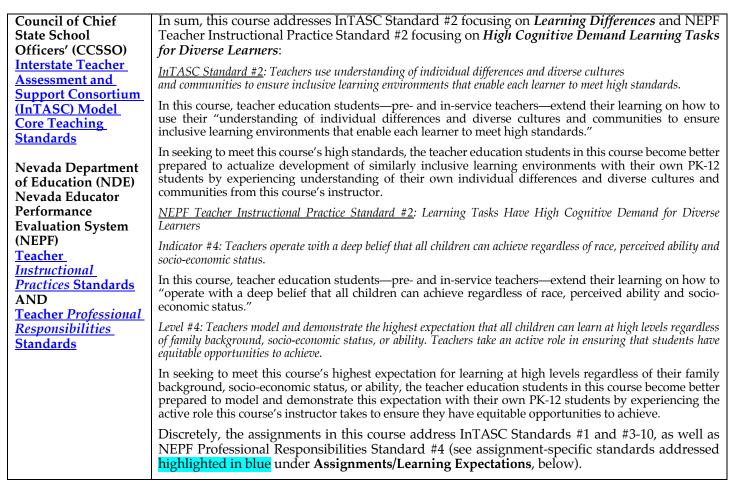**UNLV College of Education**
Preparing Professionals for Changing Educational Contexts

Department of Teaching and Learning
Inquire. Educate. Innovate.

Cultural Studies, International Education, Multicultural Education (CSIEME) Program
Get proximate. Change the narrative. Stay hopeful. Be willing to do things that are inconvenient and uncomfortable.

Course Information

Prefix/Number:	CME 750
Title:	Critical Multicultural Education **Meeting Days and Time**: Mondays 7-9:45 p.m.
Credits:	3
Semester:	Fall 2020
Professor/Facilitator:	Dr. Iesha Jackson or Dr. Christine Clark **Teaching Assistant:** TBD
Office Location:	365 CEB or 346A CEB
Phone/Text:	702-895-2466 (office) or 702.985.6979 (cell)
E-Mail:	iesha.jackson@unlv.edu or chris.clark.unlv@me.com
Classroom:	CEB 203 and/or Synchronously Remote via Zoom (as required due to COVID 19)
Office Hours:	CSIEME Program Drop-In Office Hours Mondays 3:30-6 p.m. CEB 315A Regular Office Hours Tuesdays 2-6 p.m. CEB 346A, immediately before and after class in the classroom, and by Appointment
Pre-Requisites:	Graduate Standing; CME 705 Recommended
Course Description: Goals, Background, Vision	*An exploration of critical or sociopolitically-located multicultural educational realities; realities in which institutional dynamics of power, juxaposed with individual dynamics of power, are centered in the curriculum, especially as these realities manifest relative to public education.* This course explores the concept of "criticality" in multicultural education. Though multicultural education emerged from Ethnic Studies, thus, with an inherently critical or sociopolitically-located point of entry in education, multicultural education's focus on understanding and interrupting systemic dynamics of power, privilege, and oppression in society, as well as the manifestation of these dynamics in schools, teaching, and learning, have been systematically and progressively watered down as applications of multicultural education have made their way into mainstream/Eurocentric educational institutions/schooling settings. Multicultural Education scholar/activists-activist scholars have long described this watering down trend as "heroes and holidays," "tourist," and "food, fun, and foolishness" approaches to multicultural education. Building on Kohl's (1993) work to dispel "The myth of 'Rosa Park the Tired,'" in 2004 Teaching for Change called multicultural educators to "put the *movement* back into" Civil Rights Movement education as a way of reclaiming multicultural education's critical roots. Through further definition of critical multicultural education, examination of factors leading to its decriticalization, and identification of durable praxes for deepening its criticality, this reclamation can supervene decriticalization efforts and reinvigorate movement toward realization of multicultural education's emancipatory goals. Kohl, H. (1993). The myth of 'Rosa Parks the tired:' Teaching about Rosa Parks and the Montgomery Bus Boycott. *Multicultural Education, 1*(2), 6-10. Menkart, D., Murray, A., View, J. (Eds.) (2004). Putting the movement back into Civil Rights teaching. Washington, DC: Teaching for Change. [Copy of text on reserve at Lied library for 2-hour in-library use.]
Specialized Professional Association (SPA) Standards Addressed	This courses engages the **National Association for Multicultural Education's** (NAME) *Standards for Advancing Multicultural Learning* through curriculum, assessment, pedagogy, and intellectual challenge: 1. Positive Academic Identities 2. Positive Social Identities 3. Respectful Environment with Diverse People 4. Social Justice Consciousness 5. Social Justice Action

Council of Chief State School Officers' (CCSSO) [Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards](#) **Nevada Department of Education (NDE) Nevada Educator Performance Evaluation System (NEPF)** [Teacher *Instructional Practices* Standards](#) **AND** [Teacher *Professional Responsibilities* Standards](#)	In sum, this course addresses InTASC Standard #2 focusing on *Learning Differences* and NEPF Teacher Instructional Practice Standard #2 focusing on *High Cognitive Demand Learning Tasks for Diverse Learners*: *InTASC Standard #2: Teachers use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.* In this course, teacher education students—pre- and in-service teachers—extend their learning on how to use their "understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards." In seeking to meet this course's high standards, the teacher education students in this course become better prepared to actualize development of similarly inclusive learning environments with their own PK-12 students by experiencing understanding of their own individual differences and diverse cultures and communities from this course's instructor. *NEPF Teacher Instructional Practice Standard #2: Learning Tasks Have High Cognitive Demand for Diverse Learners* *Indicator #4: Teachers operate with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.* In this course, teacher education students—pre- and in-service teachers—extend their learning on how to "operate with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status." *Level #4: Teachers model and demonstrate the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability. Teachers take an active role in ensuring that students have equitable opportunities to achieve.* In seeking to meet this course's highest expectation for learning at high levels regardless of their family background, socio-economic status, or ability, the teacher education students in this course become better prepared to model and demonstrate this expectation with their own PK-12 students by experiencing the active role this course's instructor takes to ensure they have equitable opportunities to achieve. Discretely, the assignments in this course address InTASC Standards #1 and #3-10, as well as NEPF Professional Responsibilities Standard #4 (see assignment-specific standards addressed <mark>highlighted in blue</mark> under **Assignments/Learning Expectations**, below).

Learning Outcomes/Objectives

Epistemological or Knowledge Outcomes

Students are able to:

- Complexly and comprehensively define critical multicultural education
- Distinguish between multicultural education inside and outside of a sociopolitical context
- Identify factors leading to decriticalization of multicultural education and operative strategies for supervening decriticalization
- Identify durable praxes for deepening criticality in multicultural education
- Identify critical multicultural education's emancipatory goals
- Express understanding of the CSIEME Framework (delineated below) relative to the course content

Ontological or Dispositional Outcomes

Students are able to:

- Participate in group norming to establish a community culture in the classroom informed by course content and pedagogy
- Participate in on-going relationship building in the classroom to maintain a community culture in the classroom informed by course content and pedagogy
- Give and receive social justice-informed peer review

Axiomatic or Action/Doing Outcomes

Students are able to:

- Complexly and comprehensively employ a critical multicultural educational lens in the course iterative assignment
- Complexly and comprehensively apply the CSIEME Framework (delineated below) in the course iterative assignment

Required Texts/Course Resources
(available from the University Bookstore or through online sellers)
(copies of texts are on reserve at Lied library for 2-hour in-library use)
Also see *WebCampus Canvas* Interface for Syllabus, Resources, and other Course Materials
https://unlv.instructure.com/login/ldap

Vavrus, M. (2015). *Diversity & education: A critical multicultural approach.* New York, NY: Teachers College Press.

Delgado Bernal, D., & Alemán, Jr., E. (2017). *Transforming educational pathways for Chicana/o students: A critical race feminista reader.* New York, NY: Teachers College Press.

All written assignments should follow formal APA 7th edition formatting guidelines to the greatest extent possible given their content. See also additional APA formatting resources in the course *WebCampus Canvas* interface.

Also see additional hyperlinked readings embedded throughout.

Limited E-Media Device Use During Class

See Stromberg, J. (2015). Why you should take notes by hand—not on a laptop. *Vox*. Retrieved from
https://www.vox.com/2014/6/4/5776804/note-taking-by-hand-versus-laptop

Electronic devices (e.g., computers, tablets, pagers, cell phones, recorders, etc.) may be used in class so long as their use supports (and does not interfere with) the students' and professor's ability and right to learn and teach. Prior to use explicit consent of the professor is required and can be rescinded if use compromises learning/teaching.

Assignments/Learning Expectations

The university encourages students to consult with professors about how activities/assignments benefit students. If you need guidance on how to engage your professors in a conversation about these benefits, one example of for how to do so can be found here: https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf

CSIEME Framework
(see **Single, Iterative Writing Assignment and Oral Presentation,** *Second Iteration,* below for additional relevant information)

The CSIEME Framework is dedicated to supporting the on-going, collaborative creation and actualization of a liberatory culture that informs and through which we engage all of our work with one another, with students, in schools, in communities, and through scholarship.

The CSIEME Framework seeks to reciprocally and reflexively link radical/emancipatory theory with radical/emancipatory praxis.

As such, the CSIEME Framework is integral to all that we do in the CSIEME program, from relationship and community building, to program orientations, to courses, to extracurricular activities, to benchmarks, to culminating assignments (CIG 697, thesis, dissertation), and to the work we do beyond the program.

The CSIEME Framework draws from and, therefore, is defined by the following elements:

1) A challenge to the work of social justice as work that, despite its best efforts to the contrary, can "prioritize the needs of some over the conditions of others." We must engage this challenge with an equity consciousness in seeking to build durable coalitions that work for justice.

See Center for Culturally Responsive Evaluation and Assessment (CREA, 2019)

See Barber II, W. J. (2018). America's moral malady. *The Atlantic*. Retrieved from
https://www.theatlantic.com/magazine/archive/2018/02/a-new-poor-peoples-campaign/552503/

2) A main complexity of the work of social justice is welcoming different, complex interpretations/understandings of/in the work, but also correcting clear misinterpretations/misunderstandings of/in the work, including our own. We must welcome and we must self/correct.

See Tewell, E. (2016). Putting critical information literacy into context: How and why librarians adopt critical practices in their teaching. *In the Library with a Lead Pipe.* Retrieved from
http://www.inthelibrarywiththeleadpipe.org/2016/putting-critical-information-literacy-into-context-how-and-why-librarians-adopt-critical-practices-in-their-teaching/

See Tewell, E. (2018). The practice and promise of critical information literacy: Academic librarians' involvement in critical library instruction. *College & Research Libraries, 79*(1), 10-34. Retrieved from
https://crl.acrl.org/index.php/crl/article/view/16616/18062

3) We must understand how "diversity and inclusion" have been co-opted and recuperated to appease, and re/engage "equity and justice" to transform.

See Lazarus-Stewart, D. (2017). Language of appeasement. *Inside Higher Ed*. Retrieved from https://www.insidehighered.com/views/2017/03/30/colleges-need-language-shift-not-one-you-think-essay

4) We must speak truth to ourselves, with one another, and to power; social justice work requires us to 'tell it like it is'!

See Dyson, M. E. (2018). Tell it like it is. *A call to rise: Changing the status quo lecture series.* Dallas, TX: St. Luke Community United Methodist Church. Retrieved from https://www.youtube.com/watch?v=4kpteYeh-fE&app=desktop

5) We must recognize and work to reconcile, through social justice action, the complex, dialectical relationship between private interests and the public good, especially the threatening impact of private corporate interests in public education.

See Lawrence, III, C. R. (2005). Forbidden conversations: On race, privacy, and community (A continuing conversation with John Ely on racism and democracy), *The Yale Law Journal, 114*(6), 1353-403. Retrieved from http://digitalcommons.law.yale.edu/cgi/viewcontent.cgi?article=4953&context=ylj

See Giroux, H. (2012). Can democratic education survive in a neoliberal society? *Truthout*. Retrieved from https://truthout.org/articles/can-democratic-education-survive-in-a-neoliberal-society/

See Green, E., & Saul, S. (2018, May 5). What Charles Koch and other donors to George Mason University got for their money. *The New York Times*. Retrieved from https://www.nytimes.com/2018/05/05/us/koch-donors-george-mason.html

See Giroux, H. (2018). Striking teachers beat back neoliberalism's war on public education. *Truthout*. Retrieved from https://truthout.org/articles/striking-teachers-beat-back-neoliberalism-s-war-on-public-schools/

6) We must continuously re/commit ourselves to dialogue—to listening to understand, not to gain advantage, centering race dialogue as concomitantly (im)possible, and recognizing that freedom from injustice requires 're-cognition' of race and racism simultaneous with understanding of the intersecting nature of racism, classism, sexism, and all other forms of oppression.

See McPhail, M. L. (2003). Race and the (im)possibility of dialogue. In R. Anderson, L. Baxter, and K. Cisna, *Dialogue: Theorizing difference in communication studies* (pp. 209-24). Thousand Oaks, CA: Sage Publications. Retrieved from http://www.academia.edu/332191/Race_and_the_Im_Possibility_of_Dialogue

7) We must put the work of social justice into meaningful and effective action by: a) getting proximate; b) changing the narrative; c) staying hopeful; and, d) being willing to do things that are inconvenient and uncomfortable.

See Stevenson, B. (2018). Your degree authorizes you to change the world. *Commencement address*. Baltimore, MD: Johns Hopkins University. Retrieved from https://www.youtube.com/watch?v=HRJlEjU7vO8

8) We must to always tether a social justice, sociopolitically-located, critical, movement-oriented, community-embedded consciousness to the work of cultural studies, international education, and multicultural education.

See Lawyer, G. (2018). The dangers of separating social justice from multicultural education: Applications in higher education. *International Journal of Multicultural Education, 20(1), 86-101. Retrieved from http://ijme-journal.org/index.php/ijme/article/view/1538/1212*

The CSIEME Framework is a living document that will adapt and shift over time through our co-engagement with and co-enactment of it.

Class Attendance and Participation—10% Individual Assignment

Class Attendance Policy
(see also, **A Word About Upping Our Game!** and **A Word About Perspective** below under **COURSE POLICIES** for additional relevant information)

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 Discussion and Activities
(see also, **Classroom Community** below under **COURSE POLICIES** for additional relevant information)

You are expected to fully participate in class dialogue of all assigned readings and media, of planned and impromptu curricular activities, of assigned extracurricular activities, and of students' presentations, all in accordance with the class norms (that we will collaboratively develop).

Through class attendance and participation, students in this course will meet InTASC Standard #3, focusing on Learning Environments, and #10, addressing Leadership and Collaboration.

More specifically, Standard #3 encourages teacher education students in learning to work "with others to create environments that support individual [their own] and collaborative [their classmates'] learning, and that encourage positive social interaction, active engagement in learning, and self-motivation." And Standard 10 asks teacher education students to undertake "appropriate leadership roles and opportunities [that enable them] to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession."

By participating in the co-creation of a classroom community in which they are motivated, through the development critically conscious social interaction, to learn/grow/advance individually and collaboratively, as class leaders and as class participants, with classmates as well as with other PK-12 school colleagues/professionals, students' family members, and members of the local community, teacher education students become better prepared, as pre- and in-service teachers, to develop learning environments in their own PK-12 (and/or other types of) classrooms in which their own students learn to do this as well. In so doing, teacher education students enable their own advancement in the teaching profession.

Single, Iterative Writing Assignment and Oral Presentation—90% Individual Assignment with Peer Feedback and Campus/Community Engagement Components

The goal of this assignment is to prepare you to engage in critical inquiry and/or critical university/school/community-embedded praxis. By repeating this assignment with different course content foci, your research and teaching (broadly defined) prowess will grow as you progress through the program. At the conclusion of the courses in which you undertake this assignment, should you choose to do so, you can actualize the proposal/plan (see Fouth[3] Iteration below) at the heart of your final assignment iteration (see Fifth and Final Iteration below). For example, you could seek IRB approval or site/co-researcher (aka "participant") approval to carry out your proposal/plan (undertake your research/implement your evidence-based action). Said another way, your Fifth and Final Iteration should contain either a well-constructed plan that could be paired with an IRB for a study, then developed into an article for a research journal, or a plan for action (a curriculum to implement, a program intervention to undertake, etc.) which could be developed into an article for a practitioner publication.

Building on UNLV Graduate College priorities, this assignment is iterative, meaning it has several pieces (in the case of this assignment, there are five pieces); the first piece will be completed, handed in, graded and returned with comments for refinement; refinement to that first piece will be made and handed in with the second piece, and so forth until the fifth and final piece or iteration is completed. The purpose of iterative assignments it to help students improve their writing, while also preparing them for major written benchmarks (culminating papers, thesis proposals, theses, comprehensive/qualifying examination papers, dissertation proposals, dissertations, and post graduate report writing and publishing).

Conscientization—the process by which critical consciousness is developed—and critical consciousness itself, support existing and emerging work in critical research methods (both qualitative and quantitative) to study multicultural education, as well as work in multicultural education (classroom-based practice) itself.

The page numbers associated with each iteration of this assignment are just a guide. The length of each iteration, including the final iteration, should, ultimately be determined by you—have you said everything you want/need to say in each iteration to complete the assignment in a way that illustrates who you are as a critical scholar/activist? If so, you are done. If not, what more do you want/need to say to bring your best scholar/activist self to this assignment? Please keep in mind that more is not more, nor is less more, think about how to accomplish your objectives for each iteration in the most effective way possible, recognizing that effectiveness also means being mindful of the sustained interest/attention span of your reader (especially when it is not me, but even when it is ☺).

DUE SEPTEMBER 19: First Iteration: Definitions with Graphics (appropriately captioned according to APA 7th Edition)—10% (2-4 pages, not including cover page, abstract page, and references page)

Paper

The cover page has the paper title and your identifying information on it.

The abstract tells what the paper did (past tense):

> For this iteration your abstract might say: "The purpose of this paper was to articulate beginning definitions of key concepts related to the topic of critical multicultural education, including relationships between definitions. Key concepts include multicultural education, criticality, conscientization, critical consciousness, sociopolitical context, and social justice. The definitions blend my [or, "the author's] personal definitions with definitions from course texts for CME 750, and includes both graphic and textual elements. This the first iteration of five for this paper."

The references page should include all the sources (in APA 7th edition format) you reference in the paper (a bibliography, which we are not using, also includes sources you consulted, but did not cite).

Definitions with Graphics

Your definitions should include graphics (captioned in APA 7th edition format) and text. They should blend your definitions with definitions you glean from readings assigned in the course texts prior to the assignment due date (September 18).

Your definitions should draw inspiration from at least the pieces hyperlinked below, and any additional sources you find to support your definitions development:

Bode, P. (2009). Multicultural education. *Education.com.* Retrieved from https://www.dropbox.com/s/o1vgf7i5ynybj3p/Bode-MCE%20Overview.pdf?dl=0

Freire, P. (1970). Cultural action and conscientization. *Harvard Educational Review, 40*(3), 39-68. Retrieved from http://cicac.tru.ca/readings/paulo_freire-conscientization.pdf

Kohl, H. (1993). The myth of 'Rosa Parks the tired:' Teaching about Rosa Parks and the Montgomery Bus Boycott. *Multicultural Education, 1*(2), 6-10.

Menkart, D., Murray, A., View, J. (Eds.) (2004). Putting the movement back into Civil Rights teaching. Washington, DC: Teaching for Change. [Copy of text on reserve at Lied library for 2-hour in-library use.]

Teaching for Change

Rethinking Schools

Zinn Education Project

+Include definitions of multicultural education, criticality, conscientization, critical consciousness, sociopolitical context, and social justice.
+Consider including definitions of criticality tethered to multicultural education, and for multicultural education inside and outside of a sociopolitical context.
+Consider including decriticalized definitions of multicultural education.
+Consider including a discussion of the relationship(s) between definitions.
+Consider how definitions might be differently framed if applied to a different academic field.
+Consider how definitions could it be used in a way that is not critical even if criticality is intended.

Keep in mind as you build your definitions that you will refine/augment them with each subsequent paper iteration (2-5) based on the CSIEME Framework, further reading in the course texts, the development of your proposal/plan, integration of your learning from the field-based youth-centered educational empowerment activity, on-going class engagement, and living life!

Through completion of this first iteration of the iterative writing assignment, students in this course will meet InTASC Standard #6, focusing on Assessment.

More specifically, Standard #6 fosters teacher education students in learning—as pre- and in-service teachers—how to "use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide [their own] and the learner's decision making."

By developing, and then continuously revising their understanding of critical multicultural education, which foregrounds attention to race/ethnicity and class concerns in education, in relationship to exposure to and engagement with critical feedback and new/on-going learning of the content area, teacher education students learn to assess and monitor their own academic growth. In applying this growth to their instructional decision making as pre- and in-service teachers, teacher education students learn how to partner with their own PK-12 students to assess and monitor academic growth and, from there, to establish, drive, and evaluate progress in meeting on-going learning goals.

DUE OCTOBER 3: Second Iteration: Consideration and Application of the CSIEME Framework (delineated above)—15% (5-7 pages, not including cover page, abstract page, and references page)

Paper

The cover page has the paper title and your identifying information on it.

The abstract tells what the paper did (past tense):

For this iteration your abstract might say: "The purpose of this paper was twofold. First it was to refine, based on feedback and continued learning in CME 750, beginning definitions of key concepts related to the topic of critical multicultural education shared in the first iteration of this paper. Second it was to consider the CSIEME Framework and then apply it to the definitions. This the second iteration of five for this paper."

The references page should include all the sources (in APA 7th edition format) you reference in the paper (a bibliography, which we are not using, also includes sources you consulted, but did not cite).

Contextual elements should provide a rationale for the inclusion of all components of the paper, in the case of this second paper iteration, the definitions and the framework.

Transitional elements should bridge from one component of the paper to another, and support navigation between and across all components of the paper.

Framework

Read the framework and read/view the related supporting materials for each of the framework's eight tenets. Summarize your understanding of each tenet and summarize your understanding of the framework as a whole (be sure to include these in your refined references page). Use your framework understandings to refine your definitions.

Through completion of this second iteration of the iterative writing assignment, students in this course will meet InTASC Standard #9, addressing Professional Learning and Ethical Practice.

More specifically, Standard #9, encourages teacher education students learning—as pre- and in-services teachers—to "engage in ongoing professional learning and [to] use evidence to continually evaluate [their] practice, particularly the effects of [their] choices and actions on others (learners, families, other professionals, and the community), and [to] adapt practice to meet the needs of each learner."

By engaging the CSIEME framework and then applying learning from that framework to refine/augment understandings of critical multicultural education, teacher education students become more critically self-reflective in their professional learning, specifically the impact of this learning on their professional practice as pre- and in-service teachers, especially the impact of their instructional choices/indifference and/or instructional actions/inaction on all students, families, and communities, especially those from historically and persistently marginalized and minoritized groups. In developing awareness of these impacts, specifically about their own race/ethnicity and class locations (among other dimensions of identity), and the same locations of their students and students' families/communities of origin, teacher education students become more well- prepared to meaningfully adapt their teaching practice to meet the needs of each and all learners.

DUE OCTOBER 31: Third Iteration: Literature Review from the Course Texts—20% (8-10 pages not framework, cover page, abstract page, and references page)

Paper

The cover page has the paper title and your identifying information on it.

The abstract tells what the paper did (past tense):

> For this iteration your abstract might say: "The purpose of this paper was twofold. First it was to further refine, based on feedback and continued learning in CME 750, definitions of key concepts related to the topic of critical multicultural education relative to the CSIEME Framework, respectively shared in the first and/or second iteration of this paper. Second it was to undertake a literature review of the readings assigned/chosen (between October 19 and October 30) in the course texts. This the third iteration of five for this paper."

The references page should include all the sources (in APA 7th edition format) you reference in the paper (a bibliography, which we are not using, also includes sources you consulted, but did not cite).

Contextual elements should provide a rationale for the inclusion of all components of the paper, in the case of this second paper iteration, the definitions and the framework.

Transitional elements should bridge from one component of the paper to another, and support navigation between and across all components of the paper.

Literature

The literature review should cover (minimally) the readings assigned/chosen in the course texts between October 19 and October 30. One way to undertake a literature review is as follows (feel free to consider other ways):

1) Chapter reference list: for each chapter from both texts that you will include in your literature review, create an APA 7th edition reference (add these references to your paper references page);
2) Annotated reference list: under each reference, write a brief summary of the key points from each chapter;
3) Personal response and analysis: under each brief summary, write brief analytical reaction to the chapter from your own perspective; and,
4) Thematize: remove the references, thematically rearrange the annotation/response and analysis pairings, adding contextual and transitional elements as needed, to demonstrate your understanding of and insights about critical multicultural education through the literature.

Through completion of this third iteration of the iterative writing assignment, students in this course will meet InTASC Standards #4, focusing on Content Knowledge, and #5, focusing on Application of Content.

More specifically, Standard #4 fosters teacher education students in understanding—as pre- and in-service teachers—the central concepts, tools of inquiry, and structures of the discipline(s) [taught] and [how to] create learning experiences that

make the discipline accessible and meaningful for learners to assure mastery of the content." Standard #5 encourages teacher education students in learning—as pre- and in-service teachers—how to "connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues."

By engaging a focused body of reading through a formal literature review of contemporary good practice in the field, and then applying the learning from this review to further refine/augment understandings (definitions and key concepts) of critical multicultural education, teacher education students learn to actualize the ideas from these readings in their own classrooms. In so doing, as pre- and in-services teachers, they learn to use and to teach their own students to use multi-perspectival problem-posing and problem-solving tools of critical inquiry to creatively and collaboratively address challenges in the classroom, school, and local community, as well as more broadly. Additionally, teacher education students learn to build out the structures of the disciplines they teach from a critical multiculturally educational perspective, thereby increasing all PK-12 students' interest in, and motivation to master, content.

DUE NOVEMBER 14: Fourth[3] Iteration: Critical Research Proposal or Critical Evidence-Based Action Plan with Peer Review—25% (12-15 pages, not including cover page, abstract page, and references page)

Paper

The cover page has the paper title and your identifying information on it.

The abstract tells you what the paper did (past tense):

> For this iteration your abstract might say: "The purpose of this paper was threefold. First it was to continue to refine definitions of key concepts related to the topic of critical multicultural education relative to further consideration of the CSIEME Framework, respectively shared in the first and/or second and third iteration of this paper. Second it was to further refine the literature review of a portion of the assigned/chosen readings. Third it was to delineate a critical research proposal or critical evidence-based action plan, have it peer reviewed, and refine it based on the peer review for inclusion in this paper iteration. This the fourth[3] iteration of five for this paper."

The references page should include all the sources (in APA 7th edition format) you reference in the paper (a bibliography, which we are not using, also includes sources you consulted, but did not cite).

Contextual elements should provide a rationale for the inclusion of all components of the paper, in the case of this second paper iteration, the definitions and the framework.

Transitional elements should bridge from one component of the paper to another, and support navigation between and across all components of the paper.

Issue of Concern

Identify an issue of concern in multicultural education to explore/engage using a critical multicultural educational lens; apply a critical multicultural educational lens to the exploration/engagement of the issue of concern:

> Reflect on your theoretical understanding of critical multicultural education and how you might apply this understanding to a critical research proposal or critical evidence-based action. What does, could, should critical multicultural education look like/not look like in scholarship, teaching, and other forms of educational action (in universities, schools, and communities and related partnerships) in seeking to further social justice?

Research Proposal or Evidence-Based Action Plan

Delineate a critical research proposal or critical evidence-based action plan to address the issue of concern through critical multicultural education:

- Consult the CSIEME Dissertation Chapter Outlines as a guide for proposal/plan development
- Consult another outline as a guide for proposal/plan development (be sure to cite and reference it according to APA 7th edition format)
- Delineate your proposal/plan from scratch (briefly articulate your rationale for doing this and the process you undertook to do it)

Peer-Review

Share your proposal/plan with your peer review partner to have it peer reviewed.

Peer review your peer review partner's proposal/plan.

Your peer review on your peer's proposal/plan should be no more than two pages double-spaced (APA 7th edition format) and should draw inspiration from at least the two pieces hyperlinked below, as well as any additional sources you find to support your development and delivery of your peer review from a social justice point of entry:

> Draxler, B. (2017). Social justice in the writing center. *The Peer Review, 1*(2). Retrieved from http://thepeerreview-iwca.org/issues/braver-spaces/social-justice-in-the-writing-center/

If the above URL does not load, try this cached/text-only link.

Ford, E. (2018). Scholarship as an open conversation: Utilizing open peer review in information literacy instruction. *In the Library with a Lead Pipe.* Retrieved from http://www.inthelibrarywiththeleadpipe.org/2018/open-conversation/

Consider your peer's review of your proposal/plan, refine your proposal/plan based on the peer review as makes sense to you, integrate your refined proposal/plan into your paper.

- Write a brief note of appreciation to peer reviewer expressing thanks for their time and consideration of your work; let them know what was most/least helpful to you in revising your paper and why.
- Deliver the note to your peer reviewer.

Along with your submission of your fourth[3] paper iteration:

- Submit a copy of your peer review of your peer's work along with a brief explanation of the approach to peer review that you undertook and why you chose that approach making sure to again reference at least the two hyperlinked pieces (as well as other pieces that you found in the same vein (i.e., providing peer review from a social justice perspective)).
- Submit a copy of your note of appreciation to your peer reviewer.

Through completion this fourth iteration of the iterative writing assignment, students in this course will meet InTASC Standards #7, addressing Planning for Instruction, and #8, engaging Instructional Strategies.

More specifically, Standard #7 encourages teacher education students in learning—as pre- and in-service teachers—to meet "rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context." And Standard #8 advances teacher education students in learning—as pre- and in-service teachers—to use "a variety of instructional strategies to encourage learners to develop deep understanding of content areas," [as well as interconnection between and among areas], "and to build skills to apply knowledge in meaningful ways."

By developing a research proposals or evidence-based action plans to address an issue of concern in critical multicultural education, and then by giving and receiving social justice-informed peer review feedback on these proposals/plans, teacher education students become better prepared, as pre- and in-service teachers, to: 1) develop rigorous multicultural curricular and pedagogical content area learning goals with applicability and interconnectedness across disciplines and grade levels; as well as, 2) implement an array of multiculturally-informed instructional strategies through which to realize the learning goals. In practicing these multicultural educational competencies with their peers as learners, teacher education students become more well prepared to adeptly actualize these competencies with their own PK-12 students, thereby supporting their students to become active learners who can share responsibility, in partnership with the teacher, for their own and others' learning and, from there, in working collaboratively to address issues of concern in classrooms, schools, and communities.

DUE DECEMBER 5 (oral presentations on December 12): Fifth and Final Iteration: Complete Assignment—20% (17-20 pages not including cover page, abstract page, and references page)

Paper

The cover page has the paper title and your identifying information on it.

The abstract tells what the paper did (past tense):

> <u>For this iteration your abstract might say</u>: "The purpose of this paper was threefold. First it was to provide final definitions of key concepts relative to final consideration of the CSIEME Framework, related to the topic of critical multicultural education. Second it was to further finalize the literature review of a portion of the assigned/chosen readings. Third it was to finalize articulation of a post-peer review critical research proposal or critical evidence-based action plan. Fifth, it was to integrate learning from the field-based youth-centered educational empowerment activity, and to add an introduction and conclusion to the paper, connecting to, augmenting, and polishing the contextual and transitional elements of the paper in to a coherent fifth and final paper iteration."

The references page should include all the sources (in APA 7th edition format) you reference in the paper (a bibliography, which we are not using, also includes sources you consulted, but did not cite).

Contextual elements should provide a rationale for the inclusion of all components of the paper, in the case of this second paper iteration, the definitions and the framework.

Transitional elements should bridge from one component of the paper to another, and support navigation between and across all components of the paper.

The introduction tells what the paper will do (future tense); it provides the reader a roadmap for the paper (what to expect).

The conclusion summarizes the key learnings from the paper in a way that illustrates its significance (why the work you did in the paper is meaningful, impactful, significant—and not just for you, but also more broadly for the field of multicultural education.

Field-Based Youth-Centered Educational Empowerment Activity Component

Identify a community-embedded organization dedicated to youth-centered educational empowerment. Below are some links to a few community-embedded, youth-centered educational empowerment-oriented organizations. Feel free to consider others:

Code Switch: Restorative Justice for Girls of Color
Kappa Delta Chi's Growing Latinas into Outstanding Women (GLOW)
Teaching and Uniting Ladies to Inspire Positive Success (TULIPS)

Connect with the organization's youth workers/facilitators to learn more about the work the organization does; *specifically, what makes the organization "community-embedded" and what makes their work "youth-centered" and "educationally empowering"?*

In preparing to make this connection, consider the idea of "school abolition" are articulated here:

Stovall, D. (2018). Are we ready for 'school abolition:' Thoughts and practices of radical imaginary in education. *Taboo, 17*(1), 51-61. Retrieved from https://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=1130&context=taboo

With permission from the organization's youth workers/facilitators and the youth with whom they work, attend/participate in one of the organization's meetings/events/activities. At the conclusion of the initiative you join (or as soon thereafter as possible), engage at least one worker/facilitator and one youth in conversation about how you can reciprocate the time and knowledge they have shared with you so that you can complete this part of this assignment, by providing them with an equitable amount of your time and knowledge in service to their work.

Reflect on your learning from the activity component: *What connections can you draw between the organization's work and the goals and objectives of critical multicultural education? What are the implications of community-embedded work, youth-centered work, and educational empowerment work for teaching? How will you apply your learning from this activity component to your teaching praxis?* Integrate these reflections into your final iteration.

Presentation

For your 5-7 minute oral presentation of your final paper, develop a multimedia (text, images, music, poetry/spoken word, video, audio, technology, dance/movement, etc.) presentation that tells the story (chronicle, portfolio, diary, testimonio, etc.) of the work (intellectual, emotional, spiritual, academic, etc.) that you did over the semester to arrive at your final paper iteration.

Through completion of this fifth and final iteration of the iterative writing assignment and formal, multimedia presentation of it, students in this course will meet InTASC Standards #1, focusing on Learner Development, as well as NEPF Teacher Professional Responsibilities Standard #4, attending to Family Engagement.

More specifically, InTASC Standard #1 fosters teacher education students in learning—as pre- and in-service teachers—to "design and implement developmentally appropriate and challenging learning experiences" for all students based on understanding how "learners grow and develop, [through recognition] that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas." Additionally, NEPF Teacher Professional Responsibilities Standard #4, Indicator #2 cultivates teacher education students in learning how—as pre- and in-service teachers—to convey that they "value, respect, [and] welcome…students and families, of all diverse cultural backgrounds, [that they encourage students and families] to become active members of schools, and [that they] view [students' families] as valuable assets to student learning."

By learning, including through field-based reciprocal knowledge-sharing dialogues with community-embedded, youth-centered educational empowerment workers/facilitators and with youth, how to develop and actualize adeptly and otherwise rigorously scaffolded learning experiences that are informed by meaningful engagement with students as youth and through/in their communities, teacher education students develop the knowledge, skills, abilities, and dispositions— as pre- and in-service teachers—to teach their own PK-12 students in ways that center/empower these students' growth and development, situated in their familial and community contexts, across cognitive, linguistic, social, emotional, physical, and other domains.

Criterion for Evaluation and Grading/Performance Assessments

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.

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.

Grading Rubric

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

Teaching Expectations

1. Overall Class Facilitation
2. Office Hour/Phone Availability
3. Student Affirmation and Call to Accountability
4. Course Organization and Class Preparation
5. Timely and Robust Feedback on Assignments
6. Other…?

Methodology

1. Problem Posing Dialogue-Discussion Activities
2. Individual Reflection, Research, and Reading Assignments
3. Individual Writing Assignments and Presentation
4. Individual/Pair/Trio/Small Group Activities
5. Informal and Formal Presentations

ADDITIONAL COURSE AND/OR UNIVERSITY POLICIES

Classroom Community

CSIEME courses engage students in the development of classroom community norms—a collaborative agreement about how we, as a community, want to communicate with one another and treat each other during classes. The goal is always to engage with one another in ways that enable everyone to speaking truthfully without compromising others' dignity and/or without losing our dignity with others. The university also stipulates that classroom community norms must support (not preclude) the right of students and faculty to learn and teach.

In dialogue about politically complex and charged issues, it is often necessary to explore terminology and ideas that, on occasion, may be vulgar, derogatory, or in other ways make us uncomfortable. It is necessary to engage in these discussions in order to come to comprehensive critical understandings of the manifestations of power, privilege, and oppression that birthed the resistance movements that, increasingly, codified in resistance disciplines, so that we can learn how to deconstruct and assuage them. If you become particularly distressed about anything that comes up please engage me immediately.

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.

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 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.

Statement on Academic Integrity

Students are expected to conduct themselves with the utmost academic integrity, therefore students are expected to refrain 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. Academic integrity requires engagement in a 'community of trust' in this course. 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.

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.

ADDITIONAL UNIVERSITY POLICES

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 (identity and expression) 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, UNLV prohibits discrimination in all programs and activities, including employment on the basis of gender and sex. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: https://www.unlv.edu/compliance/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.

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at https://www.unlv.edu/coronavirus/health-requirements Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf including being administratively withdrawn from the course.

Academic Policies: https://catalog.unlv.edu/content.php?catoid=29&navoid=7326
Student Services & Activities: https://catalog.unlv.edu/content.php?catoid=29&navoid=7331
University Policies: https://catalog.unlv.edu/content.php?catoid=29&navoid=7332
University Community & Libraries: https://catalog.unlv.edu/content.php?catoid=29&navoid=7322

COURSE OUTLINE

WEEK 1—Welcome and Course Orientation
August 24

Welcome
Introductions/Relationship Building
> *Name, program of study, research/teaching/action interests, something unique about you that no one in the room knows*

Review of Syllabus/Commitments
> CSIEME Framework
> Upping Our Game!

Questions
Class Norms
> *Class norming process contextualized by course content to which we will return each week in some way*

Relationship Building
> *Intentional relationship building contextualized by course content that we will seek to deepen each week in some way*
> *Snacks in/for the class*

Assignments due for next class:
SERIOUSLY Review Syllabus
Reading/Media: Vavrus—Introduction and Chapters 1-2, 6; Bode Article, and Kohl Article
[see also, Menkart, Murray, & View textbook [review only, on reserve at Lied Library] and other accessible resources from Teaching for Change, Rethinking Schools, and the Zinn Education Project on "movement-oriented" Civil Rights teaching]

WEEK 2—Defining Criticality, Critical Consciousness, and Critical Multicultural Education
August 31

Review of Syllabus/Commitments
Questions
Class Norms/Relationship Building
Iterative Assignment: *Definition*
> Review/Discuss Iteration Assignment Details Articulated above under "**Assignments/Learning Expectations"**
> *Image definitions/talk with pair*
> *Written definitions/talk with pair*
> *Gallery walk and talk as a whole group*

Reading/Media
> *Scaffolding definitions from reading (didactic)*

Assignments due for next class:
Reading/Media: Delgado Bernal & Alemán—Introduction and Chapters 1-2, Freire Article
Iterative Assignment: Work on First Iteration

NO CLASS September 7: Teach @ Labor!

WEEK 3—Defining Criticality, Critical Consciousness, and Critical Multicultural Education
September 14

Review of Syllabus/Commitments
Questions
Class Norms/Relationship Building
Guest Speaker: Dr. Samantha Godbey, Education Reference Librarian
> *APA*
> *Avoiding Plagiarism*
> *Citation Tools*
> *Online library guides*
> *Writing center resources*
> *Reference Librarian resources*
> *Q&A*

First Iterative Assignment: *Definition*
> Review/Discuss Iteration Assignment Details Articulated above under "**Assignments/Learning Expectations"**
> *What does it mean to become/be (liminality) critically conscious?*
> *Juxtapose/reconcile convergences/divergences between Critical and/or Sociopolitically-Located Multicultural Education and Education that is Multicultural but may not qualify as Critical*
> *Are definitions that are not critically situated examples of appeasement?*

Reading/Media
> *Scaffolding definitions from reading (sentence lifting)*

Assignments due for next class:
Reading/Media: CSIEME Framework Embedded Readings and Videos for Tenets #1-4
Iterative Assignment: First Iteration Due

WEEK 4—**Understanding and Applying the CSIEME Framework to Critical Multicultural Education**
September 21

Review of Syllabus/Commitments
Questions
Class Norms/Relationship Building
Second Iterative Assignment: *Framework*
    Review/Discuss Iteration Assignment Details Articulated above under "**Assignments/Learning Expectations"**
Reading/Media
    Working with the tenets in pairs, small groups, and as a whole group

Assignments due for next class:
Reading/Media: CSIEME Framework Embedded Readings and Videos for Tenets #5-8
Iterative Assignment: Work on Second Iteration

WEEK 5—**Understanding and Applying the CSIEME Framework to Critical Multicultural Education**
September 28

Review of Syllabus/Commitments
Questions
Class Norms/Relationship Building
Second Iterative Assignment: *Framework*
    Review/Discuss Iteration Assignment Details Articulated above under "**Assignments/Learning Expectations"**
Reading/Media
    Refining and synthesizing personal understanding of the tenets (tps, tps, tps, share out)

Assignments due for next class:
Reading/Media: Vavrus—Chapters 3-4; Delgado Bernal & Alemán—Chapter 3
Iterative Assignment: Second Iteration Due

NO CLASS October 5: **National Association for Multicultural Education Annual Conference, Montgomery Alabama**

NO CLASS October 12: **Rethink Columbus!**

WEEK 6—**Defining a Literature Base: Critical Multicultural Education and White Supremacy**
October 19

Review of Syllabus/Commitments
Questions
Class Norms/Relationship Building
Third Iterative Assignment: *Literature Review*
    Review/Discuss Iteration Assignment Details Articulated above under "**Assignments/Learning Expectations"**
Reading/Media
    Understanding criticality, critical consciousness, and critical multicultural education historically, epistemologically/theoretically, and axiomatically (jigsaw activity)

Assignments due for next class:
Reading/Media: Vavrus—Chapters 5; Delgado Bernal & Alemán—Chapter 4
Iterative Assignment: Work on Third Iteration

WEEK 7—**Defining a Literature Base: Critical Multicultural Education and the Global Accumulation of Capital**
October 26

Review of Syllabus/Commitments
Questions
Class Norms/Relationship Building
Third Iterative Assignment: *Literature Review*
    Review/Discuss Iteration Assignment Details Articulated above under "**Assignments/Learning Expectations"**
Reading/Media
    Understanding criticality, critical consciousness, and critical multicultural education ontologically, socioculturally, sociopolitically (four corners, identity maps)

Assignments due for next class:
Reading/Media: Vavrus—Chapter 7; Delgado Bernal & Alemán—Chapter 6
Iterative Assignment: Work on Third Iteration

WEEK 8—Defining a Literature Base: Critical Multicultural Education and Patriarchy
October 30

Review of Syllabus/Commitments
Questions
Class Norms/Relationship Building
Third Iterative Assignment: *Literature Review*
        Review/Discuss Iteration Assignment Details Articulated above under "**Assignments/Learning Expectations"**
Reading/Media
        The continuation of the colonial project: Is anything new? Are we surprised?
                How do our answers to these questions reveal power, privilege, and oppression related to our situated contexts?
                What are the implications of these revelations for our common liberation?
                How does false generosity operate as a threat to our common liberation?
                What does it mean to become/be (liminality) more fully human?

Assignments due for next class:
Reading/Media: Vavrus—Chapter 8; Delgado Bernal & Alemán—Chapter 5
Iterative Assignment: Third Iteration Due

WEEK 9—Developing the Proposal or Plan: 'Walking the Talk' of Critical Multicultural Education in Higher Education, Teacher Education, and PK-12 School Communities
November 2

Review of Syllabus/Commitments
Questions
Class Norms/Relationship Building
Fourth[3] Iterative Assignment: *Proposal/Plan with Peer Review*
        Review/Discuss Iteration Assignment Details Articulated above under "**Assignments/Learning Expectations"**
        Identify Peer Review Partners
Reading/Media
        Walking the Talk in Higher Education, Walking the Talk in Teacher Education, Walking the Talk in PK-12 School Communities (option dialogues)
        Walking the Talk in Higher Education, Walking the Talk in Teacher Education, Walking the Talk in PK-12 School Communities (open space dialogues)
Proposal Plan Outline (CSIEME Dissertation Chapter Outline)

Assignments due for next class:
Reading/Media: Draxler Article (if the embedded link does not work, use this cached/text-only link), Ford Article, and Peer Review of Peer Review Partner's Proposal/Plan
Iterative Assignment: Work on Fourth[3] Iteration with Peer Review Partner

WEEK 10—Developing the Proposal or Plan: Unpacking Social Justice Peer Review
November 9

Review of Syllabus/Commitments
Questions
Class Norms/Relationship Building
Fourth[3] Iterative Assignment: *Proposal/Plan with Peer Review*
        Review/Discuss Iteration Assignment Details Articulated above under "**Assignments/Learning Expectations"**
Reading/Media
        What does social justice peer review mean to you, to your peer review partner?
        How do you walk-the-talk of peer review, even beyond this assignment iteration?
        *How do you connect the concept of social justice peer review to **A Word About Upping Our Game!** above under **COURSE POLICIES** and to the CSIEME Framework?*

Assignments due for next class:
Reading/Media: None
Iterative Assignment: Fourth[3] Iteration Due

WEEK 11—Wild Card Week
November 16

Review of Syllabus/Commitments
Questions
Class Norms/Relationship Building
Fifth and Final Iterative Assignment: *Complete Assignment*
        Review/Discuss Iteration Assignment Details Articulated above under "**Assignments/Learning Expectations"**
Wild Card Time!

Assignments due for next class:
Reading/Media: Stovall, D. (2018). Are we ready for 'school abolition:' Thoughts and practices of radical imaginary in education. *Taboo, 17*(1), 51-61. Retrieved from https://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=1130&context=taboo
Iterative Assignment: Work on Fifth and Final Iteration

NO CLASS November 23: Rethink Thanksgiving!

WEEK 12—**Future Directions for Critical Multicultural Education**
November 30

Review of Syllabus/Commitments
Questions
Class Norms/Relationship Building
Iterative Assignment: *Oral Presentations*
          Review/Discuss Iteration Assignment Details Articulated above under "**Assignments/Learning Expectations"**
Reading/Media
          Pulling it all together, sense making—critical multicultural education (fishbowls)

Assignments due for next class:
Reading/Media:
Iterative Assignment: Fifth and Final Iteration and Oral Presentation Due

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 the food from without being appropriative!). 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 13—**EXAM PERIOD**—**Fifth and Final Iterations, Oral Presentations, and Celebration**
December 7

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available about a month before the end of the semester. See the schedule at: http://www.unlv.edu/registrar/calendars

Food
Oral Presentations
More Food
Oral Presentations
More Food

CONTINUE TO PROMOTE EQUITY AND JUSTICE IN EDUCATION!

MAJOR DATES OVERVIEW

No Class	**September 7**
No Class	**October 5**
No Class	**tober 12**
No Class	**vember 23**
Single, Iterative Writing Assignment:	
First Iteration	**September 21**
Second Iteration	**October 19**
Third Iteration	**November 2**
Fourth[3] Iteration	**November 16**
Fifth and Final Iteration and Oral Presentation	**December 7**

DATE: _____

ATTENDANCE SHEET
CME 750-1001

Name Printed	Signature	Contribution to Discussion
1.		
2.		
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20.		

NAME ADDRESS PHONE COMPREHENSIVE E-MAIL LIST (UNLV and NON-UNLV E-MAILS)
CME 750-1001

	Name	Phones	E-Mails
1.	Christine Clark/Iesha Jackson	702-985-6979C/702-896-2466I	chris.clark.unlv@me.com/iesha.jackson@unlv.edu
2.			
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CME 750-1001 OVERALL EVALUATION LOG

NAME:

1. *Class Attendance and Participation—10% Individual Assignment*

Class Attendance (13):

Participation in Class Discussion and Activities (13):

2. *Single, Iterative Writing Assignment and Oral Presentation—90% Individual Assignment with Peer Feedback and Campus/Community Engagement Components*

First Iteration—10%

> *Definitions/Key Concepts, with captioned graphic(s)*
> > *Attention to text and other iteration-specific readings*
> > *All components*

Second Iteration—15%

> *Attention to CSIEME Framework readings/media*
> > *Attention to text readings*
> > *All components, previous components updated*

Third Iteration—20%

> *Literature Review*
> > *Attention to iteration-specific text readings*
> > *All components, previous components updated*

Fourth[3] Iteration—25%

> *Proposal/Plan*
> > *Attention to text and other iteration-specific readings*
> *Social Justice Peer Review (give and receive)*
> > *Attention to Social Justice Peer Review readings*
> > *Thank You Note to Peer Review Partner*
> *All components, previous components updated*

Fifth and Final Iteration and Oral Presentation—20%

> *Attention to Field-Based Youth-Centered Educational Empowerment Activity*
> > *Attention to text and other iteration-specific readings*
> *All components, previous components updated*

FINAL GRADE: