EDU 202  
Fall 2017  
Intercultural Context in Education  
Tuesdays, Thursdays, 10:00 – 11:50 a.m.  
Barstow 107  
Prerequisite course: EDU 100/EDU 102

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Office Hours:  
Tuesdays  
Thursdays  

Course Description  

This course is designed to help foster cultural awareness at the individual and systemic level. It is also designed to promote anti-racist behaviors, equity, and social justice in educational practices. More specifically, this course is designed to help students (1) develop a historical perspective into the issues of race and schooling (2) learn to think critically about curriculum and pedagogy (3) develop cultural competency regarding educational practices and teaching and (4) to develop an understanding of the multicultural roots of the U.S. education system. Ultimately, this course provides students with a deep, historical context for the need for Culturally Relevant Pedagogy, Culturally Sustaining Pedagogy and Culturally Responsive Teaching. Additionally, it also provides a platform from which to develop the skills to become anti-racist, culturally competent and equitable educators. This course is designed to prepare students to become critical and reflective teacher researchers. The class is designed to ground students’ learning in empirical observational data, students will use their coursework to think critically about what they observe in the classroom regarding race, culture, power, ability and language. Students are encouraged to continue their exploration of issues of equity and diversity beyond the scope of this course. This course supports the overall education department’s desire to foster in teacher education candidates a “commitment to the understanding that all children, adolescents, and adults can learn, and we further encourage our candidates to dedicate themselves to be advocates for learning. Using developmentally appropriate and educationally effective approaches and guided by state and national standards, our candidates create environments that prepare learners to contribute to a democratic and equitable society in an increasingly interdependent and global world.” The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Students will:

1. Reflect on personal and professional teaching culture in terms of historical, sociological, and political foundations.
2. Learn about multicultural curriculum and culturally responsive pedagogy
3. Explain the cultural influences of family, class, religion, language, race/ethnicity, sexual orientation and school community on individual educational opportunity.
4. Develop ethnographic observation skills

**Required Texts:**


**Working Assumptions for the Course:**
*Ideas not individuals are open to challenge:* The nature of the course should produce a diversity of ideas. To insure that multiple voices are heard the course must foster a high degree of psycho-social safety. As graduate students you should feel comfortable challenging the ideas and thinking of others. However, that challenge cannot be in the form of personal attack or disparagement.

*Questions represent opportunities to learn:* Sometimes students feel that they should not ask questions because they may “sound dumb.” On the contrary, questions can be a good indicator of your engagement with the subject matter. Do not self-censor. Your questions may lead to clearer understandings for us all.

*Students assume responsibility for their own learning and success:* You get out of this experience what you put into it. Thus, students need to make their needs known. I try to be generous with my time and I listen to your ideas and concerns. However, you must make and keep appointments. This assumption also means that students need to take from this experience the things that are useful in furthering their own research and practice interests.

**You are expected to turn in your assignments when they are due. I reserve the right to lower your grade for assignments turned in late.**

**The Structure of the Class**
The class will involve lecture and/or Socratic dialogue as well as small group discussions. To maintain your responsibility to the other members of the class you will need to do the assigned reading and come to class prepared to do the assigned reading. I will ask the same questions each week regarding our readings so you should be prepared to respond to:

- What questions did the readings provoke for you?
- What issues, facts, values, perspectives did the readings challenge?
What do you know now that you did not know before reading/viewing this week’s assignments?

**Expectations for Class Readings**
In order to insure that students critically deliberate in seminar, it is expected that each student address 1-2 selected quotes from the text of the weekly readings, as well as craft 1-2 questions. The quotes and questions, will help foster collective inquiry around the ideas and perspectives that emerge from the readings. Thus, it is expected that you come to class sessions regularly and on time—prepared to critically delve into the text. Students will be responsible for reading weekly, and developing questions for class discussion. I reserve the right to lower your grade if these expectations are not met.

**Written Assignments**
Unless otherwise noted, all assignments must be typed, double-spaced, with one-inch margins, and 11-12 point readable fonts. All papers must follow the formatting, referencing and style of the *Publication Manual for the American Psychological Association* (6th Edition). If you do not own this style manual, it can be found in most libraries. The references used in your written assignments should be scholarly. At times, it is appropriate to use sources from the popular media (e.g. Internet, newspapers, magazines, etc.), you should critically assess their worth and potential biases. Your citations should be primarily based on books, journal articles and other scholarly work. Do not cite work that you have not read. Please do not cite references in your bibliography that are not used in the text of the paper.

**Attendance Policy**
I expect you to want to come to class prepared to discuss the readings and actively participate. More than two absences is considered excessive and I have the discretion to require an additional written assignment from you if this absence is not excused (e.g. due to sickness, personal issues, or family issues).

If you are absent for any reason, you have the option to write a memo to partially make up for lost participation points.

**Academic Honesty**
The Carroll University Academic Integrity Policy is located in your student handbook ([https://my.carrollu.edu/ICS/Departments/Student_Affairs](https://my.carrollu.edu/ICS/Departments/Student_Affairs)). I encourage you to familiarize yourself with it. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask.

Academic honesty is the foundation of intellectual inquiry and academic pursuits. All students in this class are expected to hold each other to standards set forth by the University of Wisconsin Code Of Academic Integrity. If you have any questions about this, please talk to me and/or visit the following website to review the policy:
All students are required to hold themselves and each other to the highest standards of academic honesty in this class. For the purposes of this course, academic misconduct is defined as any activity that undermines the academic integrity of the class or the institution. Academic misconduct can include human, paper copy of electronic resources. I reserve the right to deduct points on any assignment, paper, or on your cumulative grade in class if I find that you have engaged in any misconduct behaviors. This may result in receiving a failing grade on the assignment or in the course. Please note: ignorance or failure to understand the policy is not an excuse. If you have questions about anything regarding academic honesty, you should ask me.

In this class, academic misconduct includes, but is not limited to:

1. **Cheating**: using or providing unauthorized help such as:
   a. Copying your own previous work (e.g., a paper that you submitted to a previous class in part or in full) unless given permission to do so by the professor for this class;
   b. Using unauthorized assistance (notes, books, other faculty, other students) on any exams or quizzes (take home or in-class) if instructed not to do so by the professor for this class;
   c. Using materials from a commercial term paper company;
   d. Using another person as a substitute in taking an exam or a quiz without authorization by the professor;
   e. Collaborating on a paper that was not a group project (e.g., where another student wrote part or all of a paper without credit) unless otherwise assigned by the professor;
   f. Using unauthorized assistance in fieldwork (e.g., having another person collect data for you without the professor’s approval);
   g. Changing a grade or score.

2. **Fabrication**: falsifying information or data in any academic exercise.

3. **Plagiarism**: using another person’s work, including other students’ work, without properly citing it. All ideas that are taken from another source (e.g., book, article, report, lectures, other students’ work) must be properly cited. Citations must be used for ideas such as:
   a. Another person’s direct quote (unless a pseudonym is used in a qualitative project);
   b. Another person’s ideas, opinions, theories, or hypotheses;
   c. Paraphrased words, ideas, opinions theories, or hypotheses;
   d. Statistics or illustrative materials (e.g., diagrams, figures)

The definitions in this statement were adapted from similar misconduct policies:
- University of Michigan, Rackham Graduate School: [http://www.rackham.umich.edu/current-students/policies/academic-policies/section10](http://www.rackham.umich.edu/current-students/policies/academic-policies/section10)
- University of Nebraska: [http://comm.unl.edu/files/dept/GradePolicy.pdf](http://comm.unl.edu/files/dept/GradePolicy.pdf)
- Michigan State University: [https://www.msu.edu/~ombud/academic-integrity/plagiarism-policy.html](https://www.msu.edu/~ombud/academic-integrity/plagiarism-policy.html)
- Ohio State University: [http://oaa.osu.edu/coamtsuggestions.html](http://oaa.osu.edu/coamtsuggestions.html)
**Late Assignment Policy**
It is important that you can meet deadlines in graduate school and in your professional positions. Therefore, late assignments may earn no higher than a C average grade, even if just a few hours late. All deadlines for projects are specified in the syllabus. Assignments not completed three days past the deadline cannot be made-up. Students cannot request extra credit opportunities for late assignments.

**Life Happens Policy**
Although I will fully adhere to the late assignment policy, part of my teaching philosophy includes treating students holistically (as whole beings with complex lives). If for some reason you anticipate not being able to complete a requirement of this course by the specified deadline, contact me prior to the deadline to explain the circumstances. If you anticipate any conflicts now, contact me immediately to make arrangements. Do not contact me after a deadline has passed to explain why you did not make the deadline. Uncontrollable family or personal emergencies are, of course, exempted.

**Mutual Respect and Consideration**
Given the content of the course, we may discuss topics that may be uncomfortable to you or to your peers. Please respect one another’s prior experiences and viewpoints. When you speak about your opinions, speak only for yourself – please refrain from speaking on behalf of a group of people or from asking your peers to speak on behalf of a group of people.

As the discussion occurs, people may share personal experiences. Please respect confidentiality by not taking class discussions outside of the class, particularly if it is about the experiences of others. Let’s only tell our own stories – not the stories of others.

**Respect for Diversity**
It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for treatment of materials related to gender, sexuality, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Feedback and suggestions are welcomed.

I will make every effort to call you the name and pronoun by which you desire to be called. Please advise me of the pronoun you want me to use in class (e.g., he, she, they, etc.) and if you want to be a called a gender neutral pronoun (e.g., they, we, ze/ne/ve).

**A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact me as soon as possible.**

Students with documented disabilities who may need accommodations, or any student considering obtaining documentation should make an appointment with Ms. Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. She can be reached by calling 262-524-7335 or contacting her via email at mbledsoe@carrollu.edu.
Computer Use
You will be expected to use technology productively during class. During class discussions please turn off your cellphones and use computers to reference text or to take notes. You will be expected to be present in class for discussion and expected to use your electronic devices to that end.

Religious holidays
All attempts have been made to minimize conflict between this course and religious holidays.

**If you notice that there is an assignment due on a religious holiday that you observe, please let me know as soon as possible and we can arrange an alternate date for the assignment to be submitted.

Grading Criteria
Each written assignment will be graded on the following criteria:
- Organization and development of ideas
- Synthesis of material (i.e. ability to synthesize readings or sources)
- Originality (i.e., this should be a unique contribution)
- Writing quality
- Soundness of analysis
- Writing style: formatting, reference, and style

Assignments: Overview
1. 2 short essays in response to the readings One can be a film review response (2 – 4 pgs.)

2. Field Work
   1. Ethnographic Observations – Field Notes (up to 2 pgs. Typed double spaced – turned in once per month) =
   2. Auto Ethnographic Observations (up to 2 pgs. Typed double spaced – turned in once per month)

3. Final Presentation: Ethnographic Observations – 5-8 pg. write up & 5-8 min. presentation

Assignments: Description
Fieldwork (including submission of field notes & interview protocol): 40 points.
1. Classroom Observations: Students will select a research site on or near campus where they will conduct ethnographic research during the semester. Students should spend a minimum of 4 hours per month doing fieldwork (beginning the week of Oct. 3rd). You will be expected to turn in at least 2 pages (double spaced) detailing your observations, questions that you have about them and the connections you make to the literature. We will go over examples in class.
2. **Self-Observations:** You will be expected to keep a running log of observation about daily activities and daily life. You can use whatever works for you—a log sheet, a running list of paragraph observations etc. We will go over examples in class. This is not a journal entry, it is a running account of your activities, comings and goings etc. You will be expected to turn this in once per month.

**2 Short Essays**

You will be required to write two essay responses (2 pg. min. 4 pg. max, double spaced) to questions about the literature during the semester. You can choose which questions to which you like to respond. Questions will be released every two weeks on canvas. It is your responsibility to check for new questions. It is your responsibility to sign up for the weeks you would like to write your essays.

**Final Presentation**

1. **Final Paper:** You will compile your classroom observations and your personal observations into one paper (5-8 pages) describing (1) your observations about the classroom you observed, questions you have, and connections to the literature and (2) your observations about your daily activities, coming and goings and the cultural aspects of your life that you will have to translate to your students. You can either (a) combine these observations into one 5 – 8 page paper or (b) turn in two essays (4 pages minimum per paper). Details will be discussed in class.

2. **Final Presentation:** You will create a 5-8 minute presentation (power point, classroom discussion, video production, your choice) that describes the observations you made about the classroom, observations about yourself and the connections you made to the literature. Details will be discussed in class.

**Grading**

**Grading Criteria**

Each written assignment will be graded on the following criteria:

- Organization and development of ideas
- Synthesis of material (i.e. ability to synthesize readings or sources)
- Originality (i.e., this should be a unique contribution)
- Writing quality
- Soundness of analysis
- Writing style: formatting, reference, and style

Final grade assessment will use the following guidelines:

A (100-94): Complete and very thorough command of the course content; exceptionally high level of scholarship. Expression of individual ideas and content based on the critical synthesis of data and course material.

A/B (93-89): Thorough command and use of course material in presentations, papers, and the final project. Expression of individual ideas based upon the course material.

B (88-83): Solid command and use of course material in presentations, papers, and the final project. Expression of individual ideas and content in relation to course material.
B/C (82-79): Acceptable command and use of course material in presentations, papers, and the final project. Expression of individual ideas and content with reference to course material.

C (78-73): Marginal performance on some aspects of the course requirements. Marginal use of course material in presentations, papers, and the final project. Expression of individual ideas without reference to course material or data gathered. Minimal expression of personal ideas or learning.

C/D (72-69): Minimally acceptable performance on course assignments. Minimal use of course material in presentations, papers, and the final project. No expression of personal ideas or learning.

F (68 and below): Not acceptable performance on course assignment.

Readings

**Week Two: Contextualizing the need for multicultural education**
- From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools Gloria Ladson-Billings (On canvas)
- Introduction: Despite the Best Intentions: How Racial Inequality Thrives in Good Schools pp. 1-15 (on Canvas)

**Week Three: Review - Contextualizing the need to be a culturally responsive teacher**
- From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools Gloria Ladson-Billings (On canvas)
- Introduction: Despite the Best Intentions: How Racial Inequality Thrives in Good Schools pp. 1-15 (on Canvas)
- “You Ain’t Making Me Write” Culturally Sustaining Pedagogies and Black Youth’s Performances of Resistance” – Valerie Kinloch (9pgs. - on Canvas)
- “Narrating My Life” – Mary Louise Gomez (8 pgs – on Canvas)
- Viewing in class: Chimamanda Adichie, “The danger of a single story”

**Week Four: How Did Racist Ideas Develop?**
- Stamped From the Beginning Ch. 1-3 (pp. 1-31)
- Viewing in class: First 30 min. of Rabbit Proof Fence

**Week Five: How Did Racist Ideas Develop?**
- Stamped From the Beginning Ch. 1-3 (pp. 1-31)
- Viewing in class: First 30 min. of Rabbit Proof Fence
Week Six: Becoming Conscientious Cultural Observers
- Ch. 1 Ethnography & Culture (p. 3-26) - Spradley, J. P. (2016) Participant Observation
- Ch. 3 The Ethnographic Research Cycle (p. 26 – 34)

Week Seven: Becoming Conscientious Cultural Observers
- ** Lecture on Tara Yosso’s article: “Whose culture has capital? A critical race theory discussion of community cultural wealth.”

Week Eight: Struggles over Native American Curricular Sovereignty
- p. (18-43) “Education for Colonization or Education for Self Determination? Early Struggles over Native American Curricular Sovereignty” from Reclaiming the Roots of U.S. Curriculum
- viewing: Dismantling the white man's Indian: Dr. Dawn Martin-Hill at TEDxMcMasterU
  [https://www.youtube.com/watch?v=f0DsMrTshcA](https://www.youtube.com/watch?v=f0DsMrTshcA)

Week Nine: Chinese American and Japanese American Education in the Early 20th Century
- Viewing in class: Fa'afafine: Samoan Boys Raised As Girls I The Feed
  [https://www.youtube.com/watch?v=F9xvkCa63Js](https://www.youtube.com/watch?v=F9xvkCa63Js)
Viewing in class: I Am Not Your Asian Stereotype | Canwen Xu | TEDxBoise
[https://www.youtube.com/watch?v=_pUtz75lNaw](https://www.youtube.com/watch?v=_pUtz75lNaw)

Week Ten: Early Mexican American Discourse in Texas and New Mexico.
- p. 80-112: Colonial Legacies: Shaping the Early Mexican American Discourse in Texas and New Mexico.
  Viewing in class: Chicano! PBS Documentary Quest For A Homeland
- [https://www.youtube.com/watch?v=OMwnWtovbjQ](https://www.youtube.com/watch?v=OMwnWtovbjQ)

Week Eleven: African American Curriculum History: A Revisionist Racial Project.
Viewing: Ethnic Notions The Origins Of The Sambo, The Coon, & Mammy
[https://www.youtube.com/watch?v=uSOCJn_xx60&t=259s](https://www.youtube.com/watch?v=uSOCJn_xx60&t=259s)
Viewing: Racism against Obama: [https://www.youtube.com/watch?v=LDHnWVPKqSY](https://www.youtube.com/watch?v=LDHnWVPKqSY)
- Ch. 1 A Dream Deferred (pp. 1-16)
- Ch. 2 Does Culture Matter? (pp. 17 – 33)
- In class viewing: DeMarzo Lecture on Teaching Excellence: Dr. Gloria Ladson-Billings
  [https://www.youtube.com/watch?v=-umqXSAizW8](https://www.youtube.com/watch?v=-umqXSAizW8)

Week Eleven: Culturally Relevant Pedagogy
- Ch. 3 Seeing Color, Seeing Culture (pp. 33-58)
- Ch. 4 We Are Family (pp. 59 – 85)

**Week Twelve: Culturally Relevant Pedagogy**
- Ch. 5 Tree of Knowledge (86 – 110)

**Week Thirteen Culturally Relevant Pedagogy**
- Ch. 6 Culturally Relevant Teaching (pp. 111-138)
- Ch. 7 Making Dreams into Reality (pp. 139 – 157) (optional)
- **Final Presentations**

**Week Fourteen: Reflection**
Tuesday December 12th
- **Final Presentations**