

**University of Massachusetts at Boston  
College of Education and Human Development Critical  
and Creative Thinking Program**

**ISSUES AND CONTROVERSIES IN ANTIRACIST AND  
MULTICULTURAL EDUCATION  
CRCRTH 627**

**Summer 2018 Syllabus (online) Draft = awaiting new wiki  
address**

**COURSE DESCRIPTION**

This course explores two related forms of education-antiracist education and multicultural education-approaching them as issues in moral and value education and exploring controversies in the theories and practices of antiracist and multicultural education. The course deals with both practical and theoretical issues but concentrates more on theory. Specific topics include racism, race, and school achievement; ethnic identity and self-esteem; Afrocentrism; religious pluralism; multiculturalism as a unifying or divisive force.

Each week involves a 2-hour synchronous session as well as peer-to-peer written engagements via on-line posts.

Instructor: Micia Mosely

Email: [micia.mosely@umb.edu](mailto:micia.mosely@umb.edu)

Phone = Skype: miciamosely (in case of emergency 510-593-4089)

Office hours: by phone/Zoom/WIMBA: by appointment as needed

Course Wiki: TBD

## **Learning Goals**

*Upon completing this course students should be able to:*

1. Work collaboratively to examine and articulate multiple perspectives about Race, Culture and Education
2. Reflect on how issues of race and culture impact their learning and / or teaching experience.
3. Connect theories about Race, Culture and Education to practical issues in current events

## **Requirements & Assessment**

Your final grade letter grade will be based on your total percentage earned in the class.

A=95; A-=90; B+=87; B =83; B- =80; C+=77; C=73

### ***Online Participation, Readings (45%)***

There will be weekly posted questions and inquiries designed to deepen your understanding and application of the course readings. The quality of your postings should reflect your engagement with the material and your classmates' comments. Procrastination can plague the best of us so be sure to allow time for thoughtful posts/replies. As the course is not self-paced, everyone is expected to complete assignments each week, working on their own and together to meet the deadlines.

1) Essays / Posting assignments will be graded as satisfactory if they meet the following requirements:

- a) Answer the questions assigned for that week
- b) You must submit substantive responses to your classmates' postings (e.g. more than just "I agree" or restating what they said) including references to the reading

**Weekly reflections (300-600 words) will be due by Saturday at 5pm EST of each week. Your short (1-2 paragraph) replies to at least two other people's posts will be due by Monday 11:59pm EST. The goal is to support interaction with as many people as possible.**

*You'll receive 50 points each week for completing both parts of the weekly written work. No partial credit is given. Incomplete work will give 0 points. You may turn in one weekly written assignment in late and for a maximum of 40 points*

2) Participate in 3 live class discussions.

*You'll receive a total of 84 points for each live discussion you attend. You must be on the call for at least 75 minutes and substantively participate in order to receive credit for that session. I recognize that emergencies happen. Therefore you can miss one live discussion session and complete the make up assignment for a maximum of 70 points.*

***Current Issues Analysis (25%)***

Students will submit two 900-1500 word analysis of a current (published or aired within 1 month of the due date) article &/or link to a news story that addresses one of the themes we are discussing in the course. Students may choose the themes they wish to focus on, but the same student may cover no theme more than once. Citations should be in APA format. **This should be emailed to me at [micia.mosely@umb.edu](mailto:micia.mosely@umb.edu)**

***Final Project (30%)***

Your final project is expected to demonstrate your understanding of multiple perspectives about one of the themes we will examine in the course. Citations should be in APA format. This should be emailed to me at [micia.mosely@umb.edu](mailto:micia.mosely@umb.edu)

*Additional details regarding content and assessment will be announced on 6/6/17.*

**ACCOMMODATIONS:** Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

**Students are advised to retain a copy of this syllabus in their personal files.**

**This syllabus is subject to change, but workload expectations will not be increased after the semester starts.**

**Required Book**

Banks, J. A., & Banks, C. A. M. (Eds.). (2010). *Multicultural education: Issues and perspectives*. John Wiley & Sons. 7th Edition

**Recommended Reading (Not required)**

Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2007). *Teaching for diversity and social justice*. Routledge.

## **SCHEDULE OF SESSIONS**

The course is divided into six 1-week online sessions.

### **Week 1- (7/16/18-7/22/18 ) Race, Racism and Anti-Racism**

Readings / Videos:

1. Race The Power of an Illusion (part 3 approximately 1 hour)

<https://fod.infobase.com/OnDemandEmbed.aspx?Token=49736&aid=18596&Plt=FOD&loid=0&w=640&h=480&ref>

2. Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack," *Independent School*; Winter90, Vol. 49 Issue 2, p31, 5p

3. Ill Doctrine Video "How To Tell Someone They Sound Racist"  
[http://www.illdoctrine.com/2008/07/how\\_to\\_tell\\_people\\_they\\_sound.html](http://www.illdoctrine.com/2008/07/how_to_tell_people_they_sound.html)  
(3 minutes)

4. Glen Singleton & Cyndie Hays "Beginning Courageous Conversation About Race" in *Everyday Anti-Racism Getting Real About Race In School* edited by Mica Pollock (New York: The New Press 2008)

5. Joan Olsson "Detour Spotting for White Anti-Racists" (Online resource 1997)

***Optional Office Hours 7/18 1:15pm-3:15pm ET (Sign up here)***

***Weekly Response due to wiki 7/21 5pm EST***

***Posts due to wiki 7/23 11:59pm EST***

***Final Project Assigned 7/23***

### **Week 2- (7/23/18-7/29/18) Multicultural & Equity Based Education**

Readings:

1. Lisa Delpit, "Education in a Multicultural Society," from *Other People's Children* [1995]: 167-184

2. Duncan-Andrade, J. (2009). Note to educators: Hope required when growing roses in concrete. *Harvard Educational Review*, 79(2), 181-194.

3. Banks, J. A., & Banks, C. A. M. (Eds.). (2009). *Multicultural education: Issues and perspectives*. John Wiley & Sons. **Chapter 1 (Pages 1-30)**
4. Foley, Perry and Carter in Pollock, M. (Ed.). (2008). *Everyday antiracism: Getting real about race in school*. The New Press. (222-234)

**Weekly Response due on wiki 7/28 5pm EST**  
**Posts & Discussions due on wiki 7/30 11:59pm EST**  
**Phase 1 of Final Project due 7/30 11:59pm EST**  
**Synchronous Class #1 7/31 5pm-6:30pm EST**

### **Week -3 (7/30/18-8/5/18) Intersectionality**

Readings:

1. Lance T. McCreedy "Understanding the Marginalization of Gay and Gender Non-Conforming Black Male Students" *Theory Into Practice Spring 2004*
2. Mark Walsh, "Day of Silence in Schools Brings Unity, Controversy," *Education Week*, April 23, 2008
3. Asher, N. (2007). Made in the (multicultural) USA: Unpacking tensions of race, culture, gender, and sexuality in education. *Educational Researcher*, 36(2), 65-73.
4. Marquez, R. What is the 'x' of Latinx? Medium July 9, 2018

**Weekly Response due on wiki 8/4 5pm EST**  
**Posts & Discussions due on wiki 8/6 11:59pm EST**  
**Current Issues Analysis #1 emailed 8/6 11:59pm EST**  
**Synchronous Class 8/7 5pm-6:30pm EST**

### **Week-4 (8/6/18-8/12/18) Ethnicity & Immigration**

Readings:

1. Wesley Yang "Paper Tigers: What happens to all the Asian-American overachievers when the test-taking ends?"  
<http://nymag.com/news/features/asian-americans-2011-5/>
2. Gándara, P., & Rumberger, R. W. (2009). Immigration, language, and education: How does language policy structure opportunity. *Teachers College Record*, 111(3), 750-782.
3. Michael Fix & Jeffrey S. Passel "Immigration—Trends & Implications for Schools" Presented at National Association for Bilingual Education; NCLB Implementation Institute, New Orleans, LA January 28-29, 2003

4. Laurie Olsen, "Learning the Language of America," from *Made in America: Immigrant Students in Our Public Schools*, 90-105 [1997]
5. Noguera, P. A. (2006). Latino youth: Immigration, education, and the future. *Latino Studies*, 4(313320), 328.
6. In California, an incomplete dream for undocumented Asian students  
<http://www.bbc.co.uk/news/magazine-21761431>

**Weekly Response due on wiki 8/11 5pm EST**  
**Posts & Discussions due on wiki 8/13 11:59pm EST**  
**Phase 2 of Final Project emailed 8/13 11:59pm EST**  
**Synchronous Class 8/14 5pm-6:30pm EST**

### **Week-5 (8/13/18-8/19/17) Social Class & Religion**

Readings:

1. Javier C. Hernandez *Secular Education, Catholic Values*, The New York Times March 2009
2. Stan Karp, "Arranged Marriages, Rearranged Ideas," *Rethinking Schools Online*, vol. 11, #2, Winter 1996-97: 1-6  
[http://www.rethinkingschools.org/archive/11\\_02/Karp.shtml](http://www.rethinkingschools.org/archive/11_02/Karp.shtml)
3. Ira C. Lupu, et. al "Religion In The Public Schools", *The Pew Forum on Religion & Public Life* May 2007
4. Banks, J. A., & Banks, C. A. M. (Eds.). (2009). *Multicultural education: Issues and perspectives*. John Wiley & Sons. **Part 2 (Pages 62-101)**

**Weekly Response due on wiki 8/18 5pm EST**  
**Posts & Discussions due on wiki 8/20 11:59pm EST**  
**Current Issues Analysis #2 emailed 8/20 11:59pm EST**

### **Week 6- (8/20-8/23) Gender & Sexuality**

Readings:

1. Banks, J. A., & Banks, C. A. M. (Eds.). (2009). *Multicultural education: Issues and perspectives*. John Wiley & Sons. **Part 3 (Pages 107-175)**
2. Mock, Janet, "Young People Get Trans Rights. It's Adults Who Don't." *New York Times, Opinion February 23, 2017*  
[https://www.nytimes.com/2017/02/23/opinion/janet-mock-young-people-get-trans-rights-its-adults-who-dont.html?\\_r=0](https://www.nytimes.com/2017/02/23/opinion/janet-mock-young-people-get-trans-rights-its-adults-who-dont.html?_r=0)

3. Meiners, E. R., & Quinn, T. (2012). *Sexualities in education*. Oxford: Peter Lang. Section 1 (Pages 1-45); Chapter 15 (Pages 158-166)

***Weekly Response due on wiki 8/25 5pm EST  
No Posts & Discussion due  
Final Project Due 8/25 11:59pm EST***

## **Participation Requirements**

The course will be delivered through a series of six online weekly sessions, with each week taking multiple interactive forms. We will also have three live class discussion, weekly readings, asynchronous inquiry. Regular participation and online presence is vital. (see details above)

## **Internet Communication**

- 1) Student will meet online weekly via Blackboard Collaborate. If you are not familiar with Blackboard please take a look at the link below as soon as possible. It will give important information about the technology needed to record your live sessions.  
[http://help.blackboard.com/en-us/Learn/9.1 SP 12 and SP 13/Student](http://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student)
- 2) Here's a note from the Manager of online education: Please take a look at our distance learning home page:  
<http://www.umb.edu/academics/uc/online/>. On the right hand side we have added a [Student Orientation to Blackboard](#) which we think should really help students and reduce your need to orient students. Also, note that there is a document on [Blackboard Login Information](#) that students can download if some reason they don't receive our emails with the information.

## **Virtual Office Hours**

I will hold my virtual office hours by appointment via Blackboard Collaborate or Phone. Please email me in advance to schedule a time.

Email: [micia.mosely@umb.edu](mailto:micia.mosely@umb.edu)

## **Plug-ins, special equipment and software**

- You will need the free adobe acrobat reader to open the PDF documents contained in this course. You can find this at [www.adobe.com](http://www.adobe.com) where you have to search around for the free one or at [www.downloads.com](http://www.downloads.com)
- You may also need a copy of Skype Internet Phone. You can download a copy of Skype at [www.skype.com](http://www.skype.com)

## **Our Communication**

- Instead of sending me e-mail with general questions regarding this course, please post them on the discussion board found in the wiki (address TBD) instead. I will respond to any questions posted in the within 48 hours (except on weekends). This is the best place to post all non-private questions that pertain to the course since other members of the class will benefit from the answers as well.
- Video or phone will be used for office hours appointments as needed

## **Method of Instruction**

- Each weekly session will officially start every Monday 9am. Any edits to the specific plans for each week will be announced by this time. Please visit the homepage at the beginning of each week to review the plan for the week so you can budget your time accordingly. I will not be sending you an e-mail reminder. It is therefore imperative that you log on to the course homepage in order to begin the activities planned for the week.
- You should plan on logging onto the course web site at least 3 times each week to contribute to threaded inquiry and keep up with other activities that may be underway.

## **Important dates**

Please visit <http://www.umb.edu/academics/uc/credit/summer/calendar/> to see important information re: session start dates, session end dates, session add/change deadlines, and course withdrawal deadlines.