



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

**Fall 2016**

**Loyola University Chicago**

**CIEP 524 – Multicultural Education:**

**Privilege, Power, and Possibilities in Urban Classrooms**

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Instructor: Dr. Sarah Cohen

Class Location: Corboy Law Center Room 204

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

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Office/Office Hours: LT 1062/By appointment

Course Information: Course materials are available on Sakai

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## **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?
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## **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 research paper in which you discuss a current critical curricular issue pertinent to multicultural education that focuses on power, privilege and possibilities.

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## **School of Education Policies and Information**

### **Conceptual Framework and Conceptual Framework Standards**

The SOE's Conceptual Framework (CF)—*Social Action through Education*—is exemplified within the context of this course through our readings, discussions, and writing about critical issues related to multicultural education. By examining the role of privilege, power and possibilities within contexts of 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 addresses multiple perspectives on diversity and aims to help us reflect on the ways in which structures, institutions and practices position diversity in certain ways as well as our own responses as educators to the multi-faceted diversity of our students. The following Conceptual Framework Standards are key to our work in this course:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

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- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

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### **LiveText**

LiveText is the platform used to submit all required assignments for this course. All students, except must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. Please visit this site for additional information about [LiveText](#).

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### **IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course

evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**IDEA Course Evaluation Objectives**

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
- Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
- Learning how to find, evaluate and use resources to explore a topic in depth
- Learn to apply course material (to improve thinking, problem solving, and decisions).

**Dispositions**

In addition to the knowledge and skills central to this course, you will be assessed on your dispositions related to: *professionalism, fairness, and the belief that all students can learn.* *Professionalism* will be assessed using the class participation and attendance. *Fairness* and the *belief that all students can learn* will be connected to and assessed as part of your final paper. This rubric is also found on Live Text.

	Target	Acceptable	Unacceptable
<b>Professionalism</b> IL-LUC-DISP.1	Demonstrates all behaviors at acceptable level and all of the following: Takes initiative. Serves as a model for peers. Actively problem solves. Is resilient.	Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
<b>Fairness</b> IL-LUC-DISP.2	Demonstrates all behaviors at acceptable level and all of the following: Advocates/intercedes for others. Sees and accepts individual differences as strengths. Serves as a model for peers.	Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners' needs.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.
<b>All Students Can Learn</b> IL-LUC-DISP.3	Demonstrates all behaviors at acceptable level and all of the following: Advocates for students/learners. Serves as a model for peers. Is reflexive: aware of the foundation that guides their professional practices, and regularly examines the origins and influence these foundations have on student learning.	Holds high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.	Demonstrates a weakness in any of the behaviors listed at the acceptable level.

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## Required Course Reading

### Books

- Au, W. (2014). *Rethinking multicultural education: Teaching for racial and cultural justice*. Milwaukee: Rethinking Schools  
<http://www.rethinkingschools.org/ProdDetails.asp?ID=9780942961539&d=to>
- Darder, A. (2012). *Culture and power in the classroom: Education foundations for the schooling of bicultural students*. Boulder, CO: Paradigm Publishers.
- Delpit, L. D. (2012). *"Multiplication is for white people": Raising expectations for other people's children*. New York: New Press.
- Gandara, P., & Contreras, F. (2010). *The Latino Education Crisis: The Consequences of Failed Social Policies*. Harvard, MA: Harvard University Press.
- Mayo, C. (2014). *LGBTQ youth and education: Policies and practices*. New York: Teachers College Press.
- Noguera, P. (2008). *The trouble with Black boys: Race, equity and the future of public education*. San Francisco, CA: Jossey Bass.

### Articles

- Baldwin, J. (2008), A Talk to Teachers. *Yearbook of the National Society for the Study of Education*, 107: 15–20. doi: 10.1111/j.1744-7984.2008.00154.x
- 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.
- Chilcoat & Ligon (1998) We talk here. This is a school for talking. *Curriculum Inquiry*. 28-2
- DeCapua, A. & Marshall, H. (2015). Reframing the conversation about students with limited or interrupted formal education: From achievement gap to cultural dissonance. *NASSP Bulletin* 1-15.
- Ladson-Billings, G. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational*

*Research Journal*, 32(3), 465-491.

Martino & Cumming-Potvin (2015). "They didn't have out there gay parents--They just looked like normal regular parents": Investigating teachers' approaches to same-sex parenting and non-normative sexuality in the elementary school classroom. *Curriculum Inquiry*, 41:4, 480-501

Marquez & Brockenbrough (2015). Queer youth v. the state of California: Interrogating legal discourses on the Rights of queer students of color. *Curriculum Inquiry*, 43:4, 461-482

Nieto, J. & Johnson, J. (2007) Truly Inclusive? Disability and multicultural education. *Perspectives on Urban Education Vol 5(1)*.

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.

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

Villenas & Deyhle (1999). Critical race theory and ethnographies challenging the stereotypes: Latino families, schooling, resilience and resistance. *Curriculum Inquiry*, 29:4

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.

### **Course Format**

Given the nature of this as a doctoral seminar, I will expect you to **co-construct** the course based on your particular interests and experiences, and on the goals you have 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 my initial thinking about the significant topics we should discuss and are subject to revision. Please bring any ideas, resources or activities that you think are particularly relevant to class for us to discuss.

This course has been designed to explore a set of issues, their history, and possibilities of change within U.S. public education. One of my aims is to investigate those issues, and work with you on how to analyze them. Most of our work in class will center on your analysis of the reading for that class, in light of questions that I pose for each set of texts. This is not a lecture course and I expect you to read closely, generously and critically. Because educative discussion is as much a matter of listening as speaking (think of listening as a version of reading), I expect you to listen just as closely, generously and critically as you read.

One reason that I organize the class in this way is my view that we learn more by figuring things out ourselves, though always in the company of others, than by being told to remember the results of someone else's thinking. Learning from others' thinking is important, of course, though should not be a replacement for the development

of your own. Another reason is that one of the most important features of graduate study is learning to think and write analytically. Spending most of one's time listening to someone else's analysis is not the best way to cultivate one's own analytical knowledge and skill, though we have a great deal to learn from others' analyses. Finally, you bring to this study your own substantial life and educational experiences, and I want to recognize and draw on that in our work together.

### **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 (6<sup>th</sup> 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. 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 (15 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) Using scholarly references and your funds of knowledge to support and articulate your ideas.
- 3) Courageously raising issues and engaging in discussions even when they feel risky or uncomfortable.
- 4) Engaging in difficult conversations, seeking to understand others before being understood.

**Educational Autobiography (Individual) (5 points)** – You will have 10 minutes to CREATIVELY present your 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.

**Guiding questions for autobiographies:** What can you share about your own educational journeys? How do you position yourself in relation to issues of race, culture, and power? How do these bear on your identity as a student and as an educator?

**Facilitation of Scholarly Class Discussions (10 points) –**

You will have the opportunity to lead **scholarly** class discussions. Each of you will be assigned a couple of evenings where you 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 discussion and offer your analysis and critique of the reading(s). You will have one hour. Your performance on 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.

Please ensure that you 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 by employing effective pedagogical practices so that we are all co-constructors of knowledge (i.e. – don't lecture).**

**Five (2 page) Reflection Essays (30 points total—6 points each) –**

You will write a total of 5 reflection papers over the course of the semester. A reflection paper allows you to draw from the previous two weeks' readings to reflect on 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 partners or small groups in that week's class. A structure will be provided to guide your commenting on each others' writing. One of the best ways to learn something is to teach it. One of the things you need to learn is how to improve your own work, how to edit and revise. One way you can learn that well is by reading and commenting upon other peoples' writing.

**The reflection papers will be evaluated based on the following criteria:**

- 1. Clarity and Organization of Writing:  
Is the argument clear? Does the evidence support the argument? 2 points
- 2. Thoughtful use of references to readings to support your ideas and argument. 2 points
- 3. Demonstration of critical engagement with a scholarly issue. 2 points

**Final Paper: Critical Issue Paper (40 points)** - You will write a culminating research paper that focuses on a critical issue that impacts the multicultural space that is education. This paper must demonstrate your clear understanding of issues of social justice and inequities within schooling as examined through the course readings, activities and discussions (CFS3). You should address a specific topic/research question within multicultural education specific to curriculum (CFS1). The paper must also demonstrate how you will translate the concepts from this course into skills that will enable you and other educators to work effectively with diverse student populations (CF4). Additional details and guidelines are found at the end of the syllabus.

### **Recommended Additional Reading**

Cummins, J. (2000). *Language, power and pedagogy: Bilingual children caught in the crossfire*. Clevedon, UK: Multilingual Matters

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.

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

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

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.

\*\*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*. New York: Routledge
- 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.

**Final Paper: Critical Issues in Multicultural Education**  
CIEP 524 – Multicultural Education: Privilege, Power, and Possibilities in  
Urban Classrooms  
Fall 2016

This course asks you to examine multicultural education through a focus on critical readings in foundations of education. By examining the roles of privilege, power and possibilities within contexts of teaching and learning, this course aims to encourage you to explore the ways in which identity, education and agency intersect in education. For your final assignment, you will write a culminating research paper that focuses on a critical issue within multicultural education. This paper must demonstrate your clear understanding of issues 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 other educators to work effectively with diverse student populations (CF4). This research paper must draw from a combination of the course readings and other relevant research that you will seek out.

Please follow the format outlined below. Please do not exceed 12-13 pages in length (not including the references or title page). APA conventions must be followed. Paper must be submitted on LiveText.

Format

<u>Section</u>	<u>Length</u>
Introduction	1 pg.
Statement of Issue	1 pg.
Scholarly Literature Review	4-5 pp.
Discussion	2 pp.
Curricular Applications	2 pp.
Conclusion	1-2 pp.

Section 1

Introductory Section

Begin with an introductory section that provides a general summary that maps the content and sequence of the paper. You might find it helpful to write this section last. This section should (1) succinctly states the issue in multicultural education (specific to curriculum) that your paper will address, (2) broadly explain how the issue is significant to advancing social justice in education, and (3) presents curricular applicability of this issue that will enable you and/or educators in general to work effectively with diverse student populations. All of these should be addressed briefly and broadly because they will be further engaged in the body of the paper. This section should engage the reader sparking interest in the subject and underscore the larger significance of the issue, including the role it plays with regards to privilege, power and possibilities within teaching and learning

Section 2

Statement of Issue

This section of the paper should specifically address the issue you are exploring by providing a context for the significance of the issue. Your statement of the issue should be stated clearly, concisely, and in

