Chicanx Studies / Social Science 185
Teaching in a Diverse Society:
Methods for Emancipatory Learning in California Schools
Wednesdays 3-5:45pm, DMH 165
Marcos Pizarro, 408/924-3607, marcos.pizarro@sjsu.edu

Course Website: http://www.sjsu.edu/people/marcos.pizarro/courses/185/
Office Hours [by appointment]: W 1:45-2:45pm [CLSSC-Student Union 1340] & 6-7pm [DMH 165]

The objective of this course is to provide future educators 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 schools influences both teaching and learning, and, 3) how specific approaches to teaching (informed by an understanding of these relationships) can enhance student learning, especially for those who have historically had the most limited opportunities for transformative school engagement. The focus of the class is the development of approaches that are effective with all students by emphasizing how to engage those students who have historically been the most disengaged by and in schools. Our emphasis 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), require an emphasis on Racial & Social Justice in all of our work. Through this work, we will develop advanced racial literacy and learn culturally sustaining and emancipatory approaches to schooling.

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 schools 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 educators 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 educator training to deal with diversity was initially a response to this, although this 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 educators 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.

CCS 185 Course Learning Objectives
CLO 1: Develop advanced racial literacy to be able to identify, explain and confront the forces creating inequity in schooling. [Assessed through Project Part 1, Reading Challenge Assignments and Teaching]

CLO 2: Apply emancipatory approaches to schooling that allow disenfranchised students and communities (to which we owe an education debt) the insights and skills to achieve their schooling goals. [Assessed through Project Part 2]

CLO 3: Build culturally sustaining approaches to schooling that allow students to develop integrated academic and cultural identities. [Assessed through Project Part 2]
CLO 4: Create an ethical approach to teaching that supports emancipatory, culturally sustaining schooling. [Assessed through Project Part 3]

What follows is our plan for achieving these Learning Objectives based on: the work I have done with students in the past, your interests and experiences shared in the first class, and, our collective experience working with communities. This plan will evolve over the semester, so we should expect to update it as we refine our focus during the semester. Any changes in the syllabus will not lead to earlier deadlines or additional assignments, but should reflect our growing understanding of where we are and what we need to do to reach our collective goals.

Assignments

We will use our assignments to prepare you to be effective educators in diverse contexts with a focus on culturally sustaining and emancipatory practices. For each assignment that follows, you will have to share your insights in some way with the class to develop the skills of being able to explain and frame your key lessons to others (teaching). Writing is also a critical component of this class: Strong writing is essential for all careers and especially for teaching. Everything you submit, no matter how long, should be your best writing. When you submit each assignment, give yourself the time to make it your strongest writing possible (meaning that you have edited it carefully, read it out loud at least once, and had someone else edit it if needed). Take on this challenge and consult with me early in the semester if you need any help developing as a writer.

### Readings

**Description:** We have organized the class around two recently published books that are aligned with my areas of expertise and the goals of the class. They are:

Your objective is to read them carefully and come to class with questions, insights, and even challenges to the author and the class.

**Note:** These two required books are available on the MLK library website as digital books that you can access for free. I will also be sharing insights from several optional readings that will be available on the course website by 2/5.

### Reading Challenge Assignments

**Description:** We will divide each book into sections and you will select one chapter in each section and be responsible for 2 assignments:

- **Analysis** - Create an Instagram post on the reading focusing on a key insight you want others to learn from the reading (such as the most compelling concept covered in the reading). You can use any picture that you feel conveys the power of the insight. Include a caption that provides some context for your IG followers. Please use the hashtag #ccs185 so the class can see your post (if your account is public, which it doesn’t have to be). Submit this by taking a snapshot of the post and including that in a Google Doc that you share with me (titled: YourLastName Reading Challenges). If you don’t have an IG account, you can do this via Facebook, Snapchat or by just taking a
picture and adding a caption. The writing should be precise, clear, and powerful. **You will add future assignments to the top of the same doc and re-share it with me each time you complete a new assignment.**

- **Teaching:** We will cover each section of the book in groups and each of you will teach your group your designated chapter. The teaching of the readings should be prepared for middle school students.

**Suggestions:**

- The Analysis is not intended as a summary or test to show that you did the reading. We will assume that each of us will do all of the readings, so this assignment is an opportunity for us to deeply engage these readings in the context of our interests in the class.
- The Analysis will require you to do outstanding writing and editing. We are striving to meet the challenge of being able to unpack essential ideas, insights and constructs ourselves.
- **Please remember that you do not have to agree with the authors, so you can use these assignments to challenge the authors and their ideas.**

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**Project: Autobiographical Analysis and Visioning of Emancipatory, Culturally Sustaining Schooling**

Our class project will be broken into three parts: who you have been and are as a student, what you learn in this class, and who you will be as a teacher/counselor.

**Part 1** (due 3/4): Write an educational autobiography that uses specific stories/examples to explain your academic identity and your social identity at any point(s) in your life:

- Please share what you consider to be your **most defining educational experience(s)** and how they impacted you as a student and as a person. Ideally, you should include at least one example of a really positive and affirming experience, and an example of a challenging or negative experience (but some of us may have not had one or the other).
- As you do this, please explain the **role of teachers/counselors** in these experiences and how they impacted your identities. In addition, explain the **role of parents/family members/guardians/loved ones** in these experiences and how they impacted your identities.
- Finally, explain how all this has shaped your interests in becoming an educator and share your preliminary thoughts on **1 or 2 principles that you know will guide your practice** in the profession.
- In this assignment, **include photos** to help the reader visualize the content you cover (of yourself, of places, of others, or of any artifacts).
- By the time this is due we will have read the Love book and know that she ends with a playlist as acknowledgments. The last part of this assignment is to **share a playlist** that is connected to your autobiography in some meaningful way. Please put a link to the song or playlist at the top of the assignment (youtube and spotify are easy ways to do this). I’ll play it as I read your assignment.
Part 2 (due 4/22): Write an essay that explains the insights you have taken from our work in the course related to what it takes to make schooling emancipatory and culturally sustaining:

- Choose an excerpt from each section of our required readings and explain what you have taken from that insight related to the course objectives. There are 6 sections total (we created these sections for the Reading Challenges).
- Similarly, choose at least one insight shared by each of our guests and explain what you have taken from that insight related to the course objectives.
- Building on the conclusion from Part 1, describe at least 3 principles that you know will guide your practice of providing emancipatory and culturally sustaining schooling. Explain why they will be so important to your practice and potential challenges you think you might face in implementing them.

Part 3 (Due 5/13): Write an essay that provides a model of your approach to emancipatory and culturally sustaining schooling:

- Describe 3-5 principles that will guide your practice.
- For each principle, provide at least two examples of practices that you will engage in that will be a manifestation of the principles.
- Explain how each practice will be emancipatory or culturally sustaining (or both) for your students.
- Explain how you will confront the challenges you expect to face either through the examples you use or in a separate analysis.
- Include your most compelling references to at least one of the readings and at least one of our guests.

Suggestions:
- Yosso’s Community Cultural Wealth model will be an important approach in our class and could be helpful to your project work.
- The project is something that you should work on throughout the semester. You might create a file or section in your notes that includes all the key highlights from class related to the different parts of the project. This should make the assignment much easier to complete.
- Please save all of your work throughout the semester, including your class notes and freewrites. This work will be helpful to each phase of the Project.
- 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, a vision board, or any of your creative areas of strength), just talk with me about this and we can plan it together.
- Communicating with me about your work will be 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 Project, and then again in April to let me know how it’s going.

All of the project assignments will be submitted as Google Docs that you will share with me and allow me editing rights so that I can provide my feedback as comments in the gdoc.

All of the projects assignments will be graded in 3 stages:
1-You will add a comment in the Google Doc that will include your own careful assessment of your work. You can discuss your goals for the assignment, how much time/effort you put into it, how well you think you met the criteria for that assignment, what its strengths are, what areas you think you need help with. You can cover these areas with regard to content, writing, and organization.

2-I will provide comments on the Google Doc covering these areas and focusing on the things you listed in your self-assessment.

3-You will read my feedback and comment back: noting the things that you agree with as well as anything you disagree with or that you think I might have missed. We may decide that I need to re-think my assessment and re-grade the assignment (if we do, we will repeat stages 2 and 3). Please check in with me on any of your assignments where you do not understand my feedback or how to address it. You should always come talk to me whenever your self-assessment and my assessment of your work do not match. You may help me see something that I missed and I may also help you better understand something that you missed.

When you submit the 2nd and 3rd project assignments, please include links to the previous project assignments at the top of the page so that I can look back at my feedback and your responses on those. Please do not “resolve” the comments that I put in your assignments because if you do we will lose those comments and your responses to them.

Peer Support & Feedback:

- 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.
- 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 us see something that we 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.

Class Participation

Obviously, being in class will be essential because so many of our lessons will be learned through participation. 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 that require being present and engaged. If you are sick or cannot be with us in class physically but you are able to sit in by videoconferencing, we will try our best to make that possible. Just email me as early as possible to arrange for that.

Assignments & Grading

Reading Challenge Assignments [Due 2/12, 2/19, 3/11, 3/18, 3/25, 4/8] – 15%
Project Part 2 [Due 4/22] – 25%
Project Part 3 [Due 5/13] – 30%
Class Participation – 15%

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<td>A plus</td>
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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 project 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.

**Workload and Credit Hour Requirements**

Success in this course is based on the expectation that students will spend, **6 hours a week** outside of class reading, completing assignments, and working on class projects or other related work.

**Academic Integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Visit the Student Conduct and Ethical Development website for more information.

**Library Liaison**

The CCS Department’s Library Liaison is Kathryn Blackmer Reyes who also coordinates the Africana, Asian American, Chicano, & Native American Studies Center (AAACNA) in the
MLK Library. She is a great resource and can help you with your work to find readings related to your interests for the project in this class (and for other classes). She has created a Research Guide for Chicanx Studies library searches that is at: [http://libguides.sjsu.edu/chicano](http://libguides.sjsu.edu/chicano)
That webpage also includes her hours at the 1st floor research help desk in the MLK Library, when you can go and ask her questions in person. She also answers questions via email and can be reached at: Kathryn.BlackmerReyes@sjsu.edu

**Our Approach to Supporting Each Other**

*Calling In*
In our class we are going to cover some challenging topics and we will likely disagree at different times. When this happens things can get tense and one of the ways we can deal with that tension is to avoid “calling out” folks for what we find inappropriate or problematic. Instead, we can “call in” folks, inviting them to consider other perspectives and nuances informed by different life experiences and insights. One helpful part of this process is to seek to understand where others are coming from and why, how that differs from where we are coming from and why, and what potential lessons we can learn from that in terms of deepening our collective analysis and understanding.

**Bringing Children to Class**
It is important that we do everything we can to support all students in our class to be able to fully participate. For those with children or with responsibilities to care for children, sudden changes in daycare and/or the schedule of family members who offer childcare support can make it hard to attend class at times. If this happens, you are always welcome to bring children to class. Of course, we want to work to make sure this isn’t disruptive to learning in class, but this is usually something that can be done fairly easily and the typical kid noises and talk can be a welcome addition to our class. If a student is breastfeeding a child, your baby is welcome in class as often as necessary. I request that all students in the class work to be supportive of all other students and their needs related to being successful students in our class. Being receptive and supportive of students who are parents or have childcare responsibilities is just one way of doing this. Please check in with me if there are any other ways I and the students in the class can support you or others in the class with childcare or other needs. We want you to thrive in our class!

**Supporting Transgender Students in the Classroom:**
In recent years, cultural, political and legal resistance to the oppression of transgender people has resulted in greater visibility of the issues facing this population and growing recognition of gender identity and expression discrimination. As these issues gain greater attention, and as obstacles to trans people’s participation in education and employment are addressed, we should expect to welcome more trans people in our classes. These tips may be helpful in ensuring that our classroom (and those that we may lead now or in the future) is a welcoming place for trans students and that no unintentional exclusionary practices are occurring.

- Do not call the roll or otherwise read the roster aloud until you have given them a chance to state what they prefer to be called, in case the roster represents a prior name.
- Allow students to self-identify the name they go by, whether they prefer “Ms.” or “Mr.” and what pronouns they prefer. Don’t make assumptions based on what is on the class roster or the student’s appearance. A great way to accomplish this is to pass around a seating chart or sign in sheet and ask them to indicate these three items in writing, and then use it when you call on them or refer to them in class. When facilitating a group discussion, ask people to identify their pronouns when they go around and do introductions. This will allow everyone in the room the chance to self-identify and to get each others’ pronouns right the first time. It will also reduce the burden on anyone whose pronoun is often misidentified and may help them access the discussion more easily because they do not have to fear an embarrassing mistake.
- If a student has a former name they no longer use that you are aware of because you knew them before they changed it, or because it is on the roster, do not use it or reveal it to others. Well-meaning comments like “I knew Gina when she was Bill,” even if meant supportively, reveal what might feel like personal information, and unnecessarily draw attention to their trans identity.
- Set a tone in the classroom of respect. At the beginning of each semester when establishing the guidelines for class, include something like: “It is important that this classroom be a respectful environment where everyone can
participate comfortably. One part of respectful behavior is that everyone should be referred to by what they go by. This means it is important to pronounce people’s names correctly, to refer to them by the pronouns they prefer, and to be receptive to requests from others related to supporting them to thrive in the classroom.”

• If you make a mistake about someone’s pronoun, correct yourself. Going on as if it did not happen is actually less respectful than making the correction. This also saves the person who was misidentified from having to correct an incorrect pronoun assumption that has now been planted in the minds of classmates or anyone else who heard the mistake. As professors, especially, it is essential that we model respectful behavior.

• If someone else makes a mistake, correct them. It is polite to provide a correction, whether or not the person whose pronoun was misused is present, in order to avoid future mistakes and in order to correct the mistaken assumption that might now have been planted in the minds of any other participants in the conversation who heard the mistake. Allowing the mistake to go uncorrected ensures future uncomfortable interactions for the person who is being misidentified.

• Never ask personal questions of trans people that you would not ask of others. Because of the sensationalist media coverage of trans people’s lives, there is often an assumption that personal questions are appropriate. Never ask about a trans person’s body or medical care, their former name, why or how they know they are trans, their sexual orientation or practices, their family’s reaction to their gender identity or any other questions that are irrelevant to your relationship with them, unless they invite you to do so or voluntarily share the information.

• If you meet a student outside the classroom in a setting where they did not already get to self-identify, and you are not sure of the proper pronoun for them, ask. One way to do this is by sharing your own. “I use feminine pronouns. I want to make sure to address you correctly, how do you like to be addressed?” This may seem like a strange thing to do, but a person who often experiences being addressed incorrectly may see it as a sign of respect that you are interested in getting it right rather than making assumptions. If you are not sure and do not want to ask, you can also avoid using pronouns by using names—but making a pronoun assumption is the worst option.

Taking it Further
Think about how gender norms, or ideas about what men and women should be like, might be being enforced in your classroom or in other parts of your life. What does it mean to stand up against the rules of gender, both in the law and in other areas of our lives? How might we be enforcing gender norms on ourselves or our loved ones with well-meaning advice or guidance? Exploring these questions can deepen our commitment to gender self-determination for all people and to eliminating coercive systems that punish gender variance.

[Adapted from the original, written by Dean Spade of Seattle University Law School.]

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

Accommodation to Students’ Religious Holidays
University Policy S14-7 states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

SJSU Peer Connections
Peer Connections’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies
and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**
The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions.

The SJSU Writing Center has two locations: We conduct drop-in tutoring sessions in Clark Hall, Suite 126; we conduct scheduled appointments on the second floor of the MLK Library. All our writing tutors have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

**SJSU Counseling and Psychological Services**
The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling.

**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 educators, 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 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.

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<tr>
<th>Week 1: Class Framework &amp; Planning</th>
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<tr>
<td>January 29</td>
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<tr>
<td><strong>Description:</strong> We will explore our individual interests and needs as future educators 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.</td>
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<th>Week 2: Goal Setting &amp; Introduction to Emancipatory Education</th>
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<td>February 5</td>
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<td><strong>Description:</strong> We will review the syllabus and develop our individual and shared goals for the class. We will also consider: the role of meritocracy in US schooling with a brief look at the Black Lives Matter movement, as well as Paulo Freire’s impact on transformative models of teaching.</td>
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**Reading & Assignment Due:** Love Chapter 1 & Takeaway/Question GoogleDoc Entry

**Optional Reading:** Paulo Freire, *Pedagogy of the Oppressed*, Chapter 2
### Week 3: The Role of Ideology and History in Shaping our Understandings of Diversity and Schooling in the US

**February 12**

**Description:** We will consider the role of ideology 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.

**Reading & Reading Challenge Assignment Due: Love Chapters 2-4**

**Optional Reading:** Richard Valencia & Mary Black (2002). “Mexican Americans Don’t Value Education!”—On the Basis of the Myth, Mythmaking, and Debunking. *Journal of Latinos and Education, 1*, 81-103

### Week 4: Re-Thinking Schooling: Abolitionist Teaching

**February 19**

**Description:** We will continue our analysis of the on-going effects of our racialized educational history on schooling today through Valenzuela’s idea of Subtractive Schooling and focus on Love’s idea of Abolitionist Teaching.

**Reading & Reading Challenge Assignment Due: Love Chapters 5-7**


### Week 5: Time Out – Reflections on a month with Emancipatory Education

**February 26**

**Description:** We will reflect on our first month of class, focusing on critical insights, lingering questions, as well as concerns and challenges. We will also have our first Guest Professor who will help us consider how we can apply all of our work to classroom teaching in San José schools today.

**Guest Professor:** Cynthia Perez, Mt. Pleasant High School Social Studies Teacher & Department Chair & Dinner After Class

### Week 6: Using our Stories for Transformative Teaching

**March 4**

**Description:** We will share our educational autobiographies and consider how these stories connect to our guiding principles as educators. We will also begin our work developing self-care strategies for racial and social justice educators. Finally, we will begin our work with Culturally Sustaining Pedagogies.

**Assignment Due: Project Part 1**

**Reading Due: Paris & Alim Chapter 1**
### Week 7: Culturally Sustaining Pedagogies: Insights from the Community Cultural Wealth Model

**March 11**

**Description:** We will begin exploring Culturally Sustaining Pedagogies, the foundational work of Yosso, and the power of assets-based approaches to teaching that center non-dominant ways of being and knowing.

**Reading & Reading Challenge Assignment Due:** Paris & Alim Chapters 2-4


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### Week 8: The Power of Holistic Models for Student Engagement

**March 18**

**Description:** We will consider the ways in which holistic models of culturally sustaining teaching lead to enhanced student engagement and success, as we learn from a model in the Tucson Unified School District and another developed and implemented by our Guest Professor in a San José high school.

**Guest Professor:** Mike Tinoco, Yerba Buena High School English Teacher & *Dinner After Class*

**Reading & Reading Challenge Assignment Due:** Paris & Alim Chapters 5-7


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### Week 9: Culturally Sustaining Schooling as Systemic

**March 25**

**Description:** We will consider the possibility and power of systemic approaches to Culturally Sustaining Schooling, challenging the common perception that this cannot be school- or district-wide practice.

**Reading & Reading Challenge Assignment Due:** Paris & Alim Chapters 8-11


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**Spring Break – No Class April 1**

### Week 10: Lessons from a College Preparatory Middle School with Culturally Sustaining Approaches

**April 8**
Description: Building on last week’s consideration of systemic approaches to culturally sustaining practices, we will look at how a middle school leader works to address the significant needs of students while building on their assets and preparing them for college.

**Reading & Reading Challenge Assignment Due: Paris & Alim Chapters 12-15**

**Activity: Visit to DCP El Camino Middle School, 1402 Monterey Highway, San Jose [arrive by 3:15pm at the latest]**


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**Week 11: Time Out – Reflections on Culturally Sustaining Schooling**

April 15

Description: We will take time to reflect on all of our work on culturally sustaining practices and what they mean in our lives and future lives as educators. Ginwright’s work will help us think this through for our students and for us as we revisit our self-care strategies. We will also introduce Theater of the Oppressed as a model for confronting the challenges we will face in schooling.


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**Week 12: Building Our Own Frameworks of Emancipatory Teaching**

April 22

Description: We will share our work on the project and support each other in considering how to make this work even stronger. Using the challenges we expect to face, we will employ Theater of the Oppressed approaches to develop strategies for success in our practice.

**Assignment Due: Project Part 2**

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**Week 13: Developing Strategies for Confronting Challenges to Emancipatory Teaching**

April 29

Description: We will present our Theater of the Oppressed strategies to the class and share the insights we have learned from the process. We will also work collectively to develop our projects and integrate the most powerful approaches in meaningful ways for each of us.

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**Week 14: Shared Visions of Emancipatory and Culturally Sustaining Schooling**

May 6

Description: In our last class, we will each share our most compelling insights from the projects and build a collective vision of what Emancipatory and Culturally Sustaining Schooling can look like in Bay Area classrooms and schools.

**Assignment Due: Project Part 3 [5/13, 12pm]**