NO E-MEDIA DEVICE USE DURING CLASS
(See “Vox-E-Media” Article Posted in WebCampus)
Spring 2017
Meeting Days and Time: Wednesday 4-6:45 p.m.
Classroom: CEB 218
Professor/Facilitator: Dr. Christine Clark
Teaching Intern: Lindsay Russell
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Office Hours: Wednesdays 10 a.m.-3:30 p.m., immediately before and after classes in the classroom, and by Appointment
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Also see WebCampus Interface
https://webcampus.unlv.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_81_1
Course Description: Background, Goals, Vision, Objectives, and Learning Outcomes

This course reviews research in multicultural education using standpoint theory, constructionist/constructivist pedagogy, intersectional analysis, and five core concepts/constructs emerging from the work of women of color scholars whose inquiry frameworks bridge ethnic and women’s studies, among other disciplinary areas that informed the emergence multicultural education, and continue to inform its progression. The five course concepts/constructs are: borderlands, trans-hemispheric, diaspora, outsider-within, and minoritized. The impact of neoliberalism on this research review will be critically considered. Upon completion of this course, students will understand these concepts/concepts, and be able to articulate how they have framed/informed research in multicultural education, will continue to do so, why, and why this is important in the research landscape.

Constructivism/Constructionism, Standpoint

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<thead>
<tr>
<th>Constructivism</th>
<th>Constructionism</th>
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<tr>
<td>Theory</td>
<td>Practice</td>
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<tr>
<td>In reaction to Piaget?</td>
<td>From a student of Piaget? (Papert)</td>
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<td>Piaget—knowledge is transmitted from the teacher (Banking Education from Freire)</td>
<td>Knowledge (new ideas) come from building to the students actual artifacts</td>
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<td>Counter to Piaget—knowledge is actively constructed in the mind of the learner</td>
<td>Each learner is different?</td>
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<td>Meaning is constructed to interpret knowledge</td>
<td>Some learners are similar?</td>
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<td>Learners don’t “get” ideas (from the teacher), they “create” ideas</td>
<td>Is “curriculum” valid or not?</td>
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<td>Knowledge is built by the learner, not supplied by the teacher</td>
<td>How different is each learner?</td>
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<td>Do different learners actually build knowledge the same way even if it appears they do?</td>
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<td>Knowledge construction occurs “felicitously” and/or “best” when done by building a theoretically external artifact, for example, a sandcastle or syllabus components</td>
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This course is being taught from a constructionist/constructivist perspective, meaning that the students and I (Christine) are co-creating the syllabus for the course (including the course assignments and methods of evaluation). It is academically rigorous to be sure, but in ways that students—in negotiation with me—determine are the most beneficial and meaningful.

A constructivist/constructivist perspective argues that people construct knowledge through praxis—the interplay of experience, reflection, and action. In constructivist/constructivist learning, students become actors in the creation of their own knowledge (rather than passive recipients of knowledge “given” to them by the professor) by asking questions, developing and testing theories, assessing impacts, etc.

In constructivist/constructivist learning, the role of the professor shifts from banker (one who makes deposits of knowledge into the heads of students) to facilitator (one who engages students in and facilitates them through learning).

Ultimately, in constructivist/constructivist learning, students are encouraged to examine who they are, what they know, how they came to know what they know, what they can prove (versus what they feel, think, believe, etc.), and what they can do toward what ends.

A “real world” example of standpoint can be seen in reactions to the nomination of Supreme Court Justice Sonia Sotomayor because of her self-characterization as “A Wise Latina.” Renowned multicultural educator, Dr. Sonia Nieto, puts the notion of standpoint in this instance into perspective from the lens of sociopolitically-located multicultural education as follows:

A Wise Latina Woman: Reflections on Sonia Sotomayor
Sonia Nieto
September 2009
http://www.tolerance.org/blog/wise-latina-woman-reflections-sonia-sotomayor

“I would hope that a wise Latina woman with the richness of her experiences would, more often than not, reach a better conclusion than a white male who hasn’t lived that life.” These few words, spoken casually by Sonia Sotomayor at
the annual Mario G. Olmos Law and Cultural Diversity Lecture at UC-Berkeley in 2001, came back to haunt President Barack Obama’s nominee for the United States Supreme Court during the spring and summer of 2009. Hard to believe that this brief statement could cause such anguish, particularly among the conservative white senators who form part of the Senate Judiciary Committee, yet they led to days of arrogant grilling by the Senators, and weeks of newspaper articles and commentary by television pundits speculating on what Sotomayor meant, whether it would hurt her confirmation, and what it would signal for the new court.

As a Latina (yes, I try to be wise), and specifically, a Puerto Rican, as well as a namesake of our newest Supreme Court Justice who is also Puerto Rican, I was tremendously proud when President Obama nominated her. Born and raised in Brooklyn, New York, my story is not very dissimilar from hers, although of course she has reached professional heights that few have. But I connected with her story because it is the story of so many Puerto Ricans, particularly of our early experiences. Many of us lived in some degree of poverty, went to run-down schools, and had dreams of overcoming the hand that we had been dealt. Many of us experienced the surprise, if not incredulity, on the part of our teachers and professors that we were smart, and had a handful of teachers who truly believed that we were. Many of us had parents who believed fiercely in the ‘American Dream’ and worked endless hours every day to achieve it for us, if not for them. Many of us, in a word, have “lived that life,” a life that has informed our world-view, our decisions, and our moral judgments. How could it be otherwise?

Yet for some politicians and pundits, Sotomayor’s comments incurred outrage. They carried on for weeks about how her comments were ethnocentric and even racist. It seems that some people simply could not conceive that one’s background should have an effect on one’s life, decisions, and values – which brings up the question: Do politicians make decisions without the benefit of their life experience? Do their backgrounds carry no weight whatsoever in their judgments? It’s hard to believe that only this particular sub-class of individuals, Republican Senators, are always completely impartial, that their lives of privilege and comfort have no impact on their work as senators. Likewise, it is implausible that white male Supreme Court justices, in deciding cases that would have a direct impact on women and people of color, were not in the least influenced by their lives as non-people of color and non-women. In making judicial decisions about desegregation, affirmative action, women’s reproductive rights, and other sensitive issues, it is equally improbable that the Supreme Court Justices’ lack of experience with these matters would not enter into their deliberations. Are white males the only people on earth who have no preconceived ideas and, yes, even biases? This is what is most difficult to believe.

No one should use their life experience as the only criterion for decision-making, and this is where wisdom comes in. Wisdom is certainly something to strive for, and wisdom comes not only from books but also from life experiences. From everything I have seen and heard, Justice Sotomayor has made an effort to combine both of these in her deliberations and decision-making. She also made it clear both before and during her confirmation hearings that in spite of her upbringing and life experiences, she aspires to impartiality and fairness. This is as it should be, and at least she was more honest than some of her judicial counterparts in articulating that it is often a struggle.

As schools open this month, I hope that teachers take the opportunity to begin a conversation about the Sotomayor confirmation and hearings, and that they invite their students to share their thoughts and feelings about this momentous event. I hope too that teachers frame this conversation as part of the larger American story of struggle and achievement on the part of the dispossessed. It is a noble story, one that is not yet over. And that is why it is important, and necessary, that we now have a wise Latina on the Supreme Court.

In thinking about how identity informs standpoint, consider “The Believing Game.” The object of the game is to argue a position contrary to your own that is so compelling that you make others believe that you are really arguing your own position.

Another standpoint tool to consider is the often cited/paraphrased Native American proverb, "Walk a mile in another man’s/woman’s moccasins before you criticize him/her." However, "Before you walk a mile in another person’s shoes, remember to take off your own..."

**Intersectionality, Borderlands, Outsider-Within**

This course takes an intersectional approach to the study of multicultural education. 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 dimensions of difference are at the center of contemporary discussions of individual and group identity and social organization. In higher education, they have evoked debates about discrimination, equity, affirmative action, diversity, and inclusion. As the major source of data driven knowledge production, research academia has played a vital role in these debates through progressive scholarship developed in the interdisciplinary/multidisciplinary fields of African American Studies, Ethnic Studies, Women’s Studies, as well as cultural studies, gay and lesbian studies, area studies, labor studies, and multicultural and social justice education. This scholarship provides new and more robust understandings of difference, both in the United States and globally, which in turn inform cutting-edge advances in borderlands pedagogy—the manner through which this scholarship is imparted in the classroom. While scholars in a number of fields study dimensions of difference and use
difference as a way of explaining various dynamics in their research, what distinguishes intersectional scholarship is that it is interdisciplinary/multidisciplinary and that it focuses upon the ways these dimensions interconnect, creating new and distinct social formations.

Intersectionality (the systematic study of the intersections of race, ethnicity, class, gender, sexuality and the other dimensions of difference mentioned previously) is a shifting, changing concept that is flexible enough to encompass both the large-scale historically constructed and hierarchical power systems that organize our social life, as well as the micro level politics of interpersonal interactions. Growing out of “outsider-within” (Collins, 1998) sociologies, multiracial feminisms, and “border” (Anzaldúa, 1999) and diaspora studies, intersectionality has become a way of examining difference in a number of fields of study. As a result, it has developed some distinguishing characteristics, at the same time that it shares a myriad of elements from other schools of thought that have, in some cases, come before it and, in others, grown alongside it. It is grounded in the necessity of being located within systems of ideological, political, and economic power that are shaped by “society-wide historical patterns of race, class, gender and sexuality” (Weber, 2007, p. 17). These systems shift and change over time in different environments; individuals and groups experience them differently according to their historical, cultural, geographic, and other locations. By their very nature, these systems foster resistance from individuals and groups who are not situated in positions of access, authority, and privilege relative to them. Knowledge about how to “work” these systems (social and cultural capital) is gained and shared especially by those who enter them from outsider within or border locations that give them some access to these systems but not complete inclusion within them.

An intersectionality-based approach views outsider-within and border aspects of race, ethnicity, class, gender, sexuality and other dimensions of difference as interlocking inequalities and argues that they all must therefore be simultaneously considered in both theoretical analyses as well as in efforts to achieve social justice. Intersectionality requires a commitment to re-thinking and re-shaping concepts and theories that have treated these systems as discrete, as well as to the practice of these newly articulated concepts and theories in the everyday. It encompasses wide-ranging research methodologies that, as Zinn and Dill (1996) write, allow for complex approaches and analyses that avoid erasure of the research “subject” by specifying the location of both the researcher and the researched as co-researchers. If these methodologies are not used, attempts at social change reify existing inequalities of power. For example, Crenshaw (1991) demonstrates in her analysis of racism and misogyny in the rap music of 2 Live Crew that when gender and race are considered completely separate systems of power, the result merely creates dualistic discourses further marginalizing those whose life experiences intersect both dimensions from outsider-within or border locations. Intersectional analysis seeks to move beyond binary approaches and analyses and toward an understanding of the ways the ideological, political, and economic systems of power construct and reconstruct one another.

Finally, an intersectional approach questions the nature of the categories of race, ethnicity, class, gender, sexuality, etc., themselves. As Weber (2007) writes, “the dominant ideology of a ‘color-blind,’ ‘gender-blind,’ ‘classless,’ and ‘sexually restrained’ society obscures oppression and history.” Contemporary theorists argue that these categories are socially constructed over time, yet traditionally they have been viewed as intrinsic (or biological) characteristics. Zinn and Dill (1996) argue that, “race is a shifting and contested category whose meanings construct definitions of all aspects of social life...racial meanings are contested both within groups and between them” (p. 326). Of course, these definitions are constructed within contexts of power—their meanings overlap and occur simultaneously with multiple and various consequences upon the lives of “minoritized” individuals and groups. An approach based on the intersectionality of these systems of power is an approach that can effectively ground research while advancing the intellectual power of the findings and the revolutionary praxis deriving therefrom.


**Neoliberalism, Minoritized**

This course constructs a critique of neoliberalism in multicultural education. Neoliberalism can be defined as a global project advanced by world financial institutions to transform lower and higher educational institutions into sites of assembly-line schooling at which ultraconformist, uncritically conscious, hyper-consumerist, roboticized citizens are produced to reproduce the corporate status quo. While this political, economic, and psychological program is described elsewhere in the world as “neoliberalism,” this term is still uncommon in the United States, even in left, progressive, educational circles. Perhaps somewhat ironically, neoliberalism is largely unknown to us because of its success—because, increasingly, education content and pedagogy, across the curriculum from pre-school to graduate school, are being systematically divorced from sociopolitical analysis and socially democratic action. An examination of the topographical contours neoliberalism has imposed on educational reform in much of the world, makes clear what U.S. educators need to look for, interrogate, and disembowel in their local school communities if neoliberalism is to be subverted and supplanted with educational equity oriented to the realization of social justice for all.
Accrediting organizations for teacher education and other human service professionals have been attacked by several conservative groups for including in accreditation requirements attention to practitioner dispositions, diversity, and social justice. Of particular note in this regard is the recent response by the National Council for Accreditation of Teacher Education (NCATE) to conservative groups’ relentless calls for, among other things, certain terms—including “social justice”—to be dropped from accreditation standards (Quinn & Meiners, 2007). Highly publicized debates at Brooklyn College and at Oregon State University provide grist for this neoliberalization mill (Mowry, 2005; Powers, 2006). At Brooklyn College a raging controversy about how faculty might assess students in teacher education programs’ disposition for teaching—in particular, their competency for teaching children from racial groups others than their own—made the national media. At the center of this controversy, the questions, ‘Can white students become effective educators of minority (or minoritized) students?’; ‘If so, how?’; ‘If not, why not?’, ‘How can teaching effectiveness in this regard be assessed?’; and, of course, ‘What about the effectiveness of black students in teaching white children?,’ among others, emerged. At Oregon State University the controversy, pertaining to the assessment of faculty cultural competency, was re-cast by members of the faculty who opposed such assessment as an infringement upon their academic freedom and, ultimately, tenure. It is important for progressive multicultural educators to develop the knowledge and ability to skillfully negotiate these controversies, by uncovering the covert agenda of neoliberalism that sits at their vortices, and facilitate the development and implementation of socially just alliances, between and among faculty and students across all dimensions of difference, that are dedicated to the eradication of educational inequities.

Dramatic changes are being made to teacher education; for example: 1) the growth of alternate route programs; 2) for-profit corporations’ creation of professional development services linked to raising students’ standardized test scores; 3) competition for enrollment in teacher education from private, for-profit institutions of higher education; and, 4) the challenge to teacher education’s commitment to social justice; among others. The common origins of these phenomena is neoliberalism’s definition of education largely as a commodity to be used in profit-making—to be managed using the same systems as other profit-making ventures. Resultantly, neoliberalism acts to shift funds out of public hands and into private ones at every turn. In the educational realm we see this shift emerging in the market forces that lead to: 1) the shortening of teacher education programs; 2) the technologicalization of teacher education; 3) the coupling of teacher education with standards-based knowledge transmission—in essence, the standardization teacher education; 4) the singular linking of teacher education with measures of academic achievement in the determination of who becomes a teacher; and, 5) the corporatization of in-service teacher professional development, through the influences of conglomerate textbook companies, test preparation companies, and for-profit, site-based “training” firms. While this picture of teacher is almost overwhelmingly bleak, it is in the context of this very thick bleakness that administrators and practitioners in all facets of the field of teacher education must now work, in counterhegemonic fashion, to undermine, interfere with, derail, oppose, and, ultimately, in the tradition of the Luddites, smash neoliberalism wherever it rears its ugly head in our day-to-day educational activities.

While the notion of schools as breeding grounds for prisons seems extreme and far-fetched, in debunking the neoliberalist dominion in education it, unfortunately, becomes clear that working class students and students of color are, increasingly: 1) educated to become, at best future workers, (de)skilled at and (killed) drilled into completing boring and repetitive tasks (by teachers whose teacher education programs skilled and drilled them into becoming educational technicians); or, 2) mis- or dis-educated to become, at worst future prisoners, pushed or kicked out of school through the criminalization of their cultures, language, clothing, and behavior (Clark, 2004). With the still relatively recent advent of widespread technological innovation in the global marketplace, leading to the “information age,” massive automation, and corporate capital flight to Third World labor markets, future workers are less and less in demand, while future prisoners are the most coveted of all widgets in the fastest growing Fortune 500 industry in the United States: the prison industrial complex. In direct opposition to the corrosive progression of neoliberalism, multicultural education must be wielded as both a weapon in, and a tool for, reclaiming schools organized as breeding grounds as prisons. Multicultural educators must develop plans for progressive action to, first, reveal and, second, dismantle schools functioning as breeding grounds for prisons, in order to, third, create a context for a social just education to be realized everywhere.

Based on Unpublished Panel Presentation Synopses
2006 Annual Meeting of the American Educational Research Association (AERA)
2007 Annual Conference National Association for Multicultural Education Conference (NAME)

Presenters included:
Jean Anyon, City University of New York (CUNY)
Christine Clark, University of Nevada, Las Vegas (UNLV)
Julio Diniz-Pereira, Universidade Federal de Minas Gerais (UFMG)
Donna Gollnick, National Association for the Accreditation of Teacher Education (NCATE)
Rich Milner, Vanderbilt University
Sonia Nieto, University of Massachusetts, Amherst
Francison Rios, University of Wyoming, Laramie
Christine Sleeter, California State University (CSU), Monterey Bay
Lois Weiner, New Jersey City University (NJCU)
Ken Zeichner, University of Wisconsin, Madison

This course engages a diasporic and/or transatlantic/transpacific/transhemispheric point of entry into inquiry and analysis in multicultural education by connecting U.S.-based racial and ethnic identity, history, and culture to its continent-of-origin counterpart.

This course will continue an interdisciplinary dialogue addressing the need to reconceptualize current understandings of “America” beyond national boundaries and to address where and how “race” can expand current transnational studies. It will address transnational migration, border crossings, hybridity and intellectual cross-over that reorient East/West hemispheric conceptions to and highlight the productive connections of the North/South. It will discuss models of scholarship that expand our concept of “America,” particularly by animating the interplay between race and power, nation and empire. At which epistemic crossroads and historical junctures do trans-hemispheric American studies and ethnic (nationalist) studies meet? How do local spaces become parts of larger crossings and transnational exchange? Does the local facilitate crossings, remappings, and hybridization? How does race circumscribe interdisciplinary formations and scholarship in the University?

This course will illuminate the theoretical concerns central to the growing fields of diaspora studies and transnational cultural studies. But, the multi-sitedness of diaspora compels a rethinking of time and space in a number of other “studies” disciplines as well. Necessarily, the standpoint of global belonging and citizenship makes porous the boundaries of the “America” in various disciplines. Therefore, in dialogue with various “studies” disciplines, this course situates postcolonial subjectivity within migrants’ transnational recastings of the meanings of race and ethnicity. Interweaving conceptual and material understandings of diaspora, the contradictions of identity and nation that are central to the globalized condition in which all peoples, displaced and otherwise, live will become clearer (Shukla, 2003).

This course will examine the concepts of diasporic and transatlantic/transpacific/transhemispheric as “contact zones” for various formations of identity and discourses of nation. But, the production of a diasporic sensibility is one that is not simply an outgrowth of the nation-state, rather, it requires exploration of the connections and disconnections among all peoples who see themselves as in some way diasporic (Shukla, 2003).

Based on Unpublished Panel Presentation Synopsis
2009 Alice Kaplan Institute for the Humanities Research Workshop Series, Northwestern University

Featured Presenter:
Sandhya Shukla, University of Virginia

Co-Presenters:
Jinah Kim, Northwestern University
Rámon Rivera-Servera, Northwestern University
Ivy Wilson, Northwestern University


**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 Readings—Posted on Web Campus


Learning Expectations/Methods of Evaluation

1. Class Attendance, Participation, Disposition—10% Individual Project

Class Attendance Policy

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

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

Dialogic Disposition

This course seeks to encourage you to develop a dialogic disposition—the inclination to participate in conversation structured to bring about “listening to understand,” rather than “listening to gain advantage” (as in debate), or serial monologue (as in discussion where students typically speak about a topic in front of one another, but often not to one another (as in an exchange of ideas)).

To facilitate you in developing this disposition, students will read and then engage in dialogue about the chapter by Schoem, et al., and the articles by Lawrence, McPhail, and Gallagher, et al. (in that order). Then we will develop and seek to apply a social contract for empowered participation throughout the course.

2. Constructionist/Constructivist Pedagogy—20% Negotiated Pair, Trio, and/or Small Group Research Project

This course seeks to engage a constructionist/constructivist pedagogy—through which students will individually and collectively construct meaning of course content and apply it to relevant real world contexts.

To facilitate us in engaging this pedagogy, students will read and then engage in dialogue about the articles by Schoem, et al., Lawrence, McPhail, and Gallagher, et al. (in that order). Then you will seek to negotiate with me, applying the learnings from these readings, the particulars of your final research project for this course (to a lesser extent, we will negotiate the specifics of the rest of the learning expectations/methods of evaluation (#3-4, immediately below) as well).

(Additional Guidelines, TBD and below)

3. Standpoint Narrative Paper—10% Individual Project

Students will read the articles about/using standpoint by Walker, et al. and Moore (in that order). Students will then read the articles by Anzaldúa (borderlands), Shukla (trans-hemispheric and diaspora), Hill Collins (outsider-within), and Goh (minoritization) while considering the relationship between positionality and standpoint. We will engage in dialogue about these readings (and, by extension, about standpoint and positionality).

Students will then articulate their standpoint relative to borderlands, trans-hemispheric, diaspora, outsider-within, and minoritization positionality in a 3-5 page paper. 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. Papers should be handed in at the conclusion of the class discussion of them.
Completion of Independent and Assigned Reading will be assessed through class participation, the personal narrative, the research project paper and presentation, as well as the Reading Assignments delineated below. You should be prepared, and are expected, to participate in class discussion of all independent readings to the extent possible and assigned readings fully.

Reading Analyses—30% (cumulative) Individual Projects

#1 Multicultural and International Education History Readings Assignment—5% Individual Project

Students will read the articles by Banks, Gibson, and Clark, and the monograph by Olson, et al. (in that order) and then write a 1-2 page synthesized SUMMARY analysis about these readings.

#2 Intersectional Analysis in the Neoliberal Context Readings Assignment—5% Individual Project

Students will read the articles by Giroux, Crenshaw, and Hurtado & Sinha (in that order) and then write a 1-2 page synthesized SUMMARY analysis about these readings.

#3 & #4 Theory and Research in Multicultural Education Readings Assignment—20% (2 total, 10% each book) Individual Projects

Two options: Option 1: Students will choose one reading assignment (weekly body of reading) from each text (two reading assignments total—one from the domestic (Banks & Banks) text and one from the international (Banks) text) and then write a 1-2 page synthesized SUMMARY analysis about these readings. Option 2: Students will choose one chapter from each part/section of both texts (again, Banks & Banks, and Banks) and then write a 1-2 page overview SUMMARY analysis about these readings. You can do either one for both analyses.

All Analyses Assignments

The length of these analyses should be determined by the content, not the reverse. Analyses should integrate attention to the five course constructs/concepts. For Analyses 1-2, you can refer to ONLY the information in the syllabus about these concepts/constructs (not the related articles). For Analysis 3-4, you should ALSO refer to the information in the related articles, as well as from classmates’ Construct/Concept Research and Presentation (see below) as is relevant. Analyses should also weave your personal narrative of (reaction to) to each body of reading with your critical analysis of it. Analyses should be thoughtful; you are expected to engage in self-critique, to comment on and/or critique the contributions of the authors, to bring in related narratives from other sources in a critically conscious manner (e.g., comments from friends or family with whom you have discussed the readings), as well as to integrate relevant learnings gleaned from other academic sources (e.g., readings from another class, independent research, etc.). Analyses should be type written using formal APA (American Psychological Association) guidelines as is appropriate for their content. Papers should have a cover page, abstract page, and references page, along with NOT MORE THAN 1-2 pages of analysis. Posted in Webcampus are SEVERAL resources to support your use of APA—please reference them! Analyses 1-2 must be handed in the single specific date noted in the syllabus. Analyses 3-4 can be handed in on ANY of the dates noted in the syllabus for each.

Course Construct/Concept Research and Presentation—10% Individual Project

Students will choose ONE of the five course constructs/concepts—borderlands, trans-hemispheric, diaspora, outsider-within, and minoritized—to research and present the results of their research on in class in a 15-30 minute informal, interactive discussion. Presentations should minimally include a handout that provides an overview of the presentation agenda and summarizes the independent reading done (in an annotated bibliographic style) to prepare for the presentation. The overview handout, any a copy of any other handouts used to structure the presentations should be handed in at the conclusion of the presentation.

Reading Co-Facilitations Linked to Question Responses—20% (2 total, 10% each book) Trio/Quad Projects

Student trios/quads (depending on course enrollments) will use standpoint theory, intersectional analysis, and the five core concepts/constructs (borderlands, trans-hemispheric, diaspora, outsider-within, and minoritized) to facilitate the class in examining one body (assignment) of current research in domestic multicultural education (Banks & Banks text) and one body (assignment) of current research in international multicultural education (Banks text) relative to the origins of the field of multicultural education (referring back to the Banks, Gibson, and Clark articles). Specifically, student co-facilitators will use the following (and other) questions to guide these examinations:

Is there a theoretical and/or conceptual framework used in the research? If so, what is it and how is it used? If not, how do you understand the entry point of the research [what it is trying to say]?
Where do you locate this research relative to the origins of multicultural education?
Applying intersectional analysis to the research, what emerges for you that was not initially apparent in your initial examination of it? Does the emergent dimension of the research change your view/understanding of it? If so, in what ways, if not, why not?

How could one or more of the course concepts/constructs be used as either a theoretical and/or conceptual framework for the research?

How does neoliberalism “show up” in the research?

What impact does this framework have on your view/understanding of the research?

How else can you relate the course concepts/constructs to the research?

How would you approach the course concepts/constructs in your own research?

Co-facilitations should take between 30-45 minutes. Co-facilitations should be designed in such a way as to engage each member of the class in the discussion, encouraging a wide range of perspectives about the reading to emerge. Co-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. Co-facilitation teams should type up their answers to the guiding questions using formal APA (American Psychological Association) guidelines as is appropriate for their content. These answers, and any other materials used to structure the co-facilitation, should be handed in at the conclusion of the co-facilitation.

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 semester schedule.

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 Discussion / Activities
2. Educational Technology
3. Individual Reading Assignments
4. Individual Writing Assignments
5. Individual, Pair, and/or Group Projects and Presentations

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

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 associated with multicultural education and multicultural organizational development so that, subsequently, we can learn how to deconstruct and assuage them. If you become particularly distressed about any discussion please engage me (Christine) immediately.

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. 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.

Copyright

UNLV requires all members of the university community to familiarize themselves with, and to follow, copyright laws and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. UNLV will neither protect nor defend you, nor assume any responsibility for, employee or student violations of fair use laws. Violation of copyright laws and/or fair use requirements could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action by UNLV. Additional information about these laws and requirements is available at: http://www.unlv.edu/provost/copyright.

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

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/

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV students (assistance available to graduate students may be limited). The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Academic success coaching is located on the second floor of the SSC (“ASC Coaching Spot”). To learn more about the tutoring services and other academic resources the ASC offers, please call (702) 895-3177 or visit: http://www.unlv.edu/asc

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/

Library Resources

Librarians are available to support students with research—discovery of, access to, assessment of, and use of information (i.e., critical information literacy) vital in academic work and post-college life. You can find a subject librarian for this course’s content foci here: https://www.library.unlv.edu/contact/librarians_by_subject. You may access library resources and additional information here: https://www.library.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—within the first 14 days of regular courses, and within the first 7 days of summer courses—of her/his intention to participate in religious observances that do not fall on state holidays or periods of class 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

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 receive 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.
COURSE OUTLINE

WEEK 1—Welcome and Class Orientation
January 18

Welcome/Go Round
Review of Syllabus
Overview of Dialogic Communication

- Dialogue as Listening for Understanding
- Discussion as Serial Monologuing
- Debate as Listening to Gain Advantage
- Intent versus Impact
- Explaining versus Owning or Taking Responsibility
- “Suspending Judgment”
- “Holding” (an important theme that emerges over an appropriate period of time)
- 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)
- Developing an Awareness of Personal Triggers/Flashpoints
- How Will We Demonstrate Respect for Everyone’s Perspective?
- How Will We Ensure that Everyone is Included? (that no one person or group dominates)

Establish Group Agreements (Social Contract for Empowered Participation)
Brief Discussion of the Idea of Problem-Posing as Conceptualized by Brazilian Educator Paulo Freire

- Brief History on Paulo Freire, Literacy Brigades
- Banking versus Problem-Posing Education
- Master of Knowledge (expert) versus Facilitator of Learning
- Students as empty receptacles into which teachers as experts make deposits of knowledge to fill them up versus
- 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
- Students as Subjects versus Students as Agents in their own education
- Problem-Posing Questioning:
  - What do you see?
  - Is there a problem, issue, concern?
  - Is it your problem, issue, concern?
  - What can you do about the problem, issue, concern?

Discussion of/Decision on Construct/Concept Assignments and Presentation Dates
Discussion of/Decision on Reading Co-Facilitation Groupings and Dates

Assignments:
SERIOUSLY Review Syllabus AND Assignment Guidelines
Read—Schoem, et al., Lawrence, McPhail, Gallagher, et al. (in that order)

WEEK 2—Dialogic Disposition Building, Constructionist/Constructivist Pedagogy
January 25

Story About Your Name and Related “Dialogue on Dialogue” Readings
Pedagogy Activity and Related Dialogue on Constructionist/Constructivist Pedagogy Reading
Student Cohort Dialogue (self-facilitated) to Prepare for Negotiation (with Christine (me)) of Research Projects
Actual Negotiation of Research Projects and Groupings

Assignments:
Read—Banks, Gibson, Clark (in that order), then Olson, et al.
Read—Giroux, Crenshaw, and Hurtado Sinha (in that order)

WEEK 3—Historical and Analytical Rooting
February 1

Hand in Analyses #1 and #2
Review Commitments
Dialogue on Multicultural and International Education History Readings (Graphic Activity)
Dialogue on Intersectional Analysis in the Neoliberal Context Readings (Graphic Activity)
Assignments:
Read—Walker, et al. and Moore (in that order)
Read—Anzaldúa (borderlands), Shukla (trans-hemispheric and diaspora), Hill Collins (outsider-within), and Goh (minoritization) (in that order)

Construct/Concept Presentations (and Overview Handouts, etc.) Due

WEEK 4—Standpoint and Positionality
February 8

Review Commitments
Dialogue on Standpoint and Positionality (Forced/Choice Activities)
Construct/Concept Presentations (Hand in Presentation Overview Handout, etc.)

Assignments:
Reading Reading—Banks & Banks (domestic), pp. 3-126
Reading Co-Facilitation 1
Reading—Banks & Banks (domestic), pp. 127-260
Reading Co-Facilitation 2
Analyses #3 Due (Optional Due Date #1)
Construct/Concept Presentations (and Overview Handouts, etc.) Due
Standpoint Narrative Papers Due

WEEK 5—Review of Domestic Research in Multicultural Education
February 15

Hand in Analysis 3 (if relevant)
Review Commitments
Discuss Standpoint Narrative Papers (Hand in Standpoint Narrative Papers)
Reading Co-Facilitation 1
Reading Co-Facilitation 2
Construct/Concept Presentations (Hand in Presentation Overview Handout, etc.)

Assignments:
Reading—Banks & Banks (domestic), pp. 261-380
Reading Co-Facilitation 3
Reading—Banks & Banks (domestic), pp. 441-566 (note, this reading is not in chronological order in the text)
Reading Co-Facilitation 4
Analyses #3 Due (Optional Due Date #2)
Construct/Concept Presentations (and Overview Handouts, etc.) Due

WEEK 6—Review of Domestic Research in Multicultural Education
February 22

Hand in Analysis 3 (if relevant)
Review Commitments
Reading Co-Facilitation 3
Reading Co-Facilitation 4
Construct/Concept Presentations (Hand in Presentation Overview Handout, etc.)

Assignments:
Reading—Banks & Banks (domestic), pp. 381-440 & 567-606 (note, this reading is not in chronological order in the text)
Reading Co-Facilitation 5
Analyses #3 Due (Optional Due Date #3)
Construct/Concept Presentations (and Overview Handouts, etc.) Due

WEEK 7—Review of Domestic Research in Multicultural Education
March 1

Hand in Analysis 3 (if relevant)
Review Commitments
Reading Co-Facilitation 5 and Continuing Dialogue on Readings
Construct/Concept Presentations (Hand in Presentation Overview Handout, etc.)
Assignments:
Reading—Banks & Banks (domestic), pp. 607-752
Reading Co-Facilitation 6

Analyses #3 Due (Optional Due Date #4)
Construct/Concept Presentations (and Overview Handouts, etc.) Due

WEEK 8—Review of Domestic Research in Multicultural Education
March 8

Hand in Analysis 3 (if relevant)
Review Commitments
Reading Co-Facilitation 6 and Continuing Dialogue on Readings
Construct/Concept Presentations (Hand in Presentation Overview Handout, etc.)

Assignments:
Reading—Banks & Banks (domestic), pp. 753-846
Reading Co-Facilitation 7
Reading—Banks & Banks (domestic), pp. 847-978
Reading Co-Facilitation 8

Analyses #3 Due (Optional Due Date #5)
Construct/Concept Presentations (and Overview Handouts, etc.) Due

WEEK 9—NO CLASS MARCH 15—PROJECT/S WORK DAY

WEEK 10—Review of Domestic Research in Multicultural Education
March 22

Hand in Analysis 3 (if relevant)
Review Commitments
Reading Co-Facilitation 7
Reading Co-Facilitation 8
Construct/Concept Presentations (Hand in Presentation Overview Handout, etc.)

Assignments:
Reading—Banks (international), pp. 1-76
Reading Co-Facilitation 9

Analyses #4 Due (Optional Due Date #1)
Reading—Banks & Banks (domestic), pp. 979-1040; Banks (international), pp. 77-170
Reading Co-Facilitation 10

Analyses #3 Due (Optional Due Date #6 LAST OPTIONAL DUE DATE)
Analyses #4 Due (Optional Due Date #2)
Construct/Concept Presentations (and Overview Handouts, etc.) Due

WEEK 11—Review of Domestic AND International Research in Multicultural Education
March 29

Hand in Analysis 3 (if relevant—last chance)
Hand in Analysis 4 (if relevant)
Review Commitments
Reading Co-Facilitation 9
Reading Co-Facilitation 10
Construct/Concept Presentations (Hand in Presentation Overview Handout, etc.)

Assignments:
Reading—Banks (international), pp. 171-300
Reading Co-Facilitation 11

Analyses #4 Due (Optional Due Date #2)
Construct/Concept Presentations (and Overview Handouts, etc.) Due

WEEK 12—Review of International Research in Multicultural Education
April 5

Hand in Analysis 4 (if relevant)
Review Commitments
Assignments:
Reading—Banks (international), pp. 301-410
Reading Co-Facilitation 12

Analyses #4 Due (Optional Due Date #3)
Construct/Concept Presentations (and Overview Handouts, etc.) Due

WEEK 13—NO CLASS APRIL 12—SPRING BREAK WEEK

WEEK 14—Review of International Research in Multicultural Education
April 19

Hand in Analysis 4 (if relevant)
Review Commitments
Reading Co-Facilitation 12 and Continuing Dialogue on Readings
Construct/Concept Presentations (Hand in Presentation Overview Handout, etc.)

Assignments:
Reading—Banks (international), pp. 411-460
Reading Co-Facilitation 13

Analyses #4 Due (Optional Due Date #4)
Construct/Concept Presentations (and Overview Handouts, etc.) Due

WEEK 15—Review of International Research in Multicultural Education
April 26

Hand in Analysis 4 (if relevant)
Review Commitments
Reading Co-Facilitation 13 and Continuing Dialogue on Readings
Construct/Concept Presentations (Hand in Presentation Overview Handout, etc.)

Assignments:
Reading—Banks (international), pp. 461-552
Reading Co-Facilitation 14

Analyses #4 Due (Optional Due Date #5 LAST OPTIONAL DUE DATE)
Construct/Concept Presentations (and Overview Handouts, etc.) Due

WEEK 16—Review of International Research in Multicultural Education
May 3

Hand in Analysis 4 (if relevant—last chance)
Review Commitments
Reading Co-Facilitation 14 and Continuing Dialogue on Readings
Construct/Concept Presentations (Hand in Presentation Overview Handout, etc.)

Assignments:
Research Project Papers (s) and Presentations

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 17—Research Project Papers/Presentations and Celebration
May 10

Food
Research Project Presentations
More Food
Research Project Presentations
More Food
Hand in Research Project Papers
## MAJOR DATES OVERVIEW

<table>
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<tr>
<th>Event</th>
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<td>No Class</td>
<td>March 15</td>
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<td>Analyses #1 and #2</td>
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<td>Research Project Presentations</td>
<td>Exam Week May 10</td>
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Additional Guidelines TBD

5-8 pages

REMINDEr: Each pair/group 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

Conceptual Framework/Literature Review
Impact of Course Frameworks (constructivism/constructivism, standpoint, intersectionality, neoliberalism)
Impact of the Five Course Constructs/Concepts (borderlands, trans-hemispheric, diaspora, outsider-within, minoritized)
Integration of Critical Analysis of Course Articles and Texts

Research Process and Results
Detailed Description of Pair/Trio/Group Research Process
Role Each Member Played
Each Member’s Assessment of the Pair/Trio/Group Process
Detailed Summary of Research Methods
Discussion of Emergent Research Direction
Summary of Research Findings

Conclusion
Summary of Learning
Critical Insights Gained
Further Implications for Theory and Research in Multicultural Education

APPENDIX:
Copies of Thank You Letters (where relevant)
Weekly Reports (See attached, where relevant)
Copies of Handouts/Supplementary Materials from Presentation
Report Number:
Pair/Group Members:

Members Present:
Members Absent:

Summary of Research Activities Undertaken:

Summary of Pair/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(s):
Next Meeting Time(s):
Next Meeting Location(s):
Additional Research Activities Planned:

Signed:
Names Printed:
Date:

Hand this Report in each week (where relevant); 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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<td>702-896-3888W/702-985-6979C</td>
<td><a href="mailto:chris.clark.unlv@me.com">chris.clark.unlv@me.com</a></td>
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Construct/Concept Presentations
(Names and Choice)

2/8
2/15
2/22
3/1
3/8
3/22
3/29
4/5
4/19
4/26
5/3

Reading Co-Facilitation 1
(Names and Choice)

2/15 (#1)
2/15 (#2)
2/22 (#3)
2/22 (#4)
3/1 (#5)
3/8 (#6)
3/22 (#7)
3/22 (#8)

Reading Co-Facilitation 1 & 2
(Names and Choice)

3/29 (#10)
3/29 (#10)

Reading Co-Facilitation 2
(Names and Choice)

3/29 (#9)
4/5 (#11)
4/19 (#12)
4/26 (#13)
5/3 (#14)
Research Project
Sign-Up Sheet

Pair/Trio/Group 1 Topic:
Members:
1. 
2. 
3. 
4. 
5. 
6. 

Pair/Trio/Group 4 Topic:
Members:
1. 
2. 
3. 
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Pair/Trio/Group 2 Topic
Members:
1. 
2. 
3. 
4. 
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Pair/Trio/Group 5 Topic:
Members:
1. 
2. 
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Pair/Trio/Group 3 Topic:
Members:
1. 
2. 
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Pair/Trio/Group 6 Topic:
Members:
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Feedback Form
Standpoint Narrative Paper—10% Individual Project

Students will read the articles about using standpoint by Walker, et al. and Moore (in that order). Students will then read the articles by Anzaldúa (borderlands), Shukla (trans-hemispheric and diaspora), Hill Collins (outsider-within), and Goh (minoritization) while considering the relationship between positionality and standpoint. We will engage in dialogue about these readings (and, by extension, about standpoint and positionality).

Students will then articulate their standpoint relative to borderlands, trans-hemispheric, diaspora, outsider-within, and minoritization positionalities in a 3-5 page paper. 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. Papers should be handed in at the conclusion of the class discussion of them.
Reading Analyses—30% (cumulative) Individual Projects

#1 Multicultural and International Education History Readings Assignment—5% Individual Project

Students will read the articles by Banks, Gibson, and Clark, and the monograph by Olson, et al. (in that order) and then write a 1-2 page synthesized SUMMARY analysis about these readings.

#2 Intersectional Analysis in the Neoliberal Context Readings Assignment—5% Individual Project

Students will read the articles by Giroux, Crenshaw, and Hurtado & Sinha (in that order) and then write a 1-2 page synthesized SUMMARY analysis about these readings.

#3 & #4 Theory and Research in Multicultural Education Readings Assignment—20% (2 total, 10% each book) Individual Projects

Two options: Option 1: Students will choose one reading assignment (weekly body of reading) from each text (two reading assignments total—one from the domestic (Banks & Banks) text and one from the international (Banks) text) and then write a 1-2 page synthesized SUMMARY analysis about these readings. Option 2: Students will choose one chapter from each part/section of both texts (again, Banks & Banks, and Banks) and then write a 1-2 page overview SUMMARY analysis about these readings. You can do either one for both analyses.

All Analyses Assignments

The length of these analyses should be determined by the content, not the reverse. Analyses should integrate attention to the five course constructs/concepts. For Analyses 1-2, you can refer to ONLY the information in the syllabus about these concepts/constructs (not the related articles). For Analysis 3-4, you should ALSO refer to the information in the related articles, as well as from classmates’ Construct/Concept Research and Presentation (see below) as is relevant. Analyses should also weave your personal narrative of (reaction to) each body of reading with your critical analysis of it. Analyses should be thoughtful; you are expected to engage in self-critique, to comment on and/or critique the contributions of the authors, to bring in related narratives from other sources in a critically conscious manner (e.g., comments from friends or family with whom you have discussed the readings), as well as to integrate relevant learnings gleaned from other academic sources (e.g., readings from another class, independent research, etc.). Analyses should be type written using formal APA (American Psychological Association) guidelines as is appropriate for their content. Papers should have a cover page, abstract page, and references page, along with NOT MORE THAN 1-2 pages of analysis. Posted in Webcampus are SEVERAL resources to support your use of APA—please reference them! Analyses 1-2 must be handed in the single specific date noted in the syllabus. Analyses 3-4 can be handed in on ANY of the dates noted in the syllabus for each.
Students will choose ONE of the five course constructs/concepts — borderlands, trans-hemispheric, diaspora, outsider-within, and minoritized — to research and present the results of their research on in class in a 15-30 minute informal, interactive discussion. Presentations should minimally include a handout that provides an overview of the presentation agenda and summarizes the independent reading done (in an annotated bibliographic style) to prepare for the presentation. The overview handout, any a copy of any other handouts used to structure the presentations should be handed in at the conclusion of the presentation.
Reading Co-Facilitations Linked to Question Responses—20% (2 total, 10% each book) Trio/Quad Projects

Student trios/quads (depending on course enrollments) will use standpoint theory, intersectional analysis, and the five core concepts/constructs (borderlands, trans-hemispheric, diaspora, outsider-within, and minoritized) to facilitate the class in examining one body (assignment) of current research in domestic multicultural education (Banks & Banks text) and one body (assignment) of current research in international multicultural education (Banks text) relative to the origins of the field of multicultural education (referring back to the Banks, Gibson, and Clark articles). Specifically, student co-facilitators will use the following (and other) questions to guide these examinations:

Is there a theoretical and/or conceptual framework used in the research? If so, what is it and how is it used? If not, how do you understand the entry point of the research [what it is trying to say]?
Where do you locate this research relative to the origins of multicultural education?

Applying intersectional analysis to the research, what emerges for you that was not initially apparent in your initial examination of it? Does the emergent dimension of the research change your view/understanding of it? If so, in what ways, if not, why not?

How could one or more of the course concepts/constructs be used as either a theoretical and/or conceptual framework for the research?

What impact does this framework have on your view/understanding of the research?
How else can you relate the course concepts/constructs to the research?

How does neoliberalism “show up” in the research?

Co-facilitations should take between 30-45 minutes. Co-facilitations should be designed in such a way as to engage each member of the class in the discussion, encouraging a wide range of perspectives about the reading to emerge. Co-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. Co-facilitation teams should type up their answers to the guiding questions using formal APA (American Psychological Association) guidelines as is appropriate for their content. These answers, and any other materials used to structure the co-facilitation, should be handed in at the conclusion of the co-facilitation.
OVERALL EVALUATION LOG

NAME:

1. Class Attendance, Participation, and Disposition — 10% (Individual)

Class Attendance (15):

2. Constructionist/Constructivist Pedagogy — 20% Negotiated Pair, Trio, and/or Small Group Research Project

Schoem, et al.
Lawrence
McPhail

Gallagher, et al.

3. Standpoint Narrative Paper — 10% Individual Project

Walker, et al.
Moore
Anzaldúa (borderlands)
Shukla (trans-hemispheric and diaspora)
Hill Collins (outsider-within)
Goh (minoritization)

4. Reading-Related Assignments — 60% Individual Projects and Trio/Quad Projects

Reading Analyses — 30% (cumulative) Individual

#1 Multicultural and International Education History Readings Assignment — 5% Individual Project

Banks
Gibson
Clark
Olson, et al.

#2 Intersectional Analysis in the Neoliberal Context Readings Assignment — 5% Individual Project

Giroux
Crenshaw
Hurtado & Sinha

#3 & #4 Theory and Research in Multicultural Education Readings Assignment — 20% (2 total, 10% each book) Individual Projects

Banks
Banks
Banks

Course Construct/Concept Research and Presentation — 10% Individual Project

Borderlands
Trans-Hemispheric
Diaspora
Outsider-Within
Minoritized

Reading Co-Facilitations Linked to Question Responses — 20% (2 total, 10% each book) Trio/Quad Projects

Banks
Banks
Banks
Gibson
Clark

Extra Credit: ________________________________

FINAL GRADE: