

**TE 822: Issues of Culture in Classroom and Curriculum**  
**W. K. Kellogg – Woodrow Wilson Fellowship Program**  
**1:00pm-3:30pm – 109 Erickson Hall**  
**Section 301 – Summer 2011**

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**Course Description:**

In this course students will explore the sociocultural contexts and functions of schooling. We will examine students' cultural backgrounds in relation to classroom learning and school curriculum. This course also introduces prospective teachers to the ways in which social inequality affects schooling and schooling affects social inequality. TE 822 is not a celebration of difference. Rather, this course is designed to allow students to examine how socially constructed categories (e.g., social class, race, gender, sexual orientation, disability, etc.) are used to privilege some individuals and groups and marginalize others. Central themes of the course include culture, power, and difference. A focus on critical multicultural education as important for classroom learning and curriculum development is also central in this course. Some key questions this course will explore include:

- In what ways do schools create, perpetuate, and exacerbate inequality?
- How do systems of privilege and power impact individuals' opportunities for social and economic mobility?
- How should knowledge be selected, who decides what knowledge is most worth teaching and learning, and what is the relationship between those in the classroom and the knowledge selection and construction process?
- How does my social location inform my thoughts about teaching and learning in urban contexts?
- How do school-community relationships affect student opportunities to learn?
- What does it mean to teach for social justice in urban environments?

We will identify the ways in which teachers influence the distribution of educational and social opportunities, whether they intend to or not. This means that teachers need to understand how their pedagogy and instructional strategies affect student achievement and life opportunities. We will achieve this goal by questioning the way things are in society and challenging our assumptions, biases, and stereotypes and those of our colleagues.

Course goals include:

-  Reflecting on our own and others' learning to teach to explore the questions: Why is critical self reflection important to becoming an effective urban educator? How does my social identity (e.g., race, class, gender, etc.) inform my pedagogy and practice?
-  Understanding problems of practice in educating culturally diverse students and how to address those in the classroom.

- ✚ Practicing the skills of critical analysis as we read, discuss and reflect on readings during the seminar. In doing so, we will ask ourselves: What is effective pedagogy and practice (for urban youth)?

### **Required texts**

There is one required text for this course.

Steinberg, S. R. (Ed.). (2010). *19 Urban Questions: Teaching in the city (2<sup>nd</sup> edition)*. New York: Peter Lang.

A CD of course readings in PDF format will be available at the Erickson Hall 5<sup>th</sup> floor Copy Center. Additional readings throughout the semesters will be made available for download on the course ANGEL site.

### **Course Evaluation**

Although you are enrolled in TE822 for Summer Session I, the course will span over both summer sessions. Thus, each student will receive an 'I' (Incomplete) as their grade at the end of the first summer session and will receive a final course grade after July 12<sup>th</sup> (our last class). Because the course is spread out over two summer sessions, grades will be accumulated as we go through the course. You will receive a progress report at the end of Session I indicating your grade to that point.

To compute your final grade, add up the points you earned for each assignment and locate that percentage in the following table. I round up starting with .5% (i.e. a 92.5 is a 4.0, but a 92.4 is a 3.5)

<b>Assignment Weights</b>	
Attendance & Participation	10%
Briefs (8)	20%
Field Assignment Reports (10)	10%
Lead Teaching (S2)	10%
Schooling/Cultural Autobiography (S1)	10%
Critical Analysis Paper #1 (S1)	20%
Multicultural Unit Plan (S2)	10%
Critical Analysis Paper #2 (S2)	10%

<b>Final Grade Cutoffs</b>	
100-93%	4.0
92-85%	3.5
84-77%	3.0
76-69%	2.5
68-61%	2.0
60-53%	1.5
52-46%	1.0



## Course Evaluation

### **Attendance and Participation – 10%**

Attendance is expected at all class sessions. Missing class can affect depth of understanding and is frequently reflected in the quality of written analysis and in the overall learning experience. I recognize that sometimes things come up that prevent students from attending class (e.g., illness, family or personal issues). However, two absences will result in an Attendance and Participation grade no higher than 2.0. Three absences will result in a zero grade for Attendance and Participation. Furthermore, you are expected to come to class on time. Two late arrivals equal one missed class. Class begins promptly at 1:00pm. As a member of this class, you are responsible for the learning that takes place during each class meeting. Your contribution to other students' learning, clarity of your contribution, and your willingness to assume responsibility for making the discussions and activities work in our learning community.

