

EDC U 406/EDC G 606 Sociocultural Foundations of Education

University of Massachusetts Boston
College of Education and Human Development
Summer Session I 2020
Location: Wheatley W01-0010
Time: Mondays, Wednesdays 6-9 pm

We do not have an achievement gap; we have an education debt.

-Gloria Ladson-Billings

We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community - and this nation.

-César Chávez

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General Course Description:

This course examines the interrelationships among students, schools, and society. Participants learn about the ways in which race, class, language, and ethnicity influence how we define ourselves and each other in our various encounters within the broader culture of US society. The course examines the historical antecedents influencing how the lives of the immigrant and colonized peoples in the US are defined. It is designed as a foundation for understanding the policies, goals, assumptions, strategies, and practices of multicultural approaches to education. It draws on a variety of models to construct educational curricula that are multicultural and socially reconstructionist. Readings are placed within the context of public schooling today in order to develop students' "cultural consciousness" and awareness of the individual and shared societal assumptions we bring to our teaching experiences. This class includes required fieldwork hours.

Course Overview:

Gloria Ladson-Billings coined the phrase "education debt" for the cumulative historical impact of fewer resources and other harm directed at students of color. This course examines the history, causes, and possible solutions for persistent opportunity gaps and the related educational debt. It examines issues of race, gender, class, sexual orientation in the context of diverse student populations. It expands students understanding of the role that social identities and culture play in educational settings and society more broadly. It seeks to help beginning teachers to thrive in all classrooms, and especially urban schools, by deepening their understanding of structural, cultural and identity issues. It exposes teachers to asset-based pedagogies, which position the teacher as a partner with students and their families.

EDC 606 introduces important educational concepts related to critical multicultural education and urban schooling. The focus of this course is on helping future teachers acknowledge the power and privilege embedded in American culture and how it impacts student learning. This course is organized into seven themes: *history and contexts of*

education, race/ethnicity, socioeconomic class, gender/sexual orientation, language/immigration status, culturally relevant and sustaining pedagogy, and teachers as agents of change. Through these seven themes we will strengthen your knowledge and understanding of the persistent social inequities that exist in American schools and ways that teachers can help work for justice.

Because students taking EDC G 606 are diverse racially, ethnically, socioeconomically, and in gender, sexual orientation, language, and physical ability, it is important we create a climate where everyone feels comfortable sharing their experiences and perspectives, as well as offering and receiving constructive feedback or advice. At all times we will give each other respect, confidentiality, and confidence in each another.

Students are required to complete readings in preparation for each class session. These readings will be discussed in class (various strategies will be used to assess the readings). Students will also be required to complete regular assignments and fieldwork.

Objectives:

Students will be able to:

- Reflect on issues of race, gender, class, sexual orientation, language, and other identities, and how these have an influence on student learning.
- Understand issues of educational equity and support strategies for the educational success of culturally, linguistically, and economically diverse students.
- Challenge their own thinking about pedagogy and urban schools, and envision classrooms that are built on a foundation of culturally relevant and sustaining pedagogy.

Required Texts and Readings:

- Course Reading Packet (on course Blackboard site). Students must bring digital or printed copies of readings to each class session. For sustainability reasons, I no longer photocopy handouts or readings. Please bring a laptop, digital tablet, or phone to access readings and course handouts. If you prefer hard copies and do not have access to a photocopier, I suggest you bring the documents on a CD to a print shop (i.e. CopyCop, FedEx Office) and they can print it into a reading packet for under \$40. If you do not have access to a digital device, please see Chris. UMass Boston also has a laptop loan program: www.umb.edu/it/labs/laptops

Assignments

Assignment 1: Identity Reflection

Points: 40

Description: You will write a reflection on your own cultural, linguistic, and economic identity. This will serve as a starting point for understanding the background of your students.

Assignment 2: Community and School Profile (Context for Learning)

Points: 60

Description: You will identify a neighborhood in Boston and one school located in that neighborhood. You should look at the demographic profile of the school and the neighborhood (Massachusetts Department of Elementary and Secondary Education and Boston Public Schools maintain demographic information for every school and the US

2010 census can provide neighborhood information—more on this at class). You should plan on visiting the neighborhood and noting prominent institutions (schools, houses of worship, retail and other business enterprises, parks/playgrounds) review neighborhood and daily newspapers for information on the school and neighborhood. Your assignment is based upon this and any other readings and observations, how would you characterize the school and neighborhood in terms of social, cultural, structural (socio-economic) characteristics and offer your thoughts and analysis on the impact of the neighborhood on the students at the school and their likelihood for academic success.

NOTE: Students who are taking EDC G 606 during their pre-practicum will use their pre-practicum site for this learning context. Students who are currently teachers, should use their school. Other students should follow the directions above to choose a school within the Boston Public Schools.

Assignment 3: Culturally Relevant and Sustaining Teacher Action Plan

Points: 60

Description: You will create an action plan that will help you create a classroom that addresses the cultural, linguistic, and economic diversity of your future students. This action plan will design a step-by-step process to create and monitor change in your teaching.

Participation: Readings, Class Discussions, Group Work, and Activities

Points: 40

Description: Class participation is important for successful learning. Students should regularly contribute to class discussions and participate during group work and class activities. The instructor will be informally assessing if students have read the material by their participation in reading related activities. Points will be deducted for cell phone or laptop use unrelated to the class activities.

Attendance: It is expected that students will attend every class session. If you miss class, points will be deducted from your participation grade. Students are allowed one excused absence for extenuating circumstance (illness-, family-, or work-related) with a make-up assignment. Please see the instructor in advance if you believe this will be an issue or let him know as soon as possible if there is an emergency and you cannot attend class.

Community Engagement Hours

Middle/Secondary Education Program students are required to complete 30 hours of community engagement. Options for community engagement will be discussed in class, but may include teaching, tutoring, assisting in a school, or volunteering for a community organization. During the semester, students will submit a plan for community engagement and an hours log form via Blackboard. Students may have points deducted from their grade, if the 30 hours are not completed and documented.

Evaluation

There are 200 points total for the social studies section of the course. All assignments will be graded using a rubric (all rubrics are posted on the Blackboard site) on Blackboard. Assignments will be uploaded before class on the due date listed in the syllabus (unless otherwise noted). Late assignments will have the grade decreased by 10% for each day late. Students may gain an extension in advance with permission of the instructor or when extenuating circumstance do not allow for forewarning.

Below is the UMass Boston grade scale.

| Grading Scale | | |
|---------------|------------|--------|
| Grade | Percentage | Points |
| A | 93-100% | 4.00 |
| A- | 90-92% | 3.70 |
| B+ | 87-89% | 3.30 |
| B | 83-86% | 3.00 |
| B- | 80-82% | 2.70 |
| C+ | 77-79% | 2.30 |
| C | 73-76% | 2.00 |
| F | 0-72% | 0.0 |

| Grading Policies | | |
|------------------|--|-----|
| NA | Not Attending (student appeared on roster, but never attended class). NA has no effect on cumulative GPA. Student is still responsible for tuition and fee charges. | N/A |
| W | Received if withdrawal occurs before the withdrawal deadline (see the academic calendar). Student is still responsible for tuition and fee charges. | N/A |
| INC | Incompletes are given at the discretion of the instructor and only when satisfactory work has been accomplished in the majority of the course work, i.e. a passing grade at the withdrawal deadline, but the student is unable to complete course requirements as a result of circumstances beyond his/her control. The student must sign a contract with the course instructor to receive a grade of incomplete. Incompletes will turn into F's if the work is not completed within one year. | N/A |

TaskStream

Students in the Middle/Secondary Ed Initial licensure program will upload the core assignments (the Unit Plan and Unit Plan Flowchart) into their program portfolio in TaskStream. To capture Instructor Feedback in Blackboard, you can either take a screenshot of the rubric (google screenshot and the name of your device if you don't know how to do this) and paste it into a word document OR right-click and print it as a PDF, however, if you do this, you need to change the rubric to List View and make sure you check off "show descriptions" and "show feedback". To upload your core assignment into Taskstream, log into TaskStream at <https://www.taskstream.com> (If you don't have an account yet, contact Gary Chan at gary.chan@umb.edu), click on the "My Middle/Secondary Ed Program Portfolio"† link (if it's not there, scroll to the bottom of the home page, click "Enter Code" and enter the code RBKPJF), click on the EDC G 660 Core assignment (it is in two places: Well-structured Lessons AND Adjustments to Practice), and then click on the attachment button at the bottom. Follow the instructions to browse your computer and upload the file. Then, click on the "submit work" button.

Accommodations

The University of Massachusetts Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. Students with disabilities who need accommodations in this course must contact the Ross Center for Disability Services to discuss needed accommodations. Students must be registered with the Ross Center for Disability Services, CC UL 211, www.umb.edu/academics/vpass/disability, ross.center@umb.edu , 617.287.7430 before requesting accommodations.

Academic Integrity and The Code of Student Conduct

It is the expressed policy of the University that every aspect of academic life not only formal coursework situations, but all relationships and interactions connected to the educational process shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit indicates that the work is the student's own and is in compliance with University policies. In cases where academic dishonesty is discovered after completion of a course or degree program, sanctions may be imposed retroactively, up to and including revocation of the degree. Any student who reasonably believes another student has committed an act of academic dishonesty should inform the course instructor of the alleged violation. These policies are spelled out in the Code of Student Conduct. Students are required to adhere to the Code of Student Conduct, including requirements for academic honesty, as delineated in the University of Massachusetts Boston Graduate Catalogue and on their Website and in relevant program student handbook(s) or websites:

http://www.umb.edu/life_on_campus/policies/code/

You are encouraged to visit and review the UMass website on Plagiarism:

<http://umb.libguides.com/plagiarism>

Course Schedule

| Class | Topic(s) | Readings Due¹ | Assignments Due |
|-------------------------------|--|--|------------------------|
| 1 Wednesday 5/27 | INTRODUCTION Introductions/Syllabus/ Blackboard Site HISTORY AND CONTEXT Overview: Boston Public Schools, Education, and Race | | |
| 2 Monday 6/1 | HISTORY AND CONTEXT Walking Tour of Nubian Square and Grove Hall | 1-Kantor & Brenzel* 2-Vrabel* | |
| 3 Wednesday 6/3 | RACE/ETHNICITY Defining Race, Ethnicity, Individual Racism (Prejudice), and Structural Racism Social Identities and Cultures | 3-Tatum (1)* Choose 1: 4-Goodman 5-Valenzuela 6-West | |
| 4 Monday 6/8 | RACE/ETHNICITY Anti-Racism and Abolitionist Teaching Race and Language: Code Switching, Home Language, and African American English | 7-Kendi* 8-Love* 9-Perry & Delpit* | |
| 5 Wednesday 6/10 | RACE/ETHNICITY Black Identity Development and Blackness Challenging the Black- White Binary of Race: Indigenous, Asian, Latinx, and Middle Eastern People The New Jim Crow: Increasing Segregation in the 21 st Century | 10-Tatum (2)* (African Americans/Black people) 11-Lew* (Asian/Asian American people) 12-Folley* (Indigenous/Native people) 13-García* (Latinx people) Choose 1: 14-Orfield Frankenberg & Lee 15-Kozol | |

¹ All readings with a star must be read. Readings without a star are part of a choice, which students will choose in the prior class.

| Class | Topic(s) | Readings Due | Assignments Due |
|-------------------------------|---|--|--|
| 6 Monday 6/15 | RACE/ETHNICITY White Identity Development and Whiteness SOCIOECONOMIC CLASS Poverty and Schooling Social Class and the Hidden Curriculum of Work | 16-Tatum (3)* (White people) Choose 1: 17-Acs, Braswell, Sorenson, & Turner 18-Berliner 19-Anyon* | Assignment 1: Identity Reflection Paper |
| 7 Wednesday 6/17 | SOCIOECONOMIC CLASS Poverty and Urban Communities | 20-Haberman* | |
| 8 Monday 6/22 | GENDER/SEXUAL ORIENTATION Gender and Schooling/Anti-sexist Education LGBTQ and Schooling GENDER/SEXUAL ORIENTATION Black Boys and Discipline/The Discipline Gap | Choose 1: 21-Thorne 22-Mikelson 23-Brown 24-Noguera* 25-Gregory, Skiba, Noguera* | Assignment 2: Community Social and School Profile |
| 9 Wednesday 6/24 | LANGUAGE/IMMIGRAT ION STATUS Immigration and Schooling Supporting Emergent Bilingual Students | 26-Mauricio Gastón Institute* 27-Nieto* 28-Ramirez* | |

| Class | Topic(s) | Readings Due | Assignments Due |
|-------------------------------|---|--|--|
| 10 Monday 6/29 | CULTURALLY RELEVANT AND SUSTAINING PEDAGOGY Critical Multiculturalism Ethnic Studies Hip-Hop Education Culturally Responsive, Relevant, or Sustaining Pedagogy: What's the Difference? | Choose 1: 29-Sleeter (1) 30-Sleeter (2) 31-Morrell 32-Ladson-Billings* 33-Paris & Alim* | |
| 11 Wednesday 7/1 | URBAN EDUCATION AND REFORM Achievement Gap, Opportunity Gap, or Education Debt? | 34-Jencks & Phillips* 35-Ladson-Billings* | |
| 12 Monday 7/6 | URBAN EDUCATION AND REFORM The Standards, Choice and Accountability Movements Charter Schools Teachers Unions and Teacher Activism | Choose 1: 36-Gabriel/CREDO 37-Frankenberg Choose 1: 38-Ravitch 39-Kumashiro 40-Stemhagen & Sober | Assignment 3: Culturally Relevant and Sustaining Teacher Action Plan |
| 13 Wednesday 7/8 | Course Evaluations Final Thoughts and End of Course Celebration | | |

READING LIST**Reading 1**

Kantor, H. & Brenzel, B. (1992). Urban education and the “truly disadvantaged”: The historical roots of the contemporary crisis, 1945-1990. In M. B. Katz (Ed.), *The “underclass” debate* (pp. 366-402). Princeton, NJ: Princeton University Press.

Reading 2

Vrabel, J. (2014). *A people's history of the new Boston*. Amherst, MA: University of Massachusetts Press. (Chapter 5: From School Reform to Desegregation and Chapter 18: The Battle over Busing)

Reading 3

Tatum, B. (1997). *Why are all the Black kids sitting together in the cafeteria?* New York, NY: Basic Books. (Chapter 1: Defining Racism and Chapter 2: The Complexity of Identity: Who Am I?)

Reading 4

Goodman, A. H. (2008). Exposing race as an obsolete biological concept. In M. Pollock (Ed.), *Everyday antiracism: Getting real about race in school* (pp. 4-8). New York, NY: The New Press.

Reading 5

Valenzuela, A. (2008). Uncovering internalized oppression. In M. Pollock (Ed.), *Everyday antiracism: Getting real about race in school* (pp. 50-55). New York, NY: The New Press.

Reading 6

West, C. (1991). Nihilism in Black America: A danger that corrodes from within. *Dissent*, 221-226.

Reading 7

Kendi, I. X. (2019). How to be an antiracist. New York, NY: One World. (Chapters 1-4)

Reading 8

Love, B. L. (2019). We want to do more than survive: Abolitionist teaching and the freedom pursuit of educational freedom. Boston, MA: Beacon Press. (Chapters 4-5)

Reading 9

Perry, T. & Delpit, L. (1998). *The real Ebonics debate: Power, language, and the education of African-American children*. Boston, MA: Beacon Press.

Reading 10

Tatum, B. (1997). *Why are all the Black kids sitting together in the cafeteria?* New York, NY: Basic Books. (Chapter 3: Understanding Blackness in a White context: The Early Years and Chapter 4: Understanding Blackness in a White Context: Identity Development in Adolescence)

Reading 11

Lew, J. (2006). Burden of acting neither White nor Black: Asian American identities in context. *Urban Review*, 38 (5), 335-352.

Reading 12

Foley, D. (2008). Questioning “cultural” explanations of classroom behaviors. In M. Pollock (Ed.), *Everyday antiracism: Getting real about race in school* (pp. 222-225). New York, NY: The New Press.

Reading 13

García, E. (2008). Valuing students’ home worlds. In M. Pollock (Ed.), *Everyday antiracism: Getting real about race in school* (pp. 294-298). New York, NY: The New Press.

Reading 14

Orfield, G., Frankenberg, E. D., & Lee, C. (2003). The resurgence of school segregation. *Educational Leadership*, 60(4), 16-20.

Reading 15

Kozol, J. (2005, December 19). Overcoming apartheid. *The Nation*, n.p.

Reading 16

Tatum, B. (1997). *Why are all the Black kids sitting together in the cafeteria?* New York, NY: Basic Books. (Chapter 6: The development of White identity)

Reading 17

Acs, G., Braswell, K., Sorenson, E., Turner, M. A. (2013). *The Moynihan Report revisited*. Washington, DC: The Urban Institute.

Reading 18

Berliner, D. C. (2014). Effects of inequality and poverty vs. teachers and schooling on America's youth. *Teachers College Record*, n.p.

Reading 19

Anyon, J. (1980). Social class and the hidden curriculum of work. *Journal of Education*, 162(1), 67-92.

Reading 20

Haberman, M. (1991). The pedagogy of poverty versus good teaching. *Phi Delta Kappan*, 73(4), 290-294.

Reading 21

Thorne, B. (1999). Boys and girls together... But mostly apart. In R. Arum, I. Beattie, & K. Ford (Eds.), *The structure of schooling: Readings in the sociology of education* (pp. 338-345). Thousand Oaks, CA: Sage.

Reading 22

Mikelson, R. A. (1999). Why does Jane read and write so well? In R. Arum, I. Beattie, & K. Ford (Eds.), *The structure of schooling: Readings in the sociology of education* (pp. 326-337). Thousand Oaks, CA: Sage.

Reading 23

Brown, L. M. (2001). Performing femininities: Listening to White working-class girls. In D. L. Tolman, Deborah & M. Brydon-Miller, *From subjects to subjectivities: A handbook of interpretive and participatory methods* (pp. 95-110), New York, NY: New York University Press.

Reading 24

Noguera, P. (2010). The trouble with Black boys: The role and influence of environmental and cultural factors on the academic performance of African American males. In M. Kimmel & A. Aronson, *The gendered society reader*. New York, NY: Oxford University Press.

Reading 25

Gregory, A., Skiba, R. J., & Noguera, P. (2010). The achievement gap and the discipline gap: Two sides of the same coin? *Educational Researcher*, 39(1), 59-68.

Reading 26

Mauricio Gastón Institute. (2009). *English language learners in Massachusetts: Trends in enrollments and outcomes*. Boston, MA: Author.

Reading 27

Neito, S. (2000). Linguistic diversity in multicultural classrooms. In S. Neito (Ed.), *Affirming diversity: The sociopolitical context of multicultural education* (pp. 152-164). New York: Longman.

Reading 28

Ramirez, D. (1998). Bilingual education: Talking points." In E. Lee, D. Menkart, & M. Okazawa-Rey (Eds.). *Beyond heroes and holidays: A practical guide to K-12 anti-racist, multicultural education and staff development* (p. 173-180). Washington, D.C.: Teaching for Change.

Reading 29

Sleeter, C. (1991). *Empowerment through multicultural education*. Albany, NY: SUNY Press. (Introduction)

Reading 30

Sleeter, C. E. (2011). *The academic and social value of ethnic studies*. Washington, D.C.: National Educational Association.

Reading 31

Morrell, E. (2008). Using critical hip-hop in the curriculum. In M. Pollock (Ed.), *Everyday antiracism: Getting real about race in school* (pp. 161-164). New York, NY: The New Press.

Reading 32

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass. (Chapter 2: Does Culture Matter?)

Reading 33

Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review, 84*(1), 85-100.

Reading 34

Jencks, C & Phillips, M. (1999). America's next achievement test: Closing the Black-White score gap. In R. Arum, I. Beattie, & K. Ford (Eds.), *The structure of schooling: Readings in the sociology of education* (pp. 319-325). Thousand Oaks, CA: Sage.

Reading 35

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher, 35*(7), 3-12.

Reading 36

Gabriel, T. (2010, May 1). Despite push, success at charter schools is mixed. *New York Times*, n.p.

Center for Research on Education Outcomes. (2009). *Multiple choice: Charter school performance in 16 states*. Stanford, CA: Author. (Executive summary)

Reading 37

Frankenberg, E. (2011). Charter schools: A civil rights mirage? *Kappa Delta Pi Record, 47*(3), 100-105.

Reading 38

Ravitch, D. (2010). *The life and death of the American school system: How testing and choice are undermining education*. New York, NY: Basic Books. (Ch. 2 Hijacked! How the Standards Movement Turned Into the Testing Movement and Ch. 7: Choice: The Story of an Idea)

Reading 40

Kumashiro, K. K. (2008). *The seduction of common sense: How the right has framed the debate on America's schools*. Teachers College Press. (Chapter 1: Attack on Public Education)

Reading 41

Stemhagen, K. & Sober, T. (2020). Teacher activism in the United States. *Oxford Research Encyclopedia of Education*. New York, NY: Oxford Press.