

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: EDG 5705	CURRENT COURSE TITLE: MULTICULTURAL EDUCATION
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 INTRODUCTION TO THE FIELD OF MULTICULTURAL EDUCATION, THE MULTIPLE DIMENSIONS OF SOCIOCULTURAL DIVERSITY AND THE IMPLICATIONS AND CHALLENGES FOR EQUITABLE EDUCATION.	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>SEE ATTACHED</i>

Faculty contact, email and complete phone number: Dilys Schoorman; dschoorm@fau.edu
 297 6598

Approved by: Department Chair: <u><i>[Signature]</i></u> College Curriculum Chair: <u><i>[Signature]</i></u> College Dean: <u><i>[Signature]</i></u> UGPC Chair: <u><i>[Signature]</i></u> Graduate College Dean: <u><i>[Signature]</i></u> UFS President: _____ Provost: _____	Date: <u>03-21-14</u> <u>4/9/14</u> <u>4/11/14</u> <u>9/10/14</u> <u>9/11/14</u> _____ _____	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:

Multicultural Education (EDG 5705) 3 credits

This course will present the research base in multicultural education. Among the areas covered are language fluency, prejudice reduction, culture fair instruction and the relationship of class, race, gender and ethnicity to academic achievement.

Rationale for the change:

The current description was written almost 20 years ago. The specific topics listed in this description represent a much narrower and dated perspective of the field.

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



EDG 5705: Multicultural Education

Semester: _____ CRN #: _____
Meeting times/Room #: _____

Instructor:
Email:

Office Hours:
Telephone:

CATALOG DESCRIPTION

An introduction to the field of multicultural education, the multiple dimensions of sociocultural diversity and the implications and challenges for equitable education.

Pre-requisites: None

Credit Hours: 3

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

This course is designed to *inform* students about the central principles of multicultural education, including and examination of research on policies and practices that support or impede equity in the education of culturally, linguistically and socially diverse populations. Throughout the course students will acquire the cross-cultural communication and pedagogical skills central to being *capable* of critical analysis of traditional educational practice and insightful application of research and theory to democratic instruction, curriculum development and school policy. The course is grounded in social justice pedagogy, which requires critical *self-reflection* and *ethical* educational *decision-making* for equitable action in contexts of diversity.

REQUIRED TEXTS: A packet of readings will be made available on Blackboard (Bb).

SUGGESTED RESOURCES:

American Psychological Association (2). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: American Psychological Association.

Freire, P. (2005). *Teachers as cultural workers: Letters to teachers who dare to teach*. Boulder, CO: Westview Press.

New Immigrant Series:

<http://www.pearsonhighered.com/educator/series/New-Immigrants/10569.page>

3. Identify social, political and historic trends that have impacted the education of students, especially those of culturally and linguistically diverse groups and identify appropriate educator and community responses to these trends [CAEP 1.1-#2, #3, #4, #5, #9; FL-FAU-ESOL 1.1 b, d; 2.2.c; COE-CF; NAME 5; FEAP 2d]
4. Identify and contrast divergent ideologies of cultural integration and their impact on education of culturally and linguistically diverse and otherwise marginalized groups [CAEP 1.1-#2, 3, #4, #5, #9; FL-FAU-ESOL 1.1.a, b,c,d; C-MCE 9; COE-CF; NAME 2, 3; FEAP 2d]
5. Identify significant themes in research pertinent to cross cultural communication, the effects of racism, home-school partnerships, multicultural curriculum development and the education of culturally and linguistically diverse groups and their implications for multiculturally sensitive classroom practice and educational policy making [CAEP 1.1-#2, 3, #4, #5, #9; FL-FAU-ESOL 1.1.a, b,c,d; C-MCE 6; COE-CF; NAME 1, 5; FEAP 2 d,g]
6. Critically reflect on practice in their own classrooms, schools, districts and develop methods/ strategies/ action plans for moving from monocultural to multicultural curriculum through the use of students' linguistic and cultural backgrounds [CAEP 1.1-#2, 3, #4, #5, #9; FL-FAU-ESOL 1.1.a, b,c,d; COE-CF; NAME 4; FEAP 2d]

COURSE REQUIREMENTS:

Reflection Papers (3 at 15% each)	45%
Community Action	15%
Critical Essay/ Literature Review	30%* - Competency Assessment
Participation	10%

GRADING SCALE:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	92-100	= 4.0	C	73-76	= 2.0
A-	90-91	= 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

Reflection Paper #1

What are the challenges that face teachers of students of diverse backgrounds? Drawing on the perspectives of your readings, our class discussions, your "community partners," and your own experiences identify an agenda for critical praxis for educators and/or community members as they/we navigate these challenges together.

