LIMITED E-MEDIA DEVICE USE DURING CLASS
(See “Vox-E-Media” Article Posted in WebCampus)

Semester Year: TBD
Meeting Days and Time: TBD
Classroom: TBD
Professor/Facilitator: Dr. Christine Clark
Teaching/Research Internship Students: TBA
Office Location: 346A CEB

Office Hours: Wednesdays 10-3:30 p.m., immediately before and after class in the classroom, and by Appointment

Phones: 702.895.3888 office/702.985.6979 cell
E-Mail: chris.clark.unlv@me.com
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 is designed as a specialized review of multicultural education for students who are in-service teachers pursuing State of Nevada teaching recertification. This review focuses these in-service teachers on developing and/or deepening their relationships with their students' parents and on initiating and/or furthering their engagement in the communities in which they teach and from which their students come. This review also focuses these in-service teachers on multicultural-revisioning their existing curricula in manners that are age-appropriate, content area-specific, and relative to various required educational policy and curriculum standards, including, but not limited to, Common Core State Standards (CCSS). Accordingly, students in this course will be engage in reflective inquiry around key central questions such as:

- What pre-existing attitudes and beliefs do I hold about myself, others around me—including my students, their families and communities—and the world as a whole?
- 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 culturally relevant and otherwise culturally responsive interaction with my students and their families, and in my students' communities?
- What roles do schools and teachers (including I), play in sustaining inequity and inequality in classrooms, school communities, and society at large?
- What roles can schools and teachers (including I), play in establishing and promoting equity and equality in classrooms, school communities, and society at large?
- Why is it important for teachers to think deeply about these issues?
Specifically, students in this course will:

1. Come to a more complex understanding of the concepts of equity, inequity, equality, inequality, teaching, schooling, multicultural education, and related 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);
2. Reflect on, and come to a deeper understanding of their own experiences of differences in in- and out-of-school contexts (as students and teachers, and, where relevant, also as parents), and the implications of these experiences for teaching children from similar and dissimilar experiential backgrounds;
3. Reflect on, and come to a deeper understanding of, the role that teachers (including they) and schools can and should play in the promotion of a socially just society;
4. Be more well prepared (knowledge and skills) and inclined (awareness and disposition) to work with their students and their students’ families, and in their students’ communities, through the development/redevelopment and implementation of multicultural education, broadly and comprehensive conceptualized.

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 with 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

Required

Optional

Additional Formal Readings—Posted on WebCampus

Chapter 5: The “language police”: Teachers’ responses to diverse language practices (co-authored by Kristina Nieves)

Chapter 7: My home language is not “a problem” (co-authored by Natasha Martínez)


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.

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]


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.
2. Assigned Reading/Media Viewing – 40% Individual and Small Group Projects

Completion of assigned reading, and related media viewing, will be assessed through informal class participation and formal assignment completion, as well as the reading/visual media assignments delineated below. You should be prepared, and are expected, to participate in class discussion of all assigned readings/visual media.

Individual Reading/Visual Media Mini-Tests OR Mini-Reflective Essays – 24% (2% each/12 total) (individual)

At the beginning of each class there will be the option to take a 1-3 question multiple choice/fill-in mini-test on the reading/visual media assignment due that day. Alternatively, at the end of each class period, there will be the option for students to write a hand-written reflection on the reading/visual media assignment due. Test questions/essay prompts will be relatively easy to answer/respond to IF students have made a decent effort to complete the reading/viewing assignments. The purpose of these mini-tests/reflective essays is to provide incentive for students to complete reading/visual media assignments in a timely fashion especially so that class conversation on the course material will be as informed and otherwise as rich as possible. PLEASE READ/WATCH ☝️ If, however, you do not read/watch, you should still come to class and simply take the hit to your grade only for the mini-test/reflective essay, 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 you do not read—At beginning the reflective essay. Alternatively, at the end of each class period, there will be the option to take the mini-test, you cannot later decide to complete the reflective essay.

