

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: CURRICULUM, CULTURE AND EDUCATIONAL INQUIRY	COLLEGE: EDUCATION
COURSE PREFIX AND NUMBER: EDF 6887	CURRENT COURSE TITLE: FOUNDATIONS OF MULTICULTURAL CURRICULA
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2014	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: AN OVERVIEW OF THE HISTORICAL, PHILOSOPHICAL AND SOCIAL FOUNDATIONS OF CURRICULUM IN THE CONTEXT OF THE EDUCATION OF DIVERSE POPULATIONS. DIVERSE CURRICULUM THEORIES AND THEIR IMPLICATIONS FOR CURRICULUM DEVELOPMENT, EDUCATIONAL POLICY AND PEDAGOGICAL PRACTICE ARE EXPLORED.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ³ <i>SPE ATTACHED</i>

Faculty contact, email and complete phone number: 297-6598
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Approved by: Department Chair: <i>[Signature]</i> College Curriculum Chair: <i>[Signature]</i> College Dean: <i>[Signature]</i> UGPC Chair: <i>[Signature]</i> Graduate College Dean: <i>[Signature]</i> UFS President: _____ Provost: _____	Date: <i>03-21-14</i> <i>4/9/14</i> <i>4/11/14</i> <i>5/20/14</i> <i>9/11/14</i>	1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to UGPC@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

Current catalog description:

Foundations of Multicultural Curricula (EDF 6887) 3 credits

A synopsis on each of the major ethnic groups in the United States will be presented. The creation of multicultural curriculum will be modeled.

Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University



EDF 6887: Foundations of Multicultural Curriculum
Semester: _____ CRN #:
Meeting times/Room #:

Instructor:
Email:

Office Hours:
Telephone:

CATALOG DESCRIPTION:

An overview of the historical, philosophical and social foundations of curriculum in the context of the education of diverse populations. Diverse curriculum theories and their implications for curriculum development, educational policy and pedagogical practice are explored.

Pre-requisites: None

Credits: 3

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

Ethical decision makers ground their actions within the broader contexts of historical, philosophical, cultural, and sociopolitical foundations of educational research and theory. This course supports *informed* and *capable* decision making through the integration of culturally diverse perspectives of curriculum development, critical reflection on individual philosophical orientations and their pedagogical impact, and the development of multicultural curriculum to address the diverse needs of students in a variety of educational contexts.

REQUIRED TEXTS: A packet of readings will serve as the basis of classroom instruction.

SUGGESTED RESOURCES: The following texts are recommended as resources.
Banks, J. A. (2009). *Teaching strategies for ethnic studies*. (8th ed.). Boston: Allyn & Bacon. Library Call # E184.A1 B24 2009. (On reserve in the library).

Loewen, J. W. (2008). *Lies my teacher told me: Everything your American history textbook got wrong*. New York: New Press. Library call #: E175.85.L64 2008

Sleeter, C. E. (2005). *Un-standardizing curriculum: Multicultural teaching in the standards-based classroom*. New York: Teacher College Press. Library call #: LC1099.3 .S589 2005.

Zinn, H. (2003). *A people's history of the United States*. New York: Harper Collins.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

Each of the course objectives presented below represents the standards recommended in the following guidelines.

Florida Mandates for Multicultural Education: Florida Statute 1003.42

National Association for Multicultural Education = (NAME)

Standard #1 – Inclusiveness Standard #2 – Diverse Perspectives
Standard #3 – Alternative Epistemologies Standard #4 – Self Knowledge
Standard #5 – Social Justice

Council for the Accreditation of Educator Preparation = CAEP

Standard 1.1; Addressing the following InTASC standards:

#2 Learning Differences (understanding of diverse cultures and communities)

#4: Content Knowledge; #5 Application of knowledge; #7: Planning for instruction;

#9: Professional learning and ethical practice. #10: Leadership and Collaboration

University of Washington, Center for Multicultural Education - Principles and Concepts for Democracy and Diversity = (C-MCE)

Specifically Concept #2 – Diversity; Concept #6 - Prejudice, Discrimination, and Racism; Concept # 8 – Identity/Diversity; Concept #9 – Multiple perspectives

College of Education Conceptual Framework (COE-CF)

- a. Knowledge of broad based conceptualization of diversity
- b. Cross-cultural empathy, communication and pedagogical skills
- c. Critical understanding of positionality in diverse contexts
- d. Commitment to advocacy and community engagement

Florida Educator Accomplished Practices = (FEAP)

#2: Learning environment –

d. Respects students’ cultural, linguistic and family background;

g. Integrates current information;

h. Adapts the learning environment to accommodate the differing needs and diversity of students;

Continuous Professional Improvement d: Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues

COURSE OBJECTIVES:

This course is designed to enable students to:

- Identify historical, philosophical, social and cultural foundations of education, their interconnections and their implications for education in contemporary multicultural contexts (NAME #1, #2, #5; CAEP 1.1-2; 1.1-4; 1.1-5; COE-CF a; C-MCE #2, #6, #8, #9)
- Critically evaluate the scholarly contribution of key multicultural educators (CAEP 1.1-4; COE-CF b, c)
- Distinguish among multiple approaches and models to designing multicultural curricula, to recognize the strengths and weaknesses in each approach/model and to apply such models appropriately to school based contexts when designing or evaluating curricula (CAEP 1.1-4, 1.1-5, 1.1-7; NAME #3; FEAP 2h; COE-CF b, d;)

- Develop their own educational philosophies by drawing on the work of diverse scholars (CAEP 1.1-4, 5, 7, 9; COE-CF; FEAP-Cont. Prof. Imp d;)
- Examine the histories of multiple groups and identify educational philosophies, policies and practices that emerge from these histories (CAEP 1.1-4, 5, 7, 9; FL Mandates; FEAP 2d;)
- Critically examine contemporary curriculum and make recommendations for achieving educational equity (CAEP 1.1-2; 1.1-4, 5, 7, 9; FEAP 2g;)
- Develop curriculum based on central principles and concepts of multicultural education to address current instructional needs in schools/ educational communities (CAEP 1.1-4, 5, 7, 9, 10; FEAP 2d, 2h; FL Mandates; COE-CF)

COURSE REQUIREMENTS:

Reading reflections

The readings reflections are opportunities to synthesize your readings and consider their implications for understanding and/or informing current practice. The following guidelines have been provided for each reflection. These prompts are subject to collective modification to better address issues of relevance to the students.

Reflection #1: (Re-) consider the message of Dr. Martin Luther King (presented in his “I have a Dream” speech and his “Letter from the Birmingham Jail”) from the perspective of the authors you have read for class thus far. How might his vision re-inform our understanding of the past and re-focus our analyses of the present to inspire our agendas for future practice as educators? Be specific on how we must understand and interpret current educational reality and identify four or five commitments that we must make as contemporary educators committed to multicultural education.

Reflection #2: What are the insights that we can draw from the study of the history of specific groups in the USA? Identify key events, movements, leaders and/ or educational experiences that are instructive on how we might better educate students of diverse backgrounds in contemporary contexts. Feel free to integrate perspectives of the theorist you have chosen to study, if his/her ideas are germane to the group being discussed.

In addition to handing in a printed copy of the reading reflection in class, students are required to post responses on Bb each week by midnight on the day on which it is due. This gives students an opportunity to share ideas with the class, and to respond to peers’ work. Each reflection will be worth 10 points.

Grading criteria for reflections will include the ability to: synthesize ideas across different readings; respond to all parts of the agreed-upon prompt; present a clear and coherent response to the prompt; accurately support a thoughtful argument through appropriate citations; present a well-structured written response with clear introductions, transitions and conclusions and few grammatical, spelling and mechanical errors. Correct use of APA style for all citations is assumed.