In your essay, you may consider:

- What critical multiculturalism is, why it might be imperative in today's context
- How it might be integrated into all levels of education in order to better serve the needs of diverse learners
- How key concepts that emerged from the readings/ discussions might impact your agenda for critical praxis
- Consider how the imperatives that emerged from the readings/ discussions/ conversations with community might be integrated into an agenda for advocacy for and with under-represented students

[FL-FAU-ESOL 1.1; CAEP 1.1 -#3, #4, #5, #9; NAME 2, 5]

Reflection Paper #2

This paper will be written as a case study to highlight the unique challenges faced by students/ families of under-represented groups in the US educational and social context. I would like us to focus especially on under-represented groups in the service area of our schools, especially those under- represented in the literature. The case study could be a replication of the experiences of one of your community partners (please use pseudonyms) or an extrapolation from or integration of those experiences. The case should illustrate, extend or challenge the constructs from our readings and discussions. Additionally, the paper will include a substantial review of literature on the under-represented group. I envision the following as a format for your written work:

- A brief description of the case (about a page)
- A detailed analysis of the case and its significance in the context of the extant literature and its implications for education and community building.

Alternatives to this format are welcome. The idea is for us to learn something about the under-represented culture, the struggles of members of this community within the US educational system, an establishment of a human connection to the theoretical constructs/issues we discuss and an exploration of actions that can be taken as a consequence. Students in the MA/TESOL program must focus on a case addressing experiences of linguistically marginalized groups.

Additionally, you need to be prepared to discuss your case and findings in a class presentation.

[FL-FAU-ESOL 1.1; CAEP 1.1 - #2, #4, #5, #9; COE-CF; CMCE; NAME 2, 5]

Reflection Paper #3

This paper should focus on a community action that you have undertaken that is grounded within the philosophy of this course. The project is up to you to define, but could be in the form of curriculum development to support teachers or students, tutoring/ mentoring activities, advocacy, infomercials, youtube presentations, parent support activities, or any other form of social action. We will brainstorm possibilities for this project in class. It would be nice if the project could be linked to the concerns of your community partners. The paper itself should describe the project, explain its critical multicultural significance and reflect on the outcomes of the project from the perspectives of all participants.

[FL-FAU-ESOL 1.1.c.e; CAEP 1.1 - #2, #4, #5, #9; COE-CF; C-MCE; NAME 2, 3, 5]

Criteria for evaluation of reflection papers include evidence of critical reflection (e.g. consideration of your perspective in the context of diverse others, awareness of the power dynamics that privilege of marginalize groups), scholarly integration of and engagement with the readings, skilled integration of perspectives from diverse data sources, professional quality writing commensurate with graduate level education. For those needing it, please plan to use the services of the Center for Excellence in Writing to work on your papers.

Critical Essay and Literature Review (Competency Assessment)

This assignment is a research project in which you will explore a **problem** central to the education of culturally and linguistically diverse students, identify possible answers to those questions that emerge from extant literature and draw conclusions for practitioners based on your analysis. The purpose of the literature review is to become familiar with the work already done in the field of interest and to allow your own work to be informed and guided by prior scholarship. The literature review should consist of at least eight

articles/ book chapters that are studies of issues pertaining to the guiding research question(s).

Your critical essay will consist of the following components (although they do not need to be labeled or sequenced this way):

- A clear statement of the problem, including an introduction, discussion of the relevance and significance of the problem, and a guiding question for the paper
- An analysis of the research organized and synthesized to highlight central themes in the literature, diverse perspectives on the problem/ solution (where appropriate), and a skillful balance of the description of specific interventions or studies and the analysis of them
- A thoughtful discussion of the implications for practitioners, policy makers, community members that emerge from this literature.

This essay should also integrate, to the extent possible and appropriate, the perspectives of your community partners.

The criteria for this assignment are posted on LiveText and Bb. You will need to submit this document in both LiveText and on Blackboard (to be screened for plagiarism using Turnitin) in order to receive credit for the assignment.

[FL-FAU-ESOL 1.1; CAEP 1.1 - #2, #4, #5, #9; COE-CF; CMCE; NAME 1, 2, 5]

Format for written work

All assignments should be type written, double spaced, double sided when feasible, with pages numbered and stapled (where applicable). 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". All written assignments should be turned in both electronic and print format.

Participation

It is intended that this class exemplify the principles of critical pedagogy, premised on the active participation of students in a dialogic approach to learning. Student engagement in learning is central to this approach, which also requires leadership and the willingness to direct the learning and to build community among the learners. Your participation will be evaluated according to your ability to demonstrate the following:

- Come to class prepared to discuss the assigned readings
- Be willing to lead discussions on selected topics
- Make meaningful (and concise) contributions to class discussions
- Participate in class discussions without dominating them
- Actively elicit the participation of students who are silent/ silenced
- Consciously contribute to a climate that is welcoming of diverse perspectives
- Be open and willing to challenge one's own assumptions and perspectives
- Be present physically and intellectually throughout the class (see attendance policy)
- Provide the instructor constructive feedback on how the class could be improved
- Provide colleagues with feedback that is honest, instructive and supportive

Classroom etiquette

In addition to being prepared, criteria for appropriate participation include: punctuality, attendance in class, the ability to contribute to discussions without dominating them, an attitude that is open to considering diverse perspectives, and treating others with respect (even when you disagree with them).

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. Reasonable accommodations are made for religious observances. Accommodations can be made only when the instructor has been informed in a timely manner of such a need. Points will be deducted for class time missed, tardiness, or cell phone interruptions. Typically, absences beyond two class meetings, will be penalized three points per class.

LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of program skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

TEACHING METHODOLOGIES:

This class will be run as a seminar, which means that learning takes place **dialogically**. This necessitates that students come to class having read the assigned readings, ready to participate in meaningful discussions. Due to the nature of the course and the topics addressed, the instructor will not “tell you what you need to know” nor “tell you what to think.” Instead the role of the instructor would be to provide a diverse array of issues and perspectives to think about on which you will form your own conclusions. Learning will take place through **critical reflection** on the readings and class discussions, **collaboration** on tasks, **discussions** with colleagues, **individualized instruction** through consultation with the instructor on assignments, formal **class presentations** and through **written assignments**. **Blackboard** will be used as an electronic forum to supplement in-class discussions, support student research and to provide additional information and directions on assignments.

Audio Visual technology

This class is a web-assisted course that uses Blackboard (Bb) as a repository for class readings and assignments. All assignments should be posted on Bb even if a hard copy has been turned in during class. The absence of a paper on Bb by the date on which the paper is due, could result in 0 points being assigned to the paper.

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

COURSE SCHEDULE

- Week 1** **Introduction to Multicultural Education (MCE)**
 Overview of the course, the field of MCE, contemporary contexts
- Concepts: Definition of diversity; Intersectionality; Multicultural Curriculum Mandates; Accountability
- Homework: Everyone needs to find three “community partners”
- A public school teacher who works in a school with diverse/ under-represented students
 - An immigrant parent (this should NOT be a coercive/ dangerous relationship for the immigrant)
 - A current public school student from an under-represented background.
- All three of these people will inform our discussions. I need you to explore the issues we talk about from the perspectives of these three people.
- Week 2** **What is critical multicultural education?**
- Concepts: Multiple conceptualizations of MCE; critical multiculturalism; social justice; critical pedagogy.
- Readings: Sleeter, C., & May, P. (Ed.). (2010). Introduction. *Critical multiculturalism: Theory and praxis*. (pp. 1-16). New York: Routledge
 Schoorman, D., & Bogotch I. (2010). Moving beyond ‘diversity’ to ‘social justice’: The challenge to re-conceptualize multicultural education. *Intercultural Education 21 (1)*, 79-85.
- DQ: What is critical multicultural education? Why do the authors you have read make distinctions among the conceptualizations of multicultural education? What is the responsibility of a multicultural educator in our schools?
- Week 3** **The educational context for non-mainstream children**
- Concepts Structural/institutional, cultural and individual discrimination
 Assimilation vs. integration; segmented assimilation
- Readings: Portes, A. & Fernandez-Kelly, P. (2008). No margin for error: Educational and occupational achievement among disadvantaged children of immigrants. *The ANNALS of the American Academy of Political and Social Science*, 620, 12- 36.
- Koppelman, K. (2011). Immigration and oppression: The assault on cultural and language diversity. In K. Koppelman & L. Goodhart (Eds.), *Understanding human differences: Multicultural education for a diverse America*. (3rd. ed. pp. 72-100). Boston: Allyn and Bacon.
- The ban on Mexican American Studies in Tucson. See:
<http://www.pbs.org/independentlens/precious-knowledge/>
- DQ: Are schools sites for oppression or empowerment? What are the promises and the challenges for teachers, students and the community in today’s educational context?