Pair/Trio Reading/Visual Media Facilitation – 16% (pairs/trios will be decided through a process facilitated by me (Christine) with significant student input)

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 45-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 problems, and enrap in continuing critical thought. Finally, facilitations should elicit from the rest of the class, multicultural educational concerns expressed in the assignments’ major themes. BE CREATIVE! Beyond providing me (Christine) copies of any outlines, questions, handouts, etc., used during the facilitations, there is no formal “hand-in” component to this assignment, only the in-class facilitation.

Students will be graded on their co-facilitation to the extent that they:

1) Engage all members of the class in the dialogue;
2) Encourage a wide range of perspectives about the reading/media to emerge;
3) Use “problem-posing;”
4) Challenge the class with complex dichotomies, questions, problems, and critical reflection;
5) Elicit the course-relevant concerns expressed in the assignment articles/chapters/videos’ major themes;
6) Work in an equitably collaborative fashion as co-facilitators; and,
7) ARE CREATIVE!

3. Student’s Choice Culturally Relevant/Responsive Community Interaction Project – 10% Individual Project

Students will choose one of three project options (see options below). Students who are themselves native Spanish speakers, and/or from a U.S. Latina/Latino group, and/or African American, or who speak Spanish as a second language, and/or have extensive experience living and working in U.S.-based Spanish speaking and/or African American communities should choose the option and/or activities that they believe will most extend, expand, and enhance their cultural competence as teachers to all students, especially those students most underserved by U.S. schools:

**Option 1:**
Spend 20 hours over the course of the semester volunteering at one of the following local community centers:

- **Dr. William U. Pearson Community Center**
  1625 West Carey, North Las Vegas, NV 89032
  (702) 455-1220, Fax: (702) 455-1246
  [http://www.clarkcounty nv.gov/parks/Pages/community-center-pearson.aspx](http://www.clarkcounty nv.gov/parks/Pages/community-center-pearson.aspx)

- **Rafael Rivera Community Center**
  2900 Stewart Ave, Las Vegas, NV 89101
  (702) 229-4600
  [https://www.facebook.com/pages/Rafael-Rivera-Community-Center/117458598316067](https://www.facebook.com/pages/Rafael-Rivera-Community-Center/117458598316067)
Option 2:
Attend 6 community-based (but non-school-based) cultural events; 3 that are geared primarily for Spanish-speaking attendees (for example, an adult English as a Second Language class, a religious service delivered in Spanish, a Spanish speaking parent group meeting, a cultural event held at the Rafael River Community Center, etc.) AND 3 that are geared primarily for African American attendees (for example, a cultural event held at the West Las Vegas Library, the West Las Vegas Arts Center, or the Pearson Community Center, a religious service held at an historically Black church, etc.).

Option 3:
Enroll in and complete 20 hours of “Spanish-on-Skype” through Casa Xelaju (http://www.casaxelaju.com/spanish-skype). Note, this option costs $9/hour (an amazing deal for one-to-one instruction) with a ten-hour enrollment minimum.

Beyond providing me (Christine) the weekly reports (see below) and completed, culminating hours’ documentation form (see further below) briefly documenting your work on this project, as well as copies of any agendas, outlines, handouts, etc., you plan to use during your discussion of your project in class the week it is to be completed (Week 10), there is no formal “hand-in” component for this assignment, only your participation in the in-class informal discussion of it.

4. Classroom/School/Community-Based Teacher-Student-Parent Participatory Action Research Project — 20% Collaborative Project

In collaboration with your students and their families, and, if you choose, also with your school colleagues and/or members of your school’s community stakeholders (other than students and their families), you will undertake a mini-participatory action research project. You will base your project on the National Standards for Family-School Partnerships (http://www.pta.org/nationalstandards) AND on the review of participatory action research and its use by youth, parents, and teachers in school and community contexts that we undertake in class, that are described in course resources (articles/chapters by Irizarry & Nieves, Irizarry & Martínez, Nygreen, Kwon, & Sánchez, Park, and Pine; visual media Precious Knowledge and Parent Power), and that you and your co-researchers review in the course of undertaking your collaborative research project. Your project will seek to accomplish at least one of the following goals of participatory action research:

- To use research as a vehicle for solving problems in everyday life—be they big or small
- To enhance participatory democratic engagement
- To develop in all people the tools to change reality for the better
- To produce knowledge leading to social action to end suffering
- To build self-determination for all

Your project will seek to accomplish at least one of these goals by undertaking the following steps of participatory action research:

1) Initiate and engage in on-going dialogue with your co-researchers; through this dialogue:
2) Co-identify an educational concern of shared importance to you all and that you think you could, by working together, address/resolve;
3) Co-develop a plan to explore and, possibly also address and resolve, your concern;
4) Co-implement your plan;
5) Co-discuss what your plan taught you;
6) Co-decide if what your plan taught you can actually help you address/resolve your concern, if is so, how, if not, why not;
7) Co-determine other things you might need to learn/do to further explore, and/or better address/resolve, your concern.

Document your collaborative participatory action research project process—from inception to conclusion—in a well-edited/polished 10-minute “stand alone” media presentation (using any combination of text, graphics, sound, video, audio, animation, etc., compiled into a finished automatable product that, once started, will run without the need for additional intervention on your part). Beyond providing me (Christine) the weekly reports (see below) and completed, culminating hours’ documentation form (see further below) briefly documenting your work on this project, as well as an e-copy of your actual project presentation in class the week it is to be completed (Week 11 or 12), there is no written “hand-in” component for this assignment, only your in-class media presentation on it.
Below are from a multicultural educational perspective. This semester you will take one of your own “prepared” curriculum units and, over the course of the semester, make it even better from a multicultural educational perspective. Use the links to the “prepared” curriculum units below for beginning ideas for how to embark on this multicultural curriculum re-visioning and re-development project.

http://www.tolerance.org/activities
http://www.rethinkingschools.org/war/ideas/
http://zinnedproject.org/
http://civilrightsteaching.org/

Over the course of the semester, you will craft—through a critically conscious re-visioning and re-development process—a sociopolitically-located multicultural curriculum (for your specific grade level and in your particular content area). You will undertake these re-visioning and re-development processes in relationship to:

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

You will use an array of research methodologies to robustly support and justify your 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) relevant interviews with college and/or university teacher education faculty, staff, students, and/or alumni and related resources;
3) relevant PK-12 school faculty, staff, students, parents and/or community stakeholders, and related resources;
4) relevant professional associations’, community-based organizations’, activist coalitions’, civic groups’ service providers and service consumers and related resources;
5) relevant government personnel and related resources;
6) local, state, and federal court documents related to educational equity and equality;
7) relevant local, regional, and national media reports and other news sources; and,
8) any other sources you deem relevant.

Your research undertaking should be recounted in a 5-7-page paper to be handed in to me (Christine) the same day you present your project to the class and should:

1) summarize your curriculum unit;
2) discuss your re-visioning and re-development research process;
3) discuss your re-visioning and re-development research findings related to project elements a-e delineated above;
4) integrate critical analysis of these elements with your reading of the course texts, articles, visual media, and any additional readings/viewings done as a part of the re-visioning and re-development research process;
5) succinctly describe and delineate your comprehensively re-visioned and re-developed multicultural curriculum (especially articulating why it is now, in fact, a sociopolitically-located multicultural curriculum, or if you feel it already was such, why it is now even better from a multicultural educational perspective); 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/an even better multicultural curriculum).

The paper should be type written using formal APA (American Psychological Association) guidelines as is appropriate for its content. You will submit a standard weekly report briefly detailing your progress on the project. The presentation should take about 15 minutes. (See additional guidelines, below)
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

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

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

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

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.

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 resource 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

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/

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 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

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.
# COURSE OUTLINE

## WEEK 1—Welcome, Class Orientation, Foundations

### Month Date

Welcome/Go Round  
Review of Syllabus

**BREAK**—You can leave gracefully at this point if you have decided not to take the course 😊

Co-Facilitation Groupings/Date Decision Making  
Overview of Dialogic Communication

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<th>Assignments:</th>
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<tr>
<td><strong>Mini Test/Response #1</strong></td>
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<tr>
<td>SERIOUSLY Review Syllabus AND Assignment Guidelines</td>
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<td>Student Choice Project Reports</td>
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<td>Action Research Project Reports</td>
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<td>Curriculum Project Reports</td>
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<tr>
<td>Articles on “Forbidden Conversations” (by Lawrence) and “Intergroup Dialogue” (by Schoem, Hurtado, Sevig, Chesler, &amp; Sumida)</td>
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### Group Agreements

- 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)

## WEEK 2—Welcome BACK, Review of Class Orientation, Additional Foundations

### Month Date

Pre-Test #1  
Hand in Reports  
Review Commitments  
Questions/Responses  
Story About Your Name  
Conversation on the Educational Benefits of Diversity and Intergroup Dialogue  
Overview of Problem Posing Education as Conceptualized by Brazilian Educator Paulo Freire

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<tr>
<td><strong>Post Response #1</strong></td>
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<tr>
<td>Review of Co-Facilitation Expectations for Ensuing Weeks</td>
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<td>Dialogic Discussion of Articles</td>
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- 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?
Assignments:
Mini Test/Response #2
Student Choice Project Reports
Action Research Project Reports
Curriculum Project Reports
Articles on Multicultural Educational History (by Banks, Clark (2013), and Gibson)
Co-Facilitation #1

**WEEK 3—Multicultural Education Foundations**

Month Date

Pre-Test #2
Hand in Reports
Review Commitments
Questions/Responses
Co-Facilitation #1
Dialogic Discussion of Articles
Post Response #2

Assignments:
Mini Test/Response #3
Student Choice Project Reports
Action Research Project Reports
Curriculum Project Reports
Articles on Dimensions, Levels, and/or Stages of Multicultural Education and Approaches to Multicultural Curriculum Transformation (by Bode, Clark (2002), and Nieto)
Visual Media—*The Anti-Bias Curriculum, Good Morning, Miss Toliver!, and Oliver Button is a Star!*
Co-Facilitation #2

**WEEK 4—Multicultural Education, Multicultural Curriculum Development, Multicultural Curriculum Transformation**

Month Date

Pre-Test #3
Hand in Reports
Review Commitments
Questions/Responses
Co-Facilitation #2
Dialogic Discussion of Articles/Visual Media
Post Response #3

Assignments:
Mini Test/Response #4
Student Choice Project Reports
Action Research Project Reports
Curriculum Project Reports
Articles on “Funds of Knowledge” (by Moll, Amanti, Neff, & González) and “Community Cultural Wealth” (by Yosso)
Visual Media—*Precious Knowledge* and *Parent Power*
Co-Facilitation #3 (Funds of Knowledge and Precious Knowledge)
Co-Facilitation #4 (Community Cultural Wealth and Parent Power)

**WEEK 5—Cultural Relevance and Responsiveness**

Month Date

Pre-Test #4
Hand in Reports
Review Commitments
Questions/Responses
Co-Facilitation #3
Co-Facilitation #4
Dialogic Discussion of Articles/Visual Media
Post Response #4
Assignments:
Mini Test/Response #5
Student Choice Project Reports
Action Research Project Reports
Curriculum Project Reports
Lawrence-Lightfoot text, Acknowledgments through Chapter 2 (pp. xi-75)
Co-Facilitation #5

WEEK 6—Ghosts and Enemies
Month Date
Pre-Test #5
Hand in Reports
Review Commitments
Questions/Responses
Co-Facilitation #5
Dialogic Discussion of Articles/Visual Media
Post Response #5

Assignments:
Mini Test/Response #6
Student Choice Project Reports
Action Research Project Reports
Curriculum Project Reports
Lawrence-Lightfoot text, Chapters 3-4 (pp. 76-145)
Co-Facilitation #6