Multicultural Scholar Study

This assignment is designed to facilitate in-depth knowledge about multiple scholars in the field of multicultural education. Each student will be required to select a scholar (a list of suggested scholars will be provided) and **read at least one book and two scholarly articles by him/her.**

Students will then be required to summarize the results of this investigation in a class presentation (approximately 25 minutes) and a written report. Each of these products should include: a) brief biographical sketch, with attention to those aspects that might have shaped the author’s work/ views b) key ideas/ concepts central to the author’s work

c) analysis of the development of the author's work over time (where evident) d) a critical evaluation of the author's contribution to the field of multicultural education and e) the impact of the author's work within the field of educational research, curriculum development and/ or classroom practice. Additional materials that would be appreciated: review of scholar's work by other educators and short list of meaningful quotations by the scholar (with appropriate citation.) Presentation materials should be submitted on Bb.

Detailed grading criteria related to content, organization and presentation style will be posted on Bb. More generally, please view this presentation as an opportunity to share with us your learning (including the excitement of your discoveries and insights) captured through thoughtful analysis of the theorist's work and contributions to the field.

Curriculum Project

This project emerges from multiple rationales:

- 1) Today's public school teachers are rarely offered the opportunity to develop their own curriculum; instead, they are frequently required to "deliver" curriculum prescribed by someone else. Yet, curriculum development is central to the professional identity of teachers, who should be versatile and creative in developing curriculum in diverse contexts. This assignment gives students (especially current teachers) the opportunity to have a voice and develop their skills in curriculum development.
- 2) We have received requests from our local school districts for curricula that address the state mandates for Black History, Latino and Women's Studies. They will, undoubtedly, accept curriculum that focuses on other experiences as well. This assignment is viewed as an ideal partnership between the university and the school district to provide teachers and students with well-researched and conceptualized curriculum.
- 3) The act of developing curriculum provides us with an opportunity to examine the politics of curriculum development. What are the underlying values of the curriculum? Whose perspectives are represented? For what purpose? How do the objectives, content, instruction and assessment complement / align with one another? What is the role of standards and/or context in curriculum development?
- 4) Finally, through this class we recognize that the needs of particular groups of students tend to be under-represented in mainstream curriculum. This assignment is an opportunity to address the inequities created by the failure to recognize and/or adapt curriculum to meet the unique needs of students and their contexts.

The curriculum project has two parts.

1. Curriculum Analysis.
2. Curriculum Development.

Part 1: A review and critique of existing curriculum in a subject area/ age group/ context of your choice.

Following the examples of content analysis and textual analysis discussed in class, you will review an existing curriculum (scope to be decided in consultation with the instructor) and identify its strengths and weaknesses. This critique should draw on the perspectives of diverse (and appropriate) theorists presented in class, identify the explicit and implicit philosophical and ideological underpinnings of the curriculum, and critically analyze the curriculum in terms of its relationship to standards v. standardization, representation and point of view, epistemology, and pedagogy. Where appropriate, this analysis could also occur in conjunction with a needs assessment in a particular school context. The critique should include a recommendation of desired/ appropriate curriculum.

Part 2: The development (and/or adaptation) of curriculum that represents the principles of critical multicultural education.

The scope of the curriculum to be developed will depend on each student's topic and focus, however, we will use two units of three lessons each as a recommended baseline. Where appropriate, a needs analysis of a particular context could be undertaken as the starting point for curriculum development. Each unit will consist of a brief rationale, goals and objectives, detailed discussion of content (should be grounded in research), instruction and assessment. A link with state and/or professional standards and mandates should be made, where appropriate. The unit should be accompanied by a more detailed rationale explaining the theoretical and/ or philosophical underpinnings of the curriculum decisions made to highlight the unit's critical multicultural significance, its strengths and limitations.

More guidelines for this assignment will be provided in class, on Blackboard (Bb) and through instructor conferences. Please make sure that you raise any concerns or questions about the assignment in class. Remember that, with your permission, we would like to offer these units to the school districts for inclusion in their curriculum resources for teachers.

Criteria for this assignment include: demonstration of critical multicultural perspectives in curriculum development and critique; conceptual clarity in curriculum critique and development; integration of theoretical concepts discussed in class in the critique and rationale for curriculum development; alignment of curriculum components and relevant standards.

Participation

Despite the ubiquitous claims about valuing diversity, too often professionals have not learned the skills required for healthy interaction in diverse contexts. Your participation grade will include criteria related to the traditional expectations of student preparation and conduct as well as your effectiveness as a participant in a learning community in which diversity is expected and valued. This class will be run as a graduate seminar. For this reason, informed class participation will be central to the learning process. Evaluation of participation will be based on students' preparation for class discussion through the completion of reading and homework assignments, contribution of relevant ideas to discussion, participation in discussions **without dominating** them, and the ability to create an atmosphere that invites the participation of others. You are encouraged to respond to the weekly discussion questions on the discussion board on Bb, generate new knowledge and/or recommend topics for our consideration. These efforts as well as constructive responses to peers' work on Bb will be factored into your grade. Punctuality and attendance in class are assumed. Absenteeism, beyond one day, will be penalized 3 points per day. It is within the instructor's right to penalize tardiness (including assigning a "0" on late work).

GRADING SCALE:

Grades will be assigned as follows:

Course Assignments	Points
Reading Reflections (2x)	20 (10 pts. each)
Multicultural Scholar Study	20
Curriculum Project Part I (Analysis)	25
Curriculum Project Part II (Development)	25
Participation	10

Your grade will be based on the following scale:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	93-100	= 4.0	C	73-76	= 2.0
A-	90-92	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-67	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	59-00	= 0.00

TEACHING METHODOLOGIES:

This class will be run as a seminar, which means that learning takes place **dialogically**. Discussions in class and on Blackboard will be designed to allow students to contribute to others' learning as well as to be good listeners. Openness to diverse opinions will be expected. The depth of learning will also depend on the extent to which learners engage in **self-directed learning**, especially through **critical reflection** on the readings, assignments and perspectives that emerge in discussions. Some **one-on-one instruction** on individual assignments can also be expected.

Technology integration

Blackboard (Bb) will be used for posting course materials, assignments, and readings, to continue in-class discussions via the discussion board, to gather written assignments and from which to e-mail the class. It is likely that students will be required to submit some assignments through "Turnitin", a software program that checks documents for originality of work that is accessible through Bb. Plagiarism or similar academic irregularity will result in zero points on the assignment, and likely failure in the course.

Format for written work

All assignments should be type written, double spaced and stapled. Please retain a copy of all assignments turned in to your instructor. Times font size 12 is recommended. It is assumed that work will be turned in on time. The instructor reserves the right to assign late work a "0". Please plan to turn in all assignments in both electronic and print format.

Use of electronic devices

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions." Use of any electronic devices in the classroom should be limited to the content and activities taking place there. Inappropriate use of such devices may result in removal from the classroom, a reduction in your grade, or some other consequence, as determined by the professor. Cell phone use is unacceptable during class hours and should be placed away from your desk while in class. Text messaging during class will result in an automatic reduction in participation points and a possible request that you leave the class.

ATTENDANCE POLICY:

According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

Reasonable accommodations are made for religious observances based on prior and timely consultation with the instructor. (See also section on participation above.)

STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an “F” on the assignment, an “F” in the course, or even removal from the degree program. Florida Atlantic University’s Code of Academic Integrity is strictly adhered to in this course. For more information, on what constitutes plagiarism, cheating and other violations of academic integrity, see http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

Please remember that this is YOUR class. I take pride in being able to address the divergent needs and interests of students and will use our collaborative efforts in curriculum development as a context for learning. Please make sure that the curriculum, including the content, instructional processes and assessments meet both your individual and our collective needs. The goal is to make sure that our collective learning is challenging, engaging, personally meaningful and – above all – enjoyable.

