



Teach anti-racism, teach against anti-Semitism, teach anti-patriarchy, teach trauma, teach healing, teach love. Teach like the future of our society depends on it...do so simply **because it does**.

-Christopher Emdin

EDCI 3100: Multicultural Education, Equity & Social Justice

Fall 2022 MW 12:45-2:15pm (ET)

CHM T215

Neag School of Education

University of Connecticut



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Office Hours: By Appointment

WebEx Room: <https://uconn-cmr.webex.com/meet/srh14003>

Course Description:

Public schools in the United States should be places that work toward the goals of providing all students, understanding intersecting identities, and providing opportunities for learning, growth, access to resources, safety, and equity. Indeed, many school-based and community-based groups have struggled across time to achieve these goals. However, amid this struggle, the promise of education has played out unevenly for different groups both reflecting and contributing to social inequality. This course will provide opportunities for students to explore how anti-racist and justice-oriented education challenges these inequities and the various forms of discrimination, oppression, and violence in schools and society by not only creating conditions for the celebration of diversity, but, more importantly, by taking an active anti-oppressive and critical stance towards teaching and learning. EDCI 3100 provides teachers with critical lenses to establish a theoretical grounding to develop and engage practices to partner with students and communities to achieve greater equity in school and society. Students will examine and apply these lenses and practices through discussions, critical reflections, analyses of schooling structures and practices, examination of their own positionalities, and curriculum-based projects.

Key questions that we will examine include:

- What and whose knowledge is represented in classrooms?
- How are individuals and groups positioned in society? In schools?
- How do particular views of education envision what is “good” for children and society? What are the underlying assumptions?
- How do the classroom and school “climate” and culture influence learning for students from historically marginalized groups?

Course Objectives:

1. Students will be able to critically reflect on their own cultural, racial, ethnic, classed, and gendered identities and explore opportunities for teaching and learning across lines of difference.
2. Students will demonstrate an understanding of how power, privilege, and opportunity are manifested in schools through structures, policies and practices enacted by teachers and other educators.
3. Students will articulate an understanding of the rationale, concepts and practices of multicultural education, including equity literacy and culturally sustaining approaches to teaching and learning and their utility for improving educational experiences and outcomes.
4. Students will develop the knowledge and skills in critically analyzing curricular materials through a multicultural lens.

Course Assessment:

Democratic Classrooms and Class Participation	--	140 points
Reflection Journal	--	160 points
Lesson Leader Group Project	--	160 points
Positionality Paper	--	160 points
Philosophy of Education Paper	--	180 points
Critical/Curriculum Analysis Paper	--	200 points
	Total	1000 points
	Extra Credit (30 Point Maximum)	

Grading:

A = 100-94%	C+= 79-77%	Paper Criteria:	
A- = 93-90%	C = 76-74%	Peer Review	10%
B+= 89-87%	C- = 73-70%	Organization	20%
B = 86-84%	D = 69-60%	Editing/Revision/Clarity	20%
B- = 83-80%	F = 59-0%	Analysis and Development of Concepts	50%

Major Text: All materials available in LMS

Love, B. (2019). *We want to Do More Than Survive*. Boston: Beacon Press.

Class Policies:

Democratic Classrooms: Students are expected to maintain a democratic learning environment for all. Key elements of the democratic classroom include:

1. Valuing the unique contributions each of us bring to the class.
2. Creating space for shared decision-making and authentic inquiry.
3. Seeking knowledge and understanding through collaboration across difference.
4. Orienting our work toward increasing democracy and justice inside and outside the classroom.
5. Establishing and maintaining mutual accountability for the learning environment and shared progress.

Critical Conversations: Students are expected to participate in each class. This may be completed verbally in small or whole groups, in written format via email to the professor after each class, or via video journal emailed to the professor after each class. Components of critical conversations include:

1. Stay engaged. Staying engaged means “remaining morally, emotionally, intellectually, and socially involved in the dialogue.”
2. Experience discomfort. This norm acknowledges that discomfort will occur and asks that participants make a commitment to bring discuss issues openly. This recognizes that discord exists in the society, in our institutions, and in our schools and colleges. It is through dialogue, even when uncomfortable, that healing and change can occur.
3. Speak your truth. This means being open about our thoughts and feelings, even when this may not be what others hope to hear.
4. Expect and accept non-closure. This agreement asks participants to “hang out in uncertainty” and not rush to quick conclusions or answers, which requires a commitment to an ongoing dialogue.

Singleton, G.E., & Linton, C. (2006). *Courageous conversations about race: A field guide for achieving equity in schools* (pp. 58-65). Thousand Oaks, CA: Corwin.

Late policies and Absences: Your involvement and initiative are key components of this course. You will have opportunities individually and collaboratively to demonstrate how you have made sense of course content through your thought-provoking comments, well-thought-out agreements, empathetic disagreements, problem solving strategies and so much more. In the unfortunate event that you are unable to attend part or all of a particular class, you are to send an email to your instructor explaining the circumstances. **This is a professional courtesy and does not excuse the absence or tardiness.** Your professor will then send you a task list including resources and an opportunity for Critical Reflection in lieu of class attendance.

Academic Integrity Policies: This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut as well as the [Student Conduct Code](#). Because questions of intellectual property are important to the field of this course, we can discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn’s [guidelines for academic integrity](#).

Accommodations Policy: The [Center for Students with Disabilities \(CSD\)](#) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

Policy Against Discrimination and Harassment: The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment.

Observance of Religious Holidays: After reviewing the syllabus carefully, please contact your professor if you foresee a conflict between our class schedule or the due date for a major assignment and your religious observations.

APA Citation Guidelines: You should be using APA format for citing texts in this course. APA guidelines can be found at the library in the complete APA manual and style guide reference is available at <http://writingcenter.uconn.edu/?s=apa> or <http://owl.english.purdue.edu/owl/resource/560/01/>

Land Acknowledgement Statement: We acknowledge that the land on which we gather is the territory of the Mohegan, Mashantucket Pequot, Eastern Pequot, Schaghticoke, Golden Hill Paugussett, Nipmuc, and Lenape Peoples, who have stewarded this land throughout the generations. We thank them for their strength and resilience in protecting this land, and aspire to uphold our responsibilities according to their example.

Cell Phone Policy: Absolutely no cell phone use in class unless specified for an assignment. Please make sure that ringers are turned off when in the classroom. If you are using your phone during class, you can be asked to leave and/or will receive a zero for participation for that day. If there is a pressing reason you need to have your cell phone available during a particular class period, then you need to notify the professor about it **before** class begins.

Writing Policy: The writing assignments in this class will require you to blend analysis and reflection of course materials and your personal experiences to construct clear and convincing arguments in response to the different assignment prompts. Throughout the semester, class time will be devoted to “Writing Workshops” aimed at developing your knowledge of the features of strong analytic and reflective writing and how to employ them successfully in your writing. Time in class for peer review, written comments, and individual conferences with the instructor are the primary modes of writing instruction in this class. Revision is ongoing throughout the course and emphasizes conceptual clarity and development of ideas. All major writing assignments will be due after ample time to write, reflect, and revise. *If you are unsatisfied with the outcome of your writing assignment, you are invited to revise and resubmit your writing prior to December 12, 2022 at 11:59pm. With your revised paper, include a cover letter documenting the process of your revisions, where to find changes to your document, and key points of improvement.*

Syllabus Revisions: The syllabus and instructional calendar is a living document and will be revised during the semester. Students will be notified of revisions in a timely manner. Please check HuskyCT regularly for announcements/updates

Questions? Need some help?: Please contact the professor via email as soon as questions or concerns arise. In the unlikely case that the professor does not respond within 2 business days, please resend your email or discuss during the following class meeting.

Assignments: (See [Assignments](#) for the full assignment details)

Democratic Classroom and Course Participation: Due to the nature of the course and the importance of engaging in a dynamic learning experience, all students will complete course readings / listenings / viewings as well as written, visual, or performance-based responses for class meetings and use those responses to contribute meaningfully to class discussion. Students must abide by the social contract created during the first course meeting. We will make mistakes and we will commit to growth. Remember to ask “good faith” questions in moments needing clarification. It is expected that you will participate in both in-person discussions virtually when appropriate.

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| 1. Syllabus Response (Found in HuskyCT) | 6. Listening to Others |
| 2. Participation in class surveys and feedback | 7. Engagement in Peer Review |
| 3. Providing excellent peer reviews | 8. Contributions to Course Community |
| 4. Upholding Social Contract (designed in class) | 9. Visit to the W center for writing assistance |
| 5. Daily Participation in Discussion (verbally or written) | 10. Engaging in Courageous Conversation |

Positionality Paper: This is an opportunity for you to trace what Yolanda Sealey-Ruiz calls an “archaeology of the self.” You will be invited to think about the ways that your identity informs the way you understand your role as a teacher. You will be asked to write **1000-1250 words** (4-5 page double spaced, 12 pt font, 1-inch margins) about how you identify, how this shapes/is shaped by your own schooling experience, how this shapes/is shaped by your understanding of the world. You should choose to include citations from the class readings to help formulate your understanding of how your identity plays into your experiences in school and society more broadly. The paper will be evaluated based on the thoughtfulness of your ideas, the articulation of your argument, your use of evidence and ideas from course readings/materials, and the clarity of your writing. The paper will go through the process of outlining, editing, and revising and will contribute to your fifteen-page total toward the W requirement for the course. You may also include outside sources. All citations must follow APA format and you must include a references page in APA format.

Philosophy of Education Paper: This is an opportunity for you to begin to develop your philosophy of education by exploring Elenore Roosevelt’s question: What is the purpose of public education? In answering this question, do you agree with Aristotle? Dewey? Baldwin? Nussbaum? Ravitch? Sir Ken Robinson? Freire? All of them? Or is the purpose of education something else like: Critical Thinking?

Dissent? In **1250-1500 words** (5-6 pages double spaced, 12 pt font, 1-inch margins) explain how your philosophy of educational purpose relates to the principles of multicultural education. The paper will be evaluated based on the thoughtfulness of your ideas, the articulation of your argument, your use of evidence and ideas from course readings/materials, and the clarity of your writing. The paper will go through the process of outlining, editing, and revising and will contribute to your fifteen-page total toward the W requirement for the course. You may also include outside sources. All citations must follow APA format and you must include a references page in APA format.

Reflection Journal (RJ): Students are expected to maintain a journal that contains 5 responses to course prompts. The Response Journal will assist in collective questioning of readings, films, podcasts, in-class activities, and community-related experiences. Critical humility and care in experiential learning activities are also expected as part of substantive reflection. You will engage in **Critical Reflection** wherein you are making meaning of your course learning by relating them to your lived experiences. Most responses will be approximately 1-2 pages or 5-6 minutes. You may write or video journal your responses. See [Assignments](#) for a list of prompts. Note that Prompt 10 is required. Your response should:

- Identify and provide a succinct summary of the key points.
- Relate the lived experience to course concepts.
- Demonstrate the growth of critical consciousness.

Lesson Leader Group Project: In groups of 3-4, you will lead the class in a 60 minute lesson about one of our course topics. Your lesson will include a 10 minute presentation to familiarize the whole class about your topic and then 35-40 minutes of discussion and activity facilitation. The discussion and activities should be designed to deepen understanding, challenge dominant narratives, and prepare for teaching diverse learners. Finally, you will design a 5-10 minute closure activity that allows for participant reflection. You will have 2 in-class meetings with your professor to plan your lesson and prepare your materials; however, you will need to meet outside of class to finalize and practice your lesson. You will submit your lesson plan and all materials prior to your presentation. Lesson plan templates will be made available on HuskyCT.

ANALYSIS PAPER: Select from one of the two options

Option 1—Critical Analysis Paper: Students will write one critical analysis paper that is **1500-1750 words** (6-7 pages double spaced, 12 pt font, 1-inch margins) in length and that addresses a topic examined in the course. The paper is a reflective, critical analysis of an issue that you are interested in and that relates to course ideas. The paper should demonstrate your understanding of assigned readings and should draw effectively on classroom discussions and major themes of class materials and activities. The paper should demonstrate your ability to analyze the key concepts of the course. The paper will be evaluated based on the thoughtfulness of your ideas, the articulation of your argument, your use of evidence and ideas from course readings/materials, and the clarity of your writing. The paper will go through the process of outlining, editing, and revising and will contribute to your fifteen-page total toward the W requirement for the course. You may also include outside sources. All citations must follow APA format and you must include a references page in APA format.

You will also prepare a 5 minute presentation on your topic that will share your learning with the class. You may pre-record this in a TED talk style video or you may present live.

Option 2—Curriculum Analysis Paper: One goal of this course is to introduce you to the materials and practices of multicultural education that you will be developing over the course of the education degree and your career. These are complex and challenging practices. They require developing a wide knowledge base about your future students as individuals and as members of diverse families, communities, and social groups. Enacting multicultural education also requires that you build a toolkit of curricular materials and instructional strategies. In **1500-1750 words** (6-7 pages double spaced, 12 pt font, 1-inch margins), select a unit plan (or series of lessons) and complete an analysis of the curricular materials. The paper will be evaluated based on the thoughtfulness of your ideas, the articulation of your argument, your use of evidence and ideas from course readings/materials, and the clarity of your writing. The paper will go through the process of outlining, editing, and revising and will contribute to your fifteen-page total toward the W requirement for the course. You may also include outside sources. All citations must follow APA format and you must include a references page in APA format.

Extra Credit: Complete an additional Response Journal.

Class Calendar (See LMS for all materials and readings)

Week	Date	In class	Readings/Podcasts/Videos Due	Assignments Due
1	M 8/29	<i>Setting the Stage</i> Land acknowledgement Our Democratic Classroom Critical Love		
	W 8/31	<i>Setting the Stage</i> Privilege Identity and Intersectionality	Watch: "Cox, F." [Teachers College, Columbia University]. (2020 October 26). <i>Intersecting Identities: Historical Context and the Development of Personal Narrative and Identity</i> . https://www.youtube.com/watch?v=Kw1Cg5gimO8&t=195s	Survey Due
2	M 9/5 Labor Day	<i>No Class Meeting</i>		
	W 9/7	<i>Setting the Stage</i> Encounters Dialogue: What is Multicultural Education?	Banks (2007). <i>An introduction to multicultural education, 4th edition</i> . Chapter 6, Teaching with Powerful Ideas (pp. 65-89). Cranbury, New Jersey: Pearson.	Reflection Journal 1 Due 9/9

3	M 9/12	<p><i>Democratic Classrooms</i></p> <p>Jigsaw: The purpose of education</p>	<p>Group 1: Ravitch, D. (2008). Chapter 3: Education and Democracy: The United States of America as a historical case study. <i>Yearbook of the National Society for the Study of Education</i>, 107(1), 42-57.</p> <p>Group 2: Freire, P., Ramos, M. B., Macedo, D. P., & Shor, I. (2018). <i>Pedagogy of the oppressed</i> (50th anniversary edition.; M. B. Ramos, Trans.). New York: Bloomsbury Academic. Chapter 2</p> <p>Group 3: Adorno, T.W. (2020). Education After Auschwitz. <i>Filosofiya osvity. Philosophy of Education</i>.</p>	Select Leader Groups in LMS
	W 9/14	<p><i>Democratic Classrooms</i></p> <p>Encounters Dialogue: Citizenship</p>	<p>Group A: Baldwin, J. (1998). A talk to teachers. <i>Collected essays</i> (Vol. 2). Library of America.</p> <p>Group B: Banks, J. A. (2009). Human Rights, Diversity, and Citizenship Education. <i>The Educational Forum (West Lafayette, Ind.)</i>, 73(2), 100–110.</p>	Positionality Proposal/Outline Due 9/16
4	M 9/19	<p><i>Democratic Classrooms</i></p> <p>Jigsaw: The Structure of Inequality</p>	<p>Group 1: Nieto, S., & Bode, P. (2018). Chapter 1: Affirming diversity : the sociopolitical context of multicultural education (7th edition.). New York: Pearson.</p> <p>Group 2: Ore, T. E. (2000). Constructing differences. <i>The social construction of difference and inequality: Race, class, gender, and sexuality</i>, 1-18.</p> <p>Group 3: Harro, B. (2013). The Cycle of Socialization. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters, and X. Zuñiga (Eds.). <i>Readings for Diversity and Social Justice</i>. (pp.45-51) New York: Routledge.</p>	Reflection Journal 2 Due 9/20
	W 9/21	<p><i>Sociopolitical Contexts of Schools</i></p> <p>Historical Legacies of Race and Racism in schools</p> <p>Positionality Peer Review</p>	<p>Listen: Vedantam, S. et al. (2019). Zipcode Destiny: The Persistent Power of Place and Education. NPR.</p> <p>Check In survey</p>	Positionality Draft 1 Due (post prior to class)

5	M 9/26 Rosh Hashanah	<i>No Class Meeting</i> Work on Positionality Paper	Shlasko, D. (2015). Using the Five Faces of Oppression to Teach About Interlocking Systems of Oppression. <i>Equity & Excellence in Education</i> , 48(3), 349–360.	
	W 9/28	<i>Guest Speaker Dr. Martina Rosenberg</i> Assessment in the Multicultural Classroom Positionality Peer Review	Chapters 1-2 Love, B. (2019). <i>We want to Do More Than Survive</i> . Boston: Beacon Press.	Positionality Draft 2 Due (post prior to class) Positionality Paper Due 9/30
6	M 10/3	<i>Leader Group 1</i> Critical Race Theory	Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education?. <i>International journal of qualitative studies in education</i> , 11(1), 7-24.	
	W 10/5 Yom Kippur	<i>No Class Meeting</i> Complete Reflection Journal 3	Chapter 3-4 Love, B. (2019). <i>We want to Do More Than Survive</i> . Boston: Beacon Press.	Reflection Journal 3 Due 10/7
7	M 10/10	<i>Leader Group 2</i> Class and Socioeconomic Status	Mantsios, G. (2009). Media magic: Making class invisible. Race, class, and gender in the United States. 450-457	Democratic Classrooms Proposal/Outline Due 10/14
	W 10/12	<i>Leader Group 3</i> Opportunity Gap	Darling-Hammond, L. (2013). Inequality and school resources: What it will take to close the opportunity gap. In Prudence L. Carter and Kevin G. Welner (eds). <i>Closing the opportunity gap: What American must do to give every child an even chance</i> . (pp. 77-97). New York: Oxford University Press.	
8	M 10/17	<i>Leader Group 4</i> Religious Diversity Democratic Classrooms Peer Review	Rizga, K. (2015, December 9). <i>This is what it's like to be a Muslim schoolkid in America right now</i> . <i>Mother Jones</i> , http://www.motherjones.com/politics/2015/12/muslim-kids-bullying-schools-teachers-islamophobia/	Democratic Classrooms Draft 1 Due (post prior to class)

	W 10/19	Abolitionist Teaching Respectability Politics	Chapters 5-7 Love, B. (2019). <i>We want to Do More Than Survive</i> . Boston: Beacon Press. Check In Survey	
9	M 10/24	<i>Leader Group 5</i> Gender, Sexuality, and Power Democratic Classrooms Peer Review	Love, B. L. (2017). A ratchet lens: Black queer youth, agency, hip hop, and the Black ratchet imagination. <i>Educational Researcher</i> , 46(9), 539-547.	Democratic Classrooms Draft 2 Due (post prior to class)
	W 10/26	<i>Leader Group 6</i> Ethnic Studies	Watch: Palos, A. L., McGinnis, E., Fifer, S. J., Bricca, J., & Amor, N. (2011). <i>Precious Knowledge</i> (J. Bricca, Ed.). Arizona: Dos Vatos Productions.	Democratic Classrooms Paper Due 10/28
10	M 10/31	<i>Leader Group 7</i> Language studies AAVE, ESL	Hartman, A. (2003). Language as oppression: The English-only movement in the united states. <i>Socialism and Democracy</i> , 17(1), 187-208.	Reflection Portfolio 4 Due 11/1
	W 11/2	<i>Guest Speaker</i> <i>Khalilah Arrington</i> School to prison pipeline	Watch: Atlas, J., Pines, D., Major, C., Danglades, V., & Morris, M. W. (2019). <i>Pushout: the criminalization of Black girls in schools</i> . San Francisco: Video Project.	Critical/Curriculum Analysis Topic and Thesis Statement Due 11/4
11	M 11/7	<i>Multicultural Curriculum</i> Jigsaw: Culturally Sustaining Pedagogies (Intro)	Group 1: Ladson-Billings (1995) But that's just good teaching! The case for culturally relevant pedagogy. <i>Theory into Practice</i> , 34 (3): 159 – 165. Group 2: Chapter 17: Hucks, D., Sealey-Ruiz, Y., & Showunmi, V. (2022). <i>Purposeful Teaching and Learning in Diverse Contexts : Implications for Access, Equity and Achievement</i> . (1st ed.). Charlotte, NC: Information Age Publishing, Incorporated. Group 3: Lee, S.J. & Walsh, D. (2017). Socially just, culturally sustaining pedagogy for diverse immigrant youth: Possibilities, challenges, and directions. In D. Paris & H.S. Alim (Eds). <i>Culturally sustaining pedagogies: Teaching and learning for justice in a changing world</i> . (pp. 191-207). New York: Teachers College Press.	

	W 11/9	<i>Multicultural Curriculum</i> Jigsaw: Culturally Sustaining Pedagogies (Behavior Management)	Reading Jigsaw: Milner, H. R. I., Cunningham, H. B., Delale-OConnor, L., & Kestenber, E. G. (2018). <i>These kids are out of control : Why we must reimagine classroom management for equity</i> . Corwin Press. Group 1: Chapter 1 Group 2: Chapter 3 Group 3: Chapter 4 Group 4: Chapter 5	Critical/Curriculum Analysis Proposal/Outline Due 11/11
12	M 11/14	Guest Speaker Chris Newell Native American/Indigenous Education	Ward, M. K. (2011). Teaching indigenous American culture and history: Perpetuating knowledge or furthering intellectual colonization. <i>Journal of Social Sciences</i> , 7(2), 104-112. Check In Survey	
	W 11/16	<i>Multicultural Curriculum</i> Encounters Dialogue: Culturally Sustaining Pedagogies (In the Disciplines) CA Peer Review	ALL Watch: "Lyiscott, J." [TEDx Talks]. (2018 May 28). <i>Why English Class is Silencing Students of Color</i> . https://www.youtube.com/watch?v=u4dc1axRwE4 Pick 1 reading: Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. <i>Educational researcher</i> , 41(3), 93-97. Villegas, A. M., & Lucas, T. (2007). The culturally responsive teacher. <i>Educational Leadership</i> , 64(6), 28. Gorski, P. (2013) What works (when adapted to your specific context, of course): Instructional strategies that are effective, equitable, and even data-driven. From <i>Reaching and teaching students in poverty: Strategies for erasing the opportunity gap</i> . New York: Teachers College Press.	Critical/Curriculum Analysis Draft 1 Due (upload prior to class)
13	11/20-26	Fall Break		
14	M 11/28	Work Day Individual meetings with professor		Critical/Curriculum Analysis Draft 2 Due (post prior to class)

	W 11/30	Work Day Individual meetings with professor		
15	M 12/5	Presentations Now What Democratic Classroom and Participation Reflection		Final Reflection Journal Due 12/6
	W 12/7	Presentations Closing Course Evaluation		Critical/Curriculum Analysis Paper Due 12/9
16	M 12/12	NO FINAL NO CLASS	All revise and resubmit due 12/12 (No late resubmit accepted) Extra Credit due 12/12 (No late extra credit accepted)	