

**Brown University**  
**EDUC1010: The Craft of Teaching**  
Tuesdays & Thursdays, 2:30 pm - 3:50 pm  
Salomon Center 202

**Van Anh Tran, Adjunct Instructor**

Social Studies Education, Teachers College, Columbia University  
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**Office Hours:** Tues & Thurs, NOON - 2 pm OR By Appointment

**Sign-Up:** [vananhtran.youcanbook.me](http://vananhtran.youcanbook.me)

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**Aïcha Soukab, Teaching Assistant**

IC in Transnational Indigenous Studies & Education Studies  
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**Office Hours:** TBD

**Course Description:**

In what ways might the diversity of our own educational biographies inform our collective approach to examining current issues in education and what it means to teach? How might we consider the nuanced implications of social and political inequities in our study of curriculum, classrooms and practice?

In this course, we will share time, space, and community and engage with issues often subsumed under the broad complexities of teaching and learning in the United States, including but not limited to: race, ethnicity, migration, labor & class, sexuality, gender, age, and globalization & imperialism. We will begin by reflecting upon our own educational experiences and backgrounds and move toward larger educational contexts to investigate how race, class, gender, language, sexuality and policy impact teaching and learning in today's schools. By working together to develop a stronger sense of our respective pasts, we might better contextualize and critique present conditions faced in classrooms, so that we may all leave informed, equipped and better prepared to advocate on behalf of young people in schools across the nation.

**Course Objectives:**

This course has three overarching objectives that are inextricably linked: the first is to engage in an exploration and reflection of our respective educational biographies and experiences, the second is to engage in a critical and historicized examination and analysis of current issues in urban public education and the third is to critically consider various approaches to the craft of teaching and learning.

**Learning Objectives**

- To reflect upon and explore our various educational experiences, and consider how these experiences inform our analysis of current issues in education.
- To develop a more complex and historicized understanding of the political, economic and social functions of power relations and marginalization in urban public education.
- To investigate the experience and impact of various intersecting identities in educational spaces.
- To explore the roles of families and communities in education.
- To examine policies and practices that have shaped and influenced teaching and learning.
- To explore the prospects of applying culturally responsive curricula and pedagogy in diverse classroom settings.
- To critically reflect upon what it means to authentically teach and learn for diversity and social justice in ways that actively interrupt oppression and humanize all participants in current classroom contexts.

**Course Requirements, Assignments, and Assessments**

1. Attendance, Class Participation, & Collegiality: (15%) Your regular attendance is imperative. *More than ONE unexcused absence WILL affect your assessment in this course. If you cannot make it to class for any reason, please contact me with as much advance notice as possible.* Come to every class on time and prepared. Together, we will engage and discuss the content in a respectful manner to different ideas, thoughts and feelings. Please be present and refrain from frequent checks of electronic devices. An important part of making sense of the material and issues that we will examine in this course is your willingness and courage to engage with the readings, your fellow classmates, and myself--and to do so in a manner that respects the ideas, thoughts and feelings of one another.
  - a. Most of the classroom activities will be small-group and discussion-based where you and your classmates are expected to engage with the readings and applications. I will not be lecturing or talking at you, so if you do not come to class having done the readings, it will quickly become obvious. Given the collaborative, discussion-based nature of the course, it will be very difficult to make up a class, so please do your best to be there on time and well prepared each week.
2. Readings & Weekly Design Journal Entries: (30%) We will each maintain a (semi-)public design journal that is accessible to other members of class, both for reading and for commenting. The format of the design journal is a [Google Slides Presentation](#), which each person can set-up/arrange/remix in whichever way feels authentic to them.
  - a. **A post (minimum of 100 words) is due at 5 PM on Wednesdays (i.e., the day before each Thursday class).**
  - b. **You are also expected to comment on your group's design journals before each class, starting the third class (1/30/20).** Link to groups: <http://bit.ly/educ1010-groups>
  - c. In your design journals, you will reflect on the assigned reading. This can be for all of the readings, one of the readings, or a selection that feels generative for you. Here are some suggestions to guide your entries (feel free to explore beyond these suggestions and do what feels genuine/authentic/helpful for you and your teaching practice):
    - i. Visual reflections: make a visual representation (e.g., a drawing, picture, meme or GIF) that captures how the reading(s) impacted you. Explain or expand on your creation with a 250 word response.
    - ii. Media reflection: pair the readings with a media source created by someone else. Media can range from film, music, advertising, television, YouTube, social media, etc. Synthesize and evaluate the readings and content material in the course and relate it to the present media and/or your role as an educator.
    - iii. Current event analysis: Pick a current event weighing on your mind in light of the readings. Analyze how the assigned readings impact your understanding of this current event and/or how you would teach about that event in your classroom.
    - iv. Quote analysis: Pick a few quotes from the reading and respond to them using the *What? So What? Now What?* Protocol: **What?** What does the quote literally say (pasted screenshot is fine)? **So What?** Why did you choose it? What struck you as interesting/odd/spot-on/thoughtful/thoughtless/wrong/important? Why does it matter in general? **Now What?** What will you do with this information/new way of thinking in your life, e.g., in relationships, work, future career, etc.?
3. Session Leadership: (20%) This semester, you will work in small groups of at least 4 people to lead one session of our course. During our fifth session (2/6/20) you will sign up for one of the topics that we will address in this course. Plan and prepare an activity that applies the concepts of the session's readings to the classroom, followed by a discussion (you can plan for whole class or small groups) that connects your activity to the readings. The assigned readings for that session serve as the foundation, but you are welcome and encouraged to "teach beyond the text" by incorporating outside sources into your lesson. Prior to your session, your group is required to schedule a meeting with me to discuss your plan.
4. Community Action Involvement: (10%) Attend an event (for educators, for organizers, for activists, or just for fun) related to one of the course themes. After the event, complete a reflection that is no more than 2 pages, double-spaced about the event and how attending the event impacted your thinking about the course theme and/or your ideas of teaching that theme, and how you will commit to showing solidarity to the community centered in this event in the future. This can be completed at any point in the semester, but must be turned in by 05/15/20.

5. **“This I Believe” Narrative & Presentation: (25%):** The ongoing/culminating assessment for this course is an opportunity for you to apply and revisit theories, key concepts and frameworks covered in this class to your own emerging and ongoing beliefs about education. There are **three parts** to this assignment.
  - a. Choose some aspect(s) your identity, story, or personhood that are important to who you are, where you are from, and why you are a part of this community (you can define this as Brown, your concentration, this class, etc.). Think about what type of learner you are, what type of educator you want to be, and how the most relevant aspects of your life influence your decisions. Write up your story in no more than 4 double-spaced pages. **Due 03/05/20**
  - b. Revisit your narrative and use track changes on Microsoft Word or the Suggesting feature in Google Docs to add or delete certain aspects of your narrative. Make sure to include your reasoning behind the changes. In addition, write a short reflection at the end of the paper describing your experience in the course, what you have learned, how your narrative will make an impact on your teaching or your beliefs about education, and how you will commit to continuing this work in future contexts. No more than 8 double-spaced pages. **Due 05/15/20**
  - c. Using your updated narrative as a guide, conceive a creative or visual component that will complement your narrative. For example, you can create a powerpoint presentation, a concept map, a drawing, an audio recording, etc. that accompanies your narrative and that you can share with others to synthesize your learnings from the course. You will be presenting a draft of this creative/visual component during our last class session on **04/30/20**

### Course Grading

Course Requirements	Total Points Possible	Percentage Of Your Grade
Attendance & Class Participation	15 points	15%
Readings & Weekly Design Journal Entries	30 points	30%
Session Leadership	20 points	20%
Community Action Involvement	10 points	10%
“This I Believe” Narrative & Presentation	25 points	25%

### Academic Accommodations and Short-Term Adjustments:

For students with documented disabilities, I will reach out to you ASAP to discuss any necessary accommodations once I receive the information from the Office of Student and Employee Accessibility Services. Feel free, of course, to reach out to me at any point during the semester, as well. I also understand that, for a variety of different reasons, students may not have official documentation but may require accommodations. These students should feel free to reach out to me at any point, as well. Further, please note these resources:

- Students seeking accommodations due to a disability or medical condition should contact: [Student and Employee Accessibility Services](#).
- Students in need of short-term academic advice or support can contact one of the deans: [Dean of the College](#)
- Students seeking psychological support services should contact: [Counseling and Psychological Services](#)
- Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact [Student Support Services](#). Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess (note: language borrowed from [Professor Sara Goldrick-Rab](#))

### Academic Honesty:

As with all Brown courses, there is a zero-tolerance policy for academic dishonesty and plagiarism in this course. The goal of any course is your learning; academic dishonesty cheats you out of fulfilling that goal. Please ensure you read the student handbook carefully on these matters and if you have any questions or uncertainty

at all, please reach out to me. I would always prefer late work to plagiarized work. If you are struggling to hand in an assignment on time and tempted to plagiarize, reach out to me instead and we will work something out.

**Required Books:** You are not required to purchase any texts for this course. All readings will either be posted to Canvas or available in digital form via the Brown Library.

**Course Schedule & Assignments\***

Date/Topic	Essential Questions	Readings/Assignments Due
<p><b>Week 1: Course Introduction</b></p> <p>1. Thurs, 1/24/20</p>	<p><i>What are we here for? What are we about?</i></p> <p><i>How have our diverse experiences in K-12 schooling shaped our current ideas about and approaches toward working in education?</i></p>	<p><u>In-Class</u></p> <ul style="list-style-type: none"> <li>● Baldwin, J. (1988). <a href="#">A talk to teachers.</a></li> <li>● Intro Survey</li> </ul>
<p><b>Week 2: No History, No Self; Know History, Know Self</b></p> <p>2. Tues, 1/28/20</p> <p>3. Thurs, 1/30/20</p>	<p><i>How have our diverse experiences in K-12 schooling shaped our current ideas about and approaches toward working in education?</i></p> <p><i>In what ways have we seen the “Master Narrative of American History” embedded in curriculum and national rhetoric? What should be the purpose of education?</i></p>	<p><u>Tues, 1/28/20</u></p> <ul style="list-style-type: none"> <li>● Takaki, R. (1993). <i>A different mirror: A history of multicultural America.</i> <a href="#">Ch. 1.</a></li> <li>● Freire, P. (1970). <i>Pedagogy of the oppressed.</i> <a href="#">Ch.2</a></li> <li>● Alexander, M. (2018). <a href="#">None of Us Deserve Citizenship.</a></li> </ul> <p><u>Thurs, 1/30/20</u></p> <ul style="list-style-type: none"> <li>● Love, B. L. (2019). <i>We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom.</i> Beacon Press. <a href="#">Ch. 1.</a></li> <li>● Anderson, M. (2017). <a href="#">Why the Myth of Meritocracy Hurts Kids of Color.</a></li> <li>● <b>Due: Design Journal Entry</b></li> </ul>
<p><b>Week 3: Dominant Narratives &amp; the Hidden Curriculum in Schools</b></p> <p>4. Tues, 2/4/20</p> <p>5. Thurs, 2/6/20</p>	<p><i>How have dominant narratives been present in our own experiences in classrooms and within society?</i></p> <p><i>What are the implications of systemic inequities in society and our classrooms and how might we actively resist these notions?</i></p>	<p><u>Tues, 2/4/20</u></p> <ul style="list-style-type: none"> <li>● Woodson, A. (2016). <a href="#">We’re Just Ordinary People: Messianic Master Narratives and Black Youths’ Civic Agency.</a> <i>Theory &amp; Research in Social Research.</i></li> <li>● Loewen, J. W. (1995). <i>Lies my teacher told me: Everything your American history textbook got wrong.</i> <a href="#">Ch.1</a></li> </ul> <p><u>Thurs, 2/6/20</u></p> <ul style="list-style-type: none"> <li>● Everyone: <ul style="list-style-type: none"> <li>○ Palmer, P.J. (1997). <i>The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life.</i> <a href="#">The Heart of a Teacher</a></li> <li>○ *Wiggins, G. &amp; McTigue, J. (2005). <i>Understanding by design.</i> <a href="#">Introduction</a></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>● Group A <ul style="list-style-type: none"> <li>○ Hong, W. P. (2009). <a href="#">Reading school textbooks as a cultural and political text: Representations of Asia in geography textbooks used in the United States</a>. <i>Journal of Curriculum Theorizing</i>, 25(1), 86-99.</li> </ul> </li> <li>● Group B <ul style="list-style-type: none"> <li>○ Hantzopoulos, M., Zakharia, Z., Shirazi, R., Bajaj, M., &amp; Ghaffar-Kucher, A. (2015). <a href="#">New Curricular Approaches to Teaching About the Middle East and North Africa</a>. <i>Social Studies Research &amp; Practice (Board of Trustees of the University of Alabama)</i>, 10(1).</li> </ul> </li> <li>● <b>Due: Design Journal Entry</b></li> <li>● <b>Due: Sign-Up for Session Leadership</b></li> </ul>
<p><b>Week 4: Whiteness, colonialism, &amp; complicity in the legacy of schools</b></p> <p>6. Tues, 2/11/20</p> <p>7. Thurs, 2/13/20</p>	<p><i>How do whiteness and colonialism impact our day-to-day lived experiences, in classrooms and in society?</i></p> <p><i>How do the historical legacies of oppression and privilege influence the lived experiences of all humans in U.S. society today?</i></p> <p><i>How have whiteness and colonialism shaped the role of schooling? How do they continue to influence the role of schools and educators in schools today?</i></p> <p><i>How might we actively resist whiteness and colonialism as educators?</i></p>	<p><u>Tues, 2/11/20</u></p> <ul style="list-style-type: none"> <li>● Everyone: <ul style="list-style-type: none"> <li>○ Ochoa, G. (2014). <a href="#">The invisible quality of whiteness in our schools</a>.</li> <li>○ Lomawaima, K.T. (1994). <i>They Called It Prairie Light</i>. <a href="#">Preface</a></li> </ul> </li> <li>● Group A: <ul style="list-style-type: none"> <li>○ DiAngelo, R. (2011). <a href="#">White fragility</a>.</li> <li>○ Gilio-Whitaker, D. (2018). <a href="#">Settler Fragility: Why Settler Privilege Is So Hard to Talk About</a></li> </ul> </li> <li>● Group B: <ul style="list-style-type: none"> <li>○ Chiariello, E. (2016). <a href="#">Why talk about whiteness?</a></li> <li>○ American Indian Relief Council. (2019). <a href="#">Boarding Schools, History and Culture</a>.</li> </ul> </li> <li>● Group C: <ul style="list-style-type: none"> <li>○ McIntosh, P. (1988). <a href="#">White Privilege: Unpacking the Invisible Knapsack</a></li> <li>○ Walker, T. (2015). <a href="#">The Horrifying History of Boarding Schools Hasn't Ended-- Here's What You Need to Know</a>.</li> </ul> </li> </ul> <p><u>Thurs, 2/13/20</u></p> <ul style="list-style-type: none"> <li>● This American Life. (2014). <a href="#">Is this working?</a></li> <li>● Gonzalez, J. (2016). <a href="#">Creating a welcoming classroom for students with special needs</a>. <i>Cult of Pedagogy</i></li> <li>● *Teaching Tolerance (2016). <a href="#">Reframing Classroom Management: A Toolkit for Educators</a></li> </ul>

<p><b>Week 5: Why We Teach</b></p> <p>Tues, 2/18/20 - <u>NO CLASS</u></p> <p>8. Thurs, 2/20/20</p>	<p><i>Why and for whom do we teach?</i></p>	<ul style="list-style-type: none"> <li>• <b>Due: Design Journal Entry</b></li> </ul> <p><u>Thurs, 2/20/20</u></p> <ul style="list-style-type: none"> <li>• Dewey, J. (1897). <a href="#">My Pedagogic Creed</a></li> <li>• Nieto, S. (2014). <i>Why We Teach Now</i>, New York: Teachers College Press, <a href="#">Ch 1</a></li> <li>• *Wiggins, G. &amp; McTighe, J. (2005). <i>Understanding by design, expanded 2nd edition</i>. <a href="#">Ch. 1</a></li> <li>• In class: <ul style="list-style-type: none"> <li>○ *Catapano, J. (n. d.). <a href="#">30 ways to arrange students for group work</a></li> <li>○ *<a href="#">Accountable Talk Resources</a></li> <li>○ *<a href="#">Discussion Strategies and Resources</a></li> <li>○ *<a href="#">Cult of Pedagogy Discussion Strategies</a></li> <li>○ *<a href="#">School Reform Initiatives Protocols</a></li> </ul> </li> <li>• <b>Due: Design Journal Entry</b></li> </ul>
<p><b>Week 6: Implications of Racialization, Oppression, &amp; Privilege in Schools</b></p> <p>9. Tues, 2/25/20</p> <p>10. Thurs, 2/27/20 (Session Leadership)</p>	<p><i>What does it mean to belong?</i></p> <p><i>What does it mean to be “American”? What does it mean to not be “American?”</i></p> <p><i>How are identity, belonging and citizenship discussed in classrooms and curricula?</i></p> <p><i>What are some of the varied, complex ways in which oppression exists?</i></p> <p><i>What are the implications of systemic inequities in our classrooms and how might we engage in active resistance and interruption of these legacies?</i></p>	<p><u>Tues, 2/25/20</u></p> <ul style="list-style-type: none"> <li>• Tatum, B. (1997). <a href="#">Defining racism: “Can we talk?”</a></li> <li>• Elias, M. (2013). <a href="#">The School-to-Prison Pipeline</a>.</li> <li>• Afeni Mills, A. (2019). <a href="#">A Letter to White Teachers of my Black Children</a></li> <li>• *CAST. (2011). <a href="#">Universal Design for Learning (UDL) guidelines</a> (click through &amp; skim)</li> </ul> <p><u>Thurs, 2/27/20 (Session Leadership)</u></p> <ul style="list-style-type: none"> <li>• Tatum, B. (1997). Why are all the Black kids sitting together in the cafeteria?: And other conversations about race. <a href="#">Ch. 2</a></li> <li>• Green, E.L., &amp; Waldman, A. (2018). <a href="#">‘I Feel Invisible:’ Native Students Languish in Public Schools</a></li> <li>• Kivel, P. (2002). <i>Uprooting racism: How white people can work for racial justice</i>. <a href="#">Part 1 p. 6-23</a>.</li> <li>• <b>Due: Design Journal Entry</b></li> </ul>
<p><b>Week 7: Unpacking Gender, Sexuality, and Masculinity in Schools</b></p> <p>11. Tues, 3/3/20 (Session Leadership)</p>	<p><i>How are concepts of gender &amp; sexuality present in our daily lives and influence our actions and those of our students?</i></p> <p><i>How are these aspects apparent within our classrooms, practice and in social studies curricula?</i></p> <p><i>How might we actively resist dominant notions and create a positive</i></p>	<p><u>Tues, 3/3/20 (Session Leadership)</u></p> <ul style="list-style-type: none"> <li>• Take 10 minutes to explore: <a href="https://www.tumblr.com/search/queer+his+tory">https://www.tumblr.com/search/queer+his+tory</a></li> <li>• Schmidt, S. J. (2010). <a href="#">Queering social studies: The role of social studies in normalizing citizens and sexuality in the</a></li> </ul>

<p>12. Thurs, 3/5/20 (Session Leadership)</p>	<p><i>learning environment for our LGBTQIA+ students?</i></p>	<p><a href="#">common good</a>. <i>Theory &amp; Research in Social Education</i>, 38(3), 314-335.</p> <ul style="list-style-type: none"> <li>• Pascoe, C.J. (2013). <a href="#">Notes on a Sociology of Bullying: Young Men’s Homophobia as Gender Socialization</a>.</li> <li>• *Tomlinson, C.A., &amp; Imbeau, M.B. (2010). <i>Leading and Managing a Differentiated Classroom</i>. <a href="#">Ch. 1</a></li> </ul> <p><u>Thurs, 3/5/20 (Session Leadership)</u></p> <ul style="list-style-type: none"> <li>• Grady, J., Marquez, R., &amp; McLaren, P. (2012). <a href="#">A critique of neoliberalism with fierceness: Queer youth of color creating dialogues of resistance</a>. <i>Journal of Homosexuality</i>, 59(7), 982-1004.</li> <li>• Keenan, H. (2017). <a href="#">Unscripting Curriculum: Toward a Critical Trans Pedagogy</a>. <i>Harvard Educational Review</i>, 87(4), 538-556</li> <li>• <b>Due: Design Journal Entry</b></li> <li>• <b>Due: Part 1 of “This I Believe” Narrative</b></li> </ul>
<p><b>Week 8</b></p> <p><b>Adulthood &amp; Age-Based Power Dynamics in Our Classrooms</b></p> <p>13. Tues, 3/10/20 (Session Leadership)</p> <p><b>Articulating the Complexities of Linguistic Diversity and Educating Emergent Bilinguals</b></p> <p>14. Thurs, 3/12/20 (Session Leadership)</p>	<p><u>Tues, 3/10/20 (Session Leadership)</u> <i>How does age-based power manifest in classrooms and schools?</i></p> <p><i>How can we be allies and accomplices to our students and young people in learning spaces?</i></p> <p><u>Thurs, 3/12/20 (Session Leadership)</u> <i>What language(s) and belief systems characterize and define diverse classrooms spaces?</i></p> <p><i>Why is bilingualism a vital topic in the education of all children in U.S. classrooms?</i></p> <p><i>What does it mean to authentically honor the linguistic diversity in classrooms and schools?</i></p>	<p><u>Tues, 3/10/20 (Session Leadership)</u></p> <ul style="list-style-type: none"> <li>• Gordon, H. R. (2007). <a href="#">Allies within and without: How adolescent activists conceptualize ageism and navigate adult power in youth social movements</a>. <i>Journal of Contemporary Ethnography</i>, 36(6), 631-668.</li> <li>• Taft, J. K. (2015). <a href="#">“Adults talk too much”: Intergenerational dialogue and power in the Peruvian movement of working children</a>. <i>Childhood</i>, 22(4), 460-473</li> <li>• <a href="#">@subversive.thread on adulthood in schools</a></li> <li>• <a href="#">@subversive.thread on adulthood at large</a></li> <li>• *Tomlinson, C.A., &amp; Imbeau, M.B. (2010). <i>Leading and Managing a Differentiated Classroom</i>. <a href="#">Ch. 4</a></li> </ul> <p><u>Thurs, 3/12/20 (Session Leadership)</u></p> <ul style="list-style-type: none"> <li>• Anzaldúa, G. (2007). <i>Borderlands/La Frontera: The new mestiza</i>. <a href="#">Ch. 5</a></li> <li>• de los Ríos, C. V. (2016). <a href="#">Writing from La Panza!: Exploring monologue literacies with emergent bilinguals</a>. <i>English Journal</i>, 105(5), 75.</li> <li>• McCarthy, T. &amp; Romero, M &amp; Zepeda, O. (2006). <a href="#">Reclaiming</a></li> </ul>

		<p><a href="#">the Gift: Indigenous Youth Counter Narratives on Native Language Loss and Revitalization</a>. <i>The American Indian Quarterly</i></p> <ul style="list-style-type: none"> <li>• <b>Due: Design Journal Entry</b></li> </ul>
<p><b>Week 9: Disability &amp; Ableist Learning Spaces</b></p> <p>15. Tues, 3/17/20 (Session Leadership)</p> <p>16. Thurs, 3/19/20 (Session Leadership)</p>	<p><i>What is disability studies?</i></p> <p><i>How do we challenge ableism in our practices and classrooms to meet the needs of our students?</i></p>	<p><u>Tues, 3/17/20 (Session Leadership)</u></p> <ul style="list-style-type: none"> <li>• Video: <a href="#">Mia Mingus on Disability Justice</a></li> <li>• Hehir, T. (2002). <a href="#">Eliminating ableism in education</a>. <i>Harvard Educational Review</i>, 72(1), 1-32.</li> <li>• *Wiggins, G. &amp; McTighe, J. (2005). <i>Understanding by design, expanded 2nd edition</i>. <a href="#">Ch. 10</a></li> </ul> <p><u>Thurs, 3/19/20 (Session Leadership)</u></p> <ul style="list-style-type: none"> <li>• Reid, D. K., &amp; Knight, M. G. (2006). <a href="#">Disability justifies exclusion of minority students: A critical history grounded in disability studies</a>. <i>Educational Researcher</i>, 35(6), 18-23.</li> <li>• Curry, C. (2003). <a href="#">Universal design: Accessibility for all learners</a>. <i>Educational Leadership</i>, 61(2), 55-60.</li> <li>• <b>Due: Design Journal Entry</b></li> </ul>
<p><b>SPRING BREAK (Mon, 3/23- Fri, 3/28)</b></p>		
<p><b>Week 10: Examining Barriers &amp; Bridges to Connecting Classrooms with Communities and Homes</b></p> <p>17. Tues, 3/31/20 (Session Leadership)</p> <p>18. Thurs, 4/2/20 (Session Leadership)</p>	<p><i>What are the ideological and institutional bridges and barriers to actively engaging families in classrooms?</i></p> <p><i>What are some of the positive and negative ways in which schools communicate with families? What are some of the cultural discontinuities between homes and schools?</i></p> <p><i>What are some ways that educators can work toward fostering classroom families?</i></p>	<p><u>Tues, 3/31/20 (Session Leadership)</u></p> <ul style="list-style-type: none"> <li>• Lawrence-Lightfoot, S. (2003) <i>The Essential Conversation</i>. <a href="#">Ch 1</a></li> <li>• Yosso, T.J. (2005). <a href="#">Whose culture has capital? A critical race theory discussion of community cultural wealth</a>. <i>Race Ethnicity and Education</i></li> <li>• *Wiggins, G. &amp; McTighe, J. (2005). <i>Understanding by design, expanded 2nd edition</i>. <a href="#">Ch. 9</a></li> </ul> <p><u>Thurs, 4/2/20 (Session Leadership)</u></p> <ul style="list-style-type: none"> <li>• Keene, A.J. (2016). <a href="#">College Pride, Native Pride: A Portrait of a Culturally Grounded Precollege Access Program for American Indian, Alaska Native, and Native Hawaiian Students</a>. <i>Harvard Educational Review</i>, 86(1): 72-97.</li> <li>• Garcia, E. (2008). <a href="#">Ch. 55: Valuing Students' Home Worlds</a>, p. 294-298</li> <li>• Select one: <ul style="list-style-type: none"> <li>○ Campano, G., Ghiso, M.P., &amp; Welch, B. (2015). <a href="#">Ethical and professional norms in</a></li> </ul> </li> </ul>



		<p><a href="#">community-based research</a>. <i>Harvard Educational Review</i>, 85(1), 29-49.</p> <ul style="list-style-type: none"> <li>○ Miriam, S.B., &amp; Johnson-Bailey, J., Lee, M., Kee, Y., Ntseane, G., &amp; Muhamed, M. (2001). <a href="#">Power and Positionality: negotiating insider/outsider dynamics within and across cultures</a></li> </ul> <ul style="list-style-type: none"> <li>● <b>Due: Design Journal Entry</b></li> </ul>
<p><b>Week 11: Standardizing Inequity-Examining the Impact of Educational Practices &amp; High Stakes Testing Upon Teaching</b></p> <p>19. Tues, 4/7/20 (Session Leadership)</p> <p>20. Thurs, 4/9/20*</p>	<p><i>What are some of the historical origins of standardized testing?</i></p> <p><i>What is the relationship between high-stakes testing and educational inequality?</i></p> <p><i>How have political ideologies and discourses influenced educational policy, and how have some of these policies impacted teaching and learning?</i></p>	<p><u>Tues, 4/7/20 (Session Leadership)</u></p> <ul style="list-style-type: none"> <li>● Gewertz, C. (2015). <a href="#">The Common Core explained</a></li> <li>● Au, W. (2009). <i>Unequal by design: High-stakes testing and the standardization of inequality</i>. <a href="#">Ch. 2</a></li> <li>● *Wiggins, G. &amp; McTighe, J. (2005). <i>Understanding by design, expanded 2nd edition</i>. <a href="#">Ch. 11</a></li> </ul> <p><u>Thurs, 4/9/20*</u></p> <ul style="list-style-type: none"> <li>● Sleeter, C. (2005). <i>Un-Standardizing Curriculum: Multicultural Teaching in the Standards-Based Classroom</i>. <a href="#">Ch. 1</a></li> <li>● Kendi, I. (2016). <a href="#">Why the Academic Achievement Gap is a Racist Idea</a>. <i>Black perspectives</i>.</li> <li>● In class: <ul style="list-style-type: none"> <li>○ Rhode Island Grade Span Expectations - <a href="#">Social Studies K-12</a> (2008, 2012)</li> </ul> </li> <li>● <b>Due: Design Journal Entry</b></li> </ul>
<p><b>Week 12: Examining Pedagogies of Possibility</b></p> <p>21. Tues, 4/14/20 (Session Leadership)</p> <p>22. Thurs, 4/16/20 (Session Leadership)</p>	<p><i>What is "critical pedagogy" and how might it help to transform classrooms and schools into sites of empowerment and liberation?</i></p> <p><i>What are the key tenets of culturally relevant/responsive teaching and how do they relate to knowledge construction?</i></p>	<p><u>Tues, 4/14/20 (Session Leadership)</u></p> <ul style="list-style-type: none"> <li>● Banks, J. A. (1994). <a href="#">Transforming the mainstream curriculum</a>. <i>Educational Leadership</i>, 51, 4-8.</li> <li>● Duncan-Andrade, J. M. R., &amp; Morrell, E. (2008). <i>The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools</i>. <a href="#">Ch. 1</a></li> <li>● *McTighe, J. &amp; O'Connor, K. (2005) <a href="#">Assessment to Promote Learning: Seven Practices for Effective Learning</a>. <i>Educational Leadership</i>, 63, 3.</li> </ul> <p><u>Thurs, 4/16/20 (Session Leadership)</u></p> <ul style="list-style-type: none"> <li>● Ladson-Billings, G. (2006). <a href="#">Yes, but how do we do it? Practicing culturally relevant pedagogy</a>. In Landsman, J. &amp; Lewis, C. (Eds.) <i>White teachers/diverse classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism</i>, 29-42.</li> </ul>

		<ul style="list-style-type: none"> <li>• Paris, D. (2012). <a href="#">Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice</a>. <i>Educational Researcher</i>, 41(3): 93–97</li> <li>• Ellsworth, E. (1989). <a href="#">Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy</a></li> <li>• <b>Due: Design Journal Entry</b></li> </ul>
<p><b>Week 13: Curricular Transformation</b></p> <p>23. Tues, 4/21/20 (Session Leadership)</p> <p>24. Thurs, 4/23/20 (Session Leadership)</p>	<p><i>How do we practice all that we've learned in our classrooms?</i></p> <p><i>What pedagogies out there support socially just social studies frameworks?</i></p> <p><i>What approaches will you take to transform your curriculum but your own perspective to teaching social studies? Why?</i></p>	<p><u>Tues, 4/21/20 (Session Leadership)</u></p> <ul style="list-style-type: none"> <li>• King, L., &amp; Kasun, G. S. (2013). <a href="#">Food for thought: A framework for social justice in social studies education</a>. <i>Focus on Middle Schools</i>, 25(3).</li> <li>• Tuck, E. (2009). <a href="#">Re-visioning action: Participatory action research and Indigenous theories of change</a>. <i>Urban Review</i>, 41(1), 47–65.</li> <li>• Yang, K. W. (2009). <a href="#">Mathematics, critical literacy, and youth participatory action research</a>. <i>New Directions for Youth Development</i></li> <li>• *Picower, B. (2012) <a href="#">Using their words: Six elements of social justice curriculum design for the elementary classroom</a>. <i>International Journal of Multicultural Education</i>, 14(1), 1-17</li> </ul> <p><u>Thurs, 4/23/20 (Session Leadership)</u></p> <ul style="list-style-type: none"> <li>• The Stanford History Education Group. <a href="#">Civil Rights Act of 1964</a></li> <li>• Goodrich, J. (2006) <a href="#">Civil Rights Struggles in the Latino Community</a> course description</li> <li>• Southern Poverty Law Center. (n.d.) <a href="#">A time for justice: America's Civil Rights Movement</a>. Teaching Tolerance. (skim through video)</li> <li>• <a href="#">Taking a Stand: Models of Civic Participation</a> Lesson Plan Resources</li> <li>• <b>Due: Design Journal Entry</b></li> </ul>
<p><b>Week 14</b></p> <p><b>Curricular Transformation</b></p> <p>25. Tues, 4/28/20 (Session Leadership)</p> <p><b>Final Presentations &amp;</b></p>	<p><u>Tues, 4/28/20 (Session Leadership)</u></p> <p><i>How do we practice all that we've learned in our classrooms?</i></p> <p><i>What pedagogies out there support socially just social studies frameworks?</i></p> <p><i>What approaches will you take to transform your curriculum but your own perspective to teaching social studies? Why?</i></p>	<p>Tues, 4/28/20 (Session Leadership)</p> <ul style="list-style-type: none"> <li>• Subedi, B. (2013). <a href="#">Decolonizing the curriculum for global perspectives</a>. <i>Educational Theory</i>, 63(6), 621-638.</li> <li>• Waitoller, F. &amp; Thorius, K. (2016). <a href="#">Cross-pollinating culturally sustaining pedagogy and universal design for learning</a></li> </ul> <p>Thurs, 4/30/20</p>

<p><b>Closing</b> 26. Thurs, 4/30/20</p>	<p><u>Thurs, 4/30/20</u> <i>How have you transformed from the beginning of the course?</i></p> <p><i>What goals and frameworks do you have in mind for your future classroom?</i></p>	<ul style="list-style-type: none"> <li>• <b>Due: Part 3 of "This I Believe" Narrative</b></li> </ul>
<p><b>Week 15</b> <b>NO CLASS</b></p>	<p><b>Due by Friday, 5/15/20:</b></p> <ul style="list-style-type: none"> <li>• <b>Community Action Involvement</b></li> <li>• <b>Part 2 of "This I Believe" Narrative</b></li> </ul>	

\*Readings and activities are subject to change.