COURSE SCHEDULE

- Week 1 **Introduction to the course**
Overview of multicultural education (MCE)
What is curriculum?
 Gay (Handout); Banks' Dimensions (Handout)
Florida's Curriculum Mandates
- Week 2 **The purpose(s) of education of/for CLD students**
Education for culturally and linguistically diverse students as: equalizing, assimilationist, colonization, cultural genocide, stratification, oppression, transformatory, emancipatory.
- Readings: Spring, J. (2010). Deculturalization and the claim of racial and cultural superiority (Ch. 1) and Native Americans: Deculturalization, Schooling and Globalization (Ch. 2). From: *Deculturalization and the struggle for equality*. (6th. Ed.) (pp. 1-39). Boston: McGraw-Hill.
- Ladson- Billings, G. (2006). From the achievement gap to the educational debt: Understanding achievement in US schools. *Educational Researcher*, 35 (7), 3-12.
- DQ: How do the political purposes of education shape what is taught, instructional processes and the design and interpretation of assessments? Consider the role of language, culture and the labor market in these decisions.
- Week 3: No Class; Martin Luther King Day
Review Martin Luther King's "I have a Dream Speech" and "Letter from Birmingham Jail" and (re-) consider his message to the world, especially to educators, in the context of the perspectives presented by Spring and Ladson Billings.
- Week 4 **Philosophical Approaches to Multiculturalism**
Key concepts: Cultural literacy, Culturally Relevant Pedagogy, Social Justice pedagogy, Emancipatory Praxis
- Readings: Essentialism: Hirsch, E. D.
<http://www.youtube.com/watch?v=ROIujiY1uZU>
http://www.nytimes.com/2013/09/28/books/e-d-hirsch-sees-his-education-theories-taking-hold.html?pagewanted=1&_r=0
Progressivism: Dewey – from Democracy and Education (Ch. 7)
Constructivism: Brooks, M. G., & Brooks, J. G. (1999). The courage to be constructivist. *Educational Leadership*, 57 (3), 18-24.
Critical: Freire, P. (1970/2000). Pedagogy of the Oppressed (Ch. 2)
- DQ: How and for what reasons do different theorists advocate the integration of multiculturalism into the curriculum? Consider their different contributions to our understanding of how curriculum for diverse populations might be developed.

Due: Identify multicultural educator and texts to be researched.

- Week 5 **Models of Curriculum: Typologies of multicultural curriculum**
Curriculum development as counter-hegemonic praxis
- Readings: May, P., & Sleeter, C. (2010). Introduction. *Critical multiculturalism: Theory and praxis*. (pp. 1-16). New York: Routledge
- Sleeter & Grant – Approaches to multicultural education (Handout)
Banks – Levels of curriculum integration (Handout)
- Choose from:
Schoorman, D., & Bogotch, I. (2010). Conceptualisations of Multicultural Education among teachers: Implications for practice in universities and schools. *Teaching and Teacher Education*, 26, 1041-1048.
- Schoorman, D., & Zainuddin, H. (2008). What does empowerment in literacy education look like? An analysis of a family literacy program for Guatemalan Maya families. *Diaspora, Indigenous, and Minority Education*, 2(3), 169-187.
- DQ: Why is it important to recognize the diversity in curricular approaches to MCE? What does it mean that curriculum should be counter-hegemonic, and why should it be that way?
- Due: Reflection #1: Reflections on MLK's vision.**
- Week 6 **Curriculum Analysis**
Key concepts: Curriculum bias, content analysis, textual analysis, critical discourse analysis.
- Readings: Loewen, J. Handicapped by History: The Process of Hero-making (Ch. 1). From: Lies my teacher told me: Everything your American history textbook got wrong. (pp. 1-30). New York: New Press.
- Peterson, B. (2008). Whitewashing the past: A proposal for a national campaign to rethink textbooks. *Rethinking Schools*, 23 (1), 34-37.
- MacGillivray, I. & Jennings, T. (2008). A content analysis exploring lesbian, gay, bisexual and transgender topics in foundations of education textbooks. *Journal of Teacher Education*, 59(2), 170-188.
- Sadker & Sadker - curriculum biases (Handout)
Sleeter & Grant – Content Analysis instrument (Handout)
- DQ: What are the “problems” with contemporary curriculum? What are the methods and processes for analyzing curriculum? Consider the insights to be gained through content analysis, textual analysis and critical discourse analysis.
- Week 7 **Curriculum Development – first steps**
Sleeter, C. (2005). Introduction; Standards, Multicultural Education and Curriculum Questions. From: *Un-standardizing curriculum: Multicultural*

teaching in standards-based classrooms. (pp. 1-27). New York: Teachers College Press.

Choose from:

Loewen – selected chapters and/ or Zinn – selected chapters

DQ: What are some of the contemporary challenges and/or opportunities for curriculum development? How might we circumvent the limitations or concerns evident in current curriculum-in-use?

Due: Topic for curriculum development and likely audience/ context. Initial research on topic completed, to support in-class discussion.

Week 8 ***Student Presentations on a multicultural scholar***

Spring Break

Weeks 9-12: **Historical and Cultural Foundations of Curriculum**

Please note the following:

- Although this syllabus identifies four broad-based groups and who have long-term experiences in the USA, we can modify the focus in any of these weeks to address particular and relevant topics not represented by the outlines presented below.
- It is likely that students will lead some part of the discussions in these sessions. Please work your instructor as you plan for this.
- Each class session will include a discussion of the implications of the information presented for curriculum development.

Week 9 **Historical and cultural foundations of curriculum: Native Americans**

Key concepts: Indigenous education; red pedagogy; epistemology as emerging from history.

Readings: Banks – Chapter 5

Kapoor, D. (2006). Red pedagogy: Native American social and political thought. *Adult Education Quarterly*, 56, 163-164. [Book Review]

Choose from:

Aveling, N. (2012). Indigenous studies: A matter of social justice; a matter of urgency. *Diaspora, Indigenous and Minority Education*, 6(2), 99-104.

Grande, S. (2000). American Indian identity and intellectualism: the quest for a new red pedagogy. *Qualitative Studies in Education*, 13 (4), 343-359.

Lomawaima, K. T., & McCarty, T. (2002). When tribal sovereignty challenges democracy: American Indian education and the democratic ideal. *American Educational Research Journal*, 39(2), 279-305.

Brayboy, B. M. J., & Castagno, A. (2009). Self determination through self-education: Culturally responsive schooling for indigenous students in the USA. *Teaching Education*, 20(1), 31-53.

View American Indian Boarding schools:

<http://www.npr.org/templates/story/story.php?storyId=16516865>

DQ: Consider the role of the US education system in the education of and about Native Americans throughout history. (It might be helpful to identify key events or specific issues in history.) What are the current imperatives of educators to address historical patterns of inequity and marginalization? To what extent do the concerns of Native Americans (especially with regard to the role of the education system in the process of ‘deculturalization’ or cultural genocide and/or stratification) still exist in current curricular policy and practice?

Due: Drafts of Curriculum Analysis (Part 1)

Week 10 **Historical and cultural foundations of curriculum: African American perspectives**

Key concepts: “Mis-education”; pre and post de-segregation experiences; Perspectives of Booker T. Washington, W.E.B. du Bois, bell hooks, Gloria Ladson Billings; critical race theory and its implications for curriculum.

Readings: Banks – Chapter 7
Woodson, C. G. (1933). Ch. 9 – Political Education Neglected; Ch. 17- Higher Strivings in the Service of the Country
Available at: <http://thehouseofsankofa.com/books/Miseducation%20text.pdf>
Freedom Schools: http://www.educationanddemocracy.org/ED_FSC.html

Choose from:

Booker T. and W.E.B. at:

<http://www.pbs.org/wgbh/pages/frontline/shows/race/etc/road.html>

bell hooks on education at: <http://infed.org/mobi/bell-hooks-on-education/>
Review pages 2-11 of one of her books at:

http://www.amazon.com/Teaching-Transgress-Education-Practice-Freedom/dp/0415908086#reader_0415908086

Ladson Billings, G. (2013). From colorblind to post-racial: Decoding race discourse in democratic America. Presentation at University of North Carolina, Asheville.

<http://www.youtube.com/watch?v=C4QpX6A1uZA>

<http://www.youtube.com/watch?v=HcVDb9xpwF0>

DQ: Consider the role of the US education system in the education of and about African Americans throughout history. (It might be helpful to identify key events or specific issues in history.) What are the current imperatives of educators to address historical patterns of inequity and marginalization? To what extent do the concerns of African Americans (especially with regard to the role of the education system in the process of ‘mis-education’, segregation and/or color blindness) still exist in current curricular policy and practice?

Week 11 **Historical and cultural foundations of curriculum: Latino perspectives**

Key concepts: Chicano Education; border pedagogy

Readings: Banks – Chapter 13
The case of the Mexican American Studies program (Precious Knowledge)

<http://www.youtube.com/watch?v=34oz5pslPjE>

Choose from:

<http://www.csun.edu/cespa/Acuna%20Manual%20Binder.pdf>

De los Rios, (2013). A curriculum of the borderlands: High school Chicana/o-Latina/o studies as sitios y lengua. *Urban Review* 45, 58-73.

Elenes, C. A. (1997). Reclaiming the Borderlands: Chicano/a identity, difference, and critical pedagogy. *Educational Theory*, 47 (3), 359-375.

DQ: To what extent do the readings provide critique and insight into US education, especially in the context of immigrant populations? How does the case of the ban of Mexican American studies reflect political and curricular ideology that could adversely impact non-mainstream communities?

Week 12 **Historical and cultural foundations of curriculum: Asian Americans**
Key concepts: Model minority; Asian epistemologies: Confucianism;

Readings: Banks – Chapter 13

Chen, J. (2011). Confucian confusion. *Asian American Policy Review* 21, 87 – 94.

Li, L., & Wegerif, R. (2014). What does it mean to teach thinking in China? Challenging and developing notions of ‘Confucian education’ *Thinking Skills and Creativity*, 11, 22-32.

DQ: To what extent do the readings provide critique and insight into US education, especially in the context of immigrant populations? How does the case of the ban of Mexican American studies reflect political and curricular ideology that could adversely impact non-mainstream communities?

Due: Reflection #2

Week 13 **Democratizing instruction and assessment**
Key concepts: Culturally responsive pedagogy; critical literacy; democratic curriculum/ practice.

Readings: Banks, C. M., & Banks, J. A. (1995). Equity pedagogy: An essential component of multicultural education. *Theory Into Practice*, 34(3), 152-158.

Sleeter, C. (2005). Democratized assessment. From: *Un-standardizing curriculum: Multicultural teaching in standards-based classrooms*. (pp. 64-81). New York: Teachers College Press.

Kohn, A. (2011). Poor teaching for poor children in the name of reform. *Education Week*, April 27.

Gay, G. (2013). Teaching to and through cultural diversity. *Curriculum Inquiry*, 43(1), 48-70.

DQ: What does it mean to “democratize” instruction and assessment?
Discuss how you might integrate instructional and assessment practices into your curriculum that exemplify democratization.

Week 14 **Curriculum development workshop**
Students work on drafts of curriculum development project with instructor and peer feedback.

Due: Curriculum Analysis
Due: Drafts of curriculum units

Week 15 **Developing curriculum for a pluralistic world**

Readings: Individualized to address interests of student. To be decided in consultation with the instructor

Week 16 Exam Week
Curriculum Projects due

List of Multicultural Scholars

For your presentations you may choose from the following scholars. If you have a scholar in mind who is not on the list, you may seek approval of this educator. Do not proceed with the assignment without approval of your choice of scholar.

James Banks
Christine Sleeter
Lisa Delpit

Geneva Gay
Paulo Freire
Valerie Ooka Pang

Sonia Nieto
Carl Grant

Michael Apple
Linda Darling Hammond
Peter McLaren
Beverly Daniel Tatum

Joe Kincheloe
bell hooks
Henry Giroux
Paul Gorski

Gloria Ladson Billings
Nel Noddings
Jean Anyon
Shirley Steinberg

Scholars in TESOL/Bilingual Education:

Jim Cummins
Suresh Canagarajah
Alastair Pennycook
Lily Wong Fillmore
Kathleen Lindholm.

Wayne Thomas
Arturo Artilles
Fred Genesee
Kenji Hakuta

Virginia Collier
Elsa Auerbach
Stephen Krashen
Diana August

Global Education:

Merry Merryfield
Bob Peterson

Johan Galtung
Bill Bigelow

Fazal Rizwi

Some of the works of these authors will be included in the class readings. Your research should focus on additional selections.

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