For this class, high-quality participation is characterized by the following.

1. **What are you learning?** Students demonstrate an understanding of facts, concepts, and theories presented in the class readings and other materials.
2. **How clearly do you express yourself?** Students ask questions, answer questions or otherwise contribute in a comprehensible manner.
3. **How do you work with others?** Students offer constructive criticism during discussions and build on each other's ideas. Students also assume leadership and maintain active participation in small groups.
4. **How do you go beyond what is given?** Students relate concepts from class to their experiences as a teacher and learner, generating new insights and applications.
5. **How do you participate beyond the class meeting?** Students provide thoughtful responses to the ANGEL online discussion forum.

For this class, high-quality preparation is characterized by:

1. Submitting completed assignments on time
2. Recording notes and questions you have from the day's readings before and during class
3. Bring the texts, readings and notes to class
4. Completing the readings and assignments in depth

### **Briefs – 15%**

Students are expected to write eight (8) single-spaced briefs during the course. These essays should range between 400-500 words each and **should include at least two citations from the week's readings**. Use the word count function on your word processing program to ensure that you stay within limits. The maximum word limit on the essays requires you to be concise since it is often more challenging to write shorter pieces than longer ones. Students post these essays in their team drop box, and the professor returns them with grades and brief comments.

In each brief, students should make analytical and reflective responses to the readings. This means developing defensible interpretations, negotiating meanings, and drawing connections to other works, concepts, or phenomena. You are also encouraged to make connections between theory, research, and practice by drawing on your life experiences as a student, professional, and learner. **Briefs SHOULD NOT summarize the readings. Use APA citation format for references in your paper and in the reference page. You should speak to one or more of the following questions listed below in your brief.**

1. How have the week's readings informed your thinking about multicultural education goals for your own classroom and for curriculum?
2. In what ways, if at all, have the week's readings challenged your beliefs about the importance of honoring and integrating cultural differences in teaching and learning?
3. How do your own values and life (school included) experiences shape your response to the reading material?
4. How might the authors' work help improve education, particularly for traditionally culturally marginalized youth (e.g., students of color, ELL students, SPED students, low-income students) in schools?

**Briefs should be uploaded to the appropriate ANGEL discussion forum by 8pm the evening before the class meeting day so that your colleague have ample time to respond to your thoughts.** For example, if you write a brief on the readings for a Monday class, the brief should be uploaded on ANGEL by 8pm the preceding Sunday evening. If you write a brief for a Thursday class, the brief should be uploaded by 8pm on the preceding Wednesday. The first brief can be submitted by Wednesday, June 1, at 8pm. All briefs should be typed, single-spaced, with one inch margins and a standard 12 point font. Include your name and the course number in your header. **A reference list should be included and is not part of your word limit count.**

#### **Assessment:**

An excellent brief will adhere to the following criteria:

- a) The essay has a clearly stated thesis in its introduction.
- b) The essay shows the author has thought carefully about the issues raised in the readings.
- c) The author supports the essay's argument/opinion with relevant, detailed evidence, examples and sound logic.
- d) The essay is based on the readings/viewings/lecture (short quotations, properly cited, are recommended).
- e) The author considers alternative viewpoints to his or her own.
- f) The essay is well organized (uses multiple paragraphs to make distinct points; stays focused; includes an introduction and conclusion).
- g) The writing is focused and clear; the author does not rely on educational jargon or terms; the essay has no grammatical or spelling errors.

#### **Team Assignments and Responses to Briefs**

You are divided into four teams. These will be your Critical Reading and Work Groups for the duration of the course. Each week you will read the briefs that your colleagues have posted for the week in your team folder. Each student is required to post two follow-up responses. One

will be in response to a team member's briefs. The other one will be in response to a peer from another team. In your responses you should raise critical questions, underscoring support for your colleague's arguments/thinking, and/or making connections to their reflections based on your insights from the reading for the week -- to push their thinking further. We'll also use these groups for in-class work. If no one from your team posts a brief in a given week, you will respond to the briefs of two people from other teams. **Responses (no more than 250 words) should be written by 11:59pm on the evening prior to class.** These responses count toward the Participation portion of your course grade. Team assignments are listed below.

**Team 1**

Juliana Carter  
Evan Deback  
Dominic Demarco

**Team 2**

Maureen Donegan  
Matthew Sheick  
Elliot Sedlecky

**Team 3**

Ann Schultz  
William Seniura  
Benjamin Garlets  
Richard Schneeberger

**Team 4**

Gregory Smith  
Stephen Stauffer  
Ian Zang

**Field Assignment Reports – 10%**

Each week you will spend time in the field, observing, interviewing and working with teachers, students and community members. Before your field day (Wednesday), you will receive an assignment to complete during or after the day's activities. These assignments will involve planning before class, analysis and re-thinking during field day time, and analysis, reflection and final write-up afterwards. Possible field assignments may include:

- Classroom observations focusing on teachers and/or students in order to identify & recognize specific features of cultural relevance and responsiveness in the classroom, or the lack thereof
- Practice teaching sample lessons with small groups of students/peers to apply and understand varying learning styles and aspects of cultural difference that shape teaching and learning
- Individual or focus group interviews with parents, teachers and/or students to better understand, identify and recognize schooling inequities, the role of structural, environmental, and individual factors that shape students' schooling experiences and achievement in urban contexts

- Reflective writing based on these observations, practice teaching, and interviews to understand and explain aforementioned concepts

### **Lead Teaching - 10%**

Students will work in groups to lead a portion of one class session. For each lead teaching session, a group of students will plan, teach and reflect on a mini-lesson to deliver to the class about the topic for the day. Students are expected to incorporate the assigned readings, relevant field work, and additional outside resources. More details to follow.

### **Schooling/Cultural Autobiography – 10% (Due July 6<sup>th</sup>) :**

As a future urban educator, it will be necessary and beneficial for you to continuously assess your personal development, acknowledge your strengths, and confront your weaknesses. The purpose of this assignment is to grant you the opportunity to reflect on the content of this course and its relationship to your understanding of how your personal and schooling experiences have shaped your own assumptions about teaching and learning in urban contexts. You will compose an autobiography in which you reflect on your own identity and the ways in which social identity markers (e.g., social class, race, ethnicity, language, gender, sexual orientation) have informed your schooling experiences and your schooling experiences have informed the development of your social identity. Your autobiography should be no more than 6-8, double-spaced pages. More information will follow.

### **Critical Analysis Paper #1 – 20% (Due June 27<sup>th</sup>)**

Students will write one critical analysis paper (6-8 pages in length) regarding topics addressed in the course. This paper is a reflective, critical response to key questions posed by the Professor. This paper should demonstrate your understanding of assigned readings and should draw effectively on classroom discussions and major themes of videos and class activities. The paper should demonstrate your ability to analyze the key concepts of the course as they relate to human diversity, power and privilege in schooling, and teaching for social justice. In general, the paper will be evaluated on the depth and accuracy of your application of course ideas as well as your articulation of your argument and clarity of writing. More information will follow regarding this paper.

### **Critical Analysis Paper #2 – 10% (Due August 5<sup>th</sup>)**

This paper is based on your focus group interviews with the College of Education High School Summer Scholars. More details to follow.

### **Multicultural Unit Plan – 10% (Due August 12<sup>th</sup>)**

For the final project, students will collaborate with team members to develop a multicultural curriculum unit on a particular topic in their content area. These units will be presented to the class. More details to follow.

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### **Course Format and Schedule**

The professor and students share responsibility for fostering discussion on all topics. This course will include lectures covering weekly topics, the course texts, and supplemental materials and readings. It will also involve class discussions, group activities, projects, debates, presentations,

and videos. A collaborative learning approach will be used in which students work in groups to discuss and report on ideas, issues, and concepts provided by the professor and in the course texts.

The following list of questions will be helpful to keep in mind as you read each reading.

- What argument is the author(s) trying to make?
- What does this reading have to do with particular aspects of diversity, power, opportunity, and/or schooling?
- In what ways is the argument persuasive or not to you? Why? Why not?
- What do you think the author failed to consider about the issue? Why? Why not?
- Where do you agree/disagree with the author? Why? Why not?
- What strikes you as particularly interesting, curious, insightful, irritating, etc.?

### **Late Assignments:**

Students are expected to meet writing deadlines. Any work submitted after its due date will be considered late. Late papers will be reduced by one-half letter grade for the first day of lateness and a full grade any time later, except in extreme cases. Assignments are due at the **beginning** of class.

### **Writing Guidelines:**

Writing proficiency is a minimum requirement for satisfactory completion of this course. All written work must reflect adequate writing skills in order to receive a grade. The citation format for this course will be APA. A manual is available in the library.

Please edit your work carefully and check for spelling/typographical errors before turning it in. Many of you will be teachers and you will need to be able to clearly communicate ideas to parents, other teachers, administrators, community news sources, etc. In light of this, it is our policy to support you in the development of your writing. If you feel you need outside support with writing, the Writing Center in 300 Bessey Hall (tel: 432-3610; website: <http://writing.msu.edu/default.html>) can be of assistance). I may refer you there if I feel they may be of service to you. If you already know that you have weaknesses in your writing, please see me as soon as possible, so we arrange assistance. Please do not feel embarrassed about coming to me for help – assisting you is my job as your instructor.

### **Academic Honesty:**

Article 2.3.3 of the *Academic Freedom Report* states that “the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the College of Education adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in *Spartan Life: Student Handbook and Resource Guide*. Students who commit an act of academic dishonesty may receive a zero on the assignment or in the course.

**Special Accommodations:**

Students with disabilities should contact the Professor to discuss any accommodations needed to fulfill the course requirements and achieve learning objectives. In order to receive reasonable accommodations from the Professor, students must have certified eligibility through the Resource Center for Persons with Disabilities (RCPD) located at 120 Bessey Hall (tel: 353-9642; TTY: 355-1293; Email: [rcpd@msu.edu](mailto:rcpd@msu.edu); web: <http://www.rcpd.msu.edu>).

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**The course schedule found below is a guide and is subject to change depending on the needs of the class.**

**SUMMER SESSION I**

**W1 Monday, 05/23: Course Introductions & Why Teach in Urban Schools and Educational Psychology**

- ✚ What is “urban”? Urban education?
- ✚ Why teach in urban schools?

Required Readings:

- 19 Urban Questions, Chapter 2

**Wednesday, 05/25: FIELD DAY – Everett High School**

**Thursday, 05/26: What Are the Purposes of Schooling?**

- ✚ Community Building

Required Readings:

- Hocschild, J., & Scovronick, N. (2003). What Americans want from public schools.
- Labaree, D. (1989). The American (high) school has failed its missions.
- Rothstein, R., & Jacobsen, R. (2006). The goals of education.

**W2 Monday, 05/31: MEMORIAL DAY  
NO CLASS!!!**

**Wednesday, 06/01: FIELD DAY – Parkside Middle School**

**Thursday, 06/02: Exploring Identity and Positionality; The Social Construction of Normality and Difference**

Required Readings:

- Harro, B. (2000). The cycle of socialization.
- Johnson, A. G. (2006). Privilege, oppression, and difference.

- Kirk, G., & Okazawa-Rey, M. (2010). Identities and social locations: Who am I? Who are my people?
- Tatum, B. D. (2000). The Complexity of Identity: “Who Am I?”

Recommended Readings:

- Harro, B. (2010). The cycle of liberation.

**W3 Monday, 06/06: Rethinking Culture and Teachers’ Beliefs about Knowledge; Pedagogies that Support Critical Multicultural Education**

Required Readings:

- Erickson, F. (2010). Culture in society and in educational practices. (**everyone reads**)
- Sleeter, C. (2005). Teachers’ beliefs about knowledge. (**everyone reads**)
- Frankenstein, M. (2006). Reading the world with math: Goals for a criticalmathematical literacy curriculum. (**math folks**)
- Fraser-Abder, P. (2010). Reflections on success and retention in urban science education: Voices of five African-American science teachers who stayed. (**science folks**)
- Gay – Culturally Responsive Teaching (Team 1)
- Ladson-Billings – Culturally Relevant Teaching (Team 2)
- Freire, Ch. 2 (Team 3)
- hooks, Engaged Pedagogy (Team 4)

**Wednesday, 06/08: FIELD DAY – Eastern High School**

**Thursday, 06/09: Disability and Exceptionality: Group Overrepresentation and Underrepresentation - Who gets placed in special and gifted education, and why?**

Required Readings:

- Bicard, S. C., & Heward, W. L. (2010). Educational equality for students with disabilities. (**read this one up to top of p. 329**)
- **19 Urban Questions, Ch. 3**
- Ford, D. Y. (2010). Recruiting and retaining gifted students from diverse ethnic, cultural, and language groups.

Class Activity:

- Harry, B., & Klingner, J. (2006). Constructing learning disabilities: Redundancies and discrepancies. Ch. 9
- Harry, B., & Klingner, J. (2006). Constructing behavior disorders: From troubling to troubled behavior. Ch. 10

**W4 Monday, 06/13: Exploring Race and Racism in urban schools**Required Readings:

- Rosenbloom, S. R., & Way, N. (2004). Experiences of discrimination among African American, Asian American, and Latino adolescents in an urban high school.
- Tate, W. F. (2006). Race, retrenchment, and the reform of school mathematics. (**math folks**)
- Tatum, B. D. (2000). Defining racism: ‘Can we talk?’
- **19 Urban Questions, Ch. 7 (Emdin chapter for science folks)**

Recommended Readings:

- Gutstein, E. (2010). Math, SATs, and Racial Profiling

**Wednesday, 06/15: FIELD DAY – Peer Teaching****Thursday, 06/16: Whiteness and White Privilege/ Historical (and contemporary) Experiences of People of Color in U.S. Schools**Required Readings:

- McIntosh, P. (1989, July/August). White privilege: Unpacking the invisible knapsack. (**everyone**)
- **19 Urban Questions, Ch. 4**

**(Readings split between teams)**

- Anderson, J. (1988). Ex-slaves and the rise of universal education in the South, 1860-1880. (**Team 1**)
- Klug, B. J., and Whitfield, P. T. (2003). A Brief History of American Indian Education. (**Team 2**)
- Ngo, B., & Lee, S. J. (2007). Complicating the image of model minority success: A review of Southeast Asian American education. (**Team 3**)
- San Miguel Jr., G. (2003). Contested learning: Latino education in the United States from the 1500s to the present. (**Team 4**)

Recommended Readings:

- Anderson, S. E. (2006). Historical, cultural, and social implications of mathematics
- Edgington, A. (2000). Moving beyond White guilt.
- Olson, R. A. White privilege in schools.
- Ortiz-Franco, L. (2006). Chicanos have math in their blood.

**W5 Monday, 06/20: Language, Culture, and Power: Understanding Language and Literacy Hierarchies**

Required Readings:

- Christensen, L. (xxxx). Putting out the linguistic welcome mat: Honoring students' home languages builds an inclusive classroom.
- Delpit, L. (1994). Language diversity and learning.
- Emdin, C. (2011). Dimensions of communication in urban science education: interactions and transactions. (**science folks**)
- Leonard, J., Napp, C., & Adeleke, S. (2009). The complexities of culturally relevant pedagogy: A case of two secondary mathematics teachers and their ESOL students. *The High School Journal*, 93, 3-22. (**math folks**)

Recommended Readings:

- Christensen, L. (1994). Whose standard? Teaching Standard English.

**Wednesday, 06/22: FIELD DAY – Seminar in Detroit on Issues of Power, Privilege, and Poverty (Detroit fellows); Video viewings (Grand Rapids-area fellows)**

**Thursday, 06/23: Language, Culture, and Power: Immigrants, Language Diversity, and Bilingual Education**

Required Readings:

- Cummins, J. (1996). The two faces of language proficiency.
- Stritikus, T. T., & Varghese, M. M. (2010). Language diversity and schooling.
- **19 Urban Questions, Ch. 19** (Educar para transformer: How do we teach towards a critical bilingual/bicultural urban pedagogy?)

Recommended Readings:

- Artiles, A., Rueda, R., Salazar, J. J., & Higuera, I. (2002). English-Language Learner Representation in Special Education in California Urban School Districts

**W6 Monday, 06/27: Gender and Achievement in Urban Schools**

Required Readings:

- Kimmel, M. (2000). Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity.
- López, N. (2002). Rewriting race and gender high school lessons: Second-generation Dominicans in New York City. *Teachers College Record*, 104(6), 1187-1203.
- Lorber, J. (2000). 'Night to his day': The social construction of gender.
- **19 Urban Questions, Ch. 7**

**Wednesday, 06/29: FIELD DAY -**

**Thursday, 06/30: Sexual Orientation, Heterosexism, and Homophobia**

Required Readings:

- Blackburn, M. V., & McCready, L. T. (2009). Voices of queer youth in urban schools: Possibilities and limitations.
- Blumenfeld, W. J. (2000). Heterosexism.
- Blumenfeld, W. J. (2000). How homophobia hurts everyone.

Recommended Readings:

- Linville, D., & Carlson, D. L. (2010). Fashioning sexual selves: Examining the care of the self in urban adolescent sexuality and gender discourses.
- McCready, L. (2004). Some challenges facing queer youth programs in urban high schools: Racial segregation and de-normalizing whiteness.

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**SUMMER SESSION II**

**W1 Tuesday, 07/12: Understanding Social Mobility, Social Reproduction, and Forms of Capital**

Required Readings:

- Carter, P. L. (2003). Black cultural capital
- Delpit, L. (1995). The silenced dialogue.

Recommended Readings:

- Coleman, J. and Hoeffler, T. (1987). Human capital and social capital.

**Wednesday, 07/13: FIELD DAY – COE Summer Scholars**

**W2 Tuesday, 07/19: Examining Achievement Ideologies and Achievement Motivation for Students of Color**

Required Readings:

- Carter, D. J. Developing a critical race consciousness for African American school success
- Carter Andrews, D. J. Achievement as Resistance: The development of a critical race achievement ideology among black achievers.

**Wednesday, 07/20: FIELD DAY – COE Summer Scholars**

**W3 Tuesday, 07/26: Understanding Boys of Color in Urban Classrooms**

Required Readings:

- 19 Urban Questions, Ch. 15 (Team 4)

- Carter Andrews, D. J. (2011). Black males in middle school: Third class citizens in a first class society. (**Team 1**)
- Garrett, T., Antrop-Gonzalez, R., & Velez, W. (2010). Examining the success factors of high-achieving Puerto Rican male high-school students. (**Team 3**)
- Gayles, J. (2005). Playing the game and paying the price: Academic resilience among three high-achieving African American males. (**Team 2**)
- Thomas, D. E., & Stevenson, H. (2009). Gender risks and education: The particular classroom challenges for urban low-income African American boys. (**All**)

### Wednesday, 07/27: FIELD DAY – COE Summer Scholars

#### W4 Tuesday, 08/02: Immigrant and Refugee Youth in Urban Schools

##### Required Readings:

- Fleming, R. (2007). Immigrant students and caring practices: A tale of two teachers. (**Team 3**)
- Hood, L. (2003). Immigrant students, urban high schools: The challenge continues. (**everyone reads**)
- Kugler E. G., & Price, O. A. (2009). Go beyond the classroom to help immigrant and refugee students succeed. *Phi Delta Kappan*, 91(3), 48-52. (**Team 1**)
- Morland, L. (2007). Promising practices in positive youth development with immigrants and refugees. *The Prevention Researcher*, 14(4), 18-20. (**Teams 2**)
- Strelakova, E., & Hoot, J. L. (2008). What is special about special needs of refugee children? *Multicultural Education*, 21-24. (**Team 4**)

##### Recommended Reading:

- McBrien, J. L. (2005). Educational needs and barriers for refugee students in the United States: A review of the literature.

### Wednesday, 08/03: FIELD DAY –

#### W5 Tuesday, 08/09: Rethinking Family and Community Involvement in Urban Schooling

##### Required Readings:

- Epstein, J. (2011). A practical framework for developing comprehensive partnership programs.
- **19 Urban Questions, Ch. 17**

### Wednesday, 08/10: FIELD DAY – Refugee Development Center (interview with Shirin Timms and facility tour)

