

Loyola University Chicago

CIEP 524 - Multicultural Education: Privilege, Power, and Possibilities in Urban Classrooms

Fall 2015

Instructor: Dra. (Doctora) Aurora Chang

Class Location: Maguire Hall Room 324

Class Time: Wednesdays, 7:00-9:30pm

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Office/Office Hours: LT 1063/By appointment

Course Information: Course materials are available on Sakai

Course Description

This course examines multicultural education through a focus on critical readings in foundations of education. By examining the role of privilege, power and possibilities within teaching and learning, this course aims to explore the ways in which identity, education and agency intersect in school contexts with a specific focus on urban locations. This course will allow you to consider the following central questions:

- How would you describe your critical framework for approaching multicultural education?
- How do power, privilege and possibilities play a role in the processes of schooling?
- How does one effectively facilitate and participate in discussions around critical issues in multicultural education?
- How would you describe your own intersectional positionality as a scholar/researcher/educator by applying the concepts of our readings to your own understandings of schooling?
- How do identity, education and agency intersect and interact with one another in school contexts?

Course Objectives

This course has been designed to meet the following general goals. Students will:

1. Develop a critical curricular framework for analyzing multicultural education with a focus on curriculum.
2. Engage in rigorous discourses about the role of power, privilege and possibilities within multicultural education, curricular choices and the process of schooling.
3. Become familiar with key theoretical readings and related readings about multicultural education, curriculum and critical pedagogy.
4. Learn to effectively facilitate and participate in discussions around critical issues in multicultural education, curriculum and critical pedagogy.
5. Examine your own intersectional positionality as a scholar/researcher/educator by applying the concepts of our readings to your own understandings of multicultural education, curriculum, critical pedagogy and schooling.
6. Explore the ways in which identity, education and agency intersect and interact with one another in school contexts with a focus on curriculum.
7. Develop, write and present a final paper detailing a current critical curricular issue pertinent to multicultural education that focuses on power, privilege and possibilities.

The School of Education's Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development,

demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

This course will focus on three components of our conceptual framework:

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

Dispositions

This is a new requirement: Each syllabus is required to have a statement describing what SOE dispositions will be assessed in this course. These dispositions, *Professionalism, Fairness, and the Belief that all students can learn*, are indicators of growth for different levels in the program. Full transparency will be critical to ensure that candidates are able to meet the expectations of the developmental disposition standards. Please be sure to state the disposition that will be assessed in the course along with the rubric that will be used. Developmental disposition data will be available every semester to programs (or as needed) so programs can handle issues as they arise.

IDEA Objectives

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning how to find and use resources for answering questions or solving problems
4. Learning to analyze and critically evaluate ideas, arguments, and points of view

Diversity

This course supports the School of Education's conceptual framework and its aim to prepare professionals in the service of social justice. To that end, we will delve into the equity issues related to undocumented students.

www.luc.edu/education/syllabus-addendum/

This link directs you to the college-wide required statements on the following topics: academic honesty, accessibility, conceptual framework, EthicsLine Reporting Hotline, and Electronic Communication Policies and Guidelines. You are responsible for knowing and abiding by the content of these statements.

Course Format

Given the nature of a doctoral seminar, I will expect you to **co-construct** the course based on your particular interests and experiences, and on the goals you've articulated in your program of doctoral studies. One way to construct the course is through the topics you present in class; another is through your facilitation of readings (both of these are discussed in more detail below). Also, although you will have received the syllabus and course schedule on the first day of class, these represent just my initial thinking about the significant topics we should discuss. These are subject to revision. Please bring any ideas, resources or activities that you think are particularly relevant to class for us to discuss.

Attendance Policy

Your attendance/participation in class is critical to your success. Because life happens, you will have one permitted absence, no questions asked, in the semester – choose it wisely. If an

emergency arises outside of this absence, contact the instructor as soon as you are able. For every class you miss beyond the one allowed absence, 5 points will be deducted from your overall grade.

Course Grades

There are a total of 200 points possible in this course. The grading scale is as follows: A (93 - 100%), A- (90 - 92%), B+ (87 - 89%), B (83 - 86%), B- (80 - 82%), C+ (77 - 79%), C (73 - 76%), C- (70 - 72%), D+ (67 - 69%), D (63 - 66%), D- (60 - 62%), F (59% and below).

General Evaluation Criteria

- There will be a 10% reduction in your grade for every day an assignment is late.
- All assignments need to be typed and double-spaced with 1" margins in 12-point font. Please be sure to include your identifying information.
- Students are expected to follow the guidelines of the APA (6th edition) for citations and references. Papers that have three or more APA errors will not be graded.

Daily Requirements

- Check your Loyola email account every day before class. You are responsible for promptly responding to all emails and for the information within each message.
- Stay on top of and complete all the readings and come prepared to articulately discuss your point of view.

Course Assignments (100 possible points)

Participation (20 points) - This is a rigorous, doctoral-level course. As such, your participation as assessed by your contributions to a healthy class environment, substantive discussion, scholarly growth, and overall positive demeanor, is the centerpiece of this course. Participation is comprised of several components:

- 1) Supporting and cultivating new colleagues.
- 2) Utilizing scholarly references and your funds of knowledge to support and articulate your ideas.
- 3) Courageously raising issues and engaging in discussions that feel risky or uncomfortable.
- 4) Engaging in difficult conversations, seeking to understand others before being understood.
- 5) Bringing food and drinks to share with the class.

Educational Autobiography (Individual) (10 points) - Students will have 10 minutes to CREATIVELY present their educational autobiography. This can be presented in **any format** - the only requirements are that you: use CREATIVITY, explore your social identities within your educational context, and feel proud about the final product. This assignment will be assessed according to its level of creativity, the inclusion of multiple social identities (that must include race and immigration status), and your effectiveness in presenting it to the class. Submit an electronic copy of your product to the Assignments folder in Sakai.

Facilitate Scholarly Class Discussion (10 points) - Students will have the opportunity to lead a **scholarly** class discussion. Students will be assigned an evening where they will facilitate or co-facilitate the discussion of an assigned reading. This will include submitting a handout for each person in class that includes the following: **(1) a 500-750 word summary of the assigned readings, (2) five of the most important quotes from the reading, and (3) 4-6 discussion questions.** As you facilitate, you will need to pose questions, promote dialogue, and offer your analysis and critique of the reading(s). You will have one hour. This assignment will be assessed according to the scholarly quality of discussion, the effectiveness of your discussion questions, your ability to promote equitable dialogue among all students, your skill in keeping the class engaged throughout the given time, and the sophistication of your analysis and critique of the

readings. Provide enough handouts for everyone in the class and submit an electronic copy to the Assignments folder in Sakai by the beginning of class.

Your facilitation must engage your community so that we are all co-constructors of knowledge by employing effective pedagogical practices (i.e. – don't lecture).

Upon the completion of your facilitation, you will submit a 1-2 page reflection paper that:

- 1) Reflects on the effectiveness of your facilitation style.**
- 2) Identifies ways you would re-mediate your teaching practices.**

Weekly Reflection Paper (20 points – 2 points each) – You will write a total of 10 reflection papers due each Monday by 9pm in Sakai. There are 11 opportunities to write a paper, therefore, you will decide which week to skip. A reflection paper allows you to draw from the week's readings to reflect upon an issue/concept/theory of your choice. The paper should not exceed 500 words (approximately 2 double-spaced pages). Please adhere to APA style guidelines. Be prepared to discuss your reflection paper in small groups on the day it is due.

The reflection paper will be evaluated on the following criteria:

- | | | |
|----|--|----------------|
| 1. | Clarity and Organization of Writing | ½ point |
| 2. | Reference to readings through use of quotations (at least 2) | ½ point |
| 3. | Length of paper (not to exceed 500 words) | ½ point |
| 4. | Engagement of scholarly issue | <u>½ point</u> |
| | | 2 points |

Final Paper: Critical Issue Paper (30 points) - You will write a culminating paper that focuses on one specific critical issue that impacts the multicultural space that is education. This paper must demonstrate your clear understanding of social justice and inequity within schooling as examined through the course readings, activities and discussions and address a specific topic/research question within multicultural education specific to curriculum (CF3). The paper must also demonstrate how you will translate the concepts from this course into skills that will enable you and educators in general to work effectively with diverse student populations (CF4). The final research/reflection paper must draw from a combination of the course readings and relevant research. Points will be awarded based on Final Critical Issue Paper rubric (included at end of syllabus).

Final Presentation: Critical Issue (10 points) – You will have 10 minutes to present the findings of your critical issue paper.

Required Readings

Articles & Chapters:

Apple, M. (1971). The hidden curriculum and the nature of conflict. *Interchange*, 2(4), 27-40.

Bell, D. (1980). The interest-convergence dilemma and Brown v. Board of Education. *Harvard Law Review*, 93(518).

Bourdieu, P. (1986). Forms of Capital. In R. J. Richardson (Ed.) *Handbook of Theory and Research for the Sociology of Education* (New York, Greenwood), 241-258.

Chang, A. (2011). Undocumented to Hyperdocumented: A Jornada of Protection, Papers, and

- PhD Status. *Harvard Educational Review*, 81(3), 508-520.
- Chang-Ross, A. (2010). Reflections of a Racial Queer. *Multicultural Perspectives*, 12(2), 107-112.
- Darder, Antonia. (2003). Teaching as an Act of Love: Reflections on Paolo Freire and His Contributions to Our Lives and Our Work. In A. Darder, M. Baltodano & R. D. Torres (Eds.), *The Critical Pedagogy Reader*. New York, NY: Routledge.
- Duncan-Andrade, J. M. R. (2009). Note to educators: Hope required when growing roses in concrete. *Harvard Educational Review*, 79(2), 181.
- Harris, C. (1993). Whiteness as property. *Harvard Law Review*, 106(8), 467-498.
- Hatt, B. (2012). Smartness as a Cultural Practice in Schools. *American Educational Research Journal*, XX(X), 1-23.
- Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, 32(3), 465-491.
- Noddings, N. (2012). The Caring Relation in Teaching. *Oxford Review of Education*, 38, 6, 771-781.
- Solorzano, D. G., & Yosso, T. J. (2002). Critical race methodology: Counter-storytelling as an analytic framework for education research. *Journal of Qualitative Inquiry*, 8(1), 23-44.
- Sternberg, R. (2007). Who Are the Bright Children? The Cultural Context of Being and Acting Intelligent. *Educational Researcher*, 36(3), 148-155.
- Takacs, D. (2002). Positionality, epistemology, and social justice in the classroom. *Social Justice*, 29(4), 168-181.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity, and Education*, 8(1), 69-91.

Required Books:

- Bonilla-Silva, E. (2003). *Racism without racists*. Lanham, MD: Rowman and Littlefield.
- Delpit, L. D. (2012). *"Multiplication is for white people": Raising expectations for other people's children*. New York: New Press.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum Publishing Company.
- Gandara, P., & Contreras, F. (2010). *The Latino Education Crisis: The Consequences of Failed Social Policies*. Harvard, MA: Harvard University Press.
- Fergus, E., Noguera, P., & Martin, M. (2014). *Schooling for resilience: Improving the life trajectory of Black and Latino boys*. Cambridge, MA: Harvard Education Press.
- Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
- Leonardo, Z. (2013). *Education and racism: A primer on issues and dilemmas*.

Mayo, C. (2014). *LGBTQ youth and education: Policies and practices*.

Milner, H. R. (2010). *Start where you are, but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Cambridge, Mass: Harvard Education Press.

Schedule

Week 1: August 26th

Consensus on syllabus

Introductory PPT - Class Norms, Teaching Philosophy

Social Identities Exercise

Week 2: September 2nd

Chang, A. (2011). Undocumented to Hyperdocumented: A Jornada of Protection, Papers, and PhD Status. *Harvard Educational Review*, 81(3), 508-520.

Takacs, D. (2002). Positionality, epistemology, and social justice in the classroom. *Social Justice*, 29(4), 168-181.

Bourdieu, P. (1986). Forms of Capital. In R. J. Richardson (Ed.) *Handbook of Theory and Research for the Sociology of Education* (New York, Greenwood), 241-258.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity, and Education*, 8(1), 69-91.

Educational Autobiographies

PPT: How our Positionality Impacts our Epistemology

Week 3: September 9th

Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, 32(3), 465-491.

Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Continuum Publishing Company.

Facilitator: Eleni

Weekly Reflection Paper due Tuesday, September 8th by 9pm

Week 4: September 16th

Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

Noddings, N. (2012). The Caring Relation in Teaching. *Oxford Review of Education*, 38, 6, 771-781.

Facilitator: Hector

Weekly Reflection Paper due Monday, September 14th by 9pm

Week 5: September 23rd

Apple, M. (1971). The hidden curriculum and the nature of conflict. *Interchange*, 2(4), 27-40.

Bell, D. (1980). The interest-convergence dilemma and Brown v. Board of Education. *Harvard Law Review*, 93(518).

Harris, C. (1993). Whiteness as property. *Harvard Law Review*, 106(8), 467-498.

Solorzano, D. G., & Yosso, T. J. (2002). Critical race methodology: Counter-storytelling as an analytic framework for education research. *Journal of Qualitative Inquiry*, 8(1), 23-44.

Facilitator: Amy B.

Weekly Reflection Paper due Monday, September 21st by 9pm

Week 6: September 30th

Darder, Antonia. (2003). Teaching as an Act of Love: Reflections on Paolo Freire and His Contributions to Our Lives and Our Work. In A. Darder, M. Baltodano & R. D. Torres (Eds.), *The Critical Pedagogy Reader*. New York, NY: Routledge.

Duncan-Andrade, J. M. R. (2009). Note to educators: Hope required when growing roses in concrete. *Harvard Educational Review*, 79(2), 181.

Hatt, B. (2012). Smartness as a Cultural Practice in Schools. *American Educational Research Journal*, XX(X), 1-23.

Sternberg, R. (2007). Who Are the Bright Children? The Cultural Context of Being and Acting Intelligent. *Educational Researcher*, 36(3), 148-155.

Facilitator: Jon

Weekly Reflection Paper due Monday, September 28th by 9pm

Week 7: October 7th

Bonilla-Silva, E. (2003). *Racism without racists*. Lanham, MD: Rowman and Littlefield.

Facilitator: Sammie

Weekly Reflection Paper due Monday, October 5th by 9pm

Week 8: October 14th

Leonardo, Z. (2013). *Education and racism: A primer on issues and dilemmas*.

Facilitator: Amy C.

Weekly Reflection Paper due Monday, October 12th by 9pm

Week 9: October 21st

Fergus, E., Noguera, P., & Martin, M. (2014). *Schooling for resilience: Improving the life trajectory of Black and Latino boys*. Cambridge, MA: Harvard Education Press.

Facilitator: Patrick

Weekly Reflection Paper due Monday, October 19th by 9pm

Week 10: October 28th

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

Facilitator: Jenna

Weekly Reflection Paper due Monday, October 26th by 9pm

Week 11: November 4th

Milner, H. R. (2010). *Start where you are, but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms*. Cambridge, Mass: Harvard Education Press.

Facilitator: Mandy

Weekly Reflection Paper due Monday, November 2nd by 9pm

Week 12: November 11th

NO CLASS - Independent Work Day

Gandara, P., & Contreras, F. (2010). *The Latino Education Crisis: The Consequences of Failed Social Policies*. Harvard, MA: Harvard University Press.

Weekly Reflection Paper due Monday, November 9th by 9pm

Week 13: November 18th

Mayo, C. (2014). *LGBTQ youth and education: Policies and practices*.

Facilitator: Cynthia

Weekly Reflection Paper due Monday, November 16th by 9pm

Week 14: November 25th

NO CLASS

Week 15: December 2nd

Final Presentations

Some Recommended References

- Bell, D. (1992). *Faces at the bottom of the well: The permanence of racism*. New York: Basic Books.
- Delgado, R. (1995). *Critical race theory: The cutting edge*. Philadelphia, PA: Temple University Press.
- Delgado, R. & Stefancic, J. (Eds.). (1997). *Critical white studies: Looking behind the mirror*. Philadelphia: Temple University Press.
- Fine, M. (1994). Working the hyphens: Reinventing self and other in qualitative research. In N. R. Denzin & W. S. Lincoln (Eds.), *Handbook of qualitative research*. Thousand Oaks, CA: Sage.
- Fine, M., Weis, L. & Powell, L. (1997). Communities of differences: A critical look at desegregated spaces created for and by youth. *Harvard Educational Review*, 67, 247-284.
- Flagg, B. (1993). 'Was blind, but now I see': White race consciousness and the requirement of discriminatory intent. *Michigan Law Review*, 91(3), 953-1017.
- Giroux, H. (1997). *Channel surfing: Race talk and the destruction of today's youth*. New York: St. Martin's Press.
- Roediger, D. (1994). *Toward the abolition of whiteness*. London: Verso Press.
- Solórzano, D. G. & Delgado Bernal, D. (2001). Examining transformational resistance through a critical race and LatCrit theory framework: Chicana and Chicano students in urban contexts. *Urban Education*, 36(3), 308-342.
- Solórzano, D. G. & Yosso, T. J. (2001). From racial stereotyping and deficit discourse toward a critical race theory in teacher education. *Multicultural Education*, 9 (1), 2-8. Special issue on Education and Race, *Teachers College Record*, 100 (4), Summer, 1999.
- Warrior, R. (1995). *Tribal secrets: Recovering American Indian intellectual traditions*. Minneapolis: University of Minnesota Press.

In this section you will map out the prior research on your topic. This should include some foundational work done on the topic, but most importantly the most recent research published on it. Generally, there are patterns as to who did what on the topic, and whose work led to what conclusions that made a difference. You will be able to see this by paying attention to who is citing whom in their work. Familiarize yourself with the literature on your topic because remember you are trying to enter a dialogue, a conversation (for the most part already underway) with your topic. Literature reviews should not be a stylized list of names, titles, and summaries of scholarly work – it is not an annotated bibliography. A good literature review should engage the reader in a discussion not just of who did what and when, but also of whose contributions you consider to be significant and whose work had shortcomings. You may think of it as an intellectual/research history on previous work done on your topic. Situate your work within this intellectual/research history and remember that you are trying to contribute new knowledge so you don't want to do what's already been done, but to build on it and use it as a foundation. You must reference at least 10 additional citations in addition to any of the material covered in the course.

Section 4 Discussion (2-3 pp.)

Use this section to discuss what you learned from the literature review, the course readings and the discussions in class as they relate to the issue you researched. This is where you really articulate your position on this issue, especially as a result of your newfound knowledge. Additionally, this section should begin to engage your larger theoretical/conceptual understandings as they apply to the issue you researched.

Section 5 Curricular Applications (2-3 pp.)

Use this section to explain the curricular applicability of this issue that will enable you and/or educators in general to work effectively with diverse student populations. In other words, what are the practical applications of what you learned? What are specific pedagogical and curricular strategies, based on your exploration of this issue that can be employed to create increasingly socially just learning environments for all students?

Section 6 Conclusion (1-2 pp.)

Use this section to explore how the issue you addressed might be significant to your field or discipline, the community you are working with, and society at large. How will this issue fill in the gaps you found in the literature and/or advance the theories you learned about in significant ways? This section is usually last because it should be your strongest argument to advocate for the worthiness of the issue you chose.

Final Paper: Critical Issues in Multicultural Education Rubric

	Target	Acceptable	Unacceptable
Identification of Critical Issue in Multicultural Education	The paper clearly identifies a critical issue in multicultural education and effectively articulates its significance in advancing social justice in education.	The paper identifies a critical issue in multicultural education and adequately articulates its significance in advancing social justice in education.	The paper fails to both identify a critical issue in multicultural education and articulate its significance in advancing social justice in education.
Understanding of social justice and inequity	The paper demonstrates a deep and wide	The paper demonstrates an adequate understanding of social	The paper fails to demonstrate an understanding of social

issues IL-LUC-CF.3	understanding of social justice and inequity issues specific to multicultural education and curriculum (in its broadest meaning).	justice and inequity issues specific to multicultural education and curriculum (in its broadest meaning).	justice and inequity issues specific to multicultural education specific and curriculum (in its broadest meaning).
Working with diverse student populations IL-LUC-CF.4	The paper demonstrates a strong sense of efficacy on the part of the researcher to work with and study diverse student populations from a conceptual and practical standpoint.	The paper demonstrates an adequate sense of efficacy on the part of the researcher to work with and study diverse student populations from a conceptual and practical standpoint.	The paper fails to demonstrate a sense of efficacy on the part of the researcher to work with and study diverse student populations from a conceptual and practical standpoint.
Connection to theme of power, privilege and possibilities	The paper demonstrates a powerful connection to the course theme of power, privilege and possibilities.	The paper demonstrates an adequate connection to the course theme of power, privilege and possibilities.	The paper fails to demonstrate a connection to the course theme of power, privilege and possibilities.
Technicalities (APA Format, spelling, grammar, syntax, etc.)	Paper follows APA format consistently and accurately. Spelling, grammar and syntax are impeccable.	Paper follows APA format for the most part. Spelling, grammar and syntax are generally acceptable with a few errors.	Paper fails to follow APA format adequately. Notable and consistent spelling, grammar and syntax errors appear throughout.
Format and Paper Sections	The paper follows all format guidelines outlined in the syllabus.	The paper mostly follows all format guidelines outlined in the syllabus.	The paper contains numerous errors relative to format guidelines outlined in the syllabus.
Conventions and Grammar	Grammatical conventions and citations reflect little or no errors.	Grammatical conventions and citations reflect few errors.	Grammatical conventions and citations reflect some errors.
Overall	TARGET	ACCEPTABLE	UNACCEPTABLE