This course is designed as a broad and deep overview of multicultural education—conceptualized as an equity- and diversity-related conceptual framework for PK-12 and, to a lesser extent, higher education. It is intended to support graduate level students in the curriculum and instruction arena in the development of a strong theoretical foundation from which to think more complexly about (and, eventually, act more emphatically to bring about) equity- and diversity-related schooling processes. Students will be expected to engage in reflective inquiry around key central questions such as:

1. What pre-existing attitudes and beliefs do I hold about myself, others around me, and the world as a whole?
2. How do I define equity? diversity? What are the specific dimensions of each?
3. How can I think critically about my own conceptions of equity and diversity, as well as the social implications of my ways of knowing?
4. What kinds of personal transformation might I need to embrace in order to become a better teacher of all children? What kinds of knowledge bases do I need to develop to foster this personal change? What kinds of personal, academic, and professional experiences do I need to have to become adept in cross-cultural interaction?
5. Is there a relationship between diversity, inequality, and/or inequity? If so, what is it?
6. What is the role of schools in promoting equality and equity and sustaining inequality and inequity in our society? Why is it important for teachers to think deeply about these issues?

Though our society has always been diverse, that diversity has not been acknowledged in a positive light until very recently. In the last 100 years, that acknowledgement has come to the fore—the result of tireless democratic action on the part of social justice advocates and activists. As our societal diversity continues to grow (and, with it, concomitant social action to engender positive acknowledgement of it), schools become not only microcosms of this demographic diversity, but also reflect the multitude of belief systems and ways of knowing that children from increasingly diverse backgrounds bring to the classroom. Resultantly, teachers are being called upon to develop deep understandings about equity, diversity, and multicultural education. The overall goal of the course is to support graduate student engagement in critical reflection around these key issues. While the discussion of “teaching strategies” for diversity may come up in a tangential fashion, the course will not focus on the development of such. Rather, the course will focus on the development of graduate student disposition for the equity, diversity, and multicultural education challenges and opportunities that come to bear in education. Specifically, graduate students will:

1. Come to a complex understanding of privilege and marginalization;
2. Reflect on, and come to a deeper understanding of, their personal experiences with privilege and marginalization;
3. Discover and use their own voice in relationship to their personal experiences with privilege and marginalization, actively participate in democracy in the classroom, engage in meaningful dialogue (as opposed to superficial debate) related to the course topic, “out” themselves;
4. Come to a complex understanding of the concepts of equity, inequality, equality, inequality, diversity, teaching, schooling, multicultural education, dimensions of difference (related to race; color; ethnicity; Deafhood; geographic origin; immigration status; language; caste; socioeconomic class background; employment status; sex; gender; gender identity and expression; family configuration; sexual orientation; physical, developmental, or psychological ability; Veteran’s status; age or generation; religious, spiritual, faith-based, or secular belief; physical appearance; environmental concern; political affiliation; and, on the basis of the exercise of rights secured by the First Amendment of the Constitution of the United States), and, individual, cultural, and institutional demographics;
5. Reflect on, and come to a deeper understanding of their own experiences of differences in and out of school contexts (as students and teachers), and the implications of these experiences for teaching children from similar and dissimilar experiential backgrounds;
6. Reflect on, and come to a deeper understanding of, dimensions of difference as intersecting sociocultural, socioeconomic, and sociopolitical systems of privilege and marginalization in the United States and, to a lesser extent beyond U.S. borders;
7. Identify and shape their own philosophies as these pertain to dimensions of difference, broadly conceptualized;
8. Reflect on, and come to a deeper understanding of, the role that schools can and should play in the promotion of a socially just society.

In sum, this course aggressively attends to Standard #2 of the Council of Chief State School Officers’ (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) Model Core ‘Teaching Standard. Standard #2 focuses on Learning Differences, specifically, that teacher education students—pre- and in-service teachers—extend their learning on how to use their “understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.” By building this content knowledge in this course, teacher education students become better prepared to develop this knowledge in their own PK-12 students as well.

A Word About Perspective

This course, like all courses, has a point of entry into debate, something it wants to show you, a position, a perspective; it, like all courses, is not neutral or objective. Given this, it is important that you understand that you need not embrace the course perspective in order to be successful in it. You are strongly encouraged to be a critical thinker about everything in this course, including its perspective. You will be assessed based on the quality of your scholarship in this course. If you articulate perspectives contrary to the course’s and support those perspectives with scholarship in accordance to the course learning expectations you will be academically successful in the course. If you articulate perspectives in concert with the course’s but do not support your perspectives with scholarship in accordance with course learning expectations, you will not be academically successful in the course. You will be challenged to produce good scholarship. Your perspectives will be interrogated and supported as is appropriate to the course perspective, but assessment is predicated upon good scholarship regardless of your individual and/or the course’s perspectives.

Texts—available from the University Bookstore or online, also On Reserve in the Lied Library


Additional Formal Readings—Posted on WebCampus


Visual Media — **On Media Reserve at Lied Library or via URL** (see below)
[Some of these media may also be found via Netflix or other online interface, including YouTube]
Listed in chronological order according to the Course Outline
(Note: References below are not in APA format)


*Banished* (2007). Williams, M. (Dir.) United States: Two Tone Productions and the Center for Investigative Reporting.


*The Other Side of Immigration* (2009). Germano, R. (Dir.) United States: Roy Germano Films, LLC.


Chimamanda Ngozi Adichie’s *The Danger of the Single Story* available from: [http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)
Learning Expectations/Methods of Evaluation

1. Class Attendance and Participation—5% Individual Project

Class Attendance Policy

You should be aware that the nature of learning in this course is cumulative (for example, understanding concepts discussed in the third class is to some degree contingent upon having attended the first and second classes). Therefore, it is crucial that you attend every class.

If a class is missed due to illness or an emergency, you are personally responsible for acquiring all the information missed from other students. In so doing, it is strongly recommended that you consult more than one classmate as individual interpretations of the information may vary.

You will sign a class attendance sheet at the beginning of each class. If you arrive to class late, you will sign a late class attendance sheet at the conclusion of each class. Class attendance points will be pro-rated when you arrive late.

Participation in Class Dialogue (and, to a lesser extent, Discussion and Debate) and Activities

You are expected to participate in class dialogue of all assigned readings, visual media, and any other assigned or impromptu activities (e.g., listserv conversations, role plays, simulations), as well as other students’ presentations as is appropriate.

Through class attendance and participation, students in this course will meet InTASC Standard #3, focusing on Learning Environments, specifically, learning to work “with others to create environments that support individual [their own] and collaborative [their classmates’] learning, and that encourage positive social interaction, active engagement in learning, and self motivation.” By learning to do this themselves in the classroom environment for this course, teacher education students become better prepared, as pre- and in-service teachers, to develop learning environments in their own PK-12 (and/or other types of) classrooms in which their own students learn to do this as well.

2. Assigned Reading—50% Individual Project

Completion of Assigned Reading will be assessed through class participation, the teaching philosophy, and the pair and small group project papers and presentations, as well as the Reading Assignments delineated below. You should be prepared, and are expected, to participate in class discussion of all assigned readings.

Individual Reading/Visual Media Mini-Tests—36% (3% each/12 total)

At the beginning of each class there will be a 1-3 question mini-test on the reading/visual media assignment due that day. Test questions will be relatively easy to answer if students have made a decent effort to complete the assignment. The purpose of these mini-tests is to provide incentive for students to complete reading/visual media assignments, and in a timely fashion, so that class conversation on the course material will be as informed and otherwise as rich as possible. PLEASE READ ☞☞ If, however, you do not read, you should still come to class and simply take the hit to your grade only for the mini-test, not also for class attendance and participation—I (Christine) would rather you come unprepared than to miss the class altogether. If, however, you do come unprepared you should show appropriate deference in class conversation of complex and controversial topics because you will not have had the benefit of having your thinking on these topics informed by the reading/visual media.

Through completion of the mini tests, students in this course will meet InTASC Standard #5, focusing on Application of Content, specifically, learning to “connect concepts and use differing perspectives to [demonstrate engagement] in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.” By learning to do this themselves in relationship to the written and visual media for this course, teacher education students become better prepared, as pre- and in-service teachers, to create learning experiences for their own PK-12 students to do this as well.

Pair/Trio Reading/Visual Media Facilitation—14% (pairs/trios will be assigned by me (Christine))

For each reading assignment, and, where relevant, corresponding visual media assignment, student pairs/trios (or individual students depending on course enrollment numbers) will take responsibility for facilitating a 30 minute class dialogue on the assignment(s). Facilitations should be designed in such a way as to engage each member of the class in the dialogue, encouraging a wide range of perspectives about the reading/visual media to emerge. Facilitations should take advantage of the idea of “problem-posing” as conceptualized by Brazilian educator Paulo Freire—leaving the class with unresolved dichotomies, unresolved questions, lingering problematics, and enrapt in continuing critical thought. Finally, facilitations should elicit from the rest of the class, the equity- and diversity-related curriculum and instruction concerns expressed in the assignment chapters/videos’ major themes. BE CREATIVE! Beyond providing me (Christine) copies of outlines, questions, handouts, etc., used during the facilitations, there is no formal “hand-in” component to this assignment, only the in-class facilitation (See guidelines, attached)

Through completion of the facilitation, students in this course will meet InTASC Standard #8, focusing on Instructional Strategies, specifically, learning to use a “variety of instructional strategies to encourage learners [their classmates] to develop deep understanding of content areas [especially developmentally-appropriate, discipline-specific multiculturally-integrated content] and their connections, and to build skills to apply knowledge in meaningful ways.” By learning to do this themselves by taking the lead in facilitating their classmates’ learning of one body of the reading (including any related media) for this course, teacher education students become better prepared, as pre- and in-service teachers, to...
3. Race- and Socioeconomic Class-Focused Teaching Philosophy — 10% Individual Project

Individually you will write a philosophical statement tracing the various experiences you have had that you believe have had significant impact on how you view the world—in general and, more specifically, related to race and socioeconomic class, broadly conceptualized—and, therefore, inform how you relate to your classmates in this and other courses and, if you have or do teach yourself, how you relate to your students. Your philosophy should be recounted in a 5-7 page paper to be handed in to me (Christine) the same day we discuss them in class. The paper should reflect on, and critically analyze:

1) the past experiences you have had that you believe most influence your present attitudes and beliefs about privilege and marginalization especially as these relate to race and socioeconomic class, but also as these pertain to other dimensions of identity (i.e., the “laundry list” of identities that generally come to mind when thinking about multicultural education (e.g., color; ethnicity; Deafhood; geographic origin; immigration status; language; caste; employment status; sex; gender; gender identity and expression; family configuration; sexual orientation; physical, developmental, or psychological ability; Veteran’s status; age or generation; religious, spiritual, faith-based, or secular belief; physical appearance; environmental concern; political affiliation; and, on the basis of the exercise of rights secured by the First Amendment of the Constitution of the United States);

2) the impact of the Lui, Robles, Leonar-Wright, Brewer, Adamson, & United for a Fair Economy text, the United for a Fair Economy monograph, and related visual media on your philosophy—describe and analyze your family’s “wealth color” story to the greatest extent possible (based on your access to informal/formal information about that history), and link this story to the text/monograph;

3) the kinds of personal transformation related to race and socioeconomic class you believe you might need to embrace in order to become a better teacher of all children, including what kinds of knowledge bases you may still need to develop to foster this personal change, as well as what kinds of personal, academic, and professional experiences you still need to have to become adept in meaningful cross-cultural interaction; and,

4) the impact of the Schoem, et al., Lawrence, Banks, Gibson, Clark (history), Moll, et al., and Yosso articles, and related visual media on your philosophy—use these articles to undertake a comprehensive assessment of your current capacity as a race- and socioeconomic class-conscious multicultural educator, in particular, your adeptness in helping all students to gain full access to participation in democracy through educational achievement.

The paper should be type written using formal APA (American Psychological Association) guidelines as is appropriate for its content. While we will discuss your completed papers informally in class the day they are due, you do not need to prepare a formal presentation. (See guidelines, attached)

Through completion of the philosophy, students in this course will meet InTASC Standards #1, focusing on Learner Development, and #9, addressing Professional Learning and Ethical Practice. Specific to Standard #1, students will learn how they, as learners, “grow and develop, recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and [can come to] design and implement developmentally appropriate and challenging learning experiences.” By learning to do this themselves in relating their learning in this course relative to the first course text to their own personal, academic, and professional experiences, teacher education students become better prepared, as pre- and in-service teachers, to teach their own PK-12 students in ways that also encourage learning through reflection on and application of school content to lived realities outside school. Attending to Standard #9, students will “engage in ongoing professional learning and use evidence to continually evaluate her/his practice, particularly the effects of her/his choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.” By continuously revisiting their teaching philosophies relevant to new content areas—in this course relative to multicultural education, teacher education students learn how what they learn impacts how they teach and, in turn, if, to what extent, and how their PK-12 students learn from them. By specifically thinking about teaching relative to their own race and class location, and the same locations of their students and students’ families/communities of origin, pre- and in-service teachers become more well-prepared to meaningfully engage all learners.

4. Define American Research Project — 15% Pair/Trio Project (pairs/trios will be chosen by students)

Preliminary Project Resources

http://www.defineamerican.com/

http://en.wikipedia.org/wiki/Jose_Antonio_Vargas

http://unitedwedream.org/

http://www.immigrationpolicy.org/sites/default/files/docs/No%20DREAMers%20Left%20Behind.pdf

http://www.immigrationpolicy.org/just-facts/who-and-where-dreamers-are

http://www.immigrationpolicy.org/just-facts/who-and-where-dreamers-are-revised-estimates

http://www.thedream.us

https://www.facebook.com/FFFAwardhttp://www.thedream.us
Project Particulars

In pairs (or trios, depending on course enrollment numbers), you will conduct a research project on the United States as a nation of immigrants—past, present, and future. Specifically you will seek to understand how federal immigration policy impacts public education, broadly conceptualized (public education policy in general and public PK-12 and higher education policy in particular (curriculum, enrollment, attendance, outreach, parent involvement, discipline, school staffing, etc.)). As a part of your research process, you will:

1) thoroughly review the preliminary project resources listed above and use them in your project in a substantial way to Define American relative to the idea of America as a nation of immigrants past, present, and future;
2) conduct your own additional research on current federal immigration policy, especially that pertaining to all prior and the current iteration of the DREAM Act/DACA and use this information to situate your project intellectually;
3) visit one immigration-related community-based organization that focuses their work on immigrant populations (for example, the Citizenship Project, Nevada Partners Culinary Training Academy, the Family Leadership Initiative, or other immigration-focused services entity);
4) conduct a face-to-face, telephone, or e-mail interview with a student (of any age) who is personally AND academically impacted by federal immigration policy; and,
5) build on your learning from the four previous assignment components with one additional activity of your choosing—this could be an activity that you think will help you to develop your project and/or an idea that you learn about in the course of doing your research (for example, you might go about getting permission to visit a school with a high percentage of recent immigrant students to learn about the educational needs of this student population and the impact of immigration policy on the school’s ability to meet these needs; you might do some demographic research on the percentages of recent immigrants in public schools in the U.S. or in Nevada; or you might participate in additional community-based activities to see what kinds of interests and/or needs recently immigrated families have and reflect on the implications of those interests/needs for multicultural/bilingual education (for example, you could attend an adult ESL (English as a Second Language) class)—BE CREATIVE!

In general, but especially with activities 4 and 5 above, be particularly sensitive to immigration status issues when interacting with people/organizations—you never know who has what status, nor what kinds of experiences individuals/entities have had with status scrutiny. Be thoughtful in how you engage (seek to make people feel comfortable with your presence/questions), be respectful of confidentiality, and practice dialogue—seek to understand, not necessarily to agree.

The direction your research takes should be emergent—that is, don’t pre-determine what direction you want your project to take, instead, let the direction you go arise from the research. However, make sure that you do develop a specific research point of entry—something you want to share with the class about how immigration has defined and continues to define America and Americans.

In the process of conducting your research, you should consider the Bigelow text and related visual media and use these to inform your research direction as it takes form—in particular, think about what questions emerged for you in the reading of this text and in the viewing of this media that remain unanswered or unresolved and seek out answers/resolutions; also think about what issues discussed in the text/films were the most difficult for you to grapple with and explore explanations for your reactions.

Your pair’s/trio’s research undertaking should be recounted in a 8-10 page paper to be handed in to me (Christine) the same day we discuss them in class (ONE PAPER PER PAIR/TRIO). Both the research process and the paper must include equal participation of both pairs and should:

1) describe your pair’s/trio’s research process (the role that each member or the pair played in the process);
2) summarize your experience of the five primary project activities (preliminary project resources, policy research, community site visit, student interview, and additional activity as delineated above)—discuss how you used these activities to Define American as a nation of immigrants past, present, and future;
3) discuss the emergent direction your research ultimately took and why;
4) integrate critical analysis of the preliminary project resources, immigration policy, the Bigelow text and related visual media, and any additional resources used as a part of the research process; and,
5) summarize your research findings—what did you learn and what are the implications of what you learned for multicultural education.

Be sure to write thank you letters to all of the individuals/entities who assisted you in your research process undertaking; copies of these letter should be included in an addendum to your paper.

The paper should be type written using formal APA (American Psychological Association) guidelines as is appropriate for its content. As a pair/trio, you will submit a standard weekly report briefly detailing your progress on the project. While we will discuss your completed projects informally in class the day they are due, pairs/trios do not need to prepare a formal presentation. (See guidelines, attached)

Through completion of the Define American research project, students in this course will meet InTASC Standard #4, focusing on Content Knowledge, specifically, learning how they, as learners, come to understand “the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches and [can then] create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.” While this course discourages “mastery” in the traditional sense of the word (as absolute), it does encourage the development of competence, especially by teaching the limits of so-called mastery by elucidating the enormity of content in any subject area from a multicultural perspective. By learning to “unpack,” superficial content knowledge about complex and controversial topics (in this
case most specifically immigration) impacting PK-12 schooling in general, as well as, impacting each PK-12 subject area, teacher education students become better prepared, as pre- and in-service teachers, to teach their own PK-12 students to “uncover” content, develop content “literacy,” and become “facilitators” of their own learning.

5. Sociopolitically-Located Multicultural Curriculum Re-Visioning and Re-Development Project—20%Group Project

(groups will be chosen by students but cannot include any combination of classmates (to the extent possible) who have already worked together for the facilitations or the research project)

Below are links to some “prepared” curriculum units. Some of these are really terrific, and some not as terrific—regardless of how great they begin, you will make them even better over the course of the semester. You can choose one of these to work from or find another on your own (that is better or worse as a starting point) for your small group to work with:

http://www.postalmuseum.si.edu/educators/4b_curriculum.html
http://www.smithsonianeducation.org/educators/lesson_plans/lesson_plans.html
http://www.nationalgeographic.com/xpeditions/
http://www.tolerance.org/activities
http://www.zinneducation.org/lessonplans
http://www.zinnedproject.org/
http://www.rightsteaching.org/
http://www.teachingforchange.org/programs/parent-organizing-tell-stories

In a small group with four to five other students, you will craft—through a critically conscious re-visioning and re-development process—a sociopolitically-located multicultural curriculum (for a specific grade level and in a particular content area). You will undertake these re-visioning and re-development processes in relationship to:

1) an existing “prepared” curriculum of at least three annotated lessons in length;
2) your analysis and critique of the “prepared” curriculum you chose; and, 
3) your comprehensive integration of the following elements into that “prepared” curriculum:
   a) topic-specific, age-specific, school/community-specific multicultural curriculum content; 
   b) varied topic-appropriate, age-appropriate multicultural teaching methods and assessment practices (that include meaningful attention to the arts (visual, performance, etc.)); 
   c) progressive modifications and accommodations for students with varied special needs; 
   d) progressive modifications and accommodations for students who are learning English as a second language; and, 
   e) multiculturally-responsive integration of educational technology.

Each small group will use an array of research methodologies to robust support and justify their re-visioning and re-development processes. These methodologies may include, but not be limited to:

1) the range of resources available through the university libraries—especially peer-reviewed scholarship in multicultural education—and the Internet; 
2) interviews with college and/or university teacher education faculty, staff, students, and/or alumni and related resources; 
3) PK-12 school faculty, staff, students, parents and/or community stakeholders, and related resources; 
4) professional associations’, community-based organizations’, activist coalitions’, civic groups’ service providers and service consumers and related resources; 
5) government personnel and related resources; 
6) local, state, and federal court documents related to educational equity and/or diversity; 
7) local, regional, and national media reports and other news sources; and, 
8) any other sources you deem instructive/relevant.

Each small group’s research undertaking should be recounted in a 10-12 page paper to be handed in to me (Christine) the same day your group presents your project to the class (ONE PAPER PER GROUP). Both the paper and the class presentation must include equal participation of all the people in your small group and should:

1) summarize your groups’ curriculum elements; 
2) discuss your group’s research process (the role that each group member played in the process); 
3) discuss your group’s research findings related to the elements (a-e above); 
4) integrate critical analysis of these elements with your reading of the Nieto & Bode text, the Clark (curriculum) article, related visual media, and any additional readings done as a part of the research process; 
5) succinctly describe and delineate your group’s comprehensively re-visioned and re-developed multicultural curriculum (especially articulating why it is now, in fact, a sociopolitically-located multicultural curriculum); and, 
6) succinctly delineate the class presentation component of your curriculum (what you will illustrate and/or demonstrate to the class as evidence of its re-visioning and re-development into a multicultural curriculum).
The paper should be type written using formal APA (American Psychological Association) guidelines as is appropriate for its content. As a group, you will submit a standard weekly report briefly detailing your progress on the project. The presentation should take about 30 minutes. (See guidelines, attached)

Through completion of the socio-politically-located multicultural curriculum re-visioning and re-development project, students in this course will meet InTASC Standards #7, focusing on Planning for Instruction, and #10, addressing Leadership and Collaboration. More specifically, Standard #7 encourages teacher education student learning to meet “rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.” And Standard #10 asks teacher education students to undertake “appropriate leadership roles and opportunities [that enable them] to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.” By learning to re-vision and re-develop an existing, especially a Eurocentric or superficial “multicultural,” curriculum into a fully-integrated sociopolitically-located multicultural curriculum that is not only content- and age-level specific, but that also integrates the arts, while considering various other complex content pedagogical factors, teacher education students develop the knowledge, skills, abilities, and dispositions—as pre- and in-service teachers—to teach their own PK-12 students to understand excellence is inextricably linked to equity, diversity, and inclusion, that leadership is best undertaken from a collegial posture that takes time to enact well, and that collaboration, while often cumbersome, produces more robust learning outcomes over a lifetime.

Criterion for Evaluation and Grading

You will be evaluated on class attendance, class participation, and the completion of all other learning expectations. You will be graded on the quality of your contributions to class, and your papers—your creativity, the degree to which your understanding of the class material is reflected, the degree to which your ideas are developed, and, your timeliness. Each paper and corresponding presentation/reflection has its own grading rubric included in its guidelines.

Grading Rubric

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% and below

Incomplete Grade

To be negotiated with the faculty member in accordance with university policies in the event of adverse event that impedes the student’s ability to complete a course according to the semesterschedule.

Teaching Expectations

1. Overall Class Facilitation
2. Office Hour/Phone Availability
3. Student Support and Affirmation
4. Periodic Reminders of Deadlines
5. Other

Methodology

1. Problem Posing Dialogue/Activities
2. Educational Technology (Media/Internet)
3. Individual, Pair, and Small Group Reading Assignments
4. Individual, Pair, and Small Group Writing Assignments
5. Individual, Pair, and Small Group Projects and Presentations

Please be advised that you must complete every assignment to pass the course; that is, you can not simply chose to not do something and take the corresponding point reduction.

Through completion of individual, pair, and small group assignments, that involve the use of academically rigorous reading, writing, listening, and speaking skills, students in this course will meet InTASC Standard #6, focusing on Assessment, specifically, how “understand[ing] and us[ing] multiple methods of assessment…engage[s] learners in their own growth, [facilitates] monitor[ing of] learner progress, and…guide[s] the teacher’s and learner’s decision making.” By learning to learn and, more specifically, to demonstrate learning, on one’s own and in collaboration with peers through the development of excellence in key skills areas that apply to all learning endeavors, teacher education students become better prepared, as pre- and in-service teachers, to teach their own PK-12 students to learn individually and in groups of various sizes, and to consciously prepare themselves differently to effectively demonstrate the efficacy of their learning dependent on the nature of learning assessment.
Statement on Academic Integrity

The university has approved a Code of Academic Integrity available on the web at [http://studentconduct.unlv.edu/misconduct/policy.html](http://studentconduct.unlv.edu/misconduct/policy.html). The code prohibits you from cheating on exams, plagiarizing papers, submitting the same paper for credit in two or more courses without authorization, buying papers, submitting fraudulent documents, forging signatures, etc. The code strives to promote a ‘community of trust’ on our campus. Please be advised that Turnitin.com is an online resource through which any paper/project content can be searched against the entire body of content on the Internet for duplication. Papers purchased through paper writing mills will have duplicate content. Content copied and pasted from websites and/or any other electronic resource will show up as duplicated content. Thus it is always best to do original work.

Equal Educational Opportunity Policy Statement

In accordance with federal, state, local, university, college of education, and my (Christine’s) personal policy (especially with respect to the 1964 Civil Rights Act and Section 504 of the Americans with Disabilities Act), access to equal educational opportunity based on race; color; ethnicity; Deafhood; geographic origin; immigration status; language; caste; socioeconomic class background; employment status; sex; gender; gender identity and expression; family configuration; sexual orientation; physical, developmental; or psychological ability; Veteran’s status; age or generation; religious, spiritual, faith-based, or secular belief; physical appearance; environmental concern; political affiliation; and, on the basis of the exercise of rights secured by the First Amendment of the Constitution of the United States, among other categories of social identity, is paramount. Every effort will be made to arrange for reasonable accommodations to ensure that such opportunity exists and is measurable in terms of equality of outcome.

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681)

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) is an all-encompassing federal mandate prohibiting discrimination based on the gender of students and employees of educational institutions receiving federal financial assistance. Sex discrimination includes sexual harassment, sexual violence, and/or discrimination related to pregnancy. In compliance with Title IX, the University of Nevada, Las Vegas prohibits discrimination in all programs and activities, including employment on the basis of sex or gender. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: [http://www.unlv.edu/diversityinitiatives/titleix](http://www.unlv.edu/diversityinitiatives/titleix)

If anyone in a supervisory, managerial, administrative or executive role or position, such as a supervisor, department chair, or director of a unit, receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, the person must immediately contact one of the identified Title IX Coordinators to forward the complaint, to discuss it and/or to report the action taken. Title IX complaints must be immediately provided to the Title IX Coordinator.

Disability Resource Center (DRC)

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. Students who have a disability that may require accommodations should contact the Disability Resource Center (DRC) for a services assessment.

The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an “official” accommodation is warranted. Any information you provide DRC staff in the process of exploring accommodation possibilities will be held in strictest confidence. To maintain confidentiality, do not approach your professor before, during, or after class (if others are present) to discuss accommodation questions.

The DRC is located in the Student Services Complex (SSC-A), Room 143. DRC contact numbers are: Voice (702) 895-0866, TDD (702) 895-0652, and Fax (702) 895-0651. For additional information, please visit: [http://drc.unlv.edu/](http://drc.unlv.edu/)

Tutoring

The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses.

The ASC is located across from the Student Services Complex, #22 on the current UNLV map.

To learn more about the tutoring services and other academic resources the ASC offers, please call (702) 895-3177 or visit: [http://academicsuccess.unlv.edu/tutoring/](http://academicsuccess.unlv.edu/tutoring/)

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.
Appointments may be made in person or by calling (702) 895-3908. The student’s UNLV ID Card, a copy of the target assignment (where relevant), and/or two copies of any writing to be reviewed are requested for the consultation. For more information, please visit: http://writingcenter.unlv.edu/

Religious Observance

Any student who may need to miss class quizzes, examinations, or other class or lab work due to religious observances shall be given an opportunity during the semester in which the observance occurs to complete (make-up) missed work. The work eligible for completion is only that missed due to religious observances absence(s). To take advantage of this policy, students must notify instructors no later than the last day of late registration of her/his intention to participate in religious observances that do not fall on state holidays or periods of recess. In the event that administering a quiz or examination at an alternate time would impose an undue hardship on the instructor or the university, this policy will not apply, but instructors are encouraged to work with students to pursue other options. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531

Language

In the discussion of politically complex and charged issues it is often necessary to explore terminology and concepts that, on occasion, may be vulgar, derogatory, or in other ways make us uncomfortable. Please understand that it is necessary to engage in these discussions in order to come to a critical and comprehensive understanding of the manifestations of prejudice and discrimination so that, subsequently, we can learn how to deconstruct and assuage them. If you become particularly distressed about any discussion please speak to me (Christine) or our course graduate assistant (where relevant) immediately.

Guests

Please feel free to bring friends and/or family to class. Guests are always welcome as long as they demonstrate appropriate respect for the learning that is taking place. If you need to bring young children due to childcare issues, please bring something for them to do/play with to keep them more or less occupied so that you can pay attention to the class.

Statement on Learning

You will not be spoon-fed learning expectations nor given a recipe to follow to complete them. The syllabus explanation or guidelines for each learning expectation is to serve as an outline. You are responsible for discovering, through reading, dialogue, and research, the information that will flesh out the outline.

Statement on Health

You are of no use to yourself or others if you are not healthy. Please take the time to eat right, exercise, and get enough rest. You, your family, your schoolwork, everything will be better for it.

E-Mail

Faculty and staff should use students’ UNLV e-mail accounts. The account with the @unlv.nevada.edu suffix is UNLV’s only “official” e-mail system for students. It is a primary way students receive “official” university communication (e.g., information about deadlines, major campus events, announcements, etc.). All UNLV students receive such an account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. Students wishing to received course communications via a different e-mail address should add that address to the course contact list passed out in class the first two weeks of the semester.
## WEEKS 1-4 — Welcome, Class Orientation, Foundation Building
January 20, January 27, February 3, February 17

**NO CLASS FEBRUARY 10**
Welcome/Go Round
Review of Syllabus
BREAK — You can leave gracefully at this point if you have decided not to take the course 😊

Conversation on the Educational Benefits of Diversity and Intergroup Dialogue
Overview of Dialogic Communication

<table>
<thead>
<tr>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue as Listening for Understanding</td>
</tr>
<tr>
<td>Discussion as Serial Monologuing</td>
</tr>
<tr>
<td>Debate as Listening to Gain Advantage</td>
</tr>
<tr>
<td>Intent versus Impact</td>
</tr>
<tr>
<td>Explaining versus Owning or Taking Responsibility</td>
</tr>
<tr>
<td>“Suspending Judgment”</td>
</tr>
<tr>
<td>“Holding” (an important theme that emerges over an appropriate period of time)</td>
</tr>
<tr>
<td>Creating “Third Space” (a place where we bring “First Space” or personal knowledge, ideas, and opinions and talk about them using “Second Space” or group knowledge, norms, and etiquette)</td>
</tr>
<tr>
<td>Developing an Awareness of Personal Triggers/Flashpoints</td>
</tr>
<tr>
<td>How Will We Demonstrate Respect for Everyone’s Perspective?</td>
</tr>
<tr>
<td>How Will We Ensure that Everyone is Included? (that no one person or group dominates)</td>
</tr>
</tbody>
</table>

Establish Group Agreements (Social Contract for Empowered Participation)
Story About Your Name

Discussion of/Decision on Reading Facilitation Pairs/Trios and Dates
Discussion of/Decision on Community Research Project Pairs/Trios
Discussion of/Decision on Curriculum Project Groupings

Overview of Problem Posing Education as Conceptualized by Brazilian Educator Paulo Freire

<table>
<thead>
<tr>
<th>Concepts and Activities</th>
</tr>
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<tbody>
<tr>
<td>Brief History on Paulo Freire, Literacy Brigades</td>
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<tr>
<td>Banking versus Problem-Posing Education</td>
</tr>
<tr>
<td>Master of Knowledge (expert) versus Facilitator of Learning</td>
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<tr>
<td>Students as empty receptacles into which teachers as experts make deposits of knowledge to fill them up versus</td>
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<tr>
<td>Students as ALWAYS having pre-existing knowledge about every subject on which teachers as facilitators build by asking problem-posing questions to enable students to discover new knowledge</td>
</tr>
<tr>
<td>Students as Subjects versus Students as Agents in their own education</td>
</tr>
<tr>
<td>Problem-Posing Questioning:</td>
</tr>
<tr>
<td>What do you see?</td>
</tr>
<tr>
<td>Is there a problem, issue, concern?</td>
</tr>
<tr>
<td>Is it your problem, issue, concern?</td>
</tr>
<tr>
<td>What can you do about the problem, issue, concern?</td>
</tr>
</tbody>
</table>

Conversation on Intersectional Interests and Dialogic Discussion of Articles and Related Visual Media

### Assignments:

- Mini-Tests #1-3
- SERIOUSLY Review Syllabus AND Assignment Guidelines, come prepared to commit to assignment groups and, where relevant, dates*
  - *Define American Project Meeting/Contacts/Reports
  - *Curriculum Project Meetings/Reports

*Articles on “Forbidden Conversations” (by Lawrence) and “Intergroup Dialogue” (by Schoem, Hurtado, Sevig, Chesler, & Sumida)
*Articles on Multicultural Educational History (by Banks, by Gibson, and by Clark)
*Visual Media — *Rabbit Proof Fence* and *Banished*

*Article on “Intersectionality” (by Crenshaw)
*Articles on “Funds of Knowledge” (by Moll, Amanti, Neff, & González) and “Community Cultural Wealth” (by Yosso)
*Visual Media — *Precious Knowledge* and *Parent Power*
WEEK 5—“We Make the Road By Walking”  
February 24

Mini-Test #3  
Hand In Reports  
Review Commitments  
Conversation on Prejudices and Isms (Individual and Social Identities) and Dialogic Discussion of Readings and Visual Media

Assignments:
Define American Project Meeting/Contacts/Reports  
Curriculum Project Meetings/Reports  
Reading — Lui, Robles, Leondar-Wright, Brewer, Adamson, & United for a Fair Economy text, Chapter 1-3; United for a Fair Economy monograph (pp. 1-28)  
Visual Media — Capitalism: A Love Story and Alice Coles/Bayview Virginia  
Reading Facilitation 1  
Complete Social Class Inventory, Be Prepared to Discuss in Class

WEEK 6—Making the Invisible, Visible  
March 2

Mini-Test #4  
Hand In Reports  
Review Commitments  
Horatio Algers Exercise and Dialogic Discussion of Readings and Visual Media  
Reading Facilitation 1  
Social Class Inventory and Discussion of Readings and Related Visual Media

Assignments:
Define American Project Meeting/Contacts/Reports  
Curriculum Project Meetings/Reports  
Reading — Lui, Robles, Leondar-Wright, Brewer, Adamson, & United for a Fair Economy, Chapter 4-7  
Reading Facilitation 2

WEEK 7—Class, Race, and Other Dimensions of Identity  
March 9

Mini-Test #5  
Hand In Reports  
Review Commitments  
Collage Activity and Dialogic Discussion of Readings and Visual Media  
Reading Facilitation 2

Assignments:
Define American Project Meeting/Contacts/Reports  
Curriculum Project Meetings/Reports  
Reading — Bigelow, Introduction; Running to America; Sections 1-4  
Visual Media — Fear and Learning at Hoover Elementary  
Reading Facilitation 3  
Teaching Philosophy Papers

WEEK 8—Race, Ethnicity, First Language, Geographic/National Origin, Immigration Status, and Other Dimensions of Identity  
March 16

Hand In Teaching Philosophy Papers

Mini-Test #6  
Hand In Reports  
Review Commitments  
Brief Discussion of Teaching Philosophy Papers  
Reading Facilitation 3  
Race-Based Caucus Groups and Fishbowls and Dialogic Discussion of Readings and Visual Media
Assignments:
Define American Project Meeting/Contacts/Reports
Curriculum Project Meetings/Reports
Reading — Bigelow, Sections 5-6
Visual Media — The Other Side of Immigration
Reading Facilitation 4

NO CLASS MARCH 23—Spring Break Week

WEEK 9 — Race, Ethnicity, First Language, Geographic/National Origin, Immigration Status, and Other Dimensions of Identity
March 30

Mini-Test #7
Hand In Reports
Review Commitments
Reading Facilitation 4
Open Space Dialogues, Report Outs and Dialogic Discussion of Readings and Visual Media
  • Who’s an Immigrant?, “Legal?”
  • Border Crossing People versus People Crossing Borders
  • Voluntary versus Involuntary Immigrants (push/pull, Operation Bootstrap, etc.)
  • “Illegal Alien” versus Undocumented Person
  • Why is Latina and Latino (Brown) Immigration Viewed Differently from Canadian (White) Immigration? (other examples)
  • Gloria Anzaldúa’s Concept of “Border Crossing” (different kinds of borders and border patrols), Alternatives to Border Militarization, Racial Profiling, Detainment, Deportation

Assignments:
Define American Project Meeting/Contacts/Reports
Curriculum Project Meetings/Reports
Reading — Nieto & Bode, Introductory Material and Chapters 1-2 (and any case studies associated with the chapters)
Visual Media — The Anti-Bias Curriculum, Oliver Button is a Star!, and Good Morning, Miss Toliver!
Reading Facilitation 5
Define American Project Papers

WEEK 10 — Sex, Gender, and Other Dimensions of Identity
April 6

Hand In Define American Project Papers
Mini-Test #8
Hand In Reports
Review Commitments
Brief Discussion of Define American Project Papers
Reading Facilitation 5
Teacher Letters and Dialogic Discussion of Readings and Visual Media
Act Like a Lady, Act Like a Man Activity

Assignments:
Curriculum Project Meetings/Reports
Review the Interfaith Youth Core website: http://www.ifyc.org/
Article on “Multicultural Curriculum Development” (by Clark)
Reading — Nieto & Bode, Chapters 3-4 (and any case studies associated with the chapters)
Reading Facilitation 6

WEEK 11 — Religion, Spirituality, Faith, Secularity and Other Dimensions of Identity
April 13

Mini-Test #9
Hand In Reports
Review Commitments
Who Am I and What Do I Bring? Activity
Reading Facilitation 6
Everyone/No One Activity and Dialogic Discussion of Readings and Visual Media
Assignments:
Curriculum Project Meetings/Reports
Reading — Nieto & Bode, Chapters 5-6 (and any case studies associated with these chapters)
Visual Media — Straightlaced, It’s Elementary: Talking about Gay Issues in School, and It’s STILL Elementary
Reading Facilitation 7

WEEK 12 — Sex, Gender, Gender Identity and Expression, Sexual Orientation, Family Configuration and Other Dimensions of Identity
April 20

Mini-Test #10
Hand In Reports
Review Commitments
Speaker’s Bureau
Reading Facilitation 7
CO Letters and Dialogic Discussion of Readings and Visual Media

Assignments:
Curriculum Project Meetings/Reports
Reading — Nieto & Bode, Chapters 7-8 (and any case studies associated with these chapters)
Visual Media — Sins Invalid: An Unashamed Claim to Beauty
Reading Facilitation 8

WEEK 13 — A Multiply-Storied Multicultural Anthology
April 27

Mini-Test #11
Hand In Reports
Review Commitments
In class viewing of Chimamanda Ngozi Adichie’s The Danger of the Single Story
Reading Facilitation 8
Meta-Analysis of Classroom Power Dynamics and Dialogic Discussion of Readings and Visual Media

Assignments:
Curriculum Project Meetings/Reports
Handouts on “Participatory Action Research” and “Community Theater/Teatro Campesino” (Posted on WebCampus)
Reading — Nieto & Bode, Chapters 9-10 (and any case studies associated with these chapters), and Concluding Material
Reading Facilitation 9

WEEK 14 — Pulling it Together, Putting it into Action Part I
May 4

Mini-Test #12
Hand In Reports
Review Commitments
Reading Facilitation 9
Dialogic Discussion of Readings
“Participatory Action Research” and “Community Theater/Teatro Campesino” as Extra Credit Options for the Curriculum Project
Final Curriculum Project Questions
One thing…

Assignments:
Curriculum Project Presentations and Papers
Prepare for the Multicultural Fare Party: Bring a dish of your choice, one from your cultural background (or from another cultural background) that you particularly enjoy. BRING COPIES OF THE RECIPE OF YOUR DISH if it is not a guarded family secret. Feel free to bring friends and family members.
**FINAL EXAM PERIOD WEEK 15**— Final Project Presentations and Celebration  
May 11  
(to be held at our regularly scheduled class time and in our regularly scheduled classroom unless otherwise noted in the preceding class meeting)

Food  
*Hand In Curriculum Project Papers*

More Food  
Curriculum Project Presentations  
More Food

**EDUCATE WITH HEART AND MIND!**

**MAJOR DATES OVERVIEW**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO CLASS</td>
<td>February 10</td>
</tr>
<tr>
<td>Philosophy Paper</td>
<td>March 16</td>
</tr>
<tr>
<td>NO CLASS</td>
<td>March 23</td>
</tr>
<tr>
<td>Define American Project Paper</td>
<td>March 30</td>
</tr>
<tr>
<td>Curriculum Project Paper</td>
<td>May 11</td>
</tr>
</tbody>
</table>
**Pair Reading/Visual Media Facilitation Guidelines**

For each reading assignment, and, where relevant, corresponding visual media assignment, student pairs/trios (or individual students depending on course enrollment numbers) will take responsibility for facilitating a **30 minute** class dialogue on the assignment(s). Facilitations should be designed in such a way as to engage each member of the class in the dialogue, encouraging a wide range of perspectives about the reading/visual media to emerge. Facilitations should take advantage of the idea of “problem-posing” as conceptualized by Brazilian educator Paulo Freire—leaving the class with unresolved dichotomies, unresolved questions, lingering problematics, and enrapt in continuing critical thought. Finally, facilitations should elicit from the rest of the class, the equity- and diversity-related curriculum and instruction concerns expressed in the assignment chapters'/videos' major themes. BE CREATIVE! Beyond providing me (Christine) copies of outlines, questions, handouts, etc., used during the facilitations, **there is no formal “hand-in” component to this assignment, only the in-class facilitation**.

There is no formal written component for this assignment, but students should develop some kind of an outline for their facilitation. Students will be graded on their facilitation to the extent that they:

1) engage each member of the class in the dialogue;
2) encourage a wide range of perspectives about the reading to emerge;
3) use “problem-posing;”
4) challenge the class with complex dichotomies, questions, problematics, and continuing critical reflection;
5) elicit the course-relevant concerns expressed in the assignment chapters'/videos' major themes; and,
6) ARE CREATIVE!
Race- and Socioeconomic Class-Focused Teaching Philosophy Guidelines

Individually you will write a philosophical statement tracing the various experiences you have had that you believe have had significant impact on how you view the world—in general and, more specifically, related to race and socioeconomic class, broadly conceptualized—and, therefore, inform how you relate to your classmates in this and other courses and, if you have or do teach yourself, how you relate to your students. Your philosophy should be recounted in a 5-7 page paper to be handed in to me (Christine) the same day we discuss them in class. The paper should reflect on, and critically analyze:

1) the past experiences you have had that you believe most influence your present attitudes and beliefs about privilege and marginalization especially as these relate to race and socioeconomic class, but also as these pertain to other dimensions of identity (i.e., the “laundry list” of identities that generally come to mind when thinking about multicultural education (e.g., color; ethnicity; Deafhood; geographic origin; immigration status; language; caste; employment status; sex; gender; gender identity and expression; family configuration; sexual orientation; physical, developmental, or psychological ability; Veteran’s status; age or generation; religious, spiritual, faith-based, or secular belief; physical appearance; environmental concern; political affiliation; and, on the basis of the exercise of rights secured by the First Amendment of the Constitution of the United States);

2) the impact of the Lui, Robles, Leonendar-Wright, Brewer, Adamson, & United for a Fair Economy text, the United for a Fair Economy monograph, and related visual media on your philosophy—describe and analyze your family’s “wealth color” story to the greatest extent possible (based on your access to informal/formal information about that history), and link this story to the text/monograph;

3) the kinds of personal transformation related to race and socioeconomic class you believe you might need to embrace in order to become a better teacher of all children, including what kinds of knowledge bases you may still need to develop to foster this personal change, as well as what kinds of personal, academic, and professional experiences you still need to have to become adept in meaningful cross-cultural interaction; and,

4) the impact of the Schoem, et al., Lawrence, Banks, Gibson, Clark (history), Moll, et al., and Yosso articles, and related visual media on your philosophy—use these articles to undertake a comprehensive assessment of your current capacity as a race- and socioeconomic class-conscious multicultural educator, in particular, your adeptness in helping all students to gain full access to participation in democracy through educational achievement.

The paper should be type written using formal APA (American Psychological Association) guidelines as is appropriate for its content. While we will discuss your completed papers informally in class the day they are due, you do not need to prepare a formal presentation.

5-7 pages

APA Format
Running Head
Title Page
Margins/Page Numbers
Abstract
Bibliography
Etc.

Organization
Grammar
Sentence Structure
Syntax
Punctuation
Paragraphs
Development of Ideas
Flow of Ideas
Etc.

Introduction
Overview of Assignment
Your Approach to It
Discussion of Past Experiences that Most Influence:
Present Attitudes about Privilege and Marginalization
Related to Race and Socioeconomic Class
Related to Other Dimensions of Diversity

Critical Analysis
Impact of the Lui, Robles, Leonendar-Wright, Brewer, Adamson, & United for a Fair Economy Text, the United for a Fair Economy Monograph, Related Visual Media
Discussion of Kinds of Personal Transformation Related to Race and Socioeconomic Class Need to Embrace to Become a Better Teacher of All Children
Knowledge Bases to Develop to Foster Personal Change
Personal, Academic, and Professional Experiences Leading to Adeptness in Cross-Cultural Interaction
Impact of the Schoem, et al., Lawrence, Banks, Gibson, Clark (History), Moll, et al., Yosso Articles, Related Visual Media
Comprehensive Assessment of Current Capacity as a Race- and Socioeconomic Class-Conscious Multicultural Educator
Adeptness in Helping All Students to Gain Full Access to Participation in Democracy through Educational Achievement

Conclusion
Summary of Learning
Critical Insights Gained
Further Implications for Multicultural Education
Define American Research Project
Guidelines

Preliminary Project Resources
http://www.defineamerican.com/
http://en.wikipedia.org/wiki/Jose_Antonio_Vargas
http://unitedwedream.org/
http://www.immigrationpolicy.org/just-facts/who-and-where-dreamers-are
http://www.publicinterestprojects.org/funds-projects/special-projects/fund-for-dreamers/

Project Particulars

In pairs (or trios, depending on course enrollment numbers), you will conduct a research project on the United States as a nation of immigrants—past, present, and future. Specifically you will seek to understand how federal immigration policy impacts public education, broadly conceptualized (public education policy in general and public PK-12 and higher education policy in particular (curriculum, enrollment, attendance, outreach, parent involvement, discipline, school staffing, etc.)). As a part of your research process, you will:

1) thoroughly review the preliminary project resources listed above and use them in your project in a substantial way to Define American relative to the idea of America as a nation of immigrants past, present, and future;
2) conduct your own additional research on current federal immigration policy, especially that pertaining to all prior and the current iteration of the DREAM Act/DACA and use this information to situate your project intellectually;
3) visit one immigration-related community-based organization that focuses their work on immigrant populations (for example, the Citizenship Project, Nevada Partners Culinary Training Academy, the Family Leadership Initiative, or other immigration-focused services entity);
4) conduct a face-to-face, telephone, or e-mail interview with a student (of any age) who is personally AND academically impacted by federal immigration policy; and,
5) build on your learning from the four previous assignment components with one additional activity of your choosing—this could be an activity that you think will help you to develop your project and/or an idea that you learn about in the course of doing your research (for example, you might go about getting permission to visit a school with a high percentage of recent immigrant students to learn about the educational needs of this student population and the impact of immigration policy on the school’s ability to meet these needs; you might do some demographic research on the percentages of recent immigrants in public schools in the U.S. or in Nevada; or you might participate in additional community-based activities to see what kinds of interests and/or needs recently immigrated families have and reflect on the implications of those interests/needs for multicultural/bilingual education (for example, you could attend an adult ESL (English as a Second Language) class)—BE CREATIVE!

In general, but especially with activities 4 and 5 above, be particularly sensitive to immigration status issues when interacting with people/organizations—you never know who has what status, nor what kinds of experiences individuals/entities have had with status scrutiny. Be thoughtful in how you engage (seek to make people feel comfortable with your presence/questions), be respectful of confidentiality, and practice dialogue—seek to understand, not necessarily to agree.

The direction your research takes should be emergent—that is, don’t pre-determine what direction you want your project to take, instead, let the direction you go arise from the research. However, make sure that you do develop a specific research point of entry—something you want to share with the class about how immigration has defined and continues to define America and Americans.

In the process of conducting your research, you should consider the Bigelow text and related visual media and use these to inform your research direction as it takes form—in particular, think about what questions emerged for you in the reading of this text and in the viewing of this media that remain unanswered or unresolved and seek out answers/resolutions; also think about what issues discussed in the text/films were the most difficult for you to grapple with and explore explanations for your reactions.

Your pair’s/trio’s research undertaking should be recounted in a 8-10 page paper to be handed in to me (Christine) the same day we discuss them in class (ONE PAPER PER PAIR/TRIO). Both the research process and the paper must include equal participation of both pairs and should:

1) describe your pair’s/trio’s research process (the role that each member or the pair played in the process);
2) summarize your experience of the five primary project activities (preliminary project resources, policy research, community site visit, student interview, and additional activity as delineated above)—discuss how you used these activities to Define American as a nation of immigrants past, present, and future;
3) discuss the emergent direction your research ultimately took and why;
4) integrate critical analysis of the preliminary project resources, immigration policy, the Bigelow text and related visual media, and any additional resources used as a part of the research process; and,
5) summarize your research findings—what did you learn and what are the implications of what you learned for multicultural education.

Be sure to write thank you letters to all of the individuals/entities who assisted you in your research process undertaking; copies of these letter should be included in an addendum to your paper. The paper should be type written using formal APA (American Psychological Association) guidelines as is appropriate for its content. As a pair/trio, you will submit a standard weekly report briefly detailing your progress on the project. While we will discuss your completed projects informally in class the day they are due, pairs/trios do not need to prepare a formal presentation.

8-10 pages

REMINDER: Each pair/trio will submit only one collaboratively written paper.

APA Format
Running Head
Title Page
Abstract
Margins/Page Numbers
Bibliography
Etc.

Organization
Grammar
Sentence Structure
Syntax
Punctuation
Paragraphs
Development of Ideas
Flow of Ideas
Etc.

Introduction
Overview of Assignment
Your Approach to It

Research Process and Results
Detailed Description of Pair/Trio Research Process
Role Each Member Played
Each Member’s Assessment of the Pair/Trio Process

Research Process and Results (continued)
Detailed Summary of Experience of Five Primary Project Activities
Preliminary Project Resources
Policy Research
Community Site Visit
Student Interview
Additional Activity
Rationale for Choice of Activities
Discussion of Emergent Research Direction
Integration of Critical Analysis of Preliminary Project Resources,
Immigration Policy, the Bigelow Text, Related Visual Media,
and Additional Resources
Summary of Research Findings

Conclusion
Summary of Learning
Critical Insights Gained
Further Implications for Multicultural Education

APPENDIX:
Copies of Thank You Letters
Hours Documentation Form (See attached)
Weekly Reports (See attached)
Copies of Handouts/Supplementary Materials from Informal
Presentation
Define American Research Project
Weekly Report Outline

Report Number:
Pair/Trio Members:

Members Present:
Members Absent:

Summary of Pair/Trio Process:

Delegation of Tasks to Individual Members/For Each Task Delegated List the Following:

<table>
<thead>
<tr>
<th>Individual Responsible</th>
<th>Delegated Task</th>
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</table>

Assessment of the Meeting:
(Very Productive, Somewhat Productive, Not Very Productive, etc., and Why)

Action to Be Taken to Improve Meeting Productivity:

Summary of Activities Undertaken:

Summary of Time Spent on Activities Undertaken:

Next Meeting Date(s):
Next Meeting Time(s):
Next Meeting Location(s):
Next Research Activities Planned:

Signed:

Names Printed:

Date:

Hand this Report in each week; it will be returned to you the following week with comments; keep returned reports and include them in the APPENDIX of your final paper.
Define American Research Project  
Activity Documentation

Include this Completed Form in the APPENDIX of Your Final Paper

Students’ Names:

Research Activities Completed (Include Resources Consulted, Research Conducted, Organizational Names, Contact Person Names, Interviewee Pseudonym, etc.):

Date    Hours Spent    Your Signature(s)

Date of Completion:

Signed (Each Pair/All Trios):
Sociopolitically-Located Multicultural Curriculum Re-Visioning and Re-Development Project Guidelines

Below are links to some “prepared” curriculum units. Some of these are really terrific, and some not as terrific—regardless of how great they begin, you will make them even better over the course of the semester. You can choose one of these to work from or find another on your own (that is better or worse as a starting point) for your small group to work with:

http://www.postalmuseum.si.edu/educators/4b_curriculum.html
http://www.smithsonianeducation.org/educators/lesson_plans/lesson_plans.html
http://www.nationalgeographic.com/xpeditions/
http://www.tolerance.org/activities
http://www.civilrightsteaching.org/
http://www.rethinkingschools.org/war/ideas/
http://zinnedproject.org/
http://www.teachingforchange.org/programs/parent-organizing-tellin-stories

In a small group with four to five other students, you will craft—through a critically conscious re-visioning and re-development process—a sociopolitically-located multicultural curriculum (for a specific grade level and in a particular content area). You will undertake these re-visioning and re-development processes in relationship to:

1) an existing “prepared” curriculum of at least three annotated lessons in length;
2) your analysis and critique of the “prepared” curriculum you chose; and,
3) your comprehensive integration of the following elements into that “prepared” curriculum:
   a) topic-specific, age-specific, school/community-specific multicultural curriculum content;
   b) varied topic-appropriate, age-appropriate multicultural teaching methods and assessment practices (that include meaningful attention to the arts (visual, performance, etc.));
   c) progressive modifications and accommodations for students with varied special needs;
   d) progressive modifications and accommodations for students who are learning English as a second language; and,
   e) multiculturally-responsive integration of educational technology.

Each small group will use an array of research methodologies to robust support and justify their re-visioning and re-development processes. These methodologies may include, but not be limited to:

1) the range of resources available through the university libraries—especially peer-reviewed scholarship in multicultural education—and the Internet;
2) interviews with college and/or university teacher education faculty, staff, students, and/or alumni and related resources;
3) PK-12 school faculty, staff, students, parents and/or community stakeholders, and related resources;
4) professional associations’, community-based organizations’, activist coalitions’, civic groups’ service providers and service consumers and related resources;
5) government personnel and related resources;
6) local, state, and federal court documents related to educational equity and/or diversity;
7) local, regional, and national media reports and other news sources; and,
8) any other sources you deem instructive/relevant.

Each small group’s research undertaking should be recounted in a 10-12 page paper to be handed in to me (Christine) the same day your project presents your project to the class (ONE PAPER PER GROUP). Both the paper and the class presentation must include equal participation of all the people in your small group and should:

1) summarize your groups’ curriculum elements;
2) discuss your group’s research process (the role that each group member played in the process);
3) discuss your group’s research findings related to the elements (a-e above);
4) integrate critical analysis of these elements with your reading of the Nieto & Bode text, the Clark (curriculum) article, related visual media, and any additional readings done as a part of the research process;
5) succinctly describe and delineate your group’s comprehensively re-visioned and re-developed multicultural curriculum (especially articulating why it is now, in fact, a sociopolitically-located multicultural curriculum); and,
6) succinctly delineate the class presentation component of your curriculum (what you will illustrate and/or demonstrate to the class as evidence of its re-visioning and re-development into a multicultural curriculum).

The paper should be type written using formal APA (American Psychological Association) guidelines as is appropriate for its content. As a group, you will submit a standard weekly report briefly detailing your progress on the project. The presentation should take about 30 minutes.
10-12 pages

REMINDER: Each group will submit only one collaboratively written paper.

APA Format
Running Head
Title Page
Margins/Page Numbers
Abstract
Bibliography
Etc.

Organization
Grammar
Sentence Structure
Syntax
Punctuation
Paragraphs
Development of Ideas
Flow of Ideas
Etc.

Introduction
Overview of Assignment
Your Approach to It
Detailed Description of Group Research Process
Role Each Member Played
Each Member’s Self-Assessment and Assessment of the Group Process
Whole Group Assessment of Group Process

Research Process
Prepared Curriculum Choice
Rational for Choice
Description of Methods for Securing Information for Project
Integration of Required Curriculum Elements
   Topic-Specific, Age-Specific, School/Community-Specific Multicultural Curriculum Content
   Varied Topic-Appropriate, Age-Appropriate Multicultural Teaching Methods and Assessment Practices (Including Meaningful Attention to the Arts)
   Progressive Modifications and Accommodations for Students with Varied Special Needs
   Progressive Modifications and Accommodations for Students Learning English as a Second Language
   Multiculturally-Responsive Integration of Technology

Critical Analysis of Research Issue from Readings
Critical Analysis and Synthesis of Nieto & Bode Text, Clark (Curriculum) Article, Related Visual Media, and Additional Readings

Results
Summary of Findings

Conclusion
Summary of Learning
Critical Insights Gained
Further Implications for Multicultural Education

APPENDIX:
Actual Re-Visioned and Re-Developed Curriculum
Weekly Reports (See attached)

Class Presentation
30 minutes

Structure
Well Organized/Articulated
Presentation Flows
Presentation is Interesting
Effective Use of Hand-Outs/Visual Aids
   Agenda
   Outline of Key Points
   Creative Illustrations of Key Points
   Use of Educational Technology

Content of Presentation
Discussion of Prepared Unit
Overview of Research Process Undertaken to Re-Vision and Re-Develop Prepared Curriculum
Critical Analysis and Synthesis of Course Readings, Films, and Additional as Pertinent to Research Process
Creative Illustration of Findings (e.g., Simulation of Some Aspect of the Curriculum)

Participation
Presentation Illustrates/Encourages Peer Critical Thought and Dialogue
All Research Group Members Are Actively Involved
Meeting Number:
Group Members:

Meeting Date:
Meeting Time:
Meeting Location:

Members Present:
Members Absent:

Summary of Group Process:

Delegation of Tasks to Individual Members/For Each Task Delegated List the Following:
  Individual Responsible
  Delegated Task

Assessment of the Meeting:
  (Very Productive, Somewhat Productive, Not Very Productive, etc., and Why)

Action to Be Taken to Improve Meeting Productivity:

Next Meeting Date:
Next Meeting Time:
Next Meeting Location:

Signed:

Names Printed:

Date:

Hand this Report in each week; it will be returned to you the following week with comments; keep returned reports and include them in the APPENDIX of your final paper.
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### Reading Facilitation
#### Sign-Up Sheet

**Lui, et. al. Book 1** (and Visual Media where relevant)

1. Facilitation #1  
   - March 2
2. Facilitation #2  
   - March 9

**Bigelow Book 2** (and Visual Media where relevant)

3. Facilitation #10  
   - March 16
4. Facilitation #11  
   - March 30

**Nieto & Bode Book 3** (and Visual Media where relevant)

5. Facilitation #5  
   - April 6
6. Facilitation #6  
   - April 13
7. Facilitation #7  
   - April 20
8. Facilitation #8  
   - April 27
9. Facilitation #9  
   - May 4
Define American Research Project
Sign-Up Sheet

Pair/Trio

1.

2.

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### Sociopolitically-Located Multicultural Curriculum Re-Visioning and Re-Development Project
### Sign-Up Sheet

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<td>Christine Clark</td>
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CIG 660-001 OVERALL EVALUATION LOG

NAME:

1. **Class Attendance** — 5% (Individual)
   
   Class Attendance (14):

   Participation in Class Discussion and Activities (14):

2. **Assigned Reading** — 50% (Individual)
   
   Completion of Assigned Reading will be assessed through class participation, daily reflections, course assignments, as well as the Reading Problem Posing Assignment. You are expected to participate in class discussion of all assigned readings.

   Individual Reading/Visual Media Mini-Tests — 36% (3% each/12 total)

   Pair/Trio Reading Facilitation — 14%

   Book (1-3):

   Facilitation Number (1-9):

3. **Race- and Socioeconomic Class-Focused Teaching Philosophy** — 10% (Individual)
   
   Write-Up (appropriate attention to readings/films, etc.)
   
   Class Discussion

4. **Define American Project** — 15% (Pairs/Trios)
   
   Weekly Reports (attached to paper)
   
   Write-Up (appropriate attention to readings/films, etc.)
   
   Thank You Letters/Hours Documentation
   
   Class Discussion

5. **Curriculum Project** — 20% (Group)
   
   Weekly Reports (attached to paper)
   
   Write-Up (appropriate attention to readings/films, extra credit options, etc.)
   
   Presentation/Simulation

   EXTRA CREDIT (Curriculum, Other:)

FINAL GRADE: