The objective of this course is to provide future teachers with a complex understanding of: 1) the forces that shape the distinct experiences and school lives of diverse students, 2) the ways in which diversity in the classroom influences the learning process, and, 3) how specific teaching strategies (informed by an understanding of these relationships) can enhance student learning. The emphasis of the class is the development of pedagogies that are effective with all students by learning how to engage those students who have historically been the most disengaged by and in schools. Our focus on diversity, and the foundation of the class in Chicanx Studies, along with the current climate related to race and schooling (i.e., dramatic and often unacknowledged racial inequality), all require an emphasis on Racial & Social Justice in all of our work.

Diversity is an immense topic and one that we can never fully explore in one semester. Because of this, we will organize the course around the idea of school as potential sites for embodying social and racial justice. This is also a broad area of focus, but the rationale behind this approach is connected to the reason this course was developed. Recent efforts to help teachers better understand the needs of disenfranchised communities are a response to the fact that schools have often led to the reproduction of social inequalities. The push for teacher training to deal with diversity was initially a response to this, although teacher training has often ignored the issues underlying inequality and instead focused on “teaching” the supposed cultural characteristics and/or histories of those experiencing inequality. By focusing our work on becoming effective teachers in diverse communities through the lens of racial and social justice, we will be able to develop models and approaches that can be adapted to the needs of any group of students.

Our classroom will be a lab for all of this work, as we will reflect on our own school experiences and the teaching and learning in our classroom.

**Assignments**

I have organized the readings both around my areas of expertise and your interests. I strive to share readings that I understand deeply and whose authors I know have integrity and embody the principles integrated in their work (I know almost all of the authors we will be reading personally). This does leave us with gaps in terms of other arenas of diversity. We will address this in two ways. First, when appropriate we will always ask how the insights of our readings apply to other types of diversity (including gender, sexual orientation, class, ability, learning styles and other areas that are important to us), as well as the ways in which the readings fall short. Second you will have the opportunity to integrate your own reading interests into the class. [All of the readings will be available on the course website by 2/5.]

I have paired each of the readings so that we will read them with another related reading as well as an optional reading that extends the analysis of a given issue even further. For each
As the rest of the syllabus explains, we will be doing a significant amount of writing. **Strong writing is essential for all careers and especially for teaching.** Everything you submit should be your best writing. Take on this challenge and consult with me early on if you need any help developing as a writer.

We will focus on using our assignments to prepare you to be effective teachers in diverse contexts [NOTE: For those who are committed to becoming school counselors or librarians, we will create an option for you to do this work with a focus on your career interest. You need to see me to discuss this option if you are interested in it.]. To achieve this goal, each of our core assignments will be based on our work with a local school: Downtown College Prep, which will be our lab to focus our applied work. I have been working with the Dr. Tony Cuevas at Downtown College Prep for a number of years as he has developed a model of engaging and supporting students who have typically not thrived in public schools. We will be visiting the school twice and they will be visiting us once. This is enough to minimally achieve our goals for the assignments that follow, but you may want to volunteer to extend your learning. In essence, all of the remaining assignments will be part of one Teaching Portfolio. You should plan to include any and all relevant insights from our readings in these assignments so that each assignment should reference at least one of our readings (this can also be in the form of challenging something covered in a reading). The Teaching Portfolio is divided into the following components:

**DCP Observation Essay:** In our visit visit to DCP we will see Dr. Cuevas working with a group of students using a Drum Circle as a means of student engagement. We will also get a tour of the school and learn about the model he is developing there. The first assignment that we complete will simply be to carefully observe and then write about *what he does, how he does it, what we think the impact is on the students, and how this might connect to our own approach to classroom teaching*. During the observation give yourself the opportunity to very carefully watch Cuevas and everything he does: body language, eye contact, speech (in content and form), group engagement, individual engagement, and anything else you can pick up on. Also, make time to watch the students just as closely, working to see the class through their eyes. You may want to pick a specific student to focus on or a few; observing their engagement in the activity and what seems to influence that. You should track their eyes, body language, interaction with other students, interaction with Cuevas, participation in the activity, and anything else that is of interest to you, striving to notice what might be influencing their level of engagement. As you do this observation, identify questions that you want to ask Cuevas and the students to better understand issues that you see related to engagement. In your paper, emphasize the insights you took from the observation related to...
the approach, to student engagement, and the connection to your interests and possible approach as a classroom teacher. In addition, thinking about the Community Cultural Wealth model (CCW) that we have learned, explain what forms of CCW Cuevas is integrating into his approach and your assessment of the impact of that approach. Remember to include your self-assessment of your work at the end of the paper!

**DCP Analysis Essay: Integrating Selected Readings** Following our visit to DCP, Dr. Cuevas and some of his students will come visit us in our class. Cuevas will discuss the theory, research and experience that inform the model being implemented at DCP. The students will share their reactions to the way this model is being implemented and how it has impacted them and their engagement in school. You should ask any and all of your questions during that time. Feel free to ask tough and challenging questions. In your paper:

1. Explain what you think are the key facets of the model and approach to student engagement that Cuevas has developed, highlighting specific examples for each. Include an explanation of what you think is the cornerstone of his ethics as a teacher.
2. Next, explain what you see as the greatest challenges in implementing this kind of model both for Cuevas and for classroom teachers, again using specific examples for each.
3. We also have a set of readings designated for this assignment (one of which was written by Cuevas). The next part of the essay will be to highlight key insights and concepts from one or more of the readings and explain how they support or challenge the work being done by Cuevas at DCP.

This paper should explain the insights you took from both the discussion and the readings related to the approach, to student engagement, and the connection to your interests and possible approach as a classroom teacher. Remember to include your self-assessment of your work at the end of the paper!

**DCP Impact Essay & Teaching Framework Draft:** In our last visit at DCP, we will get the chance to see Cuevas and his group again and also to pair up with individual students and to discuss specifically how this approach has impacted them in the group, in terms of their engagement in classes, in terms of their behavior in school, in terms of their interactions with their families, and anything else that is of interest to you. [Note: Plan to share some of your own experiences and story with the student you interview so that you establish some sense of reciprocity and connection.] We will end with the chance to ask Cuevas any questions we still have, perhaps thinking about what they will be doing next and his advice for new teachers who want to integrate this kind of approach into their classroom teaching. The essay will share your key insights from the students and then explain the overall lessons you have taken from all of our work at DCP related to the approach, to student engagement, and the connection to your interests and possible approach as a classroom teacher. This will be the transition to your draft of the Teaching Framework assignment, which will integrate all of your learning in the class in a description and explanation of your framework and ethics that will shape your approach to teaching and engaging diverse students. This will be written directly to someone specifically: a former teacher, yourself in 3 years, yourself 5-10 years ago, a younger sibling…

1. Reflect back on each phase of our class and explain what you learned.
2. Next, provide a detailed description of your framework for teaching with a specific emphasis on the ethics that will inform your approach to working with diverse students.
You should cover at least three ethical principles to your approach to teaching and provide examples from our work in class, our visits to DCP and any other classrooms you observed (this can include other classes at SJSU).

3-Finally, using a specific classroom/school (you can use DCP), complete an asset mapping (building on our work with Community Cultural Wealth) and how your ethical framework would allow you to build on these assets. Use at least one specific example (which could be a particular lesson or classroom practice).

4-Integrate the lessons from your own readings to any relevant parts of this paper (for example: a reading focused on working with special needs youth could be integrated into your ethics and practice) as well as at least three of our class readings.

This is a complex assignment that you can approach in a number of ways, so being creative in this work is encouraged. If you want to cover any of the parts of this assignment through some form of creative expression (poetry, drawing, or any of your creative areas of strength), just talk with me about this and we can plan it together. Remember to include your self-assessment of your work at the end of the paper! This will be submitted in late April so that you can feedback before completing the final version.

The final version of the Teaching Framework will be submitted as part of the Final Teaching Portfolio that also includes all of your previous work for the semester. Remember to include your self-assessment of your work at the end of the paper, which should provide your overall assessment of your growth and performance in class this semester!

All of our work will be strengthened by the support we get from our peers so we will regularly use class time to help each other with different aspects of the project and to learn from the work others are doing.

Communicating with me about your work is also important to your success in the class. So plan to check in with me at least once before Spring Break to discuss your emerging ideas for the Teaching Framework, and then again in April to let me know how it’s going.

Class participation is a critical component of this course. We will integrate a number of different exercises and approaches to meeting our goals through class activities, including freewrites and feedback on our work in class. The most important of these will be the Learning Journal. After each of our Activities, Guest Professors, and Teaching Demos you will write a journal entry that tracks the lessons you learned from that as well as any concerns or questions it raised. You will send that to me as an email message [not an attachment] within 24 hours of that class session. This will help me understand your insights and needs and it will help you with the final essay that covers all of your key insights from the course. You can also do additional journals at any time that it is helpful to you during the semester. The journal will also be written to someone specifically (the same person to whom you will be writing the Final Project).

Obviously, being in class will be essential because these lessons are learned through participation. The key to effective participation is simply engaging. There are not right and wrong answers. We are looking for effort, which involves different things for different students. We will be discussing this throughout the semester.
Assignments & Grading
   Reading Challenge Assignments [Due 2/19, 2/28, 3/14, 4/4] – 15%
   DCP Observation Essay [Due 3/5] – 15%
   DCP Analysis Essay: Integrating Selected Readings [Due 3/19] – 15%
   Teaching Framework with Portfolio [Due 5/21] – 20%
   Class Participation/Learning Journal – 20%

Please **save all of your work throughout the semester**, including your class notes, freewrites and all of your assignments (**especially the versions that have my feedback on them**). You will be submitting all of this work again at the end of the semester.

For each of these assignments, we will develop a rubric or guideline in class together so that we know exactly what the goals and requirements of the assignment are. These will be the measures used to evaluate/grade assignments. In addition, students will provide in-depth, self-evaluations of each assignment using the rubric. **Explain your goals for the assignment and how well you achieved them!** Whenever possible, we will also have peers evaluate the assignments to provide another level of feedback. Peer feedback will never affect your grade negatively, although it might help me see something that I might not have otherwise. The self-, peer-, and instructor evaluations will include honest perceptions of the amount of effort that was put into an assignment. You should always come talk to me whenever your self-assessment and my assessment of your work do not match. Again, you may help me see something that I missed and I may also help you better understand something that you missed.

**University Policy on Academic Integrity**

“Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university’s reputation and the value of the degrees it offers. We all share the obligation to maintain an environment, which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action which could result in suspension or expulsion from San José State University.” The policy on academic integrity can be found at: [http://sa.sjsu.edu/student_conduct](http://sa.sjsu.edu/student_conduct)

**University Policy on Students with Disabilities Act**

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.” See [http://www2.sjsu.edu/senate/s97-10.htm](http://www2.sjsu.edu/senate/s97-10.htm)

**Weekly Schedule**

I have developed this plan for our work based on my understanding of how best to meet the course goals, combined with a careful look at who you are as students and future teachers, and the interests you have. My understanding of you and your needs will evolve as we go through this process, as will your own interests. Because of that, we will make changes to the course if needed (I expect that this will most likely apply to the sessions in April). If this happens, we will not be adding assignments, but we may change the readings we assign, develop and clarify
assignments, and change the plan for how we pursue our goals. Any significant changes in the syllabus will be made in writing and due dates will not be added or moved up.

**Weeks 1-2: Class Planning / Goal Setting**

January 24, 29, 31

We will explore our individual interests and needs as future teachers as well as the goals for the course and the means by which we will both pursue those goals and evaluate our effectiveness in reaching them.

**Assignments Due:** 2 Short Assignments on Student Interests [Due 1/29 & 1/31]

**Week 3-4: The Role of Ideology, Meritocracy, and History in Shaping our Understandings of Diversity and Schooling in the US**

February 5, 7, 12, 14

We will reflect on our own experiences and analyses of the role of ideology, meritocracy and history in influencing the organization and practice of schooling in the US. In doing so, we will also consider the role of these forces in shaping the identities of all students and the relationship between these identities and students’ school outcomes.

**Assignment Due:** Short Paper on Meritocracy [2/7]

**In-Class Readings (2/12):**

**Teaching Demo: Rethinking US Racial History [2/14]**

**Week 5: The Role of Racism in Shaping Schooling**

February 19, 21

We will analyze everyday forms of racism and their impact on schooling as well as how Internalized Racism affects students of Color in schools. We will also consider the role of issues like White Privilege & Fatigue, Racial Microaggressions & Racial Battle Fatigue in shaping schooling and apply that to other aspects of student diversity.

**Readings & Reading Challenge Assignment Due (by 2/19):**


**Teaching Demo:** CCW as a Tool for Transformative Teaching [2/21]

**Week 6: The Complexities of Race in Contemporary Schooling**

February 26, 28

We will complicate our analysis by considering the ways in which schooling is racialized differently for distinct communities of Color.

**Activity:** 2/26 Visit to DCP El Camino Middle School, 1402 Monterey Highway, San Jose [arrive by 12:15pm at the latest]

**Readings & Reading Challenge Assignment Due (by 2/28):**

**Weeks 7-9: Strategies for Working with “Disengaged” Students**

March 5, 7, 12, 14, 19, 21

We will begin developing pedagogical approaches to engaging diverse students by focusing on the students who are least engaged in the classroom. We will also further consider the essential role of social justice ethics in effective teaching.

**Assignment Due:** DCP Observation Essay [3/5]

**Activity:** 3/5 Guest Lecture from DCP El Camino Founding Principal Tony Cuevas & Students & Lunch After Class

**Guest Professor:** Miriam Mosqueda, former MAS 185 Student, on indigenous ethics and teaching & Lunch After Class [3/12]

**Readings & Reading Challenge Assignment Due (by 3/14):**


**Assignment Due:** DCP Analysis Essay: Integrating the following Readings [3/19]


**Guest Professor:** Jorge Pacheco, 8th Grade Ethnic Studies Teacher, VOICES Middle School & Lunch After Class [3/21]

**Spring Break – No Class March 26, 28**

**Weeks 10-12: Developing Holistic Strategies for Engaging Diverse Students**

Having built a foundation for understanding the challenges facing teachers with diverse students, we will focus on holistic and comprehensive teaching frameworks for helping students develop voice and take ownership of their schooling, considering the challenge of simultaneously addressing issues like meeting standards and differentiation. We will do this through a series of mini-lectures and workshops on essential facets of any effective social justice, teaching framework.

April 2, 4 – From Subtractive Schooling to Community Cultural Wealth

**Guest Professor:** Mike Tinoco, Yerba Buena High School English Teacher & Lunch After Class [4/2]

**Readings & Reading Challenge Assignment (by 4/4):**


April 9, 11 – *Empathy and the Insights from Non-Violent Communication*

**Guest Professor:** Julia Gonzalez Luna, Vice Principal of Curriculum and Instruction, ACE Charter High School & *Lunch After Class* [4/11]

April 16, 18 – *Addressing Trauma & Healing as Transformative Teaching*

**Activity:** 4/16 *Student Conversation, DCP El Camino Middle School, 1402 Monterey Highway, San Jose [arrive by 12:15pm at the latest]*

**Week 13: Building Our Own Frameworks of Social Justice Teaching in Diverse Contexts**

April 23, 25

We will take the lessons from all of our work in class and apply that to the development of our own pedagogies with a specific focus on the areas each of us most want to strengthen.

**Assignment Due:** Insights from DCP Students Essay – Teaching Framework [4/25]

**Weeks 14-16: Teaching and Living Racial and Social Justice in Diverse Communities**

April 30, May 2, 7, 9, 14

We will focus on the real classroom challenges we have seen in the schools this semester and the strategies for dealing with them. We will present our Final Projects in class, focusing on the most powerful insights related to our role as future teachers and, in particular, the way these lessons have shaped our ethics as teachers. We will end by integrating the lessons of the class into a collective framework for being effective, transformative teachers.

**Assignment Due:** Teaching Portfolio with Teaching Framework & Final Assessment [5/21]