

Texas A&M University – San Antonio
College of Education & Human Development
Department of Curriculum & Instruction

EDCI 5304 – Current Education Topics and Issues in Culturally Diverse Communities

Instructor:

Email:

Phone:

Office Location:

Office Hours:

Meeting Date(s), Time, and Room:

Course Description: This course, Current Education Topics and Issues in Culturally Diverse Communities, takes an in-depth look into the various topics and current issues facing our students, teachers, administrators and schools in the United States. The emphasis of this course is on current issues relevant to P-12 schools as well as higher education in culturally diverse communities. The course will examine issues and themes of profound and lasting importance in educational studies. Issues such as standardized testing, school discipline, the achievement gap, school funding, and equity and access to higher education will be some of the topics addressed in the course.

Prerequisite: Acceptance into Texas A&M University – San Antonio Graduate School.

Student Learning Outcomes:

1. Students will demonstrate an in-depth knowledge and understanding of various current issues and topics in education.
2. Students will connect current topics and issues in education to diverse populations and diverse communities.
3. Students will examine their own solutions to complex issues surrounding teaching in diverse communities.
4. Students will find, summarize, and critique current scholarly research pertaining to current issues and topics in education.
5. Students will synthesize and analyze current scholarly research in order to formulate an argument surrounding a particular current topic or issue.

Assignment	Connection to the Master's in C&I Program Goals
Annotated Bibliography	Become critical consumers of research and explain how to use research in education careers.
Systemic Issues Reflection Paper	Explain systemic issues within institutions and develop solutions
Peer Reviewed Journal Article Analysis Paper	Become critical consumers of research and explain how to use research in education careers
Current Topics/Issues Research Paper	Develop a complex and sophisticated understanding of diverse populations
Daily/Weekly Formative Assessments	Demonstrating the ability to actively read scholarly research and connect the research to our daily lived experience

Recommended texts:

APA Manual 6th Edition

Other Required Course Materials:

1. Additional scholarly articles, works of literature, movies, etc. as deemed appropriate by the instructor
2. Access to Blackboard

Course Topics:

- I. Segregation, Desegregation, and Re-segregation/Redlining
- II. Desegregation/Language and Ethnic Identity
- III. School Funding/Finance and the Robinhood Rule
- IV. No Child Left Behind and the Standards/Standardized Testing Movement
- V. School Vouchers and School Charters
- VI. School to Prison Pipeline/School Discipline
- VII. CRP/CRT/Current Legislation
- VIII. Art Education in Schools/Marginalization of the Humanities
- IX. Project-Based Learning/Problem-Based Learning
- X. Access and Barriers to Higher Education
- XI. Teacher Retention/Teacher Evaluation

Course Assignments:

Course Assignments/Assessments	Point Value
1. Annotated Bibliography	60 pts.
2. Systemic Issues Reflection Paper	40 pts.
3. Peer Reviewed Journal Article Analysis	50 pts.
4. Current Topics/Issues Research Paper	100 pts.
5. Daily Formative Assessment	50 pts.
Total Points:	300 pts.

Representative Works Consulted:

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.

Au, W. (Ed.). (2009). *Rethinking multicultural education teaching for racial and cultural justice*. Milwaukee, WI: Rethinking Schools.

Banks, J. A., & Banks, C. A. M. (Eds.). (2007). *Multicultural education, issues and perspectives*. (6 ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press.

Delpit, L. (2012). "Multiplication is for white people:" *Raising expectations for other people's children*. New York: The New Press.

Delpit, L., & Purcell-Gates, V. (Eds.). (2008). *The skin that we speak, thoughts on language and culture in the classroom*. New York: The New Press.

Felder, J. A. (2012). *Civil rights in South Carolina: From peaceful protests to groundbreaking rulings*. Charleston, SC: The History Press.

Foster, M. (1997). *Black teachers on teaching*. New York: The New Press.

Freire, P. (2000). *Pedagogy of the oppressed*. New York: Continuum International Publishing Group.

Freire, P. (2005). *Teachers as cultural worker: Letters to those who dare teach*. (Expanded Edition). Boulder, Colorado: Westview Press.

Kivel, P. (2011). *Uprooting racism: How white people can work for racial justice*. Gabriola Island, BC, Canada: New Society Publishers.

Kohn, A. (2004). *What does it mean to be well educated: And more essays on standards, grading, and other follies*. Boston, MA: Beacon Press.

Kozol, J. (2012). *Fire in the ashes: Twenty-five years among the poorest children in America*. New York: Crown.

Nieto, S. (2009). *The light in their eyes: Creating multicultural learning communities*. New York: Teachers College Press.

Noguera, P. A. (2008). *The trouble with black boys: And other reflections on race, equity, and the future of public education*. San Francisco, CA: Jossey-Bass.

Obidah, J. E. M., & Teel, K. M. (Eds.). (2008). *Building racial and cultural competence in the classroom: Strategies from urban educators*. New York: Teachers College Press.

Olsen, L. (1997). *Made in America: Immigrant students in our public schools*. New York: The New Press.

Pollock, M. (Ed.). (2008). *Everyday antiracism: Getting real about race in school*. New York: The New Press.

Ravitch, D. (2010). *The death and life of the great American school system*. New York: Basic Books.