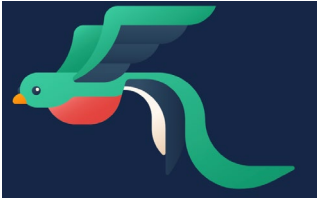


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|   |   |
|---|---|
|  | <p>Course Syllabus<br/><b>CHS 417</b><br/><b>Equity and Diversity in Schools</b><br/>CSU Northridge, Fall 2016<br/>Wednesdays 4-6:45 PM</p> |
|---|---|

Instructor:  
Office:  
Phone:  
Office hours:  
E-mail address:

### **CATALOG DESCRIPTION**

This course is intended prepare teacher candidates to examine principles of educational equity, diversity, and the implementation of curriculum content and school practices for elementary/secondary students. Focuses on the history and culture of a specific ethnic experience and a comparative analysis are made with other ethnic groups in California. Engages students to examine, critique, and reflect on their personal biases regarding children of color. (Cross-listed with AAS 417, AFR 417, ARMN 417, CHS 417, and ELPS 417.)

### **EDUCATIONAL PHILOSOPHY**

This course will require participants to critically analyze the pedagogy of difference. Students will be asked to consider issues of race/ethnicity, class, sexual orientation, immigrant status and language. Furthermore, students will be asked to assess how these differences impact the issues of equity, diversity, and educational justice in schools. Likewise, given the legacy of institutional racism, economic disparity, and bias, the students in this class will contemplate how structural inequalities destroy the multicultural fabric of this nation—and what teachers can do to make a difference!

This is a Chicana/o Studies course; the emphasis, as illustrated through the many examples, stories, and articles shared in this class, will be on the Chicana/o experience with racial, economic, and educational injustice. However, given the institutional complexity, intersectionality, and pervasiveness of these systems, we will often discuss the experiences of native people and people of color through readings, film, and our discussions. We also recognize that each of you has your own personal experiences, so please feel free to share your experiences.

Our goal is that you will each develop into culturally responsive and relevant teachers/educators. A teacher/educator who will encourage students to challenge the educational and social inequities that may exist within the classroom and in the community. We hope that you will leave

this course fully committed to confronting and addressing the educational inequities, economic disparities, racial inequalities, and social injustice that exist in our schools. In this light, we will do everything possible to make this class meaningful for you. We will diligently plan for class by preparing comprehensive and interactive lectures, designing cooperative group activities, inviting guest speakers, and selecting films of interest to you.

We ask that you participate fully in the class by attending class faithfully, completing assignments, sharing your thoughts and feelings, and working cooperatively with your colleagues on class activities.

Each of us must demonstrate mutual respect towards one another. We define respect as paying attention in class, arriving on time, reading the assigned articles and chapters and turning off cell phones when in class (If you must have your cell phone, change the ringer to vibrate and exit the class to answer your call).

### **CHICANA/O STUDIES STUDENT LEARNING OUTCOMES**

#### **Adapted for CHS 417**

Chicana/o Studies students will:

1. Demonstrate an ability to think critically, analytically, and creatively about the Chicana/o educational experience.
2. Demonstrate competency in oral communication, communication, and research skills.
3. Acquire a comprehensive knowledge and understanding of Chicana/o history, culture, language, and socio-political issues as they relate to education.

### **CHS 417 STUDENT LEARNING OBJECTIVES**

#### **INCLUDING CTCL AND TPE STANDARDS**

1. Students will examine their own cultural/racial beliefs, attitudes, assumptions, identity, societal positionality, and personal experiences with racism, sexism, and other forms of oppression. Students will articulate how their identity and positionality does/does not affect their educational philosophy and pedagogical practices.
2. Students will identify the cultural/linguistic background, funds of knowledge, community cultural wealth, prior experiences, interests, and socio-economic background of an individual who is racially/linguistically different than they are. Students will also describe how they would design a culturally responsive learning experience for this student and others like them.
3. Students will understand the concepts and definitions of culture, including concepts such as ethnocentrism, cultural congruence, intragroup and intergroup differences, and other related concepts.
4. Students will understand how cross-cultural contact, educational inequity, and institutional racism are affected by issues of power and status. Students will describe practices that emanate from the concepts listed above, and articulate how they impact the education of culturally and linguistically diverse students.
5. Students will develop an understanding and demonstrate knowledge of current theories, policies, and practices related to the instruction of English Learners, including the historical,

legal, and legislative foundations of instructional programs and the philosophies and assumptions behind them.

6. Students will discuss what teachers/schools should do and/or should not do to affirm the cultural and linguistic knowledge of marginalized students and improve the quality of public education for these students.
7. Candidates possess a broad and deep understanding of contemporary and historical concepts, issues, and perspectives related to culture and cultural diversity in California and the United States.
8. Students will analyze the context, structure, and issues facing teachers and students of color in K-12 urban schools and seek solutions to the complex challenges of teaching and learning.
9. Students will demonstrate an understanding of Chican@ Studies as a multicultural curriculum framework. Students will be introduced to various multicultural curricular strategies/practices and demonstrate how this knowledge can be applied to a culturally responsive classroom and community.
10. Students will demonstrate an understanding of the demographic trends and sociopolitical climate that Chican@ students negotiate (migration and immigration, school to prison pipeline & restorative practices, improving parental involvement, establishment of community schools, racism and its impact on students' self-worth and the struggle for cultural/ linguistic preservation) and describe how schools can develop affirmative responses to these and other complex problems.

#### **AB 1460 SLOs**

1. AB 1460 ES SLO 1 Analyze and articulate concepts such as race and racism, racialization, ethnicity, and equity as analyzed in Latina and Latino American Studies.
2. AB 1460 ES SLO 2 Apply theory and knowledge produced by Latina and Latino American communities to describe critical events, histories, contributions, lived experiences, and social struggles of Latina and Latino American communities.
3. AB 1460 ES SLO 3 Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, national origin, immigration status, and language in Latina and Latino American communities.

#### **CLASS ACTIVITIES**

**Interactive Lectures** – Each class will include a short lecture on a critical topic identified in the syllabus. These lectures are designed to be interactive, and you are encouraged to ask questions, share ideas, and listen attentively. There will be occasions when guest speakers visit to share their expertise, and each of you will be required to complete a brief reflection on the speaker. The format will be disseminated and discussed in class.

**Las Pláticas** – The critical framework that guides this class is that of critical pedagogy, sociocultural learning theory, and critical multiculturalism. Therefore, one of the primary teaching tools that will be utilized in this class is that of critical intergroup dialogue. According to the principles of Paola Freire, traditional pedagogy maintains that students are empty vessels and that teachers fill these vessels with information. Critical education, on the other hand,

encourages student voice, identity, and agency. The use of critical dialogue is intended to promote critical and creative thinking. Using readings, lectures, posing meaningful questions, and inquiry, students will engage in a dialogue about the educational experiences of public school students.

Classroom reflection, dialogue, and interactive group activities are integral components of the class. You must participate in these activities, in which you openly and honestly share your ideas and your understanding of the readings, lectures, films, and guest speakers. During the course of the class, your ideas and opinions on the complexities of teaching in a diverse society, your experiences with race, racism, and bias, and your thoughts on the posed questions will be graded and applied to the attendance and participation category. I will share the rubric for evaluating your role in critical dialogue during the class.

**Theory into Practice** sessions listed in the syllabus are practical applications of instructional practices or methodologies that are proven to promote student engagement in a culturally responsive classroom. Sometimes these simulated teaching demonstrations are used to assess your practical understanding of culturally responsive teaching.

**Classmate Contact Information:** After students are assigned to an expert group, they should exchange basic information. Time may be allotted for classroom dialogue after the assignment is explained. Students are likely to communicate before class presentations, so they should exchange emails or phone numbers to facilitate the process, or if they need to follow up on an expert group assignment.

**Canvas:** Please check Canvas before and after every class session.

**Syllabus Revision:** The instructor reserves the right to revise the syllabus and course schedule as needed throughout the course. Revisions may pertain to both the schedule and the content of the material presented. Students will receive both oral and written notice of any modifications in Canvas.

**Slide Presentation:** The PowerPoint presentation given during class will be posted 48 hours after the class session. This requires you to take detailed notes and pay close attention to the lecture and small-group dialogue. The PowerPoint is intended to guide class discussions and support class instruction.

**Zoom:** The instructor will make every effort to record the lecture portion of the Zoom meeting and post it on Canvas for a period of two weeks.

#### **TEXTS**

- All course readings/articles/chapters are available on Canvas.

## COURSE REQUIREMENTS, ASSIGNMENTS, and ASSESSMENTS

|  |                                    |
|--|------------------------------------|
| Pláticas (Attendance and Participation)  | 15 points                          |
| Pensamientos (3 points each)   | 30 points                          |
| Case Study: Through Their Eyes <ul style="list-style-type: none"> <li>• Case Study</li> <li>• Librito</li> </ul> Case Study Due Week 6, Librito Due Week 7   | 5 points<br>10 points              |
| Service Learning <ul style="list-style-type: none"> <li>• Observation and/or Interviews</li> <li>• Action Plan (Final Project)</li> <li>• Simulated Parent Presentation</li> </ul> Everything is Due Week 11 | 10 points<br>10 points<br>5 points |
| Positionality Reflection<br>Due Final Week   | 10 points                          |
| <a href="#">Assessment</a>   | Total Points 105                   |

### **Las Pláticas (Dialogue, Interactive Class Activities, and Work Sessions)**

Class time will be spent in whole and small group dialogues, instructor and student-led presentations, interactive class activities, and work sessions. Therefore, your individual growth and learning, as well as that of your classmates, are inextricably linked to your engagement in class. There will be many opportunities for you to show your “engagement” with the course issues, in different ways, throughout the course. Punctuality, attendance, and participation are **mandatory**.

Expectations for class preparation and participation in critical dialogue will include the following:

- Arrive **on time** (with all reading & assignments thoughtfully completed) and stay until the end of class.
- Listen to others with attention and respect. Through the process of reflective inquiry, dialogue works hard to exhibit positive dispositions of caring, support, acceptance, and fairness toward your colleagues and affirm actions initiated by your colleagues to hone or improve their teaching practices.
- Actively participating in simulated lesson planning, teaching and collaboration.
- Actively participating in class dialogues, including your facilitation of the discussion process and of the participation of others. This includes actions such as asking clarifying questions, summarizing, synthesizing, showing relationships between the reading and the discussion, providing examples, helping include everyone in the conversation, and staying focused and on-task.
- Making references to the readings, sharing your reflections, and responses to the questions posed during the interactive lecture.
- No “multi-tasking” in class (includes cell phone & computer use, engaging in sidebars, grading papers, etc.)

### **Pensamientos**

Each week, the interactive lecture will conclude with a question or questions posed to each of you related to the lecture, readings, films, or guest speakers. Students will be required to complete a critical reflection paper in response to the posed questions. For this class, the reflection paper will be titled *Pensamientos* (Thoughts).

The *pensamiento* will be evaluated according to the following:

- Voice and ownership: thoughtful reflection, depth and breadth, original thoughts and insights, and level of personal sharing.
- Content knowledge: Reflects familiarity and understanding of the concepts and ideas contained in the reading, lecture, or film.
- Application: Reflects and connects to student learning experiences, the creation of inclusive classrooms, and the demographic and sociocultural realities our students negotiate.
- Evidence: Use of supporting information contained in the readings, films, lectures or class dialogues.
- The quality of the writing: completeness, well-organized, writing mechanics, tight writing, clear message, and sentence fluency.
- Timeliness of submission

*Pensamientos* serve several purposes: (1) they demonstrate not only that you are reading the material, but that you are preparing for class, (2) they provide a mechanism to explore ideas that are not necessarily covered in class or that you may be hesitant to assert verbally and (3) they allow you to engage in the process of experiencing the harmony or dissonance between the perspectives described in the readings and your own.

Each *pensamiento* should be 1-2 pages typed. Each reflection is worth 1-3 points.

### **(9.1) Service Learning, Collaborative Action Plan**

**CTEL addressed through this activity & assessment:** Please review the explanation below and pay close attention to the links. They will be a part of the assessment.

CHS 417 students will engage in 10 hours of service learning. The service learning will be documented on a timesheet and summarized and analyzed in the [\*individual observation report\*](#). Course hours will be adjusted to accommodate your completion of the project. Through service learning and community engagement, students can apply what they learn in the classroom to real-life problems. The service learning form will be completed individually.

Service-learning combines academic instruction with a community service experience. Through service learning, students apply the knowledge and analytical skills they have gained in the classroom to address social, environmental, and cultural issues within their community. They not only learn the practical applications of their studies, but they also become actively contributing citizens and community members through the service they perform.

### **K-16 School Board Meeting**

School Board Meetings are a critical link to public schools. School board members are the education watchdogs for their communities. Their primary role is to ensure that students are getting the best education possible. For this assignment, students will attend a School Board Meeting of their choice. The purpose of this activity is to understand the sociopolitical context of school learning that our students and their families negotiate on a daily basis.

- The reflective paper of your observation should be well-written and include:
- Identifying the school district and setting up the scene
- Any identifying markers of the school board members and/or the school superintendent.
- A critical reflection of the business conducted and your impression of the system
- Who else was there? What topics/actions did they take? Who didn't speak or act? What else happened that might be important?
- Beyond similarities and differences, what was significant (e.g., decorum, attendance, issues)?
- What did you learn? Why does it matter? What might/should be done in light of it?

Written Report: Write a 5-6 page, double-spaced, comprehensive, one-inch margins, thoughtful and insightful reflection report of your experience. The submission should also include A) a link or copy of the School Board Agenda, and B) a link to the board meeting or a picture of your attendance. Refer to the Course Calendar for the due date. **Late submissions incur a 50% deduction.** Additional information will be provided in class.

*Note: For this assignment, the school board meeting can be viewed online or attended in person. School board meetings are typically held on the 2<sup>nd</sup> Tuesday of every month in the afternoon or evening. For example, the LAUSD regular board meeting schedule, Agenda, meeting materials, and video stream link can be found at <https://boe.lausd.net/event>.*

### **Action Plan & Simulated Presentation**

A Group Project. The purpose of this assignment is to facilitate the development of an organized action plan for examining, understanding, responding to, and implementing evidence-based strategies related to diversity and equity in schools and the community.

In teams of four to six, students will develop a collaborative action plan, which will be partially based on their experiences and field observations. This project will be completed in groups on a pedagogical issue/educational topic selected by consensus that must include students' intersectionality, such as race, ethnicity, gender, sexual orientation, language, disability, and/or immigration status.

The final presentation shall include the following: research of peer-reviewed articles; a combination of classroom and/or schoolwide observations; oral interviews; attendance of a community forum or event; meetings with administrators, various ethnic and cultural groups, or social service organizations; or any other resource that will contribute to your action plan. Each student should complete at least one of the activities listed above.

The idea is to connect the topic to the daily realities of students facing race and gender oppression in the classroom and in their communities. The action plan should begin with a brief explanation of “the challenge” and include evidence of its existence. The team is expected to review current and academic knowledge (Fullan, 2016) on the selected “challenge” and provide proof of its presence in schools and/or the community. Additional information will be provided in class. See the Course Calendar for the due date. Late work will not be accepted for this project.

### **Format and Assessment (See attachments)**

#### **Through Their Eyes... (9.3)**

The following are the directions for completing the case study on a “person who differs from you”.

If teachers expect to understand and embrace the identities of their students, they must learn to identify the funds of knowledge and community cultural wealth represented in our students. In this project, you will interview a student/person who is different from you. If you are not Latinx-Chicanx (self-identified), your case study participant will be a Latinx-Chicanx person. If you are Latinx-Chicanx, your interviewee will be non-Latinx-Chicanx or of another ethnicity, immigrant, or language status. You will ask a series of questions, facilitate a few classroom activities with them, and identify the individual's cultural and linguistic background, funds of knowledge, community cultural wealth, prior experiences, interests, and socio-economic background. You will also design a culturally responsive learning experience for this student and others like them.

The questions to be answered through this case study will be:

- What is the Background of the student: Your participant’s cultural context, racial and cultural identity, family Background. Language affinity, experiences with schooling, experiences with racism and other forms of bias, and aspirations?
- Complete the examination of my cultural self-activity (To be discussed in class)
- How much do they know about their own history?
- What are their experiences with race/culture, language, immigrant status, sexual orientation, and other intersectionality?
- How do I tap the community cultural wealth (Yosso, 2005) and the funds of knowledge of my case study participant?

You will be required to complete a written narrative of 5-8 pages. You will share your case study with your teams. It is due in Week 6. The Librito will be explained in class and due in Week 7

#### **9.3 ASSESSMENT: Librito (15 pts)**

- **Content**
  - Story of a person who differs.
  - Touch on FoK, CCW or CyV
  - What I learned?
  - Part V What can educators do?
- **Creative, Catchy and Cultural**



- **Construction**

- 7-10 Pages
- Each Page
  - One scene or image per page.
  - Send powerful message without having to read the text
  - The book must be typed and BOUND.

- **Citations**

- **Collective Sharing**

### **Positionality Reflection (10.2)**

The goal of the activity is for prospective teachers to reflect on their own identity and describe how their culture and identity have influenced their experience as a person, a student, and a prospective educator. For this paper, we want you to focus on your identity, positionality, dispositions, and journey into the teaching profession, and to apply knowledge of your own cultural beliefs, attitudes, and assumptions to create a culturally inclusive learning environment.

We hope to provide you with an opportunity to systematically reflect on your cultural/racial identity development, the intersectionality of immigrant status, language, class, sexual orientation, gender, and other aspects of your identity, and to understand how your feelings, experiences, thoughts, and actions will influence how you teach.

The questions to be answered

- How do student experiences with implicit and explicit biases, institutional racism, and socio-economic status positively and negatively influence student learning?
- How do I challenge the “deficit” views that others have of my students, their families, and their communities? What might I do to mitigate any negative impact on the teaching and learning of students?
- How do I design an instructional program that incorporates academic language proficiency, student linguistic and cultural knowledge, and subject matter expertise to implement culturally responsive teaching and an equitable instructional program that facilitates and enhances student learning?

**SEE ATTACHMENT FOR FURTHER DIRECTIONS**

### **(10.3) ASSESSMENT (10 points)**

- Addressed all questions in the syllabus (3 points)
- Integrated citations, points, or reflections from course material or lectures (3 points)
- Application to future work (2 points)
- Creativity, Comprehension, and Construction ( 2 points)

### **GRADING**

All assignments should be turned in on time. Late assignments will result in a loss of points. Incompletes will be given only under **highly extraordinary** circumstances. Final grades will be given according to the following scale.

|   |               |    |              |             |              |
|---|---------------|----|--------------|-------------|--------------|
| A | 94-100 points | A- | 90–93 points | B+          | 87-89 points |
| B | 83-86 points  | B- | 80-82 points | C+          | 77-79 points |
| C | 73-76 points  | C- | 70-72 points | D+          | 67-69 points |
| D | 63-66 points  | D- | 62-60 points | Not Passing | 59 or below  |

| Course Outline & Schedule  |
|--|
| <p style="text-align: center;"><b>Week 1</b><br/> <b>Introduction to Class</b><br/> <b>Understanding Educational Inequality and the Opportunity GAP</b></p> <p><b>Interactive Lecture &amp; Discussion:</b> The Inequality Race</p> <p><b>Comfort, Dissonance, and Growth</b></p> <ul style="list-style-type: none"> <li>· Community Agreements</li> <li>· Grounding In</li> </ul> <p><b>Course Background</b></p> <ul style="list-style-type: none"> <li>· Philosophy</li> <li>· SLOs and Connection to CTCL &amp; TPE</li> </ul> <p><b>Classroom Practices &amp; Assessment</b></p> <ul style="list-style-type: none"> <li>· Purpose and Process of <b>La Plática</b></li> <li>· Purpose and Process of <b>El Pensamiento</b></li> <li>· Introducing: <b>From Theory to Practice</b></li> </ul> <p><b>Major Projects, Assessment, and Relationship to CTCL &amp; TPE standards</b></p> <ul style="list-style-type: none"> <li>· Case Study &amp; Librito</li> <li>· Service Learning</li> <li>· Cultural Journey</li> <li>· Action Plan &amp; Poster Project</li> </ul> <p><b>Activity: P1</b> I am From (Save for Cultural Journey)</p> <p><b>Read for Week 2</b><br/> <i>On Canvas</i></p> <ul style="list-style-type: none"> <li>• Through Their Eyes) (<i>Directions to Case Study Project &amp; Librito</i>)</li> </ul> |

- Rendon, L. I., Nora, A., & Kanagala, V. (2014). *Ventajas/Assets y Conocimientos/Knowledge: Leveraging Latin@ strengths to foster student success*
- Yosso, T. J. (2005). *Whose culture has capital? A critical race theory discussion of community cultural wealth*

**Rewrite P1 (Week 2) I Am From (10.1)**

### **P2 (Week 2)**

- What is learning? What is culture?
- What are the implications of culture on student learning?
- Nieto outlines three implications of culture for schools and teachers. What are they?
- What can an individual educator do to “make them real”?

## **Week 2**

### **What is Culture?**

#### **Culture and Learning in the Classroom**

#### **La Plática:**

- Share P1 (I Am From)
- Dialogue on P2

#### **Interactive Lecture & Discussion: What is Culture?**

- **Activity:** [Understanding & Identifying Terms](#)
- **Interactive Activity:** (9.2) Freeze Frame: Form of Oppression, Form of Resistance

#### **Interactive Lecture: Implications of Language, Culture and Learning on the Classroom**

- The Banking Theory
- Issues of Power and Status
- Psychological and Emotional Issues
- Understanding Privilege: Language, Class, Race & Positionality

#### **Student Activity: Community Cultural Wealth (Yosso)**

#### **Whole Group:**

- Unpacking explanation of **Through Their Eyes** Case Study & Librito

#### **Read for Week 3**

##### **Canvas**

- Nieto, S., & Bode, P. (2017). *Affirming Diversity*, Chapter 6—Linguistic diversity in U.S. classrooms
- Lindholm-Leary, K. (2012). *Success and Challenges in Dual Language Education*

## **Week 3**

## Language, Culture, and Deficit Ideology/Sociopolitical Policies and Linguicism

### La Plática: Language, Culture & Deficit Ideology

- **What is Deficit Ideology? Why is it harmful? (5.2, 5.3)**
  - **Activity:** Application to school contexts
  - Language Theories: Which is a deficit model?
- **The Sociopolitical Context of Language (7.1)**
  - Understanding the historical, legal, and political constructs of bilingual education Theories in Second Language Acquisition
  - Activity: Create a learning activity to match the theory (5.4)

### Read for Week 4

#### Canvas:

- National Education Association. (2015). "English Language Learner Advocacy Guide"
- Lavandenz, M. (2010/11). From Theory to Practice for Teachers of English Learners *CATESOL Journal*, 22(2). Pp. 18-47.
- Gomez, L., Freeman, D., & Freeman, Y. (2005). *Dual Language education: A promising 50-50 model*

### P4 (Week 5) (8.1) Prepare a presentation for the third bullet

- What is the sociopolitical context of language learning for the group assigned to your group?
- What are the experiences with language identity and learning a new language for the group assigned to your group?
- Were there any practices & strategies identified in the article that promote access to the curriculum, engage students in learning, or are linguistically or culturally responsive? How will you apply these practices in the classroom?

**Reminder:** Case Study Due Week 6, Libro Week 7

### Week 4

### Language, Culture, and Program Planning

### La Plática: Theory to Practices

- Present in groups, then to class P4, Bullet 3
- Who are our students?
- Review Lavandez: Current Research-Based Models in Second Language Acquisition (7.2)
- **Interactive Lecture Activity: EL Levels of Proficiency: What can students do?**
  - Mode of Instruction Note taker (9.6)
  - **What should teachers do?**
  - Professor clarification
- Dual Language Program: Promise and Challenges

## Read for Week 5

### Canvas:

- Valencia, R. R. (2005). The Mexican American struggle for equal education opportunity in Mendez v. Westminster: Helping to pave the way for Brown v. Board of Education.
- Howard, T. C. (2020). *The Role of Race in Learning*, Chapter 5
- In Nieto & Bode, *Affirming Diversity*, Chapter 4: Structural and Organizational Issues in Classrooms and Schools, pp. 91-121

## Week 5

### Race, Racism, and Racial Microaggression

#### La Plática: The education of the Chicano/a

- What we learned from our observations
- What we learned from our readings

#### Student Activity: Organizational Structure of Schooling

- Applying what we learned to our context of schooling
- Profe check in

#### La Plática: Race & Ethnicity, Racism

- **Interactive Lecture: What is Racism? Race & Ethnicity are not the same?**
  - Share P5
- Interactive Lecture: Race, Culture, and Ethnicity
  - **Activity:** Clarifying Race and Ethnicity

## Read for Week 6

- Nieto & Bode, *Affirming Diversity, Part II, Chapter 3 Racism, Discrimination, and Expectations of Students' Achievements*, pp. 49-69
- [Pérez-Heber & Solórzano. 2015. Racial Microaggressions: What They Are? What They Are Not and Why They Matter.](#)
- [DiAngelo, White Fragility.](#)

### P6

- Defining Terms: Race, Racism, and Racial Microaggression
- Have you seen evidence of racial discrimination in schools you are familiar with?
- Does understanding the impact of racism on our students make you a better educator? If yes, how so? If not, why not?

## Week 6

### Challenge to Promise: Securing Equity and Justice for Immigrant Communities

#### La Plática: Discussion on P6

**La Plática: (9.3, 9.4)**

- **Racial Microaggression and the Immigrant Question**
- **The New Administration and Immigrant Communities**
- **Framework for Moving Forward:**
  - What Can Educators Do? Are Dream Centers the Answer?
  - Beyond Dreamers: Supporting our Immigrant Communities

**Interactive Lecture: Discuss Action Plan**

**Student Collaboration (10.3, 10.4, 10.3)**

- **Jigsaw:**
  - Funds of Knowledge (Moll), Community Cultural Wealth (Yosso) and Conocimientos Y Ventajas (Rendon, Nora, Kanagala)
  - Report Back

**Read for Week 7**

- Brockenbrough, E. (2016). *Becoming queerly responsive: Culturally responsive pedagogy for Black and Latino urban queer youth*
- Maguth, B., & Taylor, N. (2013). *Bringing LGBTQ topics into the Social Studies classroom*
- Page, M. L. (2016). *Teaching in the cracks: Using familiar pedagogy to advance LGBTQ-Inclusive curriculum*
- *Latinx LGBTQ Youth in US Schools*, Executive Summary

**Week 7**

**Towards Equity for LGBTQ Chicanx & Latinx Students**

**La Plática:**

- **Joteria Culture: Intersectionality and The Queer Chicanx/Latinx Student**
- **Framework for Moving Forward:**
- What Can Educators Do?
- Towards an Inclusive Curriculum
  - An example lesson plan: Dante & Aristotle
    - Identify translanguaging strategies
    - Brainstorm Sample Lesson Plan

**Interactive Lecture: Discuss Action Plan**

**Student Collaboration:**

- **Brainstorm a lesson and apply ELL strategies (9.6)**
- Professor feedback, clarification and assessment

**Readings for Week 8**

- **Sandoval, R. A., & Reyes, E. R. (2024).** *California's AB 101: The long, intergenerational struggle for establishing and expanding Ethnic Studies*

- Sleeter, C. *The Academic and Social Value of Ethnic Studies*.

### Week 8

#### Towards Equity for Chicanx & Latinx Students The Long Road for Ethnic Studies

##### Interactive Lecturette

- The Journey to the Requirement
- The Battle Continues
- Framework for Moving Forward:
  - Activity: [the Timeline](#), Students add to it
  - Activity: What can educators do?

##### Interactive Lecture: Discuss Action Plan

Student Collaboration: Construct a lesson (10.5) (10.6) (10.5)

##### Read for Week 9

- Tintiangco- Cubales, Kohli, Sacramento, Henning, Agarwal-Rangnath & Sleeter, *"Toward an Ethnic Studies Pedagogy: Implications for K-12 Schools from the Research*, Pp.255-274
- *Liberated Ethnic Studies Model Curriculum—Guiding Principles and Values*
- The California Model Curriculum

##### P8: Prepare for Expert Groups

- Highlight key points from the article.
- To what extent, if any, should ethnic studies be taught in a K-12 setting? Whose voice or perspective should determine the course content?
- What did you learn from the readings that challenges the idea that “history is a truthful, unchanging, and accurate” story of the past? As educators, how do we undo the dominant historical narrative of ethnic peoples in the United States?

### Week 9

#### Towards Equity for Chicanx & Latinx Students

##### La Plática: Sharing P9 in small groups

##### Interactive Lecturette

- What is Ethnic Studies? The Deficit Racial Narrative
- Ethnic Studies as a Critical Counter-Narrative
- Framework for Moving Forward (9.5)
  - What Can Educators Do?
  - Towards a Liberatory Curriculum
  - The Seven C’s, Five 5’s, and 4’s

##### Interactive Lecture: Discuss Action Plan

Student Collaboration: Construct a lesson

**Read for Week 10****P9: Prepare for Expert Groups**

- Highlight key points from the article.
- To what extent, if any, should ethnic studies be taught in a K-12 setting? Whose voice or perspective should determine the course content?
- What did you learn from the readings that challenges the idea that “history is a truthful, unchanging, and accurate” story of the past? As educators, how do we undo the dominant historical narrative of ethnic peoples in the United States?

**Week 11****Social Justice Unionism****Interactive Lecturette**

- **What is Social Justice Unionism?**
- **The State of Public Education: The Privateers, Charter Schools and the Latinx & Chicanx Community.**
- **Framework for Moving Forward: The three frames**
  - What Can Educators Do?

**Student Collaboration: Work on Action Plan****Week 12****From Challenges to Promise: Moving from Counter-Narrative to Collective Action****Interactive Lecture & Praxis:**

- **Interactive Lecture: WSC Taking Personal and Collective Responsibility**
- **Sharing GO in small groups**

**Student Collaboration: Work Action Plan****Week 13****Student Collaboration****Complete Service Learning Report, Action Plan Development****Week 14****Action Plan Presentations****Written Report Due****Week 15 Action Plan Presentations**



## Research Proposal for Action Plan (9.5, 10.4)

### Research Proposal

#### Demographic Data

1. Title of the Project
2. Name of Group Members

#### Description of the Issue (Don't forget citations)

|  |  |
|--|--|
| The Issue(s) we will address is:                               |  |
| The reason we chose this issue is:                             |  |
| The Research Question is:                                      |  |
| The reason we think the issue is important is:                 |  |
| The impact on culturally and linguistically diverse students.. |  |
| We reimagine a better world by doing the following:            |  |

#### Substantiate the Issue

1. Research Based
2. Community-based data analysis

|  |  |
|--|--|
| Three facts from the literature review that substantiate my issue: |  |
| Three facts from the community-based data substantiate my issue.   |  |

#### Context

|  |  |
|--|--|
| Where will we situate our project?                                 |  |
| Describe the community (demographics, geographical location, etc.) |  |
| Critical Partners  |  |

### Our Intended Outcomes

|   |  |
|---|--|
| There are three ways we can approach the issue: |  |
| The actions we will take and why:               |  |

### Proposed Plan of Action on the following:

- How does my project bring hope to my community? How does it reimagine a better world for those who live in it?
- Who is involved?
- What critical question/issue should be addressed, and how was it substantiated?
- Where will we be situated, and what will we do?
- What steps will we take to implement our project?
- What/How will we collect our data?
- How will we evaluate our work?

### Assessment (9.1,10.4)

- Deficit Racial Narrative & Counter Narrative (2 points)
- Clearly Identified Goal(s) (3 points)
- Learn, Integrate, Implement (5 points)
  - Discuss the context, structure, and history of the issue (e.g. demographic trends, linguistic diversity, features of migration and immigration and its impact on the school community)
  - Must include a relevant statistic(s)
  - Must include Graphic Organizer (FoK, CCW or CyV)
  - Must be a proposal to change educational inequity, structural racism, etc.
  - Must be situated in research and include at least 3 citations
- Please include how each person contributed to paper.

## UNPACKING TERMINOLOGY

### Forms of Racism (9.2)

Definitions adapted from the work of *Keith Lawrence Terry Keleher (2004)*, *Heather Hackman (2017)*, *Robin DiAngelo (2019)* and *Race Forward (2018)*. Also, from *Sharon Martinas and the Challenging White Supremacy Workshop*

**Individual Racism** resides inside the individual. It manifests itself as a personal prejudice, a stereotype uttered knowingly or unknowing.

**Institutional Racism** occurs within and between institutions. Institutional racism is discriminatory treatment, unfair policies, and inequitable opportunities that advantage and disadvantage people based on race in schools, media outlets, workplaces, and society.

**Structural Racism** is the normalization and legitimization of an array of historical, cultural, institutional, and interpersonal racism. It routinely advantages whites while producing cumulative and chronic adverse outcomes for people of color. The unspoken preferential treatment, privilege, and power that privileges the dominant race.

**White Privilege** is a historically based, institutionally perpetuated system of exceptional treatment of white people based solely on their skin color. It functions as the grease that makes daily life easier. It allows smoother access to institutions, economic success, and provides greater social supports. It Appears so natural and ordinary to those that have it, that it tends to be invisible to those who have it.

**White Fragility:** A term coined by Robin DiAngelo as the inability of white people to tolerate racial stress. For example, when confronted with addressing racism, white people use “hurt feelings” to avoid a conversation about race or racism. They may become indignant and defensive when facing up to racial inequality and injustice. This creates a climate where the idea or allegation of racism causes more outrage among white people than the racism itself.

**White Supremacy Culture:** White supremacy culture is an artificial, historically constructed culture which expresses, justifies and binds together the United States white supremacy system. It is the glue that binds together white-controlled institutions into systems and white-controlled systems into the into the global white supremacy system.



# Legal History of Public Bilingual Education

## (5.1)

### Period of Opportunity: 1950's to 1970's

- 1954 Supreme Court Case: *Brown vs Board of Education*
- Guaranteed equal access to equal facilities for all students.
- 1964 Congressional Legislation: Civil Rights Act Title VI
- Congress codified *Brown vs Board*.
  - Declared that all students have equal access to equal education.
- 1965 Congressional Legislation: Elementary and Secondary Education Act.
- 1968 Congressional Legislation: Bilingual Education Act
- Federal recognition of language as a factor in educational achievement paved the way for the development of instructional programs for ELL.
- 1970 Federal Memo: May 25
- Memo required swift action on the part of districts to design and deliver programs for ELL students.
- 1974 Supreme Court Case: *Lau vs Nichols*
- Declared that districts must provide specialized programs for ELL students.

### Dismissive Period: 1980's to 2000

- 1981 Supreme Court Case: *Castañeda vs Pickard*
- Established “three prongs” for programs for ELLs stating that “language instruction education programs must be based on “sound education theory”, provide resources [personnel], and adjustments in order to ensure access to the core curriculum.
- 1982 Supreme Court Case: *Plyler vs Department of Education*
- Declared that immigrant children, whether U. S. citizens or not, must be provided an equal education.
- 2002 Congressional Legislation: Reauthorization of the Elementary/Secondary Education Act [ESEA]
- Title I and Title III Accountability for ELL students.

**2002 Congressional Legislation: Title III Elementary and Secondary Education Act**

- While Title III called for instructional programs to assure that “limited English proficient” student’s would acquire the English language and reach the same high academic goals the, focus was on assessment and accountability.

## THROUGH THEIR EYES

(9.6, 10.1, 10.2, 10.5)

### INTRODUCTION

We would argue that if teachers expect to understand and embrace the identities of their children, tap into the cultural and linguistic knowledge represented in the social and cultural realities of Latinx-Chicanx children and youth, and develop a culturally responsive curriculum, they must first understand the cultural realities in the communities in which these children live. Moreover, teachers must acknowledge that their own cultural journey and experiences as cultural beings may differ from those of their students, and these differences may directly affect their outlook, dispositions, and attitudes toward the practice of teaching and learning.

The purpose of this project is to provide you with an opportunity to reflect on the identities of your case study participant, the readings about what it takes to teach for social justice, and your journey towards becoming a culturally responsive teacher. This project will provide you with an opportunity to document your transformative journey, including your personal reflections, thoughts, and understanding of our lives and the possibilities therein.

For this project, you will be asked to use the data from the case study interviews to inform the development of this book, the following activities can be included:

- I am from (Linda Christensen)
- Circles of my multicultural self (Paul Gorski)
- Cultural artifacts
- Photos and/or drawings

The book will also be graded for aesthetics and creativity. So, you must wish to type your narrative, place it in a folder or laminate it, and make it look pretty.

The content of this book should address the following questions:

- How does your book represent the cultural journey of the case study participant?
- How will you use your position as a classroom teacher to communicate to youth/families of the student/person represented in the story?

### ELEMENTS TO BE ADDRESS IN THIS BOOK:

You must tell the story of the person you have developed the relationship with and tell a story about how this individual negotiates issues of race, class and identity in the United States. You should also share what you learned about teaching other peoples' children. In other words, what did you learn about this person's cultural knowledge/experiences that might influence your teaching. There are two integral sections of this book:

- The person's cultural journey

- Your journey towards becoming an effective, culturally responsive social justice educator. If you are going to enter a profession outside of education, please focus on that one.

You may wish to select one aspect of the person's cultural journey to write the book about, a particularly moving experience overcoming racism or discrimination or a childhood memory that would make for an interesting moral tale. Be creative.

We will look for the following elements when grading the book:

- 1) PERSPECTIVE: Did the story offer genuine insight into the identity group of the individual? Does the story advance the cultural and/or historical knowledge of the person's identity group(s)?
- 2) DEPTH AND BREADTH: Did you take the time to learn about the person's cultural identity or the intersection of identity, class race, gender and other aspects of identity experienced by this person? How did this experience influence your identity development as a classroom teacher?
- 3) AESTHETICS/PRESENTATION: Was the book thought provoking and nicely put together? How creative was the approach taken when designing the final product? Is it clear to me that the author used a creative and constructive approach to the development of book? How pretty was it?

The following guidelines are provided. However, you may wish to deviate from these and tap your own creative juices. As long as the aspects above are covered, you will be okay.

#### This is who I am ...

- Background information that helps one to understand the identity group(s) of this person.
- Example of a form of culture that this person wants shared.
- The racial narrative or counter story this individual wishes to share.
- Example of anything else that you'd like to add that conveys the essence of the person's identity.

#### Racial/cultural identity development of this person

- A phrase that conveys how this individual identifies as a racial/cultural being.
- What cultural/racial identity group(s) does this person identify with.
- What role does race play in the life of your case study participant?
- What was the first experience with racial identity? How did this incident impact the identity development of your case study participant?
- Is this individual conscious of the marginalization or stereotyping of his/her identity group(s) or of the positionality of the group(s)?
- Does this person refute any form of marginalization or discrimination? Please provide the rationale.
- How does this person negotiate issues of race, language, sexuality & culture in America?

Cultural and Linguistic Knowledge, Community Cultural Capital (Yosso):

- What are the cultural and linguistic knowledge found in the home of your case study participant?
- What cultural and linguistic knowledge can be found in the immediate community and social networks of your participant?
- What aspects of community cultural wealth can your case study participants identify (aspirational, navigational, social, linguistic, familial, resistance) that might have/help or hinder their academic development?
- How did funds of knowledge help/hinder the identity development of your case study participant?

Present day positionality....

- What were the ways in which this person has negotiated his/her positionality?
- Does this person recognize the “position” of his/her people and how has she/he negotiated the external environment that promotes marginalization or privilege?
- Has or does this person overlook institutional racism & the mixed messages youth receive... [e.g., contradictory message of "work hard" & big military recruitment building & small college center, of tracking, etc.]
- How has the acceptance or rejection of his/her positionality helped this person?
- How has the acceptance or rejection of his/positionality hurt this person?
- Does this person believe that the current political climate has furthered or stopped the marginalization and/or discrimination of their identity group? Why or why not?

What advice...

- What advice does this individual offer to you about working/teaching children/youth who happen to be of the same cultural/racial identity group?
- What are ways that you might serve as an ally?
- How will you effectively work to close the achievement gap and facilitate the cultural/racial identity of this student and students like him/her?
- What aspects of your belief system help close the achievement gap and facilitate cultural identity?
- What ways have you developed or will you create for teaching as a social justice ally of this student?

This is what you can expect from my classroom and me...

- 1 sentence about your beliefs related to being an effective culturally responsive educator.
- 1 sentence about your effective multicultural education practice/pedagogy.
- 1 sentence about anything else you want to communicate to your students



## CHS 417—Equity & Diversity in Schools

### CTEL Program Standards Index

Pages on which Standards are Introduced are in yellow, Practiced in teal, and Assessed in green.

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#### Standard

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