Eds.) (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world* (pp. 99-116).
- Watkins, W. H. (2001). Toward a political sociology of Black Education. In *The White architects of Black education: Ideology and Power in America 1865-1954* (pp. 9-23). Teachers College Press.
- Watkins, W. H. (2001). Scientific racism. In *The White architects of Black education: Ideology and Power in America 1865-1954* (pp. 24-40). Teachers College Press.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, 8(1), 69-91.

MEDIA RESOURCES

All media resources are posted on our BB shell.

Andrews, D. C. (2014). The consciousness gap in education-an equity imperative.

<https://youtu.be/iOrgf3wTUbo?si=TWgqVz7gw348YP93> (15 min.)

Kunstler, E. & Kunstler, S. [Directors] (2021). *Who We Are: A Chronicle of Racism in America*. Off Center Media.

<https://video-alexanderstreetcom.utep.idm.oclc.org/watch/who-we-are>

(1 hr., 57 min.)

Palos, A. [Director] (2011). *Precious knowledge*. Dos Vatos Film Production, Tuscon, AZ. (1 hr. 9 min.) <https://www.kanopy.com/en/utep/video/155997>

Robbie, S. [Director] (2020). *Mendez v. Westminster: For All the Children*

<https://youtu.be/F46Mlzt2tFc?si=WOWnXEr1svnba35X> (34 min.)

San Diego Union Tribune (2021). *The Lemon Grove Incident*.

<https://www.youtube.com/watch?v=RClkveVsagw> (7 min.)

ACCESSING COURSE FILMS

The first thing I'd like you to do, if you haven't already, is to sign up for the UTEP VPN. Go to this website and follow the directions:

https://www.utep.edu/technologysupport/servicecatalog/net_vpnglobalprotect.html

While I have provided you with link to films here and on BlackBoard (BB), I want you to know about the Kanopy database.

How do I access Kanopy?

Go to the UTEP main page and click on the library link. When you get to the library main page, click on Articles & Databases. Go to the letter K and type in Kanopy and once you open it, you will need to use your UTEP ID and password to access the database. Then you will enter the title of the film. There is also an app for Kanopy (<https://utep.kanopy.com/frontpage>) that you can install on a tablet, your computer, or a smart TV.

BUILDING BACKGROUND

This may surprise you, but using Wikipedia, especially in the social sciences, can help you, and it's fine to consult it. That doesn't mean that you can cite it for an assignment (you can't). But what it does mean is that if a term in the readings is unclear, you can look things up (e.g.,

abolitionist teaching wiki) and you will get more background information. Wikipedia is a resource for building your background and get it help you find sources. It's also a way to clarify academic concepts.

Wikipedia is very useful, but it is not to be cited in your academic work. However, you can use it to find references or to help you understand concepts.

DIS/ABILITIES

If you have or believe you have dis/abilities, you may wish to self-identify. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. I know that sometimes people have dis/abilities, but they cannot afford to get the documentation they need in order to receive accommodations. If this is your situation, let me know, and we can work something out. The Disabled Student Services Office can be reached at <https://www.utep.edu/student-affairs/cass/> (915) 747-5148 (voice or TTY), or dss@utep.edu.

STUDENT CONDUCT

All students are expected and required to obey the law and to comply with the Regent's Rules and Regulations (<http://www.utsystem.edu/bor/rules>). Everyone is also required to follow the directives issued by an administrative official in the course of their authorized duties and to observe the standards of conduct appropriate for the university.

This course requires that all work students submit be their own. You should not have another person or entity do the writing of any portion of an assignment for you. This includes hiring a person or a company to write assignments or using so-called "artificial intelligence" tools like Copilot, ChatGPT, or Google's Gemini (which are, in fact, large language models based on copyrighted and stolen English-language materials produced by artists, writers, and journalists—including me).

Large language models are often wrong, and to the extent they can write good sentences, they rely on a hyper-exploitative labor model (think prisoners, refugees, Kenyan and other overseas workers making \$2 a day). They insert a form of automation into the information economy that intensifies the global dominance of English, proliferates misinformation, and normalizes execrable writing. They do not use footnotes (except to blogs, Goodreads, and other non-academic sources), for obvious reasons – because if they did, those of us who were ripped off could demand compensation or that our work be removed. However, you are required to acknowledge your sources because anything else is theft (also known as plagiarism). University coursework will help you build writing skills that you will use throughout your life; do not let tech bros take that opportunity from you. If you aspire to become intellectuals or if you just love excellent use of language, they are your enemy.

<p>This is a seven-week course, and it whooshes by before you know it. For that reason, you MUST complete and submit the required work on time by Census Day, which is 11:59 PM on Mon., Mar. 31. If you do not turn in all of the required</p>
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work by that date, I will have to drop you from the course. Getting behind from the beginning makes it almost impossible to catch up.

EQUAL EDUCATIONAL OPPORTUNITIES

In order to create equal educational opportunities in this class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office at 915.747.5662 or coaa@utep.edu

COURSE FORMAT

Just as in face-to-face (F2F) classrooms, learning and teaching online requires that a sense of community be developed to ensure successful and full understanding of course content, and to meet the criteria of a constructivist curriculum, essential to this course. We will develop community through the use of continuous communication via multiple modes of conversation and writing.

Class members are expected to participate fully in all assigned discussion activities and assignments. All students should be prepared and actively engaged in class discussion and online activities. Successful completion of the course depends on your participation and interaction online with classmates' and the professor. *If you are having difficulty keeping up, get in touch with me immediately to negotiate a plan.*

"Netiquette" is the term used to describe the courteous and civil exchange of ideas in a virtual setting. That means that being physically separated from each other does not allow anyone the right to be impolite or discourteous to anyone else. Members of our course community must focus on their classmates' arguments, and are expected to communicate with respect. It is fine to use emoticons to express feelings. Capitalized and bolded text implies shouting and is not permitted. It's best to support, not divide, critique, not criticize, question ideas, not people, and provide scholarly information, not personal opinions. You need to think critically and creatively and "communicate assertively while respecting personal boundaries" (Parra & Bovard, 2009). It can be difficult to talk about race and racism. In this course, know that people may be more thin-skinned than they appear.

I'd like you to:

- Thoughtfully consider other people's ideas;
- Be respectful to your classmates and me (your professor);
- When reacting to someone else's post, address the ideas, not the person.
- Post only what you would comfortably state in a face-to-face situation;

- Know that Blackboard is not a public internet venue; all postings should be considered private and confidential. Whatever is posted in these online spaces is intended for you, your classmates, and me. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

ONLINE PREPARATION

Plan to spend at least as much time in this web course as you would preparing for an attending a face-to-face course. **Although this course is designed to be flexible, it is not self-paced.** There are weekly discussions and assignment deadlines.

Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause undue complications. If you encounter technical difficulties, update your browser, clear your cache, or try switching to another browser. You will need to have access to a computer/laptop for this course. Check that your computer hardware and software are up-to-date and able to access all parts of the course. If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk at helpdesk@utep.edu

1. Be sure each assignment you turn in is in APA style. Consult:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html
2. Use this student paper as a model for APA style:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/documents/APA%207%20Student%20Sample%20Paper.pdf
3. Be sure each assignment you turn in is in Word (dox or doc).

COURSE ASSIGNMENTS

A. Weekly Discussions

Detailed directions and rubrics are available in Appendix 1.

B. Media Analyses

You will watch and write about **one** film in this course. Detailed directions and rubrics are available in Appendix 2. Additional media is strongly recommended viewing.

C. Proposal for Final Paper

You will write a brief proposal for your final paper. Directions and a rubric are available in Appendix 3.

D. Final Paper

Your final paper is an opportunity for you to create a literature review with readings from within as well as outside the course. The goal is for you to identify a topic on which you might want to conduct research in the future. You will include a section on possible transformations

of practice, programs, and/or policies. Detailed directions and rubrics are available in Appendix 4.

How will my work be evaluated?

Coursework Requirements

Discussion Posts & Responses (7 @ 5 pts. ea.)	35 possible points
Media Analysis	20 possible points
Proposal for Final Paper	5 possible points
Final Paper	40 possible points
TOTAL	100

Grading Scale

Grade	Earned Points
A	90 -100
B	80- 89
C	70- 79
D	60- 69
F	Below 60

Course Schedule for Spring 2025*

Introductions to Each Other and to Racism and Whiteness in Schooling		
Week 1	Mon., Mar. 24	<p>This week, we will:</p> <p>Review The syllabus and the BB course.</p> <p>What to call my professor https://infogram.com/what-to-call-your-professor-1h7g6ke1zlgj6oy</p> <p>Read two readings closely and skim the others:</p> <ul style="list-style-type: none"> – Bell, M. K. (2016). Teaching at the intersections. <i>Teaching Tolerance</i>, 53 pp. 38-41. – Desmond, M., & Emirbayer, M. (2019). Race in the 21st century (ch. 1). In <i>Race in America</i> (pp. 3-37). WW Norton Publishers. – Desmond, M., & Emirbayer, M. (2019). The Invention of race (ch. 2). In <i>Race in America</i> (pp. 39-79). WW Norton Publishers. <p style="text-align: center;">Pages to read this week: 77</p> <p>Watch Intersectionality 101 https://www.youtube.com/watch?v=w6dnj2IyYjE (3 min.)</p>

		<p>recommended:</p> <p><i>Who We Are: A Chronicle of Racism in America</i> https://video-alexanderstreetcom.utep.idm.oclc.org/watch/who-we-are (1 hr., 57 min.)</p> <p>Write: Discussion #1: Introducing yourself to me and to your classmates (who are in your assigned discussion group) DUE by 11:59 PM, Mon., Mar. 31. Discussion #2: Racism and Whiteness in Schooling DUE by 11:59 PM, Mon., Mar. 31.</p> <p>Fri., Mar. 28 Cesar Chavez Day</p>
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Segregation, Exclusion, and Assimilation

<p>Week 2</p>	<p>Mon., Mar. 31</p>	<p>This week, we will:</p> <p>Read two readings closely and skim the others:</p> <ul style="list-style-type: none"> - Labaree, D. F. (1997). Public goods, private goods: The American struggle over educational goals. <i>American Educational Research Journal</i>, 34(1), 39-81. - Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. <i>Educational Researcher</i>, 35(7), 3-12. - Watkins, W. H. (2001). Toward a political sociology of Black Education. In <i>The White architects of Black education: Ideology and Power in America 1865-1954</i> (pp. 9-23). Teachers College Press. - Watkins, W. H. (2001). Scientific racism. In <i>The White architects of Black education: Ideology and Power in America 1865-1954</i> (pp. 24-40). Teachers College Press. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Pages to read this week: 81</p> </div> <p>Watch (Recommended): -Espinoza, P. (1986). <i>The Lemon Grove Incident</i>. KPBS. https://www.pbs.org/video/the-lemon-grove-incident-gcrfxv/ (58 min). -Robbie, S. (2020). <i>Mendez v. Westminster: For All the Children</i> https://youtu.be/F46Mlzt2tFc?si=WOWnXEr1svnba35X (34 min.) -San Diego Union Tribune (2021). <i>The Lemon Grove Incident</i>. https://www.youtube.com/watch?v=RClkveVsagw (7 min.)</p> <p>Write:</p>
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		<p>Discussion #3 DUE by 11:59 PM on Ap. 7 Detailed directions are on BB and in Appendix 1 of the syllabus.</p> <p>Census Day: Mar. 31</p> <p>Note: If you have not turned in all of the required work for this course by 11:59 PM on Mar. 31, I will drop you from the course.</p>
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Understanding Multicultural Education, Culturally Relevant/Responsive/Sustaining Pedagogy

<p>Week 3</p>	<p>Mon., Ap. 7</p>	<p>This week, we will:</p> <p>Read two readings closely and skim the others:</p> <ul style="list-style-type: none"> – Alim, H. S., & Paris, D. (2017). What is culturally sustaining pedagogy and why does it matter. <i>Culturally sustaining pedagogies: Teaching and learning for justice in a changing world</i>, 1(24), 85-101. – Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race ethnicity and education</i>, 8(1), 69-91. – Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (2006). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. In <i>Funds of knowledge</i> (pp. 71-87). Routledge. – Castagno, A. E. (2014). Engaging multicultural education. In <i>Educated in whiteness: Good intentions and diversity in schools</i> (pp. 49-82) U of Minnesota Press. – Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. <i>Harvard educational review</i>, 84(1), 74-84. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Pages to read this week: 97</p> </div> <p>Write: Discussion #4 Detailed directions are on BB and in Appendix 1 of the syllabus. DUE by 11:59 PM on Ap. 14</p>
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Abolitionist Teaching and Border Thinking/Pedagogy

<p>Week 4</p>	<p>Mon., Ap. 14</p>	<p>This week, we will:</p> <p>Read two readings closely and skim the others:</p> <ul style="list-style-type: none"> – Love, B. L. (2019). Abolitionist teaching, freedom dreaming, and Black joy. In <i>We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom</i> (pp. 88-123). Beacon press. – Espinoza, K., Nuñez, I., & Degollado, E. D. (2021). “This is what my kids see every day”: Bilingual pre-service teachers embracing funds of
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		<p>knowledge through border thinking pedagogy. <i>Journal of Language, Identity & Education</i>, 20(1), 4-17.</p> <ul style="list-style-type: none"> – Cervantes-Soon, C. G., & Carrillo, J. F. (2016). Toward a pedagogy of border thinking: Building on Latin@ students' subaltern knowledge. <i>The High School Journal</i>, 99(4), 282-301. – Ramirez, P. C., Ross, L., & Jimenez-Silva, M. (2016). The intersectionality of border pedagogy and Latino/a youth: Enacting border pedagogy in multiple spaces. <i>The High School Journal</i>, 99(4), 302-321. <p style="text-align: center;">Pages to read this week: 86</p> <p>Write: Discussion #5 Detailed directions are on BB and in Appendix 2 of the syllabus. DUE by 11:59 PM on Mon., Ap. 21.</p>
Centering Differences with Culturally Responsive Pedagogy		
<p>Week 5</p>	<p>Mon., Ap. 21</p>	<p>This week, we will:</p> <p>Read two readings closely and skim the others:</p> <ul style="list-style-type: none"> – Blackburn, M. V., & McCready, L. T. (2009). Voices of queer youth in urban schools: Possibilities and limitations. <i>Theory into practice</i>, 48(3), 222-230. – Schey, R. (2021). Fostering youth's queer activism in secondary classrooms: Youth choice and queer-inclusive curriculum. <i>Journal of Adolescent & Adult Literacy</i>, 64(6), 623-632. – Brockenbrough, E. (2016). Becoming queerly responsive: Culturally responsive pedagogy for Black and Latino urban queer youth. <i>Urban Education</i>, 51(2), 170-196. – Armstrong, P. M. (2024). Culturally responsive pedagogy in special education classrooms: An exploration of elementary and secondary education teachers' practices working with students and families. In Williams-Johnson, M. and Rickert, N. (Eds.) (2025) <i>Critical Analysis of Parental Involvement in School</i> (pp. 231-241). Routledge. – Baglieri, S. (2012). What is inclusive education? In <i>Disability studies and the inclusive classroom: Critical practices for creating least restrictive attitudes</i> (pp. 3-19). Routledge. <p style="text-align: center;">Pages to read this week: 69</p> <p>Write: Discussion #6 Detailed directions are on BB and in Appendix 2 of the syllabus. DUE by 11:59 PM on Mon., Ap. 28 Proposal for Final Paper Detailed directions are on BB and in Appendix 4 of the syllabus.</p>

		DUE by 11:59 PM on Mon., Ap. 28
Language-Centered Teaching and Learning		
Week 6	Mon., Ap. 28	<p>This week, we will:</p> <p>Read two readings closely and skim the others:</p> <ul style="list-style-type: none"> – España, C. and Herrera, L.Y. (2020). Centering the voices and experiences of bilingual Latinx students. In <i>En Comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students</i> (1-23). pp. Portsmouth, NH, Heinemann. – Cabrera, N. L., Milem, J. F., Jaquette, O., & Marx, R. W. (2014). Missing the (student achievement) forest for all the (political) trees: Empiricism and the Mexican American studies controversy in Tucson. <i>American Educational Research Journal</i>, 51(6), 1084-1118. – Irizarry, J. G. (2017). For us, by us. In Paris, D. and Alim. S. (Eds.) (2017). <i>Culturally sustaining pedagogies: Teaching and learning for justice in a changing world</i> (pp. 83-98). Teacher’s College Press. – San Pedro, T. J. (2017). This stuff interests me’’: Re-centering Indigenous paradigms in colonizing schooling spaces. In Paris, D. and Alim. S. (Eds.) (2017). <i>Culturally sustaining pedagogies: Teaching and learning for justice in a changing world</i> (pp. 99-116). <p style="text-align: center;">Pages to read this week: 89</p> <p>Watch: Precious Knowledge https://www.kanopy.com/en/utep/video/155997</p> <p>Write: Discussion #7 Detailed directions are on BB and in Appendix 1 of the syllabus. DUE by 11:59 PM on Mon., May 5 Media Analysis: Precious Knowledge Detailed directions are on BB and in Appendix 2 of the syllabus. DUE by 11:59 PM on Mon., May 5</p>
Work on Final Paper		
Week 7	Mon., May 5	Work on your final paper.
Final Papers Due		
Week 8	Mon., May 12	<p>Your final paper is due by 11:59 PM on Mon., May 12.</p> <p>I have to submit final grades by 11 AM on May 14. Don’t be late.</p>

*This schedule is subject to change.

Appendix 1

Weekly Discussions (7 discussions total)

You will participate in a discussion forum with a group of approximately five assigned classmates. Your initial post and your response to at least one classmate's post are worth up to 5 points for each forum.

Discussion #1: Small Theories: My Racial/Ethnic Autobiography

I'd like you to consider philosopher Linda Martín Alcoff's (2015, p. 46) ideas about social identities:

Social identities help to explain the social world as well as our own individual experiences. They can explain, for example, some of the reactions we experience, both positive and negative, from the people around us. In this sense, we might think of social identity categories as “small theories” by which we navigate our social worlds.

That is, identities provide us with narratives that explain the links between group historical memory and individual experience. Identity terms are not merely markers of oppression or ideological claims, but they are “explanatory terms that help us to make sense of what we experience as well as to comprehend larger historical events” (Martín Alcoff, 2015, p. 47).

Also, there are two terms I want you to consider before beginning this assignment. The first is **essentialism**. Essentialism is “the belief that all people perceived to be in a single group [in this case racial, ethnic, or tribal group] think, act, and believe the same things in the same way” (Ladson-Billings, 2013, p. 40). It's not OK to essentialize the perspectives and experiences of BIPOC. They are individuals whose identity formation is impacted by a variety of factors, not just their race or ethnicity. The other term is **intersectionality**. Crenshaw (1989) created the term intersectionality to highlight that identity markers (e.g. race, gender, class, sexuality, ability, religion, etc...) do not exist independently of each other. Instead, each informs the other. Overlapping identities of race, class, gender, sexuality, and so forth, create a complex system that impacts identity formation and helps to explain the complexity of prejudices and oppression that BIPOC face.

References

- Alcoff, L. M. (2015). *The Future of whiteness*. John Wiley & Sons.
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *u. Chi. Legal f.*, 139
- Ladson-Billings, G. (2013). Critical race theory—What it is not!. In *Handbook of critical race theory in education* (pp. 54-67). Routledge.

Given the problems with essentialism and the reality of intersectionality, I would like you to narrate your experiences of race and ethnicity *only* for Discussion #1. It's possible that you will briefly mention things such as class, language, gender, ability, legal status, sexuality, and religion as well, but the focus here should just be on your "small theories" regarding race and ethnicity.

For your racial/ethnic autobiography focus on one topic of your choice— either family, school, work (life outside work). You should also respond to the background and small theory prompts.

You will post this under Discussion #1, and you will respond to one other classmate's post.

Background

1. What do you prefer to be called? That is, do you have a nickname you would like us to use in class?
2. What pronouns do you use?
3. Where do you live? (I'm not asking for your address...just the city)
4. What languages do you use?
5. What was your undergraduate major? Where did you study?
6. Are you working now? Briefly tell us about your current job, if you have one.

Family (one option of topical focus)

1. Are your parents/caregivers of the same race/ethnicity as each other? Primary language? Are your parents/guardians the same race/ethnicity that you are? Primary language? What about your siblings? Your extended family? Are you adopted? Mixed race? Lighter or darker than other family members?
2. What ideas did you grow up with in your family about race? Ethnicity?
3. Where did you grow up? What was the racial and ethnic context of your childhood?
4. What messages did you hear about your racial and/or ethnic background in your community? through the media?
5. When and where did you first hear slurs about your own or someone else's racial/ethnic identities?

School (one option of topical focus)

1. What messages did you hear about your racial/ethnic background at school?
2. Did you learn about the history/culture connected to your racial/ethnic background in school? If so, how? If not, how did that make you feel?
3. When did you first learn what it meant to be a member of your racial/ethnic group?
4. What does it mean to *you* to be a member of your racial/ethnic group?
5. Did you have friends from your racial/ethnic group in high school? College? Now?

6. If your racial/ethnic group is minoritized, have you learned about your history? If so, how?
7. If your racial/ethnic group is not minoritized, have you learned about the history of minoritized groups? If so, how?

Work/Life Outside of Work (one option of topical focus)

1. What kind of work have you done up to this point in life?
2. Have your workplaces included people of different races/ethnicities?
3. Have you dated someone of another race/ethnicity?
4. Do you generally feel accepted by members of your own racial/ethnic group? Why or why not?

Small Theory of Race/Ethnicity

In one-to-two paragraphs, write about your small theory of race/ethnicity, based on your own life experiences.

If you would like to include a paragraph at the end of this assignment about anything else you would like to say about yourself (e.g., other aspects of identity), feel free to do that.

Discussion Prompt #1:

Read all of your classmates' posts and respond to one of them.

What stood out to you about this classmate's post?

What was your impression of their small theory?

Discussion #2: Racism and Whiteness in Schooling

Choose two of the following questions to respond to:

1. After reading Bell's "Teaching at the Intersections" and watching Intersectionality 101, in your own words, explain what intersectionality is.
2. How do Desmond and Emirbayer define institutional and interpersonal racism, and what examples do they provide to demonstrate how they are interconnected and mutually reinforcing?
3. Define the five fallacies of racism that Desmond and Emirbayer discuss. Select one that stands out to you and write a brief dialogue of what that might look like in real life.
4. How do Desmond and Emirbayer address the intersectionality of race with other social identities, and what insights does this provide for a more nuanced understanding of racial issues in the United States?

Discussion Prompt #2

Read all of your classmates' posts and respond to one of them.

Discussion #3: Segregation, Exclusion, and Assimilation

Choose *two* of the following questions to respond to (that correspond to the two readings you selected to read closely):

1. Define and discuss the three goals of education that Larabee writes about, and describe the ways in which they can be in conflict.
2. Explain what the Ladson-Billings calls the education debt, and discuss its implications. What is Ladson-Billings' call to action?
3. In chapter 1 of *The White Architects of Black Education: Ideology and Power in America, 1865-1954* (2001), Watkins writes about the historical context of Black-White race relations after the Civil War. Discuss how industrialization and the post-war reunification of the United States influenced the education of Black Americans.
4. In chapter 2 of *The White Architects of Black Education: Ideology and Power in America, 1865-1954* (2001), Watkins writes about scientific racism. Discuss the theories of monogenism vs. polygenism and elaborate on scientific justifications for racial hierarchies.

Discussion Prompt #3

Read all of your classmates' posts and respond to one of them.

Discussion #4: Understanding Multicultural Education and Culturally Relevant/Responsive/Sustaining Pedagogy

Choose *two* of the following questions to respond to (that correspond to the two readings you selected to read closely):

1. In the chapter from Castegno's book, entitled "Engaging Multicultural Education" how do the concepts of powerblind sameness and colorblind difference reflect the challenges and limitations of current multicultural education practices in addressing systemic inequities in schools? In what ways can educators critically engage with these concepts to foster a more equitable and inclusive educational environment that goes beyond merely recognizing diversity? Consider specific examples or strategies that could disrupt the prevailing narratives of niceness and meritocracy in educational settings.
2. How does Ladson-Billings' concept of culturally sustaining pedagogy challenge traditional notions of culturally relevant pedagogy, and in what ways can this new framework be applied to address the complexities of social inequalities in contemporary educational settings?
3. In Moll et al's article "Funds of Knowledge for Teaching" (2006), how might this approach reshape the understanding of cultural capital within diverse communities? Support your answer with specific examples from the text. What might the pedagogical practices from this approach be for students from working-class families?

4. Considering Yosso's conceptualization of community cultural wealth as a counter to traditional notions of cultural capital, how can we, as educators and researchers, implement the various forms of capital outlined (aspirational, navigational, social, linguistic, familial, and resistant) in our pedagogical practices to foster a more equitable educational environment for Students of Color? What specific strategies can we adopt to challenge deficit thinking in our institutions?
5. Alim and Paris (2017) emphasize culturally sustaining pedagogy (CSP) as a response to the historical and ongoing cultural erasure of communities of color in education. How can educational researchers and practitioners critically engage with the dynamic and evolving cultural practices of diverse student populations while also addressing and challenging the systemic inequalities embedded within traditional educational frameworks? In your response, consider the implications of CSP for curriculum development, teacher training, and/or policy-making.

Discussion Prompt #4

Read all of your classmates' posts and respond to one of them.

Discussion #5: Abolitionist Teaching and Border Thinking/Pedagogy

Choose *two* of the following questions to respond to (that correspond to the two readings you selected to read closely):

1. In the Espinoza et al piece (2021), discuss how the integration of community funds of knowledge into teacher preparation programs can reshape the pedagogical approaches of future educators, particularly in bilingual education settings. What specific strategies can be implemented to ensure that pre-service teachers move beyond superficial engagement with local knowledge to develop deeper, more meaningful connections with their students' communities?
2. In the Ramirez et al piece (2016), discuss how the principles of border pedagogy, as demonstrated by the teachers in the study, be effectively integrated into mainstream educational practices to address the unique challenges faced by Latino/a students in both border and non-border communities? Focus on the concepts of *conocimientos*, *conscientización*, and *cariño* as discussed in the text.
3. In the context of Cervantes-Soon and Carrillo's exploration of border pedagogy and its emphasis on subaltern knowledge, how can educators effectively integrate students' cultural identities and lived experiences into mainstream educational frameworks to challenge hegemonic narratives? What specific strategies from the essay, such as translanguaging and testimonio, could be implemented in diverse classroom settings to foster critical consciousness and promote social justice among marginalized student populations?
4. How can the principles of abolitionist teaching, as articulated by Love (2019) in this chapter, be effectively integrated into contemporary educational practices to address systemic inequities, and what potential challenges might educators face in this transformative process? Consider examining the roles of both educators and students in fostering an environment that prioritizes liberation, joy, and critical consciousness in the classroom.

Discussion Prompt #5

Read all of your classmates' posts and respond to one of them.

Discussion #6: Centering Differences with Culturally Responsive Pedagogy

*Choose **two** of the following questions to respond to (that correspond to the two readings you selected to read closely):*

1. In light of the complexities surrounding the intersectionality of race, class, and sexual identity as discussed in the piece by Blackburn and McCready (2009), how can urban educators develop more inclusive and effective support systems for queer youth in schools that address not only homophobia but also the unique cultural and economic challenges faced by LGBTQ students of color? What specific policies or practices might be implemented to ensure that these intersections are acknowledged and addressed in educational settings?
2. Considering Brockenbrough's study (2016), how can the culturally responsive pedagogical strategies employed by the Midtown AIDS Center (MAC) inform our understanding of intersectionality in educational practices for marginalized youth, particularly for Black and Latino queer youth? In what ways can these strategies be adapted or expanded upon within urban K-12 schools to create more inclusive and supportive environments that address the unique challenges faced by queer youth of color?
3. Looking at Schey's article (2021), discuss the interplay between queer-inclusive curriculum and students' existing queer activism, and how it challenges traditional notions of curriculum design and educator responsibility in fostering an inclusive educational environment? Focus on the implications of both student choice and educator accountability in shaping classroom discussions around sexual and gender diversity.
4. Given the complexities of inclusive education outlined in the Baglieri chapter (2012), how can we as educators critically engage with the historical context of exclusionary practices in schools, particularly regarding race, gender, and disability, to develop more equitable and inclusive educational frameworks? What specific strategies can we employ to challenge existing power dynamics and foster a sense of belonging for all students in our classrooms?
5. Consider the Armstrong piece (2024). How does the integration of culturally responsive pedagogy and high-leverage practices within special education classrooms challenge traditional deficit-based models of teaching, and what implications does this have for fostering equitable outcomes for culturally and linguistically diverse students with dis/abilities? Consider the role of family collaboration and the intersectionality of identity as discussed in the study.

Discussion Prompt #6

Read all of your classmates' posts and respond to one of them.

Discussion #7: Language-Centered Teaching and Learning

Choose *two* of the following questions to respond to (that correspond to the two readings you selected to read closely):

1. In what ways does the critical bilingual literacies approach presented in Chapter 1 of the Epaña and Herrera text (2021) challenge traditional notions of language supremacy in educational settings, and how can educators leverage this framework to create more inclusive and equitable learning environments for bilingual Latinx students? Consider specific practices and policies discussed in the chapter that either support or hinder this approach.
2. How does the case of the Mexican American Studies program in Tucson, as presented in Cabrera et al (2014) illustrate the tension between educational policy, student achievement, and cultural relevance in curriculum design? In your view, what implications does this tension have for future educational reforms aimed at addressing racial and socioeconomic disparities in academic outcomes? Consider discussing the role of critical pedagogy and the importance of culturally responsive teaching in your analysis.
3. Consider the Irizarry chapter (2017) on culturally sustaining pedagogies. In what ways can the principles of culturally sustaining pedagogies, as illustrated through the experiences of Latinx youth in Project FUERTE, inform and transform existing educational practices to better address the needs of marginalized student populations? How might these insights challenge conventional notions of curriculum development and teacher-student dynamics within the context of systemic inequities in education?
4. Consider the San Pedro piece (2017). Given the emphasis on creating "sacred truth spaces" in the Native American Literature classroom, how can educators effectively balance the need for culturally sustaining pedagogies with the challenges posed by dominant Eurocentric educational norms, particularly in contexts where such norms are institutionalized? What strategies can be implemented to ensure that the voices and stories of marginalized students are not only heard but also valued and integrated into the broader curriculum?

Discussion Prompt #7

Read all of your classmates' posts and respond to one of them.

Grading Rubric for Discussion Boards

Category	Meets standard	Does not meet standard
Addressing the prompts in your initial post.	The issues in the prompts have been addressed eloquently and thoughtfully	Only some of the issues in the prompts have been addressed.
3	3-2	1-0
Responding to a classmate's post	The response to one classmate's post is thoughtful and in-depth.	The response is superficial.

2	2-1	0
TOTAL	5	

Appendix 2

Media Analysis: *Precious Knowledge*

First, you will watch this film:

Palos, A. [Director] (2011). *Precious knowledge*. Dos Vatos Film Production, Tuscon, AZ. (1 hr. 9 min.)

<https://www.kanopy.com/en/utep/video/155997>

Be sure to take notes on the film. Remember, you can also turn on the Closed Captioning to help you.

Your paper will use the structure below. Be sure to use all of the headings below. And remember to use APA style, even though you're following this structure. Here is a sample paper for you:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/documents/APA%207%20Student%20Sample%20Paper.pdf

Give your paper a provocative title

In your introduction, you will offer a brief description of the film. Include a thesis statement, in which you state what you are doing in your paper. That statement must begin with: "In this paper, I will..." Also, be sure to use the headings provided below in your paper.

Precious Knowledge

This is where you offer a more detailed overview of the film.

Precious Knowledge and the Impact of Education on Life Trajectories

Both *Precious Knowledge* and the Cabrera et al article (2014) discuss the critical role of education in shaping the futures of marginalized youth. Analyze how the educational experiences of students in the Mexican American Studies (MAS) program depicted in *Precious Knowledge* are contextualized by the pedagogical approach of Critically Compassionate Intellectualism (CCI) as discussed in the Cabrera et al piece.

Precious Knowledge and Identities

In *Precious Knowledge*, the protagonist struggles with her identity in the face of systemic oppression and personal trauma. Similarly, the Cabrera et al article highlights the role of the MAS program in fostering a sense of identity among Latina/o students.

Discuss how cultural representation in education can influence self-perceptions and resilience among students in both contexts.

Conclusion

Discuss your thoughts and feelings about this documentary and the Cabrera et al piece, and its content in general. Summarize what you did in the paper.

References

Cabrera, N. L., Milem, J. F., Jaquette, O., & Marx, R. W. (2014). Missing the (student achievement) forest for all the (political) trees: Empiricism and the Mexican American studies controversy in Tucson. *American Educational Research Journal*, 51(6), 1084-1118.

Palos, A. [Director] (2011). *Precious knowledge*. Dos Vatos Film Production, Tuscon, AZ.

Note: You need to include these three references for this paper, and if you use others, you need to include those, as well.

Word count

Measure your word count without your references.

Your paper will be in 12 pt. type, Times New Roman, and you will use APA style. It will be 3-4 pages long (approx. 750 words).

Grading Rubric for Film Analysis

Category	Meets standard	Does not meet standard
Title and introduction, with thesis statement	The title is creative and engaging. The introduction makes the reader want to read more. The thesis statement is clear, and begins with, “In this paper, I will...”	The title is just Film Analysis or there is no title. The introduction is not compelling and there is no thesis statement.
3	3-2	1-0
Overview of the <i>Precious Knowledge</i> and connections the Cabrera et al article.	<i>Precious Knowledge</i> is clearly described and connections to the Cabrera et al article are made.	The author assumes that the reader knows what the film is about and no connections are made to the required sources.
5	5-3	2-0
Address the prompts	Each of the prompts is discussed with examples	Only a few of the themes are addressed, and/or the

	from the film and the article.	examples are not clearly discussed.
5	5-3	2-0
Conclusion	The author's thoughts and feelings about the film are discussed, and what was done in the paper is summarized.	The paper just ends.
4	4-3	2-0
APA style	The entire paper and the references are all in APA style.	Some of the references are missing and they are in a hodge podge of styles.
1	1	1-0
Mechanics	The paper is written clearly and is edited. Minor errors exist, but don't interfere with meaning.	There are errors that make the meaning difficult to understand.
2	2-1	0
TOTAL	20	

**Appendix 3
Proposal for your Final Paper**

The proposal for your Final Paper will include the following:

1. An initial title (it can't be Final Paper).
2. Select a topic and/or set of readings from the course that most interests you.

Possibilities include:

Culturally Relevant/Responsive/Sustaining Pedagogy

Abolitionist Pedagogy

Language-Centered Pedagogy

Border Pedagogy/Border Thinking Pedagogy

Dis/Ability and Culturally Responsive Pedagogy

LGBTQ+ and Culturally Responsive Pedagogy

3. State what your topic is and include a sentence or two about why it matters.
4. Identify **three terms** (i.e. concepts, ideas, theories) in the literature related to your topic and/or set of readings. No critical definitions yet. ☺
5. List the readings you will use from our course, in APA style.
6. Include five references from outside the course, with the abstract from the peer-reviewed article following the APA-style references.

Grading Rubric for Final Paper Proposal

Category	Meets standard	Does not meet standard
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Title and a sentence or two explaining the topic and why it matters, along with the three concepts.	There is a provocative title and a clear explanation of the topic and its significance, along with the three concepts.	The title is Proposal or something equally general. There is no paragraph explaining the topic.
3	3-2	1-0
List of readings from our course and five peer-reviewed references from outside the course, along with the abstracts	All of the readings from our course that will be used are listed, and the appropriate, peer-reviewed citations for related articles from outside our course, along with the abstracts, is included.	The required number and type of citation is not included. The directions have not been followed.
2	2	1-0
TOTAL	5	

Appendix 4 Final Paper

Your final paper is an opportunity to reflect on knowledge gained from the course content and to articulate possible future research topics.

You will follow the steps below:

1. Select a topic and/or set of readings from the course that most interests you.
2. Consider how you might extend what you've already discussed about this into a longer analytic essay that explores the topic/readings in more depth. This will involve some library research. Here are some tutorials to help you with using the UTEP library:
 - Intro to the UTEP Library: <https://www.youtube.com/watch?v=YFdIEZPxQ-U>
 - Searching the Library on MinerQuest (this one will cover basic searching): <https://www.youtube.com/watch?v=9riDTsv3gvE>
 - Find Scholarly Articles Using MinerQuest (this one will break down advanced searching): https://www.youtube.com/watch?v=S_Jo9yTj5Oo
 - Find Full Text Articles: <https://www.youtube.com/watch?v=-7oNJra4qM8>
 - Get Library Resources from Home: <https://www.youtube.com/watch?v=bbxnRMAmJTg>

- InterLibrary Loan (ILL): <https://youtu.be/KPN-gtmNFFQ>
3. Brainstorm key terms: You will be expected to identify **three terms** (i.e. concepts, ideas, theories), making sure that your terms cover a selection of assigned readings and readings from beyond the course.
 4. Incorporate these three terms into your analysis: You will choose three that enable you to discuss a range of content from the course in generative ways and boldface them at the first mention in your paper. You will then offer a critical working definition of each term and incorporate these terms into an extended analysis of your topic/set of readings that demonstrates your ability to synthesize various aspects of the anti-racist and/or anti-oppressive frameworks covered.
 5. Having established your argument on your chosen topic, you will conclude your paper with a “next steps” section that outlines a future possible direction for transformational action and related research/investigation applied in a specific education setting.

The specific structure for your Final Paper is:

1. Your paper will have an original title.
2. Your paper will have an introduction in which you establish what your topic is and tell us what you will do in your paper. Your thesis statement, which should be at or near the end of your introduction needs to take this form: In this paper I will...
3. You will discuss your topic, including a discussion of **five** readings you have found from outside the course readings and you will identify three terms in bold, along with your critical working definitions of those terms.
4. You will have a conclusion with a Next Steps section.
5. References
6. APA style The link below shows you a sample student paper in APA style. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/documents/APA%20%20Student%20Sample%20Paper.pdf
7. Your paper will be **10-12 pages, not including references and a title page.**

Grading Rubric for Final Paper

Category	Meets Standard	Almost Meets Standard	Does not Meet Standard
Title, Introduction, & Thesis Statement	The title clearly and elegantly explains what the essay is about; the introduction offers background on the topic, and there is a clear thesis statement	The title is there, but it isn't clearly connected to your paper. The introduction gives background, and the thesis statement is there, but it's implicit.	There is a generic title, such as “Final Paper” and the introduction doesn't clarify the background of the essay. There is no

	that begins with, “In this paper, I will...”		thesis statement, implicit or explicit.
8	8-5	4-1	0
Body of the paper where the topic is developed.	The topic is expanded upon throughout this section, with five references discussed from beyond the course readings, along with the related readings from our course.	The topic is expanded upon throughout this section, but only one new reading from outside the course is discussed.	The topic is discussed only through personal opinion. There are no readings from outside the course included.
11	11-8	7-1	0
Three critical working definitions of the terms (in boldface)	The three critical working definitions are discussed throughout the paper, and they are in boldface.	The three critical working definitions are discussed, but not clearly, and they are not in boldface.	The three critical working definitions are not discussed, and they are not in boldface.
8	8-5	4-1	0
Conclusion with next steps	The conclusion summarizes what was done in the paper and there is a next steps section here.	The conclusion mostly summarizes what you did in the paper, but the next steps section isn't clear.	The paper just ends, without a conclusion.
8	8-5	4-1	0
APA style and References	The entire paper is in APA style, as are the references.	Only some of the paper is in APA style, and not all of references use APA style.	There are no references or the reference list is not in APA style.
3	3-2	1	0
Mechanics	The paper is edited and spellchecked and if there are any errors, they do not inhibit meaning.	The paper is only partially edited and spellchecked, and there are errors that impact meaning.	The paper is unclear.
2	2	1	0
TOTAL	40		