




# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: CURRICULUM, CULTURE AND EDUCATIONAL INQUIRY	COLLEGE: EDUCATION
COURSE PREFIX AND NUMBER: EDF 6637	CURRENT COURSE TITLE: RACE, CLASS AND GENDER IN EDUCATION
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): <b>SPRING 2013</b>	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO:  CHANGE PREFIX FROM:                      TO:  CHANGE COURSE NO. FROM:                TO:  CHANGE CREDITS FROM:                    TO:  CHANGE GRADING FROM:                  TO:  CHANGE DESCRIPTION TO:  Drawing on the principles of critical pedagogy, this course will examine how the social constructions of race, class and gender influence educational decision making. Data related to social diversity will be analyzed and the implications for equity in education will be examined.	CHANGE PREREQUISITES/MINIMUM GRADES TO*:   CHANGE COREQUISITES TO*:   CHANGE REGISTRATION CONTROLS TO:   *Please list both existing and new pre corequisites, specify AND or OR, and include minimum passing grade.
<b>Attach syllabus for ANY changes to current course information.</b>	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each.  All Department Chairs in the College of Education were sent copies of the course proposals and supporting documents. None of the Chairs responded that there was any conflict with courses in their department.

Faculty contact, email and complete phone number:  
 Dr. Dilys Schoorman, [dschoorm@fau.edu](mailto:dschoorm@fau.edu) (561) 297 6598.

Approved by: Department Chair:  College Curriculum Chair:  College Dean:  UGPC Chair: _____ Graduate College Dean: _____	Date: _____ 4-18-12 4-23-12	ATTACHMENT CHECKLIST  •Syllabus (see guidelines for requirements: <a href="http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php">http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php</a> )  •Written consent from all departments affected by changes
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Email this form and syllabus to [diamond@fau.edu](mailto:diamond@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

### **EDF 6637: Race, Class and Gender in Education**

#### Previous catalog description:

This course will examine how issues of race, class and gender influence classroom climate, instructional practices, and academic achievement. Curricula will be examined through these perspectives to determine effectiveness.

#### Proposed catalog description:

Drawing on the principles of critical pedagogy, this course will examine how the social constructions of race, class and gender influence educational decision making. Data related to social diversity will be analyzed and the implications for equity in education will be examined.

#### Rationale for change in catalog description

The previous description focuses narrowly on curricular manifestations of race, class and gender without addressing the underlying assumptions of racism, classism and sexism, as evident in educational decision making.



**Department of Curriculum, Culture, and Educational Inquiry**  
College of Education  
Florida Atlantic University

**COURSE NUMBER: EDF 6637**

**COURSE TITLE: Race, Class and Gender in Education**

**Instructor:**

**Office:**

**Office hours:**

**Telephone:**

**Fax:**

**E-mail:**

**CATALOG DESCRIPTION:**

Drawing on the principles of critical pedagogy, this course will examine how the social constructions of race, class and gender influence educational decision making. Data related to social diversity will be analyzed and the implications for equity in education will be examined.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

As reflective practitioners and ethical decision makers in an increasingly diverse social context, it is crucial that professionals develop the skills for analyzing educational and social policy and practice, identifying bases for inequity and engaging in advocacy efforts to address social injustice. Students will become aware of the manner in which social constructions of race, gender, class and other social categorizations lead to patterns of social privilege and/or marginalization, and how they can be challenged.

**REQUIRED TEXTS:**

Adams, M., Blumenfeld, W. J., Castaneda, R., Hackman, H., Peters, M. L., & Zuniga, X. (Eds.). (2010). *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (2<sup>nd</sup> ed). New York: Routledge.

Additional readings available on Blackboard (Bb).

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

Course objectives are guided, in part, by the following:

National Council for the Accreditation of Colleges of Teacher Education (NCATE)

Standard #4: Diversity

Goal: development of educators who can teach from multicultural and global perspectives; provides opportunities for candidates to understand diversity and equity in the teaching and learning process (p. 36).

Call to action on Social Justice: understand the impact of discrimination based on race, class, gender, disability/exceptionality, sexual orientation, and language on students and their learning (p. 7).

Curriculum challenges students towards cognitive complexity; helps students demonstrate knowledge, skills and dispositions related to diversity; is based on well-developed knowledge bases for, and conceptualizations of diversity.

**Standard #1: Knowledge**

Demonstrate knowledge through inquiry, critical analysis and synthesis (1a)

Analyze educational research and policies and explain the implications for their own practice and for the profession (1c)

Collect and analyze data (1e)

**College of Education Conceptual Framework (CF)**

Knowledge of broad-based conceptualization of diversity

Cross-cultural empathy, communication, and pedagogical skills

Critical understanding of positionality in diverse contexts

Commitment to advocacy and community engagement

**National Association for Multicultural Education (NAME)**

**Standard 2: Diverse Perspectives**

- Represent the multiple constituencies and points of view in the United States;
- Encourage students to entertain competing constructions and understandings of social, historical, and natural phenomena;
- Recognize the ways these constructions are rooted in the cultural and historical experiences of the people who espouse them;
- Facilitate independent, contextual, and critical thinking among students about what they are being taught in schools.

**Standard 5: Social Justice; specifically:**

- Provide students opportunities to evaluate the results of personal, organizational, corporate, and governmental decisions and to develop a critical understanding of how such decisions may benefit some groups while negatively impacting others (5d)
- Promote social action, creating an engaged, active, and responsible citizenry committed to eradicating bigotry and to developing a fair, just, democratic society responsive to the needs of all our people regardless of race, class, gender, age, sexual orientation, physical appearance, ability or disability, national origin, ethnicity, religious belief or lack thereof (5e)

**University of Washington Center for Multicultural Education: Principles and Concepts for Democracy and Diversity (CMCE)**

**Concept 6: Prejudice, Discrimination, and Racism:** Curriculum helps students to understand the nature of prejudice, discrimination, and racism, and how they operate at interpersonal, intergroup, and institutional levels

**Florida Atlantic University common standards (FAU)**

**Oral Communication (COM) and Critical thinking (CT)**

Through the development and presentation of a conference style research product, students will demonstrate critical inquiry skills, including the formulation of a research question that investigates concerns about social injustice or inequity, critical analysis and synthesis of data, and the identification of implications for future practice.

## Florida Educator Accomplished Practices (FEAP)

#2: Learning environment –

- d. Respects students' cultural, linguistic and family background;
- g. Integrates current information;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students;

Continuous Professional Improvement d: Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues

## **COURSE OBJECTIVES:**

The readings, discussions and activities in this course are intended to help students to:

1. Critically examine the manner in which society in general and schools in particular have constructed race, gender and class in order to privilege, marginalize, silence and /or empower diverse groups (NCATE St. #1, #4; CF; NAME; CMCE; CT;
2. Critically examine their own social positions as members of privileged and marginalized social groups (NCATE St. #4; CF; NAME; CMCE; CT;
3. Investigate the impact of race, class gender and other social categorizations in their own professional contexts (NCATE St. #1, #4; NAME; CMCE; CT;
4. Work as a member of a learning community (FEAP Cont. Imp). Specifically, students will:
  - o Create knowledge in a democratic, dialogic forum ((NCATE St. #4; NAME; CMCE; COM; FEAP 2d)
  - o Reflect critically and collectively on assigned readings ((NCATE St. #4; NAME; CMCE; COM)
  - o Demonstrate respect for and comfort with divergent perspectives ((NCATE St. #4; NAME; CMCE; COM; FEAP 2d)
  - o Conduct research on a topic central to their profession (NCATE St. #1, #4; NAME; CMCE; COM)
  - o Present research findings to peers in conference-style presentation (NCATE St. #1, #4; NAME; CMCE; COM; CT)

## **COURSE REQUIREMENTS:**

### **Critical Responses (4)** (NCATE St. #1, #4; CF; NAME; CMCE; CT)

In order to facilitate critical reflection on and integration of the key ideas presented in each section of the course, students will be required to respond to four questions about critical concepts, race, gender, and class issues. Each response should integrate (not merely summarize) the diverse readings assigned for that topic, and provide a clear and cogent answer to the question(s) posed in the assignment. Please view this assignment as an early preparation for a "mini" comprehensive examination. (If the question provided is uninspiring, you may change the question in consultation with your instructor.) You must reference articles appropriately in the body of the response and in a reference list. Criteria for grading will include insightful analysis, accurate and appropriate presentation and integration of ideas from readings, clarity and precision of response and a clear understanding of the concepts presented and the broader context from which they were selected. Correct grammar, spelling, punctuation and sentence structure are assumed. Please follow APA style, double space, number and staple your pages.

### Response #1:

What has (have) been the mechanism(s) for the perpetuation of the preservation of privilege for certain groups of people over others? How have individuals, groups and institutions been culpable in this? Assess the relevance and effectiveness of critical pedagogy and/or social justice as a counter-hegemonic force in this context.

Response #2:

“Racism is real; race is not.” Explain this observation of Asa Hilliard from the perspective of multiple racial groups in the USA. Consider how the concept of race – and thereby forms of racism – have both changed and remained stable through history. Examine the role of educational and social institutions and practices in the perpetuation of race.

Response #3:

Explain the process by which gender is “constructed” in social and educational contexts and examine the oppressive vs. liberatory potentialities of extant constructions. How do all people with diverse gender identities gain from social analyses that center around gender, and how might social justice education occur within gender biased/heterosexist sociopolitical contexts?

Response #4:

Write an open letter to a leading administrator of your choice highlighting some of “hidden” biases of educational policy and practice that impede the goal of education as a “great equalizer.” Specifically address the impact of social class bias in the perpetuation of social class stratification in society and identify how educators, citizens and decision makers at various levels can restore the promise of equal opportunity education to this democracy’s citizens.

**\*\* Competency Assessment: A Sociopolitical Analysis**

(NCATE St. #1, #4; CF; NAME; CMCE; CT; COM)

The competency assessment for this course is a research project that is titled, “A sociopolitical analysis.” Essentially, you will identify a topic that represents a social justice/ equity concern that is framed as a research question. Ideally, this topic should be relevant to your professional or scholarly work. Your investigation will require you to consider the theory presented in class, an independent review of literature (brief but informative), and the collection and analysis of data, which will yield research findings and implications for practice.

An essential feature of this assignment is the analysis of data. This data could be gathered through interviews or surveys, could take the form of a content analysis, action research or the analysis of existing data sets. Obviously, the data gathered should be linked to the research question. Please note that unless you complete Institutional Review Board (IRB) clearance for the use of human subjects in your research, you will not be allowed to present this project in a public forum beyond this class. We will discuss this process further in class.

This assignment typically follows the pattern of a traditional research investigation consisting of the following categories:

- Rationale
- Purpose/ research question(s)
- Theoretical Framework
- Literature Review
- Methods of Data Collection and Analysis
- Results
- Conclusions/ Implications

This design may be modified to include diverse research interests and needs of students and to accommodate a variety of formats for an equivalent project. Students are required to discuss their research interests with the instructor and work collaboratively to establish an acceptable project design. Students should identify project topics and provide a project proposal by the deadlines recommended in the course schedule.

The format for the dissemination of project results will be a formal in-class presentation, which will include the presentation of a written abstract and an outline to be distributed to the class, as well as an accompanying research report. The time limit for the presentation will be decided by

consensus once the enrollment of the class has been determined. Specific guidelines for oral presentations will be provided in class.

### **Participation**

(NCATE St. #4; CF; COM)

This class is designed as a graduate seminar. In order to maintain the dialogic quality of a seminar, students need to be willing to do the following:

- Come to class prepared to discuss the assigned readings
- Be willing to lead discussions on selected topics
- Complete any homework assignments given
- Make meaningful (and concise) contributions to class discussions
- Participate in class discussions without dominating them
- Actively elicit the participation of students who are silent/ silenced
- Consciously contribute to a climate that is welcoming of diverse perspectives
- Be open and willing to challenge one's own assumptions and perspectives
- Be present physically and intellectually throughout the class (see attendance policy)
- Provide the instructor constructive feedback on how the class could be improved
- Provide colleagues with feedback that is honest, instructive and supportive

### Discussion Leadership

Each student will facilitate class discussion on a particular day; depending on enrollment and interest, more than one student might be assigned to a topic. The role of the discussion leader would be to provide an overall introduction/ synthesis of the relevant ideas generated from the day's reading as a whole, and to offer a summary of the class's discussions and the end of the session. In other words, discussion leaders will "get us going" and help us summarize each day's discussions. Note that discussion leaders will not just lead by talking, they will also need to be active listeners that draw out a diversity of perspectives and participants. This might require taking notes of the class discussions, helping us keep on track, and ensuring that participation is balanced.

### Peer Review

Students need to hand in a hard copy of the critical responses. In addition:

- Each student will post the response on the Bb course site by midnight of the day it is due.
- Each student will also respond to at least one of their peer's papers providing feedback that is supportive, constructive and insightful with the sole purpose of facilitating one another's intellectual and professional growth. Note that peers should not feel obliged to agree with one another but rather "engage" others in mutually beneficial, democratically-oriented dialogue.
- The work of a different peer should be chosen for review for each paper.

### **ATTENDANCE POLICY:**

According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances based on prior and timely consultation with the instructor.

Attendance is important. Hence it is also important that a "policy" on attendance be specified. Given that everyone experiences the unexpected, a single absence or tardiness/ leaving early on one day will be allowed. Thereafter, three (3) points will be deducted from your total score for each absence. This does not mean that you are "excused" from class or have "leave" for one class. It means that, in the case of an emergency that could arise on one day in this semester, you will not be penalized for your absence. Leaving class early or arriving late will be penalized.

## TEACHING METHODOLOGIES:

This class will be run as a seminar, which means that learning takes place **dialogically**. This necessitates that students come to class having read the assigned readings, ready to participate in meaningful discussions. Due to the nature of the course and the topics addressed, the instructor will not “tell you what you need to know” nor “tell you what to think.” Instead the role of the instructor would be to provide a diverse array of issues and perspectives to think about on which you will form your own conclusions. Learning will take place through **critical reflection** on the readings and class discussions, **collaboration** on tasks, **discussions** with colleagues, **individualized instruction** through consultation with the instructor on the research project, formal **class presentations** and through **written assignments** such as the critical responses, research project and peer reviews. **Blackboard** will be used as an electronic forum to supplement in-class discussions, support student research and to provide additional information and directions on assignments.

### Format for written work

All assignments should be type written, double spaced, with pages numbered and stapled (where applicable). Please retain a copy of all assignments turned in to your instructor. Times font size 12 is recommended. It is assumed that work will be turned in on time. The instructor reserves the right to assign late work a "0". All written assignments should be turned in both electronic and print format.

### Cell phones and beepers

Use of any electronic devices in the classroom should be limited to the content and activities taking place there. Inappropriate use of such devices may result in removal from the classroom, a reduction in your grade, or some other consequence, as determined by the professor. Please turn off (or set on “vibrate”) all cell phones and beepers during class hours. They are a distraction to the teaching and learning process. Exceptions will be made for emergency situations, which have been discussed with the instructor.

### Web-assisted course

This course will be offered as a web-assisted course. This does NOT mean that it is a distance learning course and that class attendance is optional. All reading assignments not included in the text will be posted on Bb.

## ASSESSMENT PROCEDURES:

Your grade will be based on points earned on the following:

Critical Responses	40 points
Research Project	40
Participation	20

## GRADING SCALE:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	92-100	= 4.0	C	73-76	= 2.0
A-	90-91	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-67	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	59-00	= 0.00

## STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The



purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

### **CODE OF ACADEMIC INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an “F” on the assignment, an “F” in the course, or even removal from the degree program. Florida Atlantic University’s Code of Academic Integrity is strictly adhered to in this course. For more information, on what constitutes plagiarism, cheating and other violations of academic integrity, see [http://wise.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

### **A note on the readings**

Effort has been made to provide a set of readings that balance out: old classics (at least for me!) and new/ emerging analyses; research studies and conceptual essays; theory and practice. In addition, there are more reading options on our Bb site if you would prefer to add to or substitute (let me know!) I am also open to your suggestions for class reading assignments. Please approach all readings as an opportunity to venture into arenas that are new, different from your own perspectives and, perhaps, even controversial. Not all of them will be that way, but an open mind helps. Most readings will give you useful concepts for building up your analytical framework; many are likely to inform your theoretical and philosophical perspective; some might provide useful models for research design. Note the journals represented and the authors listed in the references as they may be central to building your own bibliography. Approach reading not as a chore, but as an adventure into uncharted territory.

### **COURSE SCHEDULE:**

*RDSJ= Your text book      Bb = Article available on Bb; DQ = Discussion questions*  
\* = Optional Research article; at least two must be read during the semester.

#### **Week #1      Introduction to Course**

Introduction to key concepts  
Brainstorming on topics for research

**DQ:** What are the pressing issues facing society in general and the education system in particular, that lend themselves to analysis in a graduate class in education? In what ways can research serve/ advance the principles/ goals of social justice?

#### **Week #2      Conceptual framework: critical pedagogy and social justice**

##### Readings:

Adams, M. - Introduction. (RDSJ, Section 1)  
Tatum, B. D. - The Complexity of Identity: "Who am I?" (RDSJ, #1)  
McLaren, P. - The Emergence of Critical Pedagogy. (Bb)  
Freire, P. - Excerpt from Pedagogy of the Oppressed (Bb)  
King, M.L.K. - Letter from Birmingham Jail (Bb)

Options:

\* Sleeter, C. (2008). Equity, democracy, and neoliberal assaults on teacher education. *Teaching and Teacher Education*, 24 (8), 1947-57. (Bb)

\* Shields, C. (2010). Transformative leadership: Working for equity in diverse contexts. *Educational Administration Quarterly*, 46(4), 558-589.

Walter, P. – Philosophies of Adult Environmental Education (Bb)

DQ: What are the characteristics of education advocated by each of the authors? What resonance do they have with present day reality in the education system?  
How does each author contribute to your professional philosophy?

### Week #3 **Power and Privilege: How oppression ‘works’**

Readings:

Johnson, A. – The Social Construction of Difference (RDSJ, #3)

Young, I. M. - Five Faces of Oppression (RDSJ, #5)

Harro, B – The Cycle of Socialization (RDSJ, #6)

Collins, P. H. - Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection (RDSJ, #130)

Wendell, S. – The Social Construction of Disability (RDSJ, #99)

Carbado, D. – Privilege (RDSJ, #81)

Options:

\*Delpit, L. - The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children (Bb)

Pellow, D. – Environmental inequality formation

DQ: What are the mechanisms for the infliction of oppression? To what extent have these mechanisms become institutionalized in educational, social, political settings?

*Research topic identified*

### Week #4 **Race as a social construction**

Readings:

Bell, L., Castaneda, C., & Zuniga, X. – Introduction (RDSJ, Section 2)

McIntosh, P - White Privilege: Unpacking the Invisible Knapsack (Bb)

Tatum, B. D. - Defining Racism: Can we talk? (RDSJ, #8)

Lipsitz, G. – The Possessive Investment in Whiteness (RDSJ, #11)

Smith, A. – Heteropatriarchy (RDSJ, #12)

Options:

Glauser, A. S. - Legacies of racism (Bb)

Ladson-Billings, G. & Tate, W. - Towards a critical race theory of education. (Bb)

DQ: Examine how the concept of race in the USA has been both “fixed” and “fluid” (i.e. tenuous). According to these authors, how might we minimize the impact of racism within the next generation?

*Response #1 due*

### Week #5 **Race/ Racism as lived experience**

Readings (choose from):

Takaki, R. – A Different Mirror (RDSJ, #9)

Lake, R. - An Indian Father's Plea (Bb)

\*Lomawaima, T., & McCarty, T. (2002). When tribal sovereignty challenges democracy: American Indian education and the democratic ideal. *American Educational Research Journal*, 39, (2), 279-305. (Bb)

Grinde, D. – Ethnocide: Taking the Indian out of the Indian (RDSJ, #53)

Kaye/Kantrowitz, M. – Jews in the USA: The rising costs of Whiteness (RDSJ, #56)

\*Hartnell, A. (2009). Katrina tourism and a tale of two cities: Visualizing race and class in New Orleans. *American Quarterly*, 61, (3), 723-747. (Bb)

Thompson-Miller, R., & Feagin, J. – Counseling in a racist context (Bb)

Weintraub, I. Fighting Environmental Racism: A Selected Annotated Bibliography (Read the Introduction) at:

<http://escholarship.org/uc/item/1qx663rf;jsessionid=68DDFB8CE4A1663E6986AAFB59011D41#page-1>

DQ: How does racism change in its manifestation/ impact in the context of different cultural groups? What do these sets of experiences teach us about the nature of racism itself?

*Research questions and design for research project identified*

#### Week #6 **Race/ Racism as lived experience**

Readings (choose from):

\* Love, E. (2009). Confronting Islamophobia in the US: Framing civil rights activism among Middle Eastern Americans. *Patterns of Prejudice*, 43, (3-4), 401-425. (Bb)

Anzaldúa, G. – La Conciencia de la Mestiza (RDSJ, # 13)

Root, M. 50 Experiences of Racially Mixed People (RDSJ, # 14)

HURRICANE – Over-Raided, Under Siege (RDSJ, #15)

Semple, K. A Somali Influx Unsettles Latino Meatpackers (RDSJ, #55)

Lacey, M. Rift in Arizona as Latino Class is Found Illegal (NYT:

<http://www.nytimes.com/2011/01/08/us/08ethnic.html?pagewanted=1&r=1&emc=eta1> )

DQ: What are the common elements in the experience of racism? What are the implications for education given this reality?

#### Week #7 **Gender as a Social Construction**

Readings:

Hackman, H. – Introduction to sexism (RDSJ, Section 5)

Lorber, J. - 'Night to His Day': The Social Construction of Gender (RDSJ, #61)

Kimmel, M - Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity (RDSJ, #62)

hooks, b. – Feminism (RDSJ, #64)

Meyerowitz, J. – How sex changed. (RDSJ, #87)

Spade, D. – Mutilating gender (RDSJ, #89)

Options:

\*Fraser, J. (2002). Talking relevance: Reconceiving feminist theory and pedagogy.

*Guidance and Counseling*, 17 (4), 124-128. (Bb)

Johnson, A. - Patriarchy (RDSJ, #63)

DQ: Consider the processes (including influences of family, school, media, social norms, laws) by which your perspective of what it meant to be male/ female was shaped. How does a feminist perspective shape/ re-shape these perceptions your analysis of your own gender identity?

*Response #2 due*

***Instruments for data gathering/ analysis developed***

**Week #8 Gender-based analyses**

**Readings:**

\*Fine, M. (1988). Sexuality, schooling and adolescent females: The missing discourse of desire. *Harvard Educational Review*, 58 (1), 29-53. (Bb)

Gaard, G. - Women, water, energy: An ecofeminist approach (Bb)

Steinem, G. - Sex, lies and advertising. (Bb)

\*Bryant-Davis, T., Chung, H. & Tillman, S – Mental Health Effects of Sexual Assault (Bb)

\* Albers, P., Fredrick, T., & Cowan, K. (2009). Features of gender: An analysis of the visual texts of third grade children. *Journal of Early Childhood Literacy*, 9 (2), 234-260. (Bb)

**DQ:** Is sexism in the classroom a legitimate educational concern? How do the concerns of these authors resonate with current pedagogical priorities?

***Bibliography for project identified***

**Week #9 Sexual Orientation**

**Readings:**

Blumenfeld, W. - Introduction to Heterosexism (RDSJ Section 6); How Homophobia Hurts Everyone (RDSJ, #78)

Deihl, M., & Ochs, R. – Biphobia (RDSJ, #79)

Kumashiro, Kevin K. (2003). Queer ideals in education. *Journal of Homosexuality* (Harrington Park Press, an imprint of The Haworth Press, Inc.) Vol. 45, No. 2-4, 365-367. (Bb).

Risner, D. - What Matthew Shepard Would Tell Us: Gay and Lesbian Issues in Education (Bb)

**DQ:** Why have the voices of gay, lesbian, bisexual and transgendered persons been silenced in social and academic discourse? To what extent has each of us played a role in this silencing?

**Week #10 Classism in society**

**Readings:**

Adams, M. - Introduction to Classism (RDSJ, section 3)

Mantios, G. – Class in America – 2006. (RDSJ, #26)

Collins, C., & Yeskel, F. -Consequences of Growing Inequality (RDSJ, #27)

Oliver, M. & Shapiro, T. – Race, Wealth and Equality (RDSJ, #28)

hooks, b. – White Poverty (RDSJ, # 37)

Dyson, M. E. Unnatural disasters: Race and poverty (RDSJ, # 34)

Bauer, M. – Migrant Tomato Farmers Face Chronic Abuse (RDSJ, # 35)

**DQ:** Identify how each of authors advances their argument that social class stratification is alive and well. Consider your own role in maintaining or challenging this stratification.

***Response #3 due***

**Week #11 Social class and its impact on education**

**Readings:**

\*Anyon, J. (1981). Social Class and School Curriculum. *Curriculum Inquiry*, 11 (1), 3-42. (Bb)

Schmidt, P. – At the Elite Colleges (RDSJ, #30)

Wolanin, T, R. – Students with Disabilities: Financial Aid Policy Issues (RDSJ, #32)  
Kozol, J. - Confections of Apartheid: A stick-and-carrot pedagogy for the children of our inner city poor. (Bb)

DQ: What ideas from these articles might be of benefit for educational policy makers today? How might class-consciousness benefit the educational process?

#### Week #12 **Critical Media Literacy**

##### Readings (from):

Kellner, D., & Share, J. (2007). Critical media literacy is not an option. *Learning Inquiry*, 1, p. 59-69. (Bb)

Torres, M., & Mercado, M. (2006). The need for critical media literacy in teacher education core curricula. *Educational Studies*, 39 (3), 260-282. (Bb)

Ewen, S. & Ewen, E. (1992). Channels of desire: Mass images and the shaping of American consciousness. (Bb)

Giroux, H. - Kids for sale: Corporate culture and the challenge of public schooling (Bb)

DVD: Consuming Kids (excerpts will be shown in class)

DQ: Discuss the manner in which race, class and gender have been socially constructed through the media. What is the role of educators/ curriculum in developing critical media literacy skills among students?

#### Week #13 **Implementing liberatory pedagogy**

##### Readings:

Zuniga, X. – Introduction – Working for Social Justice (RDSJ, Section 10)

Pharr, S. - Reflections on Liberation (RDSJ, #128)

Harro, B. – The cycle of liberation (RDSJ, #7)

Love, B. – Developing a liberatory consciousness (RDSJ, #129)

King, M.L.K. - Letter from Birmingham Jail (Bb)

Obama, B. – Inauguration Speech (Bb)

DQ: Based on the work of these authors, how would you define liberatory pedagogy? What lessons should we take from the authors as we each move out of this class into our professional and civic lives?

**Response #4 due**

#### Week #14 **Presentation abstracts/ outlines due**

#### Weeks #15-16 **Presentations**

### **BIBLIOGRAPHY:**

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Apple, M. W. (2006). *Educating the "right" way: Markets, standards, God and inequality*. New York, NY: Routledge.

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Consuming kids: The commercialization of childhood. Media Education Foundation. (2008)

#### Websites:

Teaching Tolerance: [www.tolerance.org](http://www.tolerance.org)

Southern Poverty and Law Center: [www.splcenter.org](http://www.splcenter.org)

Rethinking Schools: [www.Rethinkingschools.org](http://www.Rethinkingschools.org)

Race: The Power of an Illusion  
[http://www.pbs.org/race/000\\_About/002\\_04-background-03-04.htm](http://www.pbs.org/race/000_About/002_04-background-03-04.htm)

## CCEI Proposal for 2 Course Changes

### Responses from Department Chairs in the College of Education

#### Original Message Sent

**From:** James McLaughlin

**Sent:** April 03, 2012 10:40 AM

**To:** Michael Brady; Sue Graves; Irene Johnson; Barbara Ridener; Robert Shockley; Deena Wener

**Subject:** Request for you to review 2 course changes

Colleagues:

Attached you find the course change form and syllabus for EDF 6615 and EDF 6637. Both of them are required courses in the Social Foundations: Multicultural Education Master's program. For EDF 6615, we wish to change the title and program description; for EDF 6637, there is only a change of program description.

Please let me know, by Monday, April 9 or sooner please, whether these changes result in a conflict with courses in your graduate degree programs. Thanks, and take care.

Jim



H. James McLaughlin, Ph.D.

Professor and Chair

Department of Curriculum, Culture, and Educational Inquiry

338 Education building

Florida Atlantic University

Boca Raton, FL

561-297-3965



## Chair Responses

**From:** Robert Shockley <[SHOCKLEY@fau.edu](mailto:SHOCKLEY@fau.edu)>  
**Date:** Fri, 6 Apr 2012 13:43:38 -0400  
**To:** Harry James McLaughlin <[jmclau17@fau.edu](mailto:jmclau17@fau.edu)>  
**Subject:** RE: Request for you to review 2 course changes

Jim,

EDLRM has no problem with these changes. RS

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Robert Shockley, Chair  
Department of Educational Leadership and Research Methodology  
Florida Atlantic University  
777 Glades Rd.  
Boca Raton, FL 33431  
561.297.3551  
[Shockley@fau.edu](mailto:Shockley@fau.edu)

**From:** Irene Johnson <[ijohnso9@fau.edu](mailto:ijohnso9@fau.edu)>  
**Date:** Wed, 4 Apr 2012 13:59:21 -0400  
**To:** Harry James McLaughlin <[jmclau17@fau.edu](mailto:jmclau17@fau.edu)>  
**Subject:** RE: Request for you to review 2 course changes

Jim:

I reviewed requested changes, there is no conflict with Counselor Education Program courses.

Irene

**From:** Michael Brady <[mbrady@fau.edu](mailto:mbrady@fau.edu)>  
**Date:** Tue, 3 Apr 2012 11:21:56 -0400  
**To:** Harry James McLaughlin <[jmclau17@fau.edu](mailto:jmclau17@fau.edu)>  
**Subject:** RE: Request for you to review 2 course changes

I've reviewed the request for EDF 6615 and EDF 6637. Although there is some overlap in EDF 6637 (such as topics involving the social construction of disability, and the financial aid issues for college students with disabilities) I believe these topics fit well into the context of the course that you propose. These topics do not conflict with the courses or curriculum in the ESE Department. Good luck with the courses.

Michael P. Brady, PhD  
Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University  
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(561) 297-3281  
[mbrady@fau.edu](mailto:mbrady@fau.edu)

**From:** Sue Graves <[SGRAVES@fau.edu](mailto:SGRAVES@fau.edu)>  
**Date:** Tue, 3 Apr 2012 14:20:42 -0400  
**To:** Harry James McLaughlin <[jmclau17@fau.edu](mailto:jmclau17@fau.edu)>  
**Subject:** RE: Request for you to review 2 course changes

Dr. McLaughlin:  
The Exercise Science and Health Promotion Department does not have any conflicts with the course changes for EDF 6615 and EDF 6637. Regards,

B. Sue Graves, Ed. D., HFS, FACSM, FISSN  
Department Chair  
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