National Institute for Urban School Improvement (2006). Addressing homelessness in urban schools.
http://www.urbanschools.org/publications/pdf/addressing_homelessness.pdf

Gorski, P. – Deficit ideology. Lecture on:
<http://www.youtube.com/watch?v=AJ2YQeZy4Hk>

DQ: In what ways have we internalized deficit ideologies and social stratification in our own educational and social values and practices? How do we detect and unlearn these tendencies?

Week 7 Insights from studying sexism in education

Concepts: Curriculum biases; gender vs. sex; feminist pedagogy; historical perspectives of sexism; sexism as structural discrimination; patriarchy; Intersectionality.

Readings: Sadker, D., & Zittleman, K. Gender bias: From colonial America to today's classroom. In J. Banks, & C. M. Banks, (Eds.), *Multicultural education: Issues and perspectives*. (7th ed., pp. 137-157). New York: Wiley.

Shrewsbury, C. M. (1997). What is feminist pedagogy? *Women's Studies Quarterly*, 25 (1/2), 166-173.

DQ: Consider the interconnection between societal manifestations of sexism and sexism evident in educational contexts. How does the “social curriculum” of the media, social norms, policies related to reproductive rights and/or sexual abuse impact what students are taught and learn in school? To what extent might school curriculum and educational policies challenge or interrupt manifestations of sexism in mainstream culture?

Week 8 Insights from studying heterosexism/homophobia in education

Concepts: Heterosexism; homophobia; heteronormativity; safe/supportive school climate; anti-bullying policies; impact of personal values on policy and practice

Readings: Mayo, J. B. (2013). Critical pedagogy enacted in the gay-straight alliance: New possibilities for a third space in teacher development. *Educational Researcher*, 42 (5), 266-275.

Kumashiro, K. (2014). Troubling the politics of engagement, ethics and educational research: Reframing our work. *Diaspora, Indigenous, and Minority Education*, 8(1), 44-54.

Please review Broward County's Anti-Bullying Policy here and explore the site by clicking on the LGBT tab and any others you think might be pertinent.
<http://www.browardprevention.org/anti-bullying/anti-bullying-policy-59/>

DQ: In what ways are the barriers faced by members of the LGBT community unique v. similar to the oppression felt by other marginalized groups? How are these challenges exacerbated in the context of their

intersections with other group identities? Explore how safe communities ameliorate some of these threats.

Week 9 Language, ability and religion: Tools of oppression or empowerment?

Concepts: Language policies and their impact at the macro and micro levels
Religious bias and the implications for community building (or not)

Readings: Schoorman, D. (2006). The politics of 'Literacy' and 'Justice': A critical analysis of an immigrant teenager's murder case and its implications for literacy educators. *International Journal of Learning*, 12, (10), 319-326.

Klingner, J. K. & Harry, B. (2006). The special education referral and decision-making process for English language learners: Child study team meetings and placement conferences. *The Teachers College Record*, 108, (11), 2247-2281(35).

Shatara, L. (2007). A teacher's power: A Muslim Child's perspective. *Multicultural Perspectives*, 9 (1), 50-52.

DQ: Examine the manner in which social dimensions such as language, religion and ability/disability status have been and are used as tools of oppression against groups marginalized by society. Consider how school policies and practices might challenge such oppression.

Week 10 From the outside in: Contemporary case studies
Reflection #2 due: Presentation of case studies

DQ: How do the case studies generated through knowledge about the lives of our community partners inform our understanding about ourselves, educational policy, classroom practice and the role of university researchers/ scholars? What implications for advocacy emerge from these case studies?

Week 11 Contemporary Educational challenges

Concepts: Standardization; accountability; impact of testing

Rethinking Schools (Summer, 2013). The trouble with Common Core. *Rethinking Schools*, 27 (4). Accessible online through ezproxy.

Darling Hammond, L. & Hylar, M. (2013). The role of performance assessment in developing teaching as a profession. *Rethinking Schools*, 27 (4). Accessible online through ezproxy.

Hartlep, N. D. (2010). *The testing and militarization of K-12 education: Eugenic assault on urban school populations*. Paper presented at Facing History and Ourselves Seminar Session, July 22, 2010. ED 510993

DQ: What is the evidence presented on multiple sides of the debate on standardized testing and its impact on students of diverse backgrounds? What are the consequences of standardized testing on students of under-represented backgrounds? Who benefits the most from these practices?

- Week 12** **Advocacy: The schools we need**
 Concepts: Democratic schools; transformative curriculum; community building
- Readings: Beane, J., & Apple, M. (1995). *The case for democratic schools*. In M. W. Apple & J. A. Beane (Eds.), (pp. 1-25). Alexandria, VA: ASCD
- Christensen, L. (2009). Teaching for joy and justice. *Rethinking Schools*.
- Dyrness, A. (2009). Cultural exclusion and critique in the era of good intentions: Using participatory research to transform parent roles in urban school reform. *Social Justice*, 36(4), 36- 53.
- DQ: Although public education was instituted as a sine qua non for an effective democratic society, many have forgotten this connection. What should schools look like in a democracy? How would we move towards facilitating democratic schools?
- Week 13** **Advocacy: Reclaiming the teaching profession**
 Concepts: (Re-) professionalizing teachers; critical multicultural teacher education
- Readings Sleeter, C. (2008). Equity, democracy and neoliberal assaults on teacher education. *Teaching and Teacher Education*, 24 1947-1957.
- Hyslop-Margison, E. & Sears, A. (2010). Enhancing teacher performance: The role of professional autonomy. *Interchange*, 41 (1), 1-15.
- Ayers, W. (2006). The hope and practice of teaching. *Journal of Teacher Education*, 57(3), 269-277.
- DQ: The changes we need/ seek in schools are best initiated in teacher preparation programs. Evaluate your own teacher preparation to identify the ways in which you were prepared (or not) for excellence in teaching in culturally diverse contexts.
- Week 14** Student-generated topics
- Week 15** Presentation of final papers

SELECTED BIBLIOGRAPHY

- Adams, M., Blumenfeld, W. J., Castaneda, R., Hackman, H., Peters, M. L., & Zuniga, X. (Eds.). (2010). *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism*. (2nd ed). New York: Routledge.
- Ahlquist, R., Gorski, P., & Montano, T. (2011). (Eds.). *Assault on kids: How hyper-accountability, corporatization, deficit ideologies, and Ruby Payne and destroying our schools*. New York: Peter Lang.
- Alter, G. T. (2009). Challenging the textbook. *Educational Leadership*, 66(8), 72-75.
- Au, W. (2012). Playing smart: Resisting the script. *Rethinking Schools*, 26 (3), 30-33.
- Banks, J. A. & Banks, C. A. M. (Eds.) (2010). *Multicultural education: Issues and perspectives*. (7th ed.) Hoboken, New Jersey: John Wiley & Sons, Inc.
- Brayboy, B. M. J., Castagno, A. E., & Maughan, E. (2007). Equality and justice for all? Examining race in educational scholarship. *Review of Research in Education*, 31, 159-194.
- Dale, J., & Hyslop-Margison, E.J. (2012). Paulo Freire: *Teaching for freedom and transformation: The philosophical influences on the work of Paulo Freire*. New York: Springer.
- Freire, P. (1974/ 2005). *Education for critical consciousness*. New York: Continuum.
- Freire, P. (2000). *Pedagogy of the oppressed*. 30th anniversary edition. New York: Continuum.
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- Harry, B., & Klingner, J. K. (2005). *Why are so many minority students in special education? Understanding race and disability in schools*. New York: Teachers College Press.
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- hooks, b. (2003). *Teaching community: A pedagogy of hope*. New York: Routledge.
- Hull, G. & Schultz, K. (2002). (Eds.). *Schools out: Bridging out-of-school literacies with classroom practice*. New York, NY: Teachers College Press.

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- Koppelman, K., & Goodhart, L. (2011). *Understanding human differences: Multicultural education for a diverse America*. (3rd ed.) Boston: Allyn and Bacon.
- Kubota, R. Unraveling racism in a nice field like TESOL.
- Kumashiro, K. (2014). Troubling the politics of engagement, ethics and educational research: Reframing our work. *Diaspora, Indigenous, and Minority Education*, 8(1), 44-54.
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- Mobasher, M. M. & Sadri, M. (Eds.). (2004). *Migration, globalization, and ethnic relations: An interdisciplinary approach*. Upper Saddle River, NJ: Prentice Hall.
- Safe Schools Coalition (2004). Homeless LGBT youth and LGBT youth in foster care. Retrieved from: <http://www.safeschoolscoalition.org/RG-homeless.html>
- Schoorman, D., & Jean Jacques, V. (2003). Project CASAS: Facilitating the adaptation of recent immigrants through complex community-wide efforts. *Equity and Excellence in Education*, 36 (4), 308-316.
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- Schoorman, D. (2009). Contemporary issues in immigration. In E. Provenzo (Ed.). *Encyclopedia of social and cultural foundations of education*. (pp. 433-435). Thousand Oaks, CA: Sage.
- Sleeter, C. (2005). *Un-standardizing curriculum: Multicultural teaching in standards-based classrooms*. New York: Teachers College Press.
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Websites:

Immigration Policy Center: <http://www.immigrationpolicy.org/issues/history>

Boca Raton, FL 33431

Email: ehyslop@gpc.fau.edu

Phone: 561-297-3965

Fax: 561-297-2925

From: Dilys Schoorman

Sent: Monday, March 17, 2014 1:42 AM

To: Emery Hyslop-Margison

Cc: Traci Baxley; Ilene Allgood

Subject: GPC forms and syllabi

Hi Emery:

I am attaching the GPC forms requesting the change in the catalog descriptions for EDF 6887 (Foundations of Multicultural Curriculum) and EDG 5705 (Multicultural Education) for our department meeting on Wednesday. I am also attaching the syllabi, in case they are needed.

Thanks,

Dilys



Dilys Schoorman, Ph.D.

Professor

Department of Curriculum, Culture and

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Visit our Facebook Page:

<https://www.facebook.com/fauCCEI?ref=ts&fref=ts>

04-09-14 P02:11 IN

RE: GPC forms and syllabi

Emery Hyslop-Margison

Sent: Friday, March 21, 2014 2:47 AM

To: Barbara Ridener

Thanks Barbara!

Dr. Emery J. Hyslop-Margison
Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University
Boca Raton, FL 33431

Email: ehyslopmargison@fau.edu

Phone: 561-297-3965

Fax: 561-297-2925

From: Barbara Ridener

Sent: Thursday, March 20, 2014 9:30 PM

To: Emery Hyslop-Margison; Robert Shockley; Michael Brady; Paul Peluso; Deena Wener

Subject: RE: GPC forms and syllabi

Hi Emery,

DTL does not see any conflicts.

Best wishes,

Barbara

From: Emery Hyslop-Margison

Sent: Thursday, March 20, 2014 10:55 AM

To: Barbara Ridener; Robert Shockley; Michael Brady; Paul Peluso; Deena Wener

Subject: FW: GPC forms and syllabi

Colleagues,

Minor course description changes to EDF 6887 and EDG 5705 were approved at yesterday's CCEI department meeting. Please see attached. I suspect I require your clearance before submission to the GPC. Please advise if you have any questions.

Best wishes,

Emery

Dr. Emery J. Hyslop-Margison
Professor and Chair
Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University

04-09-14 P02:11 IN

Re: GPC forms and syllabi

Paul Peluso

Sent: Thursday, March 20, 2014 7:03 PM
To: Emery Hyslop-Margison
Cc: Barbara Ridener; Robert Shockley; Michael Brady; Deena Wener
Attachments: D833D908-022B-4012-B227-84~1.png (1 KB)

I have no conflicts or issues with this. Thanks.

Sent from my iPhone

> On Mar 20, 2014, at 10:55 AM, "Emery Hyslop-Margison" <ehyslopmarginson@fau.edu> wrote:

>

> Colleagues,

>

> Minor course description changes to EDF 6887 and EDG 5705 were approved at yesterday's CCEI department meeting. Please see attached. I suspect I require your clearance before submission to the GPC. Please advise if you have any questions.

>

> Best wishes,

> Emery

>

>

> Dr. Emery J. Hyslop-Margison

>

> Professor and Chair

>

> Department of Curriculum, Culture and Educational Inquiry

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>

> Phone: 561-297-3965

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> Fax: 561-297-2925

>

>

>

From: Dilys Schoorman

> **Sent:** Monday, March 17, 2014 1:42 AM

> **To:** Emery Hyslop-Margison

> **Cc:** Traci Baxley; Ilene Allgood

> **Subject:** GPC forms and syllabi

>

> Hi Emery:

> I am attaching the GPC forms requesting the change in the catalog descriptions for EDF 6887 (Foundations of Multicultural Curriculum) and EDG 5705 (Multicultural Education) for our department meeting on Wednesday. I am also attaching the syllabi, in case they are needed.

> Thanks,
> Dilys
>
> [Description: cid:image001.gif@01C882C6.B0ED5B20]
>
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> <FAUchangeGrad - EDF 6887.doc>
> <FAUchangeGrad - EDG 5705.doc>