

Philosophy, Mission and Goals

The philosophy of the Secondary Teacher Education Department is based on a vision of culturally competent professional educators who can function effectively in the multicultural, multilingual and technologically complex environment of today's schools, and who can meet the challenges of our schools with confidence and enthusiasm. The faculty is committed to preparing teachers who are critical and reflective practitioners, prepared to make informed and appropriate decisions in daily practice to serve in racially diverse educational contexts, and be able to provide appropriate instruction for ethnically diverse populations. These teachers should also be aware of good uses of technology and be well prepared in current educational theory, research methods and ethical practice.

This purpose and goals for this course are to examine, from a critical perspective, the social, political, historical, and philosophical foundations of education in the U.S. By semester's end, I hope you will be better able to:

1. Identify significant aspects of the lenses through which we have learned to view the world, especially as related to race, ethnicity, culture, gender, social class, sexual orientation, institutional and individual racism. We will identify how our beliefs, attitudes, preconceptions and values promote or undermine equity in the classroom and the larger community. You should have a good idea of your philosophy of multicultural education.
2. Analyze how the real and ideal purposes/functions of schooling shape the content, pedagogy, and practices in classrooms and the larger society. Understand the history of schooling in the US as a struggle for social justice. You should be able to articulate your multicultural philosophy and visions for the future of public schooling in US society.
3. Clarify and re-examine our conscious and unconscious assumptions and intentions about hierarchy and equity and our hopes and fears for the future of our planet as prerequisites for teaching for diversity. To do this we need to reflect on aspects of our life stories, and how our educational experiences and histories have shaped our lenses through which we see and think about race, ethnicity, social class, language, gender, culture, democracy, citizenship and social change within the societies in which we have been schooled.
4. Identify the consequences of Eurocentrism, hegemony, racism, sexism, classism, deficit ideology, linguisticism, white supremacy and other "isms" upon the learning and well being of both more and less powerful identity groups.
5. Analyze the dominant mainstream media and its influences on student values and views. Investigate alternative/independent media sources and compare these to corporate mainstream media. Develop curriculum strategies for critical analysis, viewing and thinking.
6. Develop social justice curriculum and pedagogy to counter the "isms" and promote the building of alliances across differences, and offer hope to historically marginalized students.
7. Identify specific administrative, curricular, and instructional practices that undermine equity and social justice in schools and society and ways to challenge these.
8. Identify strategies and practices for participating as teachers and citizens in the construction of a more just, humane, democratic, and joyful society.

Goals- Assess your skills re. Anti-Bias educator Derman-Sparks' multicultural goals for teachers and students

1. *Promoting a confident racial, class, gendered identity*
2. *Promoting an empathetic understanding of others whose class, race, gender, etc. is different from your own*
3. *Promoting critical thinking about bias*
4. *Promoting the willingness and ability to stand up for self and others in the face of bias*

From the HARPERS' INDEX, January 2013 & California Census 2014

Over 2.5 million people are in U.S. prisons, 80% in prison for drug related offenses+ 6 million in detention or parole. There are 157,000 prisoners in CA, 30% are Af Am, although 6% of state is Af. Am.; with a \$9 Billion prison budget.

By 2020, over 60% of pre-school through high school students in California will be students of color.

"To be hopeful in bad times is not just foolishly romantic. It is based on the fact that human history is a history not only of cruelty, but also of compassion, sacrifice, courage, kindness. What we choose to emphasize in this complex history will determine our lives. If we see only the worst, it destroys our capacity to do something. If we remember those times and places—and there are so many—where people have behaved magnificently, this gives us the energy to act, and at least the possibility of sending this spinning top of a world in a different direction....And if we do act, in however small a way, we don't have to wait for some grand utopian future. The future is an infinite succession of presents, and to live now as we think human beings should live, in defiance of all that is bad around us, is itself a marvelous victory." Howard Zinn, historian

"The *parrhesiastes* is not only sincere and says what is their opinion, but her/his opinion is also the truth. S/he says what s/he knows to be true. The second characteristic of parrhesia, (free speech) then, is that there is always an exact coincidence between belief and truth" -Michel Foucault, [Fearless Speech](#)

READING

Course Reader and books:

1. *Reader* for 172A, compiled by Ahlquist (distributed first class session or buy at Maple Press, 10th ST/San Carlos)
2. *Assault on Kids: Hyper-accountability, corporatization, deficit ideologies and Ruby Payne are destroying our schools* (2011) Ahlquist R., Gorski P. and Montano T. (Ed)
3. *Rethinking Our Classrooms, Vol. One* from *Rethinking Schools* = ROC highly recommended, plus online articles from this source and others listed in syllabus. The catalog link for *Rethinking Schools*: http://discover.sjlibrary.org/iii/encore_sjsu/record/C_Rb4489372?lang=eng *Colorlines* is also excellent: http://discover.sjlibrary.org/iii/encore_sjsu/record/C_Rb2634451?lang=eng

Good books, videos related to this class, to teaching: *Between the world and me*, Ta Nahesi Coates (2014)

Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities, Amanda Lewis (2011)

The New Jim Crow: Mass Incarceration in the Age of Colorblindness, Michelle Alexander (2010)

Constructing Critical Consciousness: Narratives that unmask hegemony & ideas for creating greater equity in education, Virginia Lea (2014)

Uglies, Westerfeld, S, *The Hunger Games*, Collins, S., *Unstoppable: The Emerging left-right alliance to dismantle the corporate state*. R. Nader (2014), **This changes everything: Capitalism & climate change*, Klein, Naomi (2014)

Subtractive Schooling, Angela Valenzuela *The Devil in Silicon Valley*, Stephen Pitti

Bad Boys Ann Ferguson *Blink, Tipping Point, Outliers*, Malcolm Gladwell

The Debt, Randall Robinson *Women Without Class*, Julie Beattie

Racism without Racists, Bonilla-Silva (2007) *Lies my Teacher Told Me*, Loewen (1995)

"Multiplication is for white people". Lisa Delpit (2012) & *Other People's Children*

The Miseducation of the Negro, Woodson, Carter (1933/1993), *A Peoples' History of the U.S.*, Howard Zinn

Pedagogy of the Oppressed, Pedagogy of Freedom, Pedagogy of Indignation, Paulo Freire (1997+).

Feminism is for Everybody: Passionate Politics, & *Teaching to Transgress*, bell hooks (2000 +)

The Spirit Level: Why Greater Equality is Good for All Societies. Wilkinson & Pickett (2010)

DVD/films: Oliver Stone's *Untold History of the US* (2014), *Selma* (2014), *Harvest of Empire*, (2012) Juan Gonzales, *Invisible Mexicans of Deer Canyon*, (2010), *12 Years a Slave*, 2013, *Sin Nombre*, 2011, *La Misma Luna*, *Namesake*

Grading: A = 90% B = 80% C = 70% D = 60%

NO LATE PAPERS * NO LATE PAPERS * NO LATE PAPERS * NO LATE PAPERS

Multicultural Foundations of Education: Course Requirements, Class Standards & Assessment

1. CLASS PARTICIPATION: 20%

Active, balanced, class participation is critical. There will be reading and writing for each class session. You need to engage in discussions as you attend classes, share record keeping of discussions, questions, facilitate discussions, and contribute to a safe, respectful space for divergent points of view. This means listening carefully, constructively commenting, questioning, and making sure others get to speak. Monitor yourself and gently ask others to do so. You are allowed a maximum of two excused absences. Get a partner from whom you can get missed assignments and to whom you can send your journal entry, if you are absent. Participation includes a creative, interactive group **presentation of one of the *Assault* book chapters** to the class, and your best 2-day **social justice/multicultural lesson plan**, which we'll develop near the end of the semester.

2. JOURNAL ENTRIES: 30% All journals due + plus Final Journal Summary Due: Wed. 4/20, Thurs. 4/21

A guided structured journal entry, handed in each class session, and a course-end journal summary (no cover page). **No electronic submissions.**

There will be reading and writing due for each class session. **Bring each session's readings to class.** Journals will be exchanged with classmates regularly, after the second class, so please be prepared to share your views with peers.

Journal entries, beginning with the first week's assignment, are central to the course and are important for review and for writing the final journal summary and paper. **Keep all papers & journal entries**, as they will be resubmitted with your final entry.

Each single-spaced entry should include the number of the class session in which it will be handed in as indicated on the syllabus, date, name, articles discussed. Your first journal will therefore be #2. No cover page needed.

Each (**stapled**), guided journal entry will include two parts, due each week in class, without fail:

1. Reflections on the most recent class session: Two thoughtful paragraphs of what you learned will do for the response to the issues addressed and discussed in each class session. **No descriptions** of the session, please.

- What the "big idea" or main concept of the class session, your ideas (no description of session)
- The issues that were most important for you to remember and ideas, applications to your teaching
- Your feelings about the session: what puzzled or inspired you, or upset you, why, what to do
- Ways you could use these concepts in your classroom, with students, teachers, parents, others

2. Write critical reflections of the **Reader** articles, usually two major (longer) articles, and how they might apply to your teaching and philosophy of education. **Do NOT describe** the article. Write a couple of sentences for shorter articles, (or questions asked of you). Critique at least two of the longer articles for each class session. Also, respond to particular readings as indicated on the syllabus for each session. (See the right-hand cells in Calendar.) Autobiographical reflections may sometimes be assigned as part of an entry. I may ask you to integrate your responses to particular readings into autobiographical writing.

If you miss a class, you must interview two students about the class and write a response that identifies commonalities and differences in their responses and thoughts. (What both interviewees mentioned and what each mentioned that the other did not. Note their differences in feelings and understandings about the session.)

You will hand in the typed, guided journal entry after each class session, and it will be returned to you with comments the following week. This is a way for you and me to clarify and deepen your reading. **Be prepared:** often, depending on the week's readings, you will critique a classmate's entry and receive a response from your assigned journal partner. Your written responses to your partner will be taken into consideration in your final grade. **Sign your name on the student's journal entry you critiqued.** Be ready to exchange journals with peers after the second week of classes.

FINAL JOURNAL ENTRY & Summary: The entire journal will be handed in on the fourth to the last class session with a Journal Summary in a flat folder along with your Racial Autobiography, *Assault* Chapter Handout, your Media paper, and your Parents of Color paper. The **Final Journal Summary** will include:

1. Two sentences summarizing main ideas learned each class session. This is a way to review the entire course.
2. A paragraph or two summarizing the main themes of the entire course, focusing on how you see the parts related to the whole. **THIS SUMMARY IS KEY** and should be related to the *Power Shuffle* which represents the framework of the course. How has your understanding been changed or deepened by the course? Reread carefully your journal response due for the second class (as well as all the other journal entries), compare your present thinking to what you wrote in that first journal entry, and identify other changes in your views and new questions you might have now. Can you now easily develop and teach social justice lessons in your classes?

Your JOURNAL GRADE will be based on: (1) The depth to which you have grappled with the issues posed, not on the way you resolve them or the extent to which your views agree with mine, (2) your final journal summary, and (3) your written signed responses to your journal partner, as well as responses to my feedback to you.

3. MEDIA ACCOUNTABILITY ASSIGNMENT: 10% Due: Session # 3 Wed 2/17, Thurs 2/18

Write a 2-page single-spaced CRITIQUE and a 5 min. mini-teach, ORAL PRESENTATION. (Do not read paper.)
Staple the articles/info you researched to your paper.

CHOOSE ONE:

1. Select a multicultural/social justice educational theme from this list: “colorblindness”, classism, the working class, inequality, poverty, racism, segregation/re-segregation of schools, privilege, or hegemony, related to schooling (consult with me). Research topic in the corporate media, finding two mainstream corporate articles that address this topic, then contrast what you learn from two articles from two independent/alternative (not-profit driven) media sources, addressing the same topic. Compare/contrast how the theme is presented in both sources. Compare biases, depth/breadth of coverage, etc. (Example of independent press: Truthout.com, truthdig.org, the realnews.org, cursor.org, huffingtonalnet.org, Tompaine.com, aljazeera.org (Eng.), commondreams.org, salon.org, theprogressive.org, townhall.com, huffingtonpost.com, or others of your choice. What did you learn that you could teach teens about the role, power and influence of these media representations?
2. Develop and teach 5 min. of a two-day lesson on one concept (poverty, racism, inequality, wealth, social justice, linguisticism) from the website: **bigpicturesmallworld.com** (Go to the 5-minute movie, left hand side of screen, with same title (big picture) or select another social justice topic on this website. Include your lesson plan with a critical explication. We may see this short video in class. Take notes.
3. Go to www.projectcensored.org. Write a very brief description and critique two censored news articles that address multicultural/social justice topics: inequality, privilege, racism, social class, representation of Arabs, Muslims, gender equity, gay- lesbian-bisexual-transgender-QQ issues, poverty, etc. Ask me, if in doubt. Compare two articles with two corporate media articles addressing the same topic. Take a position regarding the articles in Project Censored: What are their biases from both sites? What did you learn that you could share with teens? Offer ideas for lessons.

4. RACIAL & SOCIAL CLASS AUTOBIOGRAPHY: 10% Due: Session #7 Wed 3/16, Thurs 3/17

A racial and social class autobiography using concepts learned from the readings and class.

Read these requirements and follow the directions carefully: Describe the conscious racial views you held when you entered this class. Then describe what you know about the unconscious racial views you held when you began this class. Identify your unconscious views or lenses by **making inferences from** (1) Your initial responses to the Jeff scene in *School Colors*, (2) Your emotional response to Yamato, and (3) At least one other self-observation. Refer to Moule, Yamato, and the description of the adaptive unconscious re: *Blink* (Gladwell), and Beverly Tatum, (“White Racial Identity Development” and “The Early Years”) when thinking about your unconscious views.

Note contradictions between your conscious and unconscious views. Take several ‘tests’

<https://implicit.harvard.edu/implicit/demo> Report back on two (one must be on ethnicity/race). The theory of racial identity development is only suggestive, particularly for people who identify as bi- or multi-racial. If you identify as bi-racial, consider your racial experience from both perspectives. Where are you on Beverly Tatum’s scale? Discuss **why** and what that means to you, and for your students.

Write about how you developed your conscious and unconscious views on race prior to entering this class, focusing particularly on your early and high school years. How can you discuss these ideas with teens?

Write about the effects of your schooling (K-higher ed) upon your conscious and unconscious views about race and awareness of racism, focusing particularly on what you learned about race and racism in elementary and high school. **This is a central segment of your autobiography.** All the readings have something to contribute to your understanding of how your racial views developed as a result of your schooling. Attend to both what was actively taught and what was taught through omission, by both the explicit and hidden curriculum. **Be sure to identify several of the patterns in your schooling (curriculum, pedagogy, bureaucracy, tracking, etc.) that transmitted both conscious and unconscious views.** Refer briefly to the relationship of messages from your family to those conveyed through schooling. How to teach teens about these messages?

What was going on historically at the time you were coming of age and how did the historical moment shape your and your parents’ and teachers’ views? Suggested web sites for this segment on the chronology of racism in the U.S. and where you fit in:

www.racematters.org/affirmativeactionmilestones.htm

www.brownat50.org/brownchronology/brownchronology.htm

Discuss particularly how you learned the perspectives, views, and attitudes that you are now aware you internalized unconsciously. (As we have discussed, it is impossible to grow up in U.S. society and escape the effects of racist conditioning). **Self-exploration is central to the course.** Hint: Look at yourself and your views and their development from the perspectives of one or more of the following: Victor in *The Color of Fear*, Yamato, Derman-Sparks, Tatum and Moule. How can you better inform teens now?

Cite at least two readings and experiences from this class and say how they influenced your lenses for seeing race and racism, or class and classism.

What is the adaptive unconscious? It seems probable that the rational mind is not alone in driving our behavior; the adaptive unconscious mind also plays a part (Gladwell, 2004): The central idea of the theory is that we have two non-redundant information-processing systems that are relatively independent of one another. These two systems have evolved in different ways, and serve different functions. One of these, the adaptive unconscious, operates almost entirely out of conscious view. The adaptive unconscious is far more sophisticated, efficient, and adult-like than the unconscious portrayed by psychoanalytic theory. It can set goals, interpret and evaluate evidence, and influence judgments, conscious feelings and behavior. People can think in quite sophisticated ways and yet be thinking “non-consciously.” In fact, the mind relegates a good deal of high level thinking to the adaptive unconscious. Wilson calls it the *adaptive* unconscious because it has evolved to enable human survival. It permits us to notice danger, and initiate behavior quickly. (Berlak, 2008, p. 50; Gladwell, 2004; Wilson 2002)

5. FINAL: PARENTS OF COLOR INTERVIEW & ORAL REPORT: 30% Due: Wed 4/13, Thurs 4/14

A **written paper** (8 pages, double-spaced) and an **in-class 10-minute oral summary report** on what you learned from the dialogues you have engaged in with two parents of school-age children, of a **non-white racial/ethnic group**, different from your own (parents of children of color, from working class or low income, preferably under-represented groups), and the significance of your discoveries for teachers. What do they want teachers to know/do for their children, beyond treating them equitably, fairly?

A. RESEARCH AND INTERVIEWS

Choose parents who have children in public high school and, if possible, who are working class or lower middle class. Class matters. Research this group throughout the semester to become deeply informed about the culture, history, coverage in high school texts, etc. **Decide what you really want to learn from your research about the**

racial/ethnic group you choose. Include a bibliography of books, resource materials, virtual and real sites you researched at the end of the paper. For most students this is a life-changing experience.

Research at least one printed source and visit at least two sites (virtual or actual) where members of the group you have chosen congregate. I strongly suggest you immerse yourself in the experience of the group in a variety of ways. Some students have gone to weddings, ritual ceremonies, family gatherings and churches. Be courageous.

See at least one video addressing the ethnic/racial group. There are many films on video that will be helpful. Explore at least one Internet site (*Sin Nombre, La Luna Misma, Selma, El Norte, Malcolm X, 12 Years a Slave, Freedom Summer, Boys N the Hood, Bury My Heart at Wounded Knee, Precious Knowledge, Stolen Education, My Brown Eyes*).

Since members of each group are as different from one another as they are similar, be sure to consider how the lenses of the authors and informants you learn from might differ from the lenses of others.

Make the dialogues interactive and to some extent reciprocal—share something of your experience, so information flows both ways. For interview ideas, consider the questions listed below. Don't ask all of these questions, but instead, try to go into depth on a few of them, or pose your own. Try to get below the initial surface responses. It's always good to say, "Can you say more about that?" Find out what parents want for their children.

1. Some general background. What was the ethnic/racial and social class composition of the community you grew up in and what is the composition of the one you live and work in now? How well did/do people get along?
2. Your schooling: What were the class, ethnicity, and race of the students in your elementary and high schools? How sensitive were the teachers to issues of diversity, to your race and ethnicity in particular, and to the race and ethnicity of other groups? Did the curriculum recognize your presence/history and the presence of others? How comfortable were your own parents' relationships with the schools? How is education today different from when you were a child?
3. Do you think your children (or children of your race/ethnicity and class) are getting a good education? Why, why not? Are there any ways of teaching that run counter to or diminish the ethnicity, class, or culture of children of your or others' racial/ethnic/social group? Do you have any particular curricular concerns related to gender, race, ethnicity, class, or language, history? Is there anything in particular you want teachers to know about children of your ethnicity so that they could teach them better?
4. To what extent do all classes and "races" of children receive an equally good education? Does the curriculum reflect your culture, background, and ethnicity? What groups might get a better education and why? What are some forms of inequity in public schools? What should and can be done about these inequities? What would you like to change about schools, teachers' practices? How could you bring about such changes? What community organizations are working to address problems? Are you yourself a member of any such organization? Do you attend school meetings?
5. What aspects of your ethnicity and/or your culture do you hope that your children or future generations of children of your group will maintain? What aspects of your culture or ethnicity have been lost as the generations pass? How do you feel about that? (If an immigrant, what reasons to immigrate? What do you miss from your country of origin? Do you plan to remain in the US? To what extent do you want your children to become Americanized? What does becoming 'Americanized' mean to you?)
6. How do you feel about your children maintaining their first language? How do you feel about bilingual education? Are you aware that California has an English-only mandate?
7. What are your hopes for your children? What might get in the way of your child's success in school and in life?
8. Which racial and ethnic groups other than your own do you feel closest to? Which racial and ethnic groups do you feel are least familiar and perhaps least friendly (or most hostile) to members of your group?

9. Do you think racism is on the rise or disappearing? Is there racism in your children's schools? Have your children or any family members experienced forms of discrimination, bias, racism? Were your teachers sensitive, were there allies?
10. What are your views on charter schools, school segregation, standardized testing?
11. What kinds of knowledge does your child learn at home—cooking, traveling, sports, helping with housework, home or auto repair, listening to family stories, ceremonial information, etc. (Be sure to read Moll and Gonzalez's article explaining 'funds of knowledge').

B. WRITTEN ANALYSIS, topics to be included

Your paper is limited to **8 double-spaced pages**, so you must think carefully about what to include. Your paper is **an analysis and synthesis of the information you gathered. Do not simply report on what your interviewees said.**

Include only material that answers the following questions:

1. Very briefly describe the race, class, occupation, ethnicity, and immigrant status of your interviewees. Include some significant demographics and aspects of the history of the group in the U.S., in U.S. curriculum.
2. List several PRECONCEPTIONS you had before you began this project, about the groups with which your interviewees identify. How/where did you develop those preconceptions? What role did teachers, parents, peers play? Which preconceptions were confirmed, and which were challenged?
3. List three central QUESTIONS you wanted to answer or clarify through this research. What CONCLUSIONS did you reach regarding those questions?
4. What aspects of your interviewees' culture are different from yours? Which are similar?
5. How might your interviewee's race, class, gender, and age have shaped his/her lenses about school, life in general?
6. What did you read and view; what web site(s) did you visit? How did these activities influence your analysis? (Be sure to include references, bibliography on last page).
7. What new understandings did you gain about how teachers might unknowingly perpetuate racism, cultural imperialism, and class injustice? (Something you did not know before you began your dialogues)
8. What were the most important messages that the parents wanted teachers to know about the best schooling for their children? Ideas for how to implement these changes.
9. What new understandings did you gain about becoming a more culturally, racially, and class-sensitive teacher as a result of the interviews? (Again, something you did not know prior to the interviews)
10. Discuss the information you gathered in terms of at least one of the themes and central concepts of the course.

6. ASSAULT ON KIDS: book chapters for classroom discussion --part of group participation grade (to be scheduled as class progresses) **SMALL GROUP (3-4 people) creative chapter PRESENTATIONS, with ideas for action, change, to entire class, 20-25 minutes per group.**

Pick one chapter in the book *Assault on Kids: Hyper-accountability, Corporatization, Deficit Ideologies and R. Payne are Destroying Our Schools*

You will be reading some of this book on your own. Begin soon. These chapters will deepen your understanding of the current state of public schooling and issues/themes we address in class. We will discuss the first chapter as a whole class. Then we'll have presentations related to *Reader* themes throughout the semester. Sign up for a chapter you'd like to present to class. Let me know within the first month of the semester which chapter your small group wishes to present. I will assign dates for your presentation based on the chapter theme. You will be given 20 minutes MAX. for this presentation and exchange. You should develop a **one-page handout** for classmates (from group members) with

major themes, questions, and tentative answers. How does the theme inform you as a teacher? Be as creative as you can in covering the content. You are modeling good collaborative teaching here. You will also develop a one-day min. social justice lesson plan after sharing your ideas with classmates the last class session.

Important places to visit for info on course content:

Teachers 4 Social Justice <http://t4sj.org/> Free October Social Justice Conference in SF

Bay Native Circle-Indigenous activities in the Bay Area baynativecircle.org KPFA 94.1 FM Wed 7pm

Democracy Now, Amy Goodman, global news from an independent source (Pacifica) 94.1 FM, 6-7 or 9-10 am, M-F

Rethinking Schools: Students can use their online resource if they register individually for an online account:

<http://www.rethinkingschools.org/index.shtml> (The site ends in.shtml.) **The site for *Colorlines*, a journal for multicultural issues** arc.org **Quizzes on class, poverty, ideas for teaching, lessons --** edchange.org **Parents Across America is another good source for assessing what parents are thinking about these issues.**

www.parentsacrossamerica.org

Visit Moyers&company.org each week if you can, he's a very thoughtful teacher/interviewer of current topics -PBS

www.projectcensored.org See top 25-censored articles in 2014 TED talks on you tube: look at Sir Ken Robinson's ideas for purposes of schooling, creativity

Youtube.com/watch?V=zDZFcDGpL4U

Education Radio-News about teachers and students fighting for public schools education-radio.blogspot.com/

See David Harvey's animated explanation of neoliberalism on you tube.

7 Billion, a you tube short on global population change <http://www.youtube.com/watch?v=sc4HxPxNrZ0>

Global issues in health - Partners in Health <http://act.pih.org>

www.dailycensored.com/

Diane Ravitch regarding the future of public schooling: Read *The Myth of Charter Schools*, in NY Times Review of Books. She also has a website and a blog Also see baddassteachers blog

Minimum wage in CA? in USA? www.USLaboragainsthewar.org/aireconomy.org, counterpunch.com Check out poor peoples campaign, poorpeoplesmagazine.org selfmademyth.org

Other sites that students have suggested for alternative, independent media project:

Truthdig.com, info@nationofchange.org, townhall.com, poorpeoplesnetwork.org

therealnews.com, costofwar.org, reddit.org, freepress.net, salon.com, commondreams.com, alternet.com,

huffingtonpost.org, colorlines.org, democracynow.org, aljazeeraenglish.org, among many others

MORE ABOUT THIS COURSE

This course addresses very sensitive and personal issues at times. These issues are often subjective in nature. My goal is to be as fair and equitable as I can be in providing a safe forum for you to discuss and engage in these issues. See me whenever you feel a lack of safety or fairness. How you address these issues reflects on how you will better serve your own students. Often there are no simple recipes or clear solutions for resolving some of the situations we will discuss. Learning how you feel about these topics is an important aspect of this class. Hopefully you will be better prepared to address these issues with your students. Try to be less concerned with a letter grade for the class, and more concerned with what you learn that will make you a more fair, equitable social justice teacher for your students.

Success in this course is based on the expectation that students will spend **a minimum of 45 hours for each unit of credit over the length of the course** (normally 3 hours per unit per week, with one of the hours used for lecture). This time includes instruction or preparation/studying for course-related activities including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus. Tentative course calendar including assignment due dates, exam dates, date of final exam is subject to change with fair notice.

Please turn off cell phones and do not use during class session. (Leave classroom during break to use.)

If you need course adaptations or accommodations because of a disability, please inform me.

Your own commitment to learning, as evidenced by your enrollment in SJSU, and the University's Academic Integrity Policy requires you to be honest in all your academic coursework. Faculty are required to report any infractions to the Office of Student Conduct and Ethical Development. This policy on academic integrity can be found at

http://sa.sjsu.edu/student_conduct

Finals: May (TBA) Bring Completed Final Multicultural Assessment form