WEEK 7—Truths and Inequalities
Month Date
Pre-Test #6
Hand in Reports
Review Commitments
Questions/Responses
Co-Facilitation #6
Dialogic Discussion of Articles/Visual Media
Post Response #6

Assignments:
Mini Test/Response #7
Student Choice Project Reports
Action Research Project Reports
Curriculum Project Reports
Lawrence-Lightfoot text, Chapters 5-6 (pp. 146-216)
Co-Facilitation #7

WEEK 8—Border Crossing Part 1
Month Date
Pre-Test #7
Hand in Reports
Review Commitments
Questions/Responses
Co-Facilitation #7
Dialogic Discussion of Articles/Visual Media
Post Response #7

Assignments:
Mini Test/Response #8
Student Choice Project Reports
Action Research Project Reports
Curriculum Project Reports
Lawrence-Lightfoot text, Conclusions-Contributions (pp. 217-256)
Co-Facilitation #8
WEEK 8 — Border Crossing Part 2

Month Date

Pre-Test #8
Hand in Reports
Review Commitments
Questions/Responses
Co-Facilitation #8
Dialogic Discussion of Articles/Visual Media
Post Response #8

Assignments:
Mini Test/Response #9
Student Choice Project Reports, Hours Documentation, and Informal Discussion
Action Research Project Reports
Curriculum Project Reports
Hong text, Acknowledgments through Chapter 2 (pp. ix-46)
Co-Facilitation #9

WEEK 10 — Challenging Traditions and Making New Ones

Month Date

Pre-Test #9
Hand in Reports
Hand in Student Choice Project Reports/Hours Documentation
Student Choice Project Informal Discussion
Review Commitments
Questions/Responses
Co-Facilitation #9
Dialogic Discussion of Articles/Visual Media
Post Response #9

Assignments:
Mini Test/Response #10
Action Research Project Reports, Hours Documentation, and Media Presentations Round 1
Curriculum Project Reports
Hong text, Chapters 3-4 (pp. 47-116)
Co-Facilitation #10

WEEK 11 — Building Community through Egalitarian Negotiation of Relationships

Month Date

Pre-Test #10
Hand in Reports
Hand in Action Research Project Reports/Hours Documentation
Action Research Project Media Presentations
Review Commitments
Questions/Responses
Co-Facilitation #10
Dialogic Discussion of Articles/Visual Media
Post Response #10

Assignments:
Mini Test/Response #11
Action Research Project Reports, Hours Documentation, and Media Presentations Round 2
Curriculum Project Reports
Hong text, Chapters 5-6 (pp. 117-176)
Co-Facilitation #11
WEEK 12—Commitments and Dreams
Month Date

Pre-Test #11
Hand in Reports
*Hand in Action Research Project Reports/Hours Documentation*  
*Action Research Project Media Presentations*
Review Commitments  
Questions/Responses  
Co-Facilitation #11  
Dialogic Discussion of Articles/Visual Media  
Post Response #11

Assignments:
*Mini Test/Response #12*
Curriculum Project Reports  
Hong text, Conclusion-Appendix (pp. 177-228)  
Co-Facilitation #12

WEEK 13—Ecology of Parent Engagement
Month Date

Pre-Test #12
Hand in Reports  
Review Commitments  
Questions/Responses  
Co-Facilitation #12  
Dialogic Discussion of Articles/Visual Media  
Post Response #12

Assignments:  
*Curriculum Project Presentations and Papers (with Reports attached) Round 1*

WEEK 14—Multicultural Curriculum Transformation in Action Part 1
Month Date

*Hand in Curriculum Project Papers (with Reports attached)*  
*Curriculum Projects Presentations (Round 1)*
Review Commitments  
Questions/Responses

Assignments:  
*Curriculum Project Presentations and Papers (with Reports attached) Round 2*

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.

WEEK 15—FINAL EXAM PERIOD—Multicultural Curriculum Transformation in Action Part 2 and Celebration
Month Date

*(To be held at our regularly scheduled class time and in our regularly scheduled classroom unless otherwise noted during the preceding class meeting)*

Food  
*Hand in Curriculum Project Papers (with Reports attached)*  
*Curriculum Projects Presentations (Round 2)*  
More Food  
Curriculum Project Presentations  
More Food

EDUCATE WITH HEART AND MIND!
Major Due Dates Overview

Student Choice Project Reports/Form/Discussion
Due Week 10

Action Research Reports/From/Presentation
Due Week 11 or 12

Curriculum Project Reports/Paper/Presentation
Due Week 14 or 15

Adapted from (Nieto, S. & Bode, P., 2012, pp. 396-397)
Student Choice and Action Research Projects

Hours Documentation Form

Hand in this completed form the day the relevant project is due/to be discussed/presented on in class.

**Student Name:**

**Project (circle one):**

*Student Choice*

*Action Research*

**Briefly summarize ALL of the activities you undertook during/for/to complete the project:**

<table>
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<tr>
<th>Activity Dates</th>
<th>Hours Spent</th>
<th>Your Signature</th>
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<tr>
<td>Example Entry:</td>
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<td>Christine Clark</td>
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Your Entries:

Date of Project Completion: ____________________________

Final Signature: ______________________________________
Below are links to some “prepared” curriculum units. Most of these units are really terrific; however, regardless of how great they are, they can ALWAYS be made better from a multicultural educational perspective. This semester you will take one of your own “prepared” curriculum units and, over the course of the semester, make it even better from a multicultural educational perspective. Use the links to the “prepared” curriculum units below for beginning ideas for how to embark on this multicultural curriculum re-visioning and re-development project.

http://www.tolerance.org/activities
http://www.rethinkingschools.org/war/ideas/
http://zinnedproject.org/
http://civilrightsteaching.org/
http://www.teachingforchange.org/programs/parent-organizing-tellin-stories

Over the course of the semester, you will craft—through a critically conscious re-visioning and re-development process—a sociopolitically-located multicultural curriculum (for your specific grade level and in your particular content area). You will undertake these re-visioning and re-development processes in relationship to:

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

You will use an array of research methodologies to robustly support and justify your 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) relevant interviews with college and/or university teacher education faculty, staff, students, and/or alumni and related resources;
3) relevant PK-12 school faculty, staff, students, parents and/or community stakeholders, and related resources;
4) relevant professional associations’, community-based organizations’, activist coalitions’, civic groups’ service providers and service consumers and related resources;
5) relevant government personnel and related resources;
6) local, state, and federal court documents related to educational equity and equality;
7) relevant local, regional, and national media reports and other news sources; and,
8) any other sources you deem relevant.

Your research undertaking should be recounted in a 5-7-page paper to be handed in to me (Christine) the same day you present your project to the class and should:

1) summarize your curriculum unit;
2) discuss your re-visioning and re-development research process;
3) discuss your re-visioning and re-development research findings related to project elements a-e delineated above;
4) integrate critical analysis of these elements with your reading of the course texts, articles, visual media, and any additional readings/viewings done as a part of the re-visioning and re-development research process;
5) succinctly describe and delineate your comprehensively re-visioned and re-developed multicultural curriculum (especially articulating why it is now, in fact, a sociopolitically-located multicultural curriculum, or if you feel it already was such, why it is now even better from a multicultural educational perspective); 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/an even better multicultural curriculum).

The paper should be type written using formal APA (American Psychological Association) guidelines as is appropriate for its content. You will submit a standard weekly report briefly detailing your progress on the project. The presentation should take about 15 minutes.
Sociopolitically-Located Multicultural Curriculum Re-Visioning and Re-Development Project Guidelines Part 2

5-7 Page Paper

APA Format
Uniform Double Spacing
Title Page/Running Head
Margins/Headers/Page Numbers
Abstract
References
Uniform Font Size, Style
First, Second, Third Level Headings, etc.

Organization
Spelling
Grammar
Syntax
Punctuation
Sentence Structure
Paragraphs/Transitions
Development of Ideas
Flow of Ideas

Introduction
Overview of Assignment
Your Approach to It

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

Critical Analysis of Readings/Media
Critical Analysis and Synthesis of Articles, Texts, Related Visual Media, and Additional Readings/Viewing
How These Materials Informed Your Re-Visioning/Re-Development Process

Results
Summary of Outcomes

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

APPENDIX:
Copies of Original (Pre-) and Re-Visioned and Re-Developed (Post) Curriculum Units
Weekly Reports

15 Minute Class Presentation

Structure
Well Organized/Articulated
Presentation Flows
Presentation is Relevant to the Assignment and Otherwise Interesting
Effective Use of Hand-Outs/Visual Aids
Agenda
Outline of Key Points
Creative Illustrations of Key Points
Appropriate/Creative Use of Educational Technology

Content of Presentation
Discussion of Prepared Unit
Overview of Process Undertaken to Re-Vision and Re-Develop Prepared Unit
Critical Analysis and Synthesis of Course Readings/Visual Media, and Additional Readings/Media Consulted
Creative Illustration of Project Outcomes (e.g., Simulation of Some Aspect of the Re-Visioned and Re-Developed Curriculum)
Student Choice, Action Research, Curriculum Projects
Weekly Report

Hand in this completed report on each project project as is relevant each week:

Student Name:

Project (circle one):

Student Choice
Action Research
Curriculum

Report Number:

Report Date:

Report Time:

Report Location:

Brief Summary of Weekly Project Activities Completed:

Identification of Future Project Activities to Be Undertaken:

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

Action to Be Taken to Improve Activity Productivity:

Signature:

Name Printed:

Hand this Report on each Project each week as is relevant; it will be returned to you the following week with comments; keep returned reports to hand in all together the day each project is due as directed in the project descriptions above.
**DATE:**

**ATTENDANCE SHEET**  
*CIG 660R*

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Reading/Media Co-Facilitation Sign-Up Sheet

Banks, Clark (2013), and Gibson
1. Facilitation #1 WEEK 3

Bode, Clark (2002), and Nieto and The Anti-Bias Curriculum, Good Morning, Miss Toliver!, and Oliver Button is a Star!
2. Facilitation #2 WEEK 4

Moll, Amanti, Neff, and González and Precious Knowledge
3. Facilitation #3 WEEK 5

Yosso and Parent Power
4. Facilitation #4 WEEK 5

Lawrence-Lightfoot Text
5. Facilitation #5 WEEK 6
6. Facilitation #6 WEEK 7
7. Facilitation #7 WEEK 8
8. Facilitation #8 WEEK 9

Hong Text
9. Facilitation #9 WEEK 10
10. Facilitation #10 WEEK 11
11. Facilitation #11 WEEK 12
12. Facilitation #12 WEEK 13
Student Choice Project Sign-Up Sheet

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<th>Non-UNLV E-Mail</th>
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<td>Christine Clark</td>
<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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1. **Class Attendance** — 5% (Individual)
   
   Class Attendance (15):
   
   Participation in Class Discussion and Activities (15):

2. **Assigned Reading** — 40% (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/Responses — 24% (2% each/12 total)

   Pair/Trio Reading/Media Co-Facilitation — 16%

   Article/Media/Text:

   Facilitation Number (1-12):

3. **Student Choice Project** — 10% (Individual)
   
   Project Choice:

   Weekly Reports
   Hours Documentation
   Other Documents
   Informal Discussion

4. **Action Research Project** — 20% (Pairs/Trios)
   
   Weekly Reports
   Hours Documentation
   Other Documents
   Media Presentation

5. **Curriculum Project** — 25% (Group)
   
   Weekly Reports (attached to paper)
   Paper
   Presentation/Simulation

EXTRA CREDIT:

FINAL GRADE: