

EDCI 5311 Foundations in Diversity Education Curriculum

SYLLABUS

MANDATORY TEXTBOOKS:

Anzaldúa, G. (1987/2012). *Borderlands/La frontera: The new Mestiza*. San Francisco: Aunt Lute. ISBN: 9781879960855

Kay, M. R. (2018). *Not light, but fire: How to lead meaningful race conversations in the classroom*. Stenhouse Publishers. ISBN: 9781625310989

Kozol, J. (2012). *Amazing grace: The lives of children and the conscience of a nation*. Crown. ISBN: 9780060976972

Oluo, I. (2019). *So you want to talk about race*. Hachette UK. ISBN: 9781580058827

Other Required Course Materials:

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

COURSE DESCRIPTION

This course focuses on the development of a theoretical foundation for understanding relevant research on diversity education. There is an added emphasis on the teacher as an active participant in ongoing professional development and school improvement. This foundations course will provide students with a comprehensive knowledge of the early researchers and scholars in the field of diversity education as well as current researchers and scholars who have moved the field in distinct and important ways.

Prerequisite: Acceptance into Texas A&M University – San Antonio Graduate School and the Department of Curriculum and Instruction master's program.

COURSE OBJECTIVES:

1. Promote the ongoing professional development of respect for diversity.
2. Introduce students to the social and historical context of the opportunity gap.
3. Give students a framework for developing a professional portfolio.
4. Promote reflective practices.

STUDENT LEARNING OUTCOMES

1. Recognize and build upon student strengths across all aspects of diversity, holding high expectations for all students.
2. Articulate how to create a positive affective classroom atmosphere, high expectations, and a culture of learning for all students.
3. Begin construction of a professional portfolio.
4. Develop a personal professional development plan for continued reflection and continued exploration of cultural diversity.

MAJOR COURSE TOPICS

- I. Recognizing and respecting diversity
 - A. Learning about the local community and cultures
 - B. Multilingual students and families
 - C. Gender considerations
 - D. Students with special needs and strengths
- II. Recognizing and building on student strengths
 - A. Positive affective climate
 - B. Strategies for active engagement
 - C. Critical thinking and problem-solving skills
- III. Understanding the social and historical context
 - A. Privilege and power in education
 - B. Introduction to the history of Civil Rights
- IV. Holding high expectations for student learning
 - A. High expectations for student involvement and performance / high levels of support
 - B. Meeting the needs of a culturally and developmentally diverse student population
 - C. Promoting critical thinking

ASSIGNMENTS:

Assignment

All assignments must be submitted on Blackboard and in a professional portfolio.

<p>Assignment Title: Cultural Autobiography</p>	<p>Assignment Description:</p> <p>For this assignment, you will examine and describe yourself in a narrative as a cultural being. Share information about your heritage (family and culture), your attitudes, and the values learned as you grew from a child to an adult. You may recall the information or ask family members or other relatives to explore this assignment.</p>
<p>Assignment Title: Cultural Event</p>	<p>Assignment Description:</p> <p>The Cultural Event must include the following:</p> <ul style="list-style-type: none"> Date of attendance Full name of event Include at least 5 pictures 200 - 400 words in length document (MS Word or Google Docs) <p>Learning outcome: What did you learn about Chicano and Hispanic or any other culture by attending and reflecting upon this event?</p> <p>Although this in-person experience is meant to be fun, its purpose is to provide students with substantive academic learning. Therefore, students are expected to link their in-person learning experience to some concept that was covered in one of the required readings.</p>
<p>Assignment Title: Critical Reading Reflections</p>	<p>Assignment Description:</p> <p>Critical Reading Reflections (completed by everyone, every week):</p> <p>You should complete and bring to class a typed, critical reflection on the session readings. Responses should be about 1/2-1 pp. (single spaced) and should summarize or bullet out your reflections, reactions, observations or questions about the assigned texts. These reflections are essential to the design of the course and will provide a structured and student-centered focus to discussion of the readings. You will share your reflections with your peers, as well as write a brief end of class reflection on your reflection sheet at the end of class on if, and how, your thinking/ideas shifted or changed in response to your initial reading.</p>
<p>Assignment Title: Weekly Presentations with Activity</p>	<p>Assignment Description:</p> <p>Weekly Presentations (completed by assigned group during assigned week/s):</p> <p>In small groups, you will undertake a presentation, lead a discussion, and develop an activity during the first part of one class session. This presentation should be related to the topic and reading of the day but should bring a new perspective or direction to it; it is not a report on the text. This is an open-ended and creative assignment, and you will be “running the show” for the duration of the presentation, activity, and subsequent class questions (required).</p>

<p>Assignment Title: Media Assignment Presentations</p>	<p>Assignment Description: Select, watch, and analyze one of the films listed below. As a group/pair, analyze the following attributes of the film: stereotypes, social status (economics, geography, occupations), attributions (intelligence, abilities, language, values, attitudes, behaviors, humor), social issues (conflicts, pressures, roles), group identification (inclusive or exclusive, homophobic, etc.), or theme and point of view.</p>
<p>Assignment Title: Final Poster Presentation (Research-based)</p>	<p>Assignment Description: Research a qualitative or quantitative research study related to Diversity in Education. It should be published in a peer reviewed journal. These can be found through educational search engines from our university's library. After reading the article you will construct a poster presentation following APA guidelines. You will present the Poster in class to your peers and ask for feedback. Have enough questions ready to pose to the class, one per person. These questions have to relate directly to the work you just presented in your Poster.</p>
<p>Assignment Title: Class Attendance and Participation and Digication e-Portfolio</p>	<p>Assignment Description: It is imperative for students to attend all class sessions and to participate in discussions. This course will be participative and discussion-oriented, so it is crucial to have the involvement of everyone in class, in order to further our collective investigations and learning. This engagement should be <i>informed by careful reading</i> of the assigned texts. A portion of class will be dedicated to completing 8 activities.</p>

<p>Calendar of Assignments EDCI 5311</p>			
Week	Themes & Activities	Readings & Assignments (Please complete readings prior to the beginning of class)	Discussion Facilitator
Module 1	Introductions, Syllabus & Assignments	Assignments & Presentations Sign-up Bring a meaningful artifact that describes your identity. It can be anything.	
Module 2	Digication e-portfolio (we'll talk about this throughout the course) Read prior to class:	Assignments & Presentations Sign-up BEFORE CLASS:	

	<i>How to Tame a Wild Tongue</i>	View <i>How to Tame a Wild Tongue</i> by Gloria Anzaldúa	
Module 3	<p>Presentation1: So You Want To Talk About Race Recognizing and respecting diversity Presentation in class</p> <p>Everyone: Submit your Critical Reading Reflection based on the above reading.</p>	<p>Introduction: So you want to talk about race Is it really about race? What is racism? What if I talk about race wrong? Why am I always being told to "check my privilege"?</p>	Group members:
Module 4	<p>Study Day/No Classroom meeting. Film & Questions. View for class: <i>Stolen Education</i></p> <p>Graduate Student Social-</p>	<p>FOR CLASS: View <i>Stolen Education</i> A film by Enrique Alemán, Jr., and Rudy Luna</p>	
Module 5	<p>Presentation 2: So You Want To Talk About Race Recognizing and respecting diversity Presentation in class</p>	<p>What is cultural appropriation? Why can't I touch your hair? What are microaggressions? I just got called racist, what do I do now? Talking is great, but what else can I do?</p>	

Module 6	<p>Presentation 3: Not Light But Fire Understanding the social and historical context Presentation in class</p>	<p>Not Light But Fire: Part 1: The Ecosystem Chapter 1—Demystifying the “Safe Space” Chapter 2—Developing Your “Talking Game” Chapter 3—Structuring Your Dialogic Curriculum Chapter 4—Establishing Your Purpose</p>	
Module 7	<p>Presentation 4: Not Light But Fire Understanding the social and historical context Presentation in class</p>	<p>Part 2: A Study Of Conversations Chapter 5—The N-Word: Facing It Head-On Chapter 6—“Say It Right”: Unpacking the Cultural Significance of Names Chapter 7—Playing the Other: Thoughtfully Tackling Cultural Appropriation Chapter 8—Pop-Up Conversations: Lessons from the 2016 Presidential Election</p>	
Module 8	<p>Cultural Auto-Biography</p>		
Module 9	<p>Presentation 5: Amazing Grace Recognizing and Building on student strengths Presentation in class</p>	<p>Chapter 1 Chapter 2 Chapter 3</p>	
Module 10	<p>Presentation 6: Amazing Grace Recognizing and Building on student strengths Presentation in class</p>	<p>Chapter 4 Chapter 5 Chapter 6</p>	

Module 11	Due: Group Media Presentations	Everyone	
Module 12	Presentation 7: Borderlands/La frontera: The new Mestiza	Ch1: The Homeland, Aztlán/ El Otro México Ch2: Movimientos de Rebeldía y Culturas que Traicionan Ch3: Entering Into The Serpent	
Module 13	Cultural Event Project Due		

Module 14	Presentation 8: Borderlands/La frontera: The new Mestiza	Ch4: La herencia de Coatlicue/ The Coatlicue State Ch5: How to Tame a Wild Tongue Ch6: Tiilli, Tlapalli: the Path of the Red and Black Ink Ch7: La Conciencia de la mestiza: Towards a New Consciousness	
Module 15	FINAL POSTER Presentation		
Module 16	e-Portfolio		