

Syllabus
Summer 2018

TLS 412

Promoting Diversity
in Multicultural Contexts



THIS IS A FULLY ONLINE COURSE WITH NO ARRANGED MEETING TIMES!

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OFFICE HOURS

I will conduct office hours via Zoom (located in D2L) on **Tuesday evenings from 6:30 pm – 8:00 pm (Arizona Time)**. Please feel free to join me for conversations around the weekly topics. If you are on campus, I do have a physical office in the College of Education (RM 529), where we can meet and chat.

If you would like to arrange a meeting with me outside of official office hours, please email me and I will accommodate your schedule.

COURSE DESCRIPTION

There are no prerequisites required for this course.

This course will address issues in education associated with the cultural and linguistic pluralism in the United States. We will analyze the interaction of school, community, class, cultural, parent involvement, and family factors in the education of diverse populations.

The course is intended as an introduction to the issues that arise in education because of ethnic and cultural diversity in the schools and society. The central questions to be explored are:

- Why is educational achievement both defined and perceived differently for different racial and ethnic groups?

- How does this difference relate to the social stratification that is characteristic of the larger U.S. society?
- What importance is the concept of race in the United States?
- What is ethnicity, and what is its role in curriculum and instruction?
- What policies and programs have been developed to help educators understand issues concerning race and ethnicity?
- How is educational achievement related to socio-economic structures?
- Besides race and ethnicity, what other socially constructed categories are important in a conceptualization of multicultural education and social justice?

These and other questions will be the basis for our reading and discussion.

COMMUNICATIONS

I will communicate with you through your Catmail email address (netid@email.arizona.edu). If you don't check this address regularly, please set it up to forward to an address that you do use. This site has information about Catmail and will guide you through the process of forwarding your mail: <http://uits.arizona.edu/services/catmail-student-email>.

I will respond to your email within 24 hours. If you need immediate attention, you can call or text me on my phone number listed above.

COURSE OBJECTIVES	WHERE	HOW
	...will I learn this?	...will I show my learning
Read and discuss the most recent literature on race, ethnicity and multicultural education in the United States.	All weeks	Weekly Voice Thread Discussions
Describe the history of ethnic relations and minority group education in the United States.	Week 1 & 2	Exam #1
Describe the way that historical contexts have influenced judicial decisions regarding discrimination based on race, ethnicity, gender, and other social categories and their relation to multicultural context.	Week 3, 4 & 5	Exam #2
Define the difference between "diversity" and "pluralism" and distinguish policies and programs aimed at each term in society.	Week 6 & 7	Exam #3
Describe multicultural context within a sociopolitical environment.	Week 1 & 2	Exam #1 Final Project
Develop a conceptual framework for multicultural context.	Week 3, 4 & 5	Exam #2 Final Project

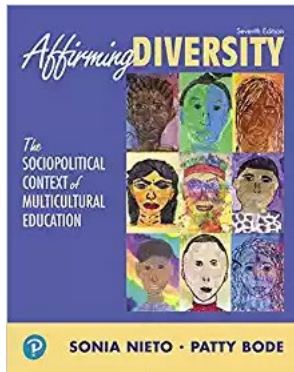
Explain the implications for diversity for teaching and learning in a multicultural society.

Week 6 & 7

Exam #3
Final Project

TEXTBOOK

REQUIRED



Affirming Diversity: The Sociopolitical Context of Multicultural Education (7th Edition),
by Sonia Nieto & Patty Bode

ISBN-13: 978-0131367340

COURSE TECHNOLOGY

We will be using several online tools and services during class:

- D2L** Desire2Learn (D2L) is the learning management system used by the University of Arizona. Go to <https://d2l.arizona.edu/> to log in and find your course. **This technology is where all course material will be located.**
- Zoom:** Zoom is an online meeting platform in D2L that lets participants and moderators interact through audio, video, text, and images. Zoom is free and works on both Mac and PC. **This technology will be used for Office Hours.**
- VoiceThread:** This is a visual discussion tool located in D2L. **This technology is where our weekly discussions will take place and where your final project will be posted.**
- Panopto:** Lecture Capture Software used in D2L. **This technology is where the weekly lectures will be posted.**
- Examity:** The proctoring tool we use is called Examity. You will find it in UA Tools located on the blue navigation bar. Please log in to Examity and set up your profile as soon as possible. I highly encourage everyone to complete the computer requirements check in the same place you are planning on taking

the exam. Please be in a reliable Internet spot to take your exam as you will need an upload and download speed of 3Mbps during the exam.

ABOUT ONLINE CLASSES

Similar

This online course will be similar to classroom courses in many ways: you do some reading, you do some writing, you interact in discussions with your peers, you take quizzes/exams and you create a final project. The goal is to challenge your thinking on multicultural education and come away knowing something you didn't know before.

Different

There are also many differences from classroom courses. We can easily share ideas when we are not actively meeting. This is called an **asynchronous** activity. We will be using Voice Thread, an asynchronous visual discussion technology.

Strengths

Online courses lend themselves well to independent and self-directed work. This is not a self-pace course as discussions with me and your peers over topics will be a key to your learning. I hope this course will feel very much like a face to face course, except you decide the time and place in which you participate instead of coming to a set class time.

Challenges

Some things are more difficult online. We can't rely on visual cues to catch subtle meanings. I can't see your body language. Group work requires more planning. Tone is hard to convey in writing. It's even possible to let yourself get distracted and (gasp!) start browsing the web.

Adapting

Learning online lets us easily connect to information, and in some ways, to each other. It also makes it harder to feel "present" in the same mental and temporal space as our classmates.

Please think about this distance as we progress in the course. Be deliberate about how you communicate with both me and your classmates via, email, and VoiceThread. Reach out and express things in words that you might otherwise say with a nod of your head or a roll of your eyes. You will get more out of this course if you do this. Think of this as an alternate set of study skills, which you will need to develop throughout the semester.

TEACHING PHILOSOPHY

I believe that learning should be meaningful and have application to everyday life. As your instructor, my job is to help you find meaning in the course content as it relates to your own experiences and histories. As a student, you will need to take responsibility for your own learning, because optimal learning outcomes result from willingness, intention, and motivation to learn. Please feel free to discuss your learning goals and progress with me. **Communication is the key to helping us have a good working relationship as we navigate**

your learning journey this semester.

POLICIES

ACADEMIC DISHONESTY

Cheating and plagiarism are unethical. Students are expected to do their own work. Plagiarism includes copying or cutting and pasting from online sources, taking information from a book or article, copying someone else's paper, or having someone else do your work for you. Research sources must be properly documented. Students found cheating or intentionally plagiarizing will receive a zero for the assignment and may be dismissed from the class with a failing grade.

The instructor uses the plagiarism software **Turnitin** to verify that submitted work is original.

*The three exams will also be live proctored this semester with a technology software called **Examity**. Instructions will be discussed before the first exam.*

ASSIGNMENT SUBMISSION

Unless otherwise specified, **all assignments should be submitted by 11:59 PM (Arizona time)** on the due date. *Late assignments will lose 10% of available points.*

If an assignment is not submitted within one week after the due date, you will not receive credit. You are responsible for assuring proper delivery of all assignments.

ONLINE SECURITY AND POTENTIALLY OBJECTIONABLE MATERIALS

In this class, we may use some Internet-based technologies. Some of these technologies may require you to create an account. The instructor has selected tools that have policies regarding the use of personal data to protect your privacy. However, the instructor has no control over the site's actual use of this data.

These tools provide access to a wide variety of content, including some that is of an objectionable nature. The instructor cannot control the content that you will access. If you should encounter materials that you find objectionable, it is up to you as a student to exit the sites or tools that contain those materials.

If you cannot complete an assignment because of the content you encounter or the tools you are asked to download, you should contact the instructor for an alternative assignment.

STUDENTS WITH DISABILITIES

The University of Arizona is committed to upholding a community of scholarship by strictly ensuring that an honest academic environment is evident in all courses. The UA Code of Academic Integrity outlines the expectations that all students are bound to uphold; all students are responsible for completing and turning in academic work that meet the associated guidelines. Acts of academic dishonesty discredit the work of others as well as the greater campus community.

As a University of Arizona student, I pledge to act in accordance with the Student Code of Conduct and abide by the respective requirements of the Code of Academic Integrity.

To view information regarding the Code of Academic Integrity, please review this link: <https://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>

POSITION STATEMENT ON SOCIAL JUSTICE

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice. Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as micro-aggressions, often resulting from unexamined attitudes and beliefs. Macro-aggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

- We value and honor human diversity.
- We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
- We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
- We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
- We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.
- Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macro-aggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain

diligent in maintaining awareness of micro, macro aggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

Adopted on March 25, 2014

by the Department of Teaching, Learning and Sociocultural Studies

GRADING

It is the instructor's belief that learning at this level involves actively processing information and constructing knowledge (higher order cognitive activities), instead of passively receiving information from the instructor and memorizing it. Therefore, it is important for you to actively participate in class discussions, contribute your own thoughts, and respond to your fellow students' comments or questions in the classes.

Class participation includes, but is not limited to:

- Completing the readings (Textbook and posted articles in D2L) *(4 - 6 hours per week)*
- Watching the lectures and other videos (Panopto in D2L) *(1- 2 hours per week)*
- Completing the weekly quizzes (Quiz Tool in D2L) *(2 hour per week)*
- Interact with a Video Presentation and write a reflection *(2 hours per week)*
- Participating in the online discussions (VoiceThread in D2L) *(3 - 4 hours per week)*
- Taking the three scheduled exams (Quiz Tool in D2L) *(1 hour per exam)*
- Creating the final assignment (VoiceThread in D2L) *(15 - 20 hours over the course)*

Overview of the estimated time you should spend each week on these activities:

**Readings (4 - 6 hours) + Lecture (2 - 3 hour) + Quiz (2 hours) + Discussion (3 - 4 hours) + Reflective Blog (2 - 3 hours) + Final Presentation (2 - 3 hour)
= 15 - 20 hours a week**

A 1000 - 900	B 890 - 800	C 790 - 700	D 690 - 600	E 590 - 0
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Overview of Activities

Quizzes (6 quizzes at 20 points)	120
Discussions (7 discussions at 40 points each)	280
Reflections (5 reflections at 30 points each)	150
Exam #1 – Setting the Stage (May 27)	50
Exam #2 – Developing a Conceptual Framework (June 10)	50
Exam #3 – Implications of Diversity (June 24)	50
Final Assignment:	
Proposal for Cultural Snapshot (20 pts)	300
Video Interview (80 pts)	
Written Snapshot (50 pts), Research Questions (50 pts) and Annotated Bibliography (50 pts)	
Presentation in VoiceThread (50 pts)	
Peer Review in VoiceThread (Extra Credit 20 pts)	
Total =	1000
Extra Credit – Syllabus Quiz (must be completed by end of first week)	30

FIRST WEEK OF CLASS

If you have not done so already, you should do the following:

1. Log into D2L for instruction and read the News Items.
2. Read the Syllabus and take the Syllabus Quiz (earn 30 extra credit points).
3. Go to Voice Thread and introduce yourself in the “Meet Me” discussion.
4. Set up your Blog and post an introduction.

If you have any questions about these tasks, email me at mbuckner@email.arizona.edu.

1) WEEKLY READINGS, LECTURES AND QUIZZES

Each week you will need to complete a module of materials. These materials include:

- **Readings** from the textbook. Readings could also include other reading such as peer reviewed or popular articles that will be posted inside the module.
- **Lectures** about the module topic. These will be video records from the instructor or from outside sources such as TedTalks or YouTube, etc.
- **Quizzes** will be administrated each week to test your knowledge over the readings and the lectures. These quizzes are low stakes, short answer and are open book with no set time

ACTIVITY DESCRIPTION FOR READINGS, LECTURES AND QUIZZES

Please take the time to read, watch and test yourself on the materials. For an online course, this is equivalent to attending a traditional classroom environment.

- Time on Tasks: Readings (4 - 6 hours) + Lecture (2 - 3 hours) + Quiz (2 hours)
- Complete the Quiz by Wednesday at 11:59 pm.

2) WEEKLY DISCUSSION IN VOICETHREAD

The weekly discussions will be the heart and soul of this course. We will be discussing topics that will assist you in thinking deeper about the topics of each module.

We will be discussing sensitive topics that might elicit strong emotions, therefore I want to establish a code of conduct for our discussions:

- **Be polite.** Please respect your fellow learners and their unique point of view. Insulting, condescending, or abusive words will not be tolerated. Polite debate is welcome as long as you are discussing the ideas, not attacking the person.
- **Be sensitive.** This is a public university with participants from many different cultures and backgrounds. Be kind, thoughtful, and open-minded when discussing race, religion, gender, sexual orientation, or controversial topics since others likely have differing perspectives.

We will be using a technology called Voice Thread to facilitate our discussions. If you have never used Voice Thread (VT) before, please go to <http://odltools.arizona.edu/tools/visual-discussion-boards-voicethread> for instructions. Voice Thread is part of D2L, so you will need to access VT through D2L and not through the VT website (you will not find the class discussions unless you enter VT through D2L).

ACTIVITY DESCRIPTION FOR VOICETHREAD

Every week there will be a discussion on the module topic. You will be expected to reflect deeply on the question and post your first comment of 2 to 3 minutes (or approximately 700 words, if you use the text feature). This post will be worth 20 points. The weekly discussion will open each Sunday afternoon. **The first post should be complete by Tuesday at 11:59pm.**

From Wednesday to Saturday, you should go back to VT to read and make at least 2 responses to your peer's comments. These responses will make up the other 20 points. Your responses should be at least 1 minute (or approximately 500 words) each.

To be honest, I really hate awarding points for discussions. I would rather us have a deep discussion on the topics. I hope our conversations will be driven by the topic rather than by points.

Also, please construct your thoughts before posting your Voice Thread. It is very apparent when people ramble on about a topic without having constructed a point. I would encourage you to write down some notes or bullet points about what you are going to post.

Estimated time to spend each week on the Voice Thread discussion:

- Time on task should be 3 - 4 hours.

Post time requirements:

- First post (minimum of 2 – 3 minutes (500 words) and maximum of 5 minutes (700 words)
- Response post (minimum of 1 minute (100 words) and maximum of 3 minutes (500 words)

The first Voice Thread discussion will be an introduction discussion, which will allow you time to learn VT and get to know your classmates.

Rubric will be posted in D2L

3) REFLECTION FROM VIDEO INTERACTION

Every week you will be required to write a reflection on the case study we have read and discussed. You will watch and engage with a video presentation about the case study of the week. Afterwards, you will be responsible for writing a one-page single-spaced reflection paper for each case study discussed in the video interaction. Use the questions we ponder after the case studies to guide your thinking. With each case study identify ways in which they can connect to your own case study (your final project).

I believe that reflections are a major function of deep learning. These reflections should demonstrate your knowledge of the case study as it relates to the readings, lectures, discussions and your final project.

ACTIVITY DESCRIPTION FOR BLOG

- Time on task should be 2 -3 hours.
- The reflection should be complete by Saturday at 11:59 pm.
- Upload the reflection into the Assignment area of D2L.

Rubric will be posted in D2L

EXAM #1 - SETTING THE STAGE

This will be a one (1) hour proctored exam. The exam will be in essay format.

STUDY GUIDE FOR EXAM #1

Review the weekly quizzes along with these possible questions for the exam:

- Describe why social justice is important in an educational setting.
- Define critical pedagogy and how it applies to multicultural education.
- If education systems have a history of racism, exclusion, and debilitating pedagogy, what consequences does this have on an educator's practices and experiences with students?
- Describe what it means to be "politically correct." How is this term contested? How might ideas about "political correctness" affect your social or academic life?
- Describe the multicultural process.
- Define your understanding of the sociopolitical context.

EXAM #2 - DEVELOPING A CONCEPTUAL FRAMEWORK

This will be a one (1) hour proctored exam. The exam will be in essay format.

STUDY GUIDE FOR EXAM #2

Review the weekly quizzes along with these possible questions for the exam:

- Define each term and describe how they are interconnected: prejudice, racism and discrimination.
- Describe three areas where cultural differences in learning may be especially different.
- Define bilingual education. How is bilingual education both beneficial and problematic?
- What is pedagogy? Why should all pedagogical approaches and methods be examined with a critical eye?
- Describe these two instructional strategies: *high help* and *high perfectionism*.
- What are the three forms of cultural capital?

EXAM #3 - IMPLICATIONS OF DIVERSITY FOR TEACHING AND LEARNING

This will be a one (1) hour proctored exam. The exam will be in essay format.

STUDY GUIDE FOR EXAM #3

Review the weekly quizzes along with these possible questions for the exam:

- Describe the notion of “multicultural navigators.”
- Why should instruction about social justice begin in the earliest grades?
- Describe pre-prejudice in young children?
- What are some strategies of a comprehensive approach to multicultural education? How are these strategies sometime fraught with difficulty?
- Describe additive multiculturalism. Can multicultural education be subtractive?
- How can student involvement in extracurricular activities, including school clubs and sports, religious groups and out-of-school hobbies for schools and communities serve as examples of effective multicultural education?

FINAL ASSIGNMENT – A CULTURAL SNAPSHOT

This assignment will allow you to explore another perspective outside of your own unique lens. The final assignment for TLS 412 has five (5) parts that create a “Cultural Snapshot”. The “Cultural Snapshot” will focus on a particular individual in a community whose culture is different from your own. You will interview the chosen individual and based on the interview you will write a “Cultural Snapshot”. This “Cultural Snapshot” will assist to formulate a research question that you will explore through an annotated bibliography. All will be presented in a final digital presentation.

You will create a digital presentation about your “Cultural Snapshot”, including your research question and reference to your annotated bibliography. The digital presentations will take place in VoiceThread. Peer reviews/comments are encouraged for extra credit.

There will be five parts to the assignment.

- **Part 1** - The first part is to propose a “Cultural Snapshot”, get feedback and approval from your instructor. This needs to be done in the first week (Due week of May 28). There are seven examples of Snapshots in the book.
- **Part 2** - Conduct, record and edit an interview with your individual (Due week of June 11).
- **Part 3** – Submit as one paper with three (3) parts:
 - 1) Write a “Cultural Snapshot” about your individual (3 pages – double spaced),
 - 2) Formulate a research question based on the interview and explain why you chose to explore this question (1 page – double spaced),
 - 3) Prepare an annotated bibliography to inform your research question (2 articles – 1 page per article – double spaced) based on your research question (Due week of June 25).
- **Part 4** - Produce your video presentation of the “Cultural Snapshot”, research question and findings from the annotated bibliography which will be uploaded to VoiceThread (Due week of June 25).
- **Part 5** - Finally, for extra credit you can peer review or comment on your classmates’ presentations in VoiceThread (5 points per comment up to 20 points) - (Due week of June 25).

ACTIVITY DESCRIPTION FOR THE FINAL ASSIGNMENT

The final assignment should take approximately 15 to 20 hours of preparation over the course. The digital presentation should take about 5 to 7-minutes.

Part	Deadline (week of)
Part 1: Propose a “Cultural Snapshot”	May 28 th (upload to Assignments)
Part 2: Interview Individual	June 11 th (upload to Assignments)
Part 3: Written Paper	June 25 th (upload to Assignments)
Part 4: Digital Presentation	June 25 th (upload to Voice Thread)
Part 5: Peer Review	June 25 th (5 points per review up to 20 points)

Rubric for Part 4 and 5 will be posted in D2L

SUGGESTED PATTERN FOR SUCCESS IN THIS COURSE

- Review the Weekly Module in D2L - Monday
- Read the Chapter (s) and Article(s) - Tuesday
- Watch the Lectures and Videos - Tuesday
- Post your first VoiceThread Discussion - Tuesday
- Take the Quiz to check your understanding Due Wednesday
- Engage with Video and write your Reflection - Due Saturday
- Reply to the VoiceThread Discussion - Wednesday through Saturday

Observation and Participation in Special and Regular Education Classrooms

Todd Fletcher, Ph.D.

GOALS:

The goals of the observation and participation field trips in Guanajuato and to Mexico City during the last part of the program are: to become familiar with the cultural and historical origins of Mexico (In Mexico City: field trips to the Pyramids at Teotihuacan, National Museum of Anthropology, the National Palace, Diego Rivera murals in the Ministry of Education, Templo Mayor, the National University of Mexico, Xochimilco, Casa Azul and the Basilica de la Virgen de Guadalupe) are the background context for our study and observation and participation of the Mexican education system.

The goals of the observation and participation classes (experiential learning project) while in Guanajuato are: to become familiar with teaching, learning, and management strategies used in regular or special education classrooms or clinical settings and learn about the implementation of the curriculum through observation of teacher/school routines in your assigned schools/settings. You will be operating on your previous experiences in other educational contexts and this provides you with the lens by which you will observe and form judgments about the experiences in the schools in Guanajuato.

During our time in Guanajuato, we will visit:

Centro de Atención Múltiple (CAM) Multiple Attention Centers or Special Education Schools

Unidad de Servicios de Apoyo a la Educación Regular (USAER) Support Services Teams for Regular Education

Primary and Multigrade classrooms and a Special Education school in urban and rural settings

During the first few days after our arrival to Guanajuato, after we visit both urban and rural schools you will choose a school or schools or a different educational setting that you will be observing/participating in for the duration of the summer program. We will meet weekly to discuss assigned reading(s), entry journals, weekly school site attendance, and participation in your designated classroom(s) or setting. You are expected to be in your placements from 8 – 11:30 a.m. daily except for times in which schools may be dismissed for a holiday, etc. or when we have other planned activities. You have the choice to work in the rural areas in Cajones outside of Guanajuato (pre-school and primary school) and also do afternoon activities at Resplandor.

SPECIFIC OBJECTIVES

Characteristics of Students

You will gain a broad knowledge base of the similarities and differences among students in general and special education programs in México.

Curricular Methods, Activities, & Materials

You will observe different types of curricular materials, activities, and strategies for children and adults in academic, clinical, and non-academic settings. For example:

- a) collect information on various curriculum materials and note their applicability to different students
- b) observe and record teaching strategies and methodologies including activities and materials used in the delivery of instruction (routines and practices)

Classroom Organization and Management Skills

You will identify, observe, and record different classroom management strategies and routines. Comments may pertain to classroom organization, communication between teacher and students, and techniques used on working with children who need special attention (behavioral/academic).

Delivery of Services

- a) You will determine, identify, observe, and record what type of supplemental and support services are available for the population and settings in which you are observing.
- b) You will obtain and make notes on information regarding federal laws, and practice and identify similarities and differences across the continuum of services including general education, inclusion or resource (USAER), and self-contained (CAM) classrooms and other clinical settings.

COURSE COMPONENTS

You will take notes based on cultural visits to museums, historical sites, and educational settings as our cultural informants provide us with insights and knowledge about Mexican culture and routine cultural and professional practices.

You will keep a journal in which you will have daily entries reporting and reflecting on your field trips, school experiences and observations. We will try and review the journals on a weekly basis.

Weekly Group Discussions:

Weekly group discussion on assigned reading articles and student placements. Group discussions will be held on a weekly and ongoing basis.

School/Agency Project: Your experience in Guanajuato will be unique. Your goal is to complete a project in your placement of choice and develop a plan that you can carry out during your time at the school/agency. The project you choose will be developed based on initial visits to public and private schools in urban and rural settings. During the first week based on your visits and your interactions with local informants and program staff you will begin to develop an idea about a project you want to pursue with a particular teacher and or school. We are guests in the schools. We will work with you to make sure that your project is something that you jointly develop and discuss with not only your university supervisor but also with the person and school you have identified. We will provide you with the needed support to insure that you develop a project at your particular site.

A) As a concluding activity for the time in your placement you will write a summative essay that reflects your observations, interventions and participation at your particular site. This reflection on your experiences can be combined with your home stay activities and host family experience as well as interactions with other cultural informants from the community as well as faculty and staff from the program.

B) Given your experiences in multiple settings as a part of this program/experience – You will develop a digital story telling project which can be combined with SERP 404/504. The digital story will require that you will write a script based on your formal and informal interactions in Mexico during the program duration. The digital story provides opportunities to critically reflect on your individual cultural identity (personally) and also your role as an educator (professionally) working in a culturally diverse environment by providing a panoramic view of your total immersion experience.

Your presentation to the class on your school project and your presentation on the digital story project will be during the last week of the program. The school project will require that you provide background information on the school and the student(s) with whom you have chosen to work. You will present what you did with the student(s) during your contact time with them. You will be working directly with program staff in Guanajuato who will be visiting and collaborating with you as a part of your placement and project development.

Product 1:

A typewritten 4-5 page project report based on your activities at the school/clinic placement. The report should include a description of the student(s) and their learning difficulties/abilities and the context of the student, school and community, and a statement of goals or objectives that you have established for yourself and the student(s). If possible try and gather some baseline information from the student or students. You will list the different activities you implemented with the student(s) and describe and discuss academic, behavioral and/or social growth you observed and recorded. The final project should provide a summary statement of your activity during your time in the school and a general reflection on your overall experience. You can include work samples, etc as a part of what you finally turn in. The final product can be turned in up to two weeks after your return to the U.S. preferably by the end of July. The rubric for the project report is provided on the D2L website.

Product 2 which is a co-requirement of the other class (SERP 404/504) and not seen as separate:

Digital Story Telling Project: How did this immersion experience influence my personal/professional development as an educator? Reflect on personal changes and challenges as well as professional opportunities to grow and develop. This will be a video essay reflection on the total trip reflecting both personal and professional growth. Try to integrate concepts you have learned in class and from presentations by program faculty as well as your own personal experience visiting and working in schools/clinics and programs. The rubric and supporting materials are available on the D2L website. The draft version will be presented to the class on July 7/8 and a final version can be turned in by August 5 after your return to the U.S.

GRADES

Grades will be based on the following criteria:

Attendance and participation at school sites	100 points
Attendance and participation class meetings	25 points
Daily journal entries/reflections/plans	25 points
Final Written Project Report	30 points
Digital Story presentation	75 points

Grading Scale

90 – 100% A
80 – 89% B
70 – 79% C

COURSE PROPOSAL
Global Education Minor
Deborah Dimmett
March 15, 2019

Education in Emergencies: Responding to Needs in Conflict-Affected and Fragile Contexts

UN Declaration of Human Rights and the Convention on the Rights of the Child maintain that all children have the right to education and protection. However, natural disasters, wars, and economic collapse often make it difficult, if not unsafe, for children to continue their education.

- What happens to education when an emergency occurs?
- What policies exist to guide official, humanitarian and community education preparedness, as well as response and recovery actions?
- What practices and resources have been developed to support education in emergencies?
- Who and what are the key players, structures, and institutions who are positioned to respond to education in emergencies? And, what roles do they play?

The course will present case studies featuring different types of emergencies that have occurred in South Sudan, Afghanistan, Iraq, Venezuela, and Haiti. Where possible, guest presenters will provide additional contexts. Throughout the course, we will be completing a simulation of an emerging crisis in a fictitious country. Students will use the resources provided by the Inter-Agency Network for Education in Emergencies to develop their plan-of-action in the simulation.

EDL 200-001 – SPRING 2019
A Global Perspective on Schooling and the Rights of the Child
Gen ED: Tier 2 Individuals and Societies

Course Credit Hours: 3
Room 349 in College of Education (EDUC)
Class Meetings: Tuesday – Thursday 8:00 am – 9:15 am

Course Description

This course will introduce students to the global perspective on K-12 schooling and the rights of the child¹. We will examine selective school systems in the industrialized world and the developing world with the United States as a focal point. The course takes a comparative perspective by exploring historical and current mass education challenges and advancements to increase human capital (e.g., student achievement and job skills) development. The course uses a collaborative learning format in which students work in groups on in-class assignments. Present-day global, societal, and education events relevant to course topics will be integrated within lectures, readings, and videos.

Course Prerequisites: Successful completion of two courses from Tier One – Individuals and Societies. This course satisfies a requirement for General Education – Tier Two – Individuals and Societies.

Course Objectives and Learning Outcomes

1. Understand the global environment of national school systems and children's rights to an education, non-discrimination, and respect.
2. Compare and examine mass education in the United States to selective industrialized and developing countries.
3. Understand the variety of purposes, organizations, economics, politics, reforms, and future trends of schooling in the world.
4. Illustrate understanding the effects of factors on schooling such as families, gender, race and ethnicity, immigration, social & educational inequality, resources, care for the least advantaged students, violence and war.
5. Compare national differences, global similarities, and cultures in the quality of schooling, and teaching in class group discussions and in course examinations.
6. Identify the major bases of social, economic, and political differentiation in world competition and discuss how they affect schooling and opportunities for students life chances to attend school, learn, and prepare for employment.
7. Understand the contemporary global forces impacting all nations in regards to benchmarking student performances and outcomes in mathematics, reading/literacy, science, technology and other subjects against international standards.

Instructor: Professor John L. Taylor
Department of Educational Policy Studies & Practice
College of Education Room 232
Open Office Hours: Tuesday and Thursday 9:30 – 11:30 am and by Appointment
Phone: (520) 626-7933 Email: johnt@email.arizona.edu

¹ This course defines children in accord with the United Nations Convention of the Rights of the Child (CRC, 1989): a child as a person below the age of 18, unless the laws of a particular country set the legal age of adulthood younger. The four core principles of CRC are non-discrimination; devotion to the best interest of the child; the right to life, survival and development, and respect for the views of the child. CRC is the most rapidly and widely ratified (196 countries) international human rights treaty in history. The United States is currently the only country in the world that has failed to ratify the treaty.

Course Procedures

NOTE: All procedures are subject to change and the professor will notify students of any changes.

D2L: Class syllabus, Student Awareness and Responsibility Statement form, readings, power point lectures, and announcements may be accessed through the EDL 200 D2L site. In addition, designated assignments must be turned in to D2L Assignments Box on time.

Course Readings and Lectures

Textbook

Baker & LeTendre (2005). *National differences, global similarities: World culture and the future of schooling*, Stanford, CA: Stanford University Press.

Supplementary Readings are listed and posted by dates of assignments and lectures on the course schedule and are available & retrievable from D2L.

All Lectures are on Power Points and available on D2L before each class session.

The major terms and concepts from the course readings are referenced on power points. Added to power points throughout the semester are updated data sources, tables and charts, reports and documents, from OECD, TIMSS, PIRLS, PISA, World Bank, World Economic Forum, UNICEP, U.S. Conditions of Education, NAEP, NGOs, IGOs, etc. These sources will be explained in classes.

Attendance and Class Participation: Class activities are interrelated. Group participation is valued for exchange of ideas and considered important to the collaborative learning group process. There are 30 class meetings. Sixteen (16) in class meetings involve group interactions in **Home Groups (HG)** (explained below) and offer in total up to **35 participation points**. **If a student is absent for 5 out of the 16 (this is 31% of the HGs valued at a minimum 10 points) HG in class activities (i.e., taking a role in group discussion, writing, presenting, and submitting a group paper to professor), the student will be docked one letter grade regardless of points earned in the class.**

Course Participation, Assignments, Activities, and Allocation of Points

A. First Writing Assignment: Describe perspectives in regards to social interactions, personal goals, academic preparation and choice of college major you wish someone had told you about in high school that would have helped with your transition to college, towards graduation, and job prospects. The Assignment is valued up to **5 points**. Format for the assignment will be reviewed in class and placed on D2L. DUE Monday, **January 28th**.

B. In Class Activities


1. Home Groups (HG) host in-class collaborative learning activities and are composed of approximately 4-6 students. The HG membership is permanent throughout the semester. The HG deliberates on main ideas and questions from readings, lectures (on powerpoint slides), and video content. In the HG students are required to group write and edit a short paper about deliberations and orally share the results with the instructor and classmates. The paper with group members names will be submitted to the instructor at the end of each class. Papers are graded for designated HG points. HGs often get different questions to discuss and write about but usually focuses on three questions:

- Define the terms and concepts shared in the readings and powerpoint presentation and give some examples?
- Do you agree with your classmate or do you think of the concepts and ideas differently?
- What question(s) and/or clarification do you need from the instructor?

2. Analyzing and Discussing a Video (ADV). Students will prepare a written ADV form to evaluate videos viewed in and out of class. The information on the form is used for discussion in HG. The ADV assignment is completed when the form is submitted to the instructor. In addition students must use the ADV form for out of class video viewing assignments. A copy of ADV form is in two locations on D2L: Content and Assignments.

3. Outside-of-Class Video Viewing and Writing Assignments (ADV) augment lectures and readings

There are five (5) out-of-class ADV assignments complementing course subject matter and class discussion. Assignment requires viewing videos, writing evaluations on ADV forms, and submitting to D2L on due date. See course schedule for dates and points offered and the D2L **Assignments Box**. Late work is not accepted. The assignments are valued up to **10 points.**

 *All video URL links are live and can be accessed from this syllabus and the D2L site.*
NOTE: If by chance a video has been deleted or it is difficult access please tell instructor immediately.

Videos provide a lens into others' realities, cultures, and offer viewpoints that challenge our opinions and assumptions. Videos encourage us to think critically and are a valuable addition to the curriculum. The video topics are intended to spark students' interest and enrich group discussions on topics.

4. Required Class Oral Presentation: All students will deliver an oral class presentation using PowerPoint/Prezi to display personal H.S. school experiences. Presentation format will be provided, reviewed, and posted on D2L. Presentations are scheduled near the end of the semester. Presenters can earn up to **10 points** based on the quality and substance of the presentation.

a. Students' attending and evaluating **all** classmates' presentations can earn **5 points.**

5. Examinations: There are four (4) essay examinations throughout the semester for a total of **40 points.** *Two exams and the final exam will be open book and notes.* See the Course schedule for examination dates.

6. The Final Examination is optional and valued up to 10 points on Thursday, May 9, 2018
8:00 am – 10:00 am in EDUC Room 349.

Grade Points: 100 – 90 = **A** 89 – 80 = **B** 79 – 70 = **C** 69 – 60 = **D** 59 – 0 = **E**

Summary of Assignments	Points
1. Written Essay about H.S. Experiences	5
2. Sixteen (16) In-Class Home Group & ADV Activities	35
3. Five (5) Out of Class Video Viewing & Writing Assignments ADV	10
4. A Class Presentation about Memorable H.S. Experiences	10
5. Student's Evaluation of all Classmates' Presentations	5
6. Four (4) Essay Examinations	40
7. Final Examination is <i>Optional</i>	10
Total Points Offered	115

Students completing all activities **can earn up to 105 points** before the **Final Examination.** The final examination is valued up to **10 points** and is **optional.**

ALL WRITING ASSIGNMENTS: It is required that in all written work students must use complete sentences. A clearly written sentence, also called an independent clause, contains a subject and a verb; it expresses a complete thought or idea, and makes sense standing alone. On D2L, a writing template outline is provided for the writing assignment on secondary school experiences.

Course Schedule

NOTE: *This schedule is subject to change. Lectures, readings, videos, and exams may change and/or updated throughout the semester. The instructor will alert students to any changes.*

1. January 10 (Thursday) Topic: Introduction to the course with a review of the course syllabus (Please access and download syllabus from D2L site and the powerpoint presentation).

https://youtu.be/5_hLuEui6ww

Transitioning from the Millennial Development Goals (MDGs) to the Sustainable Development Goals (SDGs) – United Nations Development Fund (3:02)

Published on Sep 25, 2015 An end to poverty, hunger and inequality worldwide. That and more is the ambitious agenda of the Sustainable Development Goals (SDGs), agreed upon by 196 countries at the United Nations in September 2015.

<https://youtu.be/ituW4smLwIA>

From Education for All to Education 2030 a Sustainable Development Goal (3:02)

Published on Jul 10, 2015. The World Education Forum, May 2015, was held in Incheon, Republic of Korea. The Forum adopted the Declaration on the Future of Education. More than 130 countries, non-government organizations (NGO) and youth groups participated in the Forum.

2. January 15 (Tuesday) Topic: United Nations Declaration of Human Rights, United Nation Convention on the Rights of Children (UNCRC), and The Rights of Persons with Disabilities – Read Documents on D2L (The first two videos below will be viewed and discussed in class. Students are encouraged to freely view all videos below before and after class.)

<https://youtu.be/nDgIVseTkuE>

What are the universal human rights? (4:46) October 15, 2015

The basic idea of human rights is that each one of us, no matter who we are or where we are born, is entitled to the same basic rights and freedoms. What exactly are the basic human rights? Who gets to pick them? Who enforces them—and how? Benedetta Berti explores the subtleties of human rights.

<https://youtu.be/TFMqTDIYI2U>

United Nations Conventions on the Rights of the Child (CRC) (9:00) March 4, 2016

School of Social Sciences, Education, and Social Work at Queen's University Belfast. This video explains what the United Nations on the Conventions of the Rights of the Child (UNCRC) is, where it came from and why it should matter to you.

🍏 Submit Student Awareness Form to the Professor at class on Thursday, January 24th.

3. January 17 (Thursday) Topic– National Differences, Global Similarities: Competition and Ratings in Education

In Class Assignment: View videos and complete written ADV form for practice on item designated by the professor. Be ready to discuss you views and turn-in the ADV form at end of class.

a. *Changing Education Paradigm* (12 minutes) Uploaded Oct. 14, 2010

<http://www.youtube.com/watch?v=zDZFcDGpL4U>

b. PISA – Measuring student success around the world (12:14) Dec. 1, 2011

<https://youtu.be/q1I9tuScLUA>

c. I Will Not Let An Exam Result Decide My Fate||Spoken (5:52) Published on Apr 14, 2013

https://youtu.be/D-eVF_G_p-Y

d. What international teens think about school in America December 13, 2016 – (8:20)

<https://youtu.be/YW8FV2EKRAc>

PBS News Hour International education tests offer one measure for how countries around the world compare academically. But test scores aside, how do academic approaches differ in America compared to the rest of the world? Special correspondent Kavitha Cardoza of Education Week speaks with foreign students now living in the U.S. about how they see the differences.

e. Here's Why the U.S. School System Is Broken (July 2016)

<https://youtu.be/uOZocYcttO4>

4. January 22 (Tuesday) – Lecture I & Discussion: *Overview of Important Historical and Contemporary Moments that Impacted Public Schooling in the United States*

In-class assignment: view powerpoint, take notes using class handout, and be ready to express views with the class.

5. January 24 (Thursday) – Lecture II & Discussion: *Overview of Important Historical and Contemporary Moments that Impacted Public Schooling in the United States*

🍏 Professor will assign students to Home Groups

🍏 **The High School (H.S) Experience paper - Due on Monday, January 28th by midnight on D2L**

6. January 29 (Tuesday) – In class video – 2 Million Minutes: An Historical Perspective (View only 53 minutes)

In Class Assignment: Complete ADV form during film and be prepared to begin discussions on your evaluation of film in **HG** (#1) this and next class meeting. Submit individual ADV forms to instructors at the end of class. The forms will be returned for the next class meeting. **[2 points]**

7. January 31 (Thursday) – In Class Assignment: Discussions in Home Groups about high school experiences based on written papers. Students must bring a copy of the paper class.

In **HG** (#2) students discuss and share commonalities, differences, and revelations about secondary school experiences as written in essays. To recall and share information on your papers for discussion bring a copy to class HG. The **HG** will prepare and write a single paper listing some of the shared commonalities, differences, and revelations with everyone's signature to turn in to the instructor for review. **[2 points]**

8. February 5 (Tuesday) – Lecture III: National School System**Readings:**

1. Baker & LeTendre (2005) *The Global Environment of National School System* (Pages xi -15).
2. Boli, J. et al. (1985). Explaining the origins and expansion of mass education. *Comparative Education Review*, 29(2), 145-170.

In Class Assignment: Home Group (HG #3) [2 points]

9. February 7 (Thursday) -- Lecture IV: Education and Globalization**Readings:**

3. Spring, J. (2008). Research on Globalization and Education. *Review of Educational Research*, 78(2), 330-363.

In Class Assignment: HG (#4) [2 points]

10. February 12 (Tuesday) - EXAMINATION #1 [10 Points] Exam review is on a powerpoint placed on D2L**11. February 14 (Thursday) View Video in class – *A Global Roll Call: The Need for Education Worldwide Time for School* (2009) Films for Humanities & Science**

In Class Assignment: HG (#5) to share and discuss evaluation of video (Use ADV Form) and submit (ADV form & HG sheet) at end of class. [2 points]

12. February 19 (Tuesday) – Lecture V: Significance of Gender and Children’s Rights**Readings:**

4. Baker & LeTendre (2005). *The Declining Significance of Gender and the Rise of Egalitarian Mathematics Education* (Pages 16 – 33).
5. United Nations Educational, Scientific and Cultural Organization (UNESCO) (2012). *From access to equality: Empowering girls and women through literacy and secondary education*. Paris, France: author.

View Video in Class use ADV Form : The Daily Show: Extended Interview: Malala Yousafzai (16:00)

<https://youtu.be/gjGL6YY6oMs>

Extra information video not viewed in class: Malala Yousafzai Nobel Peace Prize Speech 2014 (26:00)

<https://youtu.be/MOqIotJrFVM>

In Class Assignment: HG (#6) [3 points]: (1) Use ADV to evaluate Video (2)

In HG discuss the following question and prepare a group answer for sharing in class: Is gender equality important for boys and men? List and explain three or more reasons if it is or is not important for boys and men.

FYI: The resource link below adds information about ways to think about the questions.

<http://www.unfpa.org/resources/frequently-asked-questions-about-gender-equality>

🍎 1. Out of Class Required Assignment: View the video below, analyze, and write a review using an ADV form and submit to **D2L Monday, February 18th before MIDNIGHT.** Assignment valued up to **2.0 points.**

What Stands in the way of women being equal to men?

<https://www.youtube.com/watch?v=ayj9EVc2ZLI>

Published on Mar 26, 2014 (44:00 minutes) - BBC documentary following the lives of four teenage school girls in Jordan, Lesotho, Iceland & UK in an effort to understand the roots of gender inequality. Is it true, there is no country in the world where men and women are equal?

13. February 21 (Thursday) – Lecture VI: Global Dynamics Between Family and Schooling

Readings:

6. Baker & LeTendre (2005). Symbiotic Institutions: Changing Global Dynamics Between the Family and Schooling (Pages 34 – 55).
7. Alba, et al (2011). The Integrative Imperative: The children of low status immigrants in the Schools of Wealthy Societies. *Annual Review of Sociology*, 37, 395-415.

In Class Assignment: HG (#7) [2 points]

14. February 26 (Tuesday) EXAMINATION #2 (10 POINTS) Exam review is on a powerpoint placed on D2L

15. February 28 (Thursday) – Lecture VII: Inequality

Readings:

8. Baker & LeTendre (2005). Rich Land, Poor Schools: Inequality of National Resources and Increasing Achievement of Disadvantaged Students (Pages 71-85).
9. Breen, R. et al. (2009). Nonpersistent inequality in educational attainment: Evidence from eight European Countries. *American Journal of Sociology*, 114(5), 1475-1521

In Class Assignment: HG (#8) [3 points]

🍎 2. Out of Class Required Assignment: View the videos below, analyze and write a review on all three (3) using one ADV form and submit to **D2L Wednesday, February 27th before MIDNIGHT,** and you can earn **2.0 points.**

Limits of Affirmative Action in Brazil (July 26, 2017 --10:15)

<https://youtu.be/dJhb5Q8vSpU>

Black Brazil Affirmative Action (Nov. 4, 2017 – 4:20)

<https://youtu.be/uDQBT3wRjLQ>

Wide Angle/Brazil in Black and White (2007 -- 4:41)

<https://youtu.be/SDNJoeSAAb8>

16. March 12 (Tuesday) – Lecture VIII: Inequality (Continued)

Viewing of Video in Class PBS FRONTLINE– *U.S.A. Separate and Unequal (2014)* Sixty years after the Supreme Court declared separate schools for black and white children unconstitutional, FRONTLINE examines a case in Louisiana that illustrates the growing race and class divide in American schools and the legacy of *Brown v. Board of Education*. The East Baton Rouge Parish School District was forced to desegregate its schools in 1981 after a 25-year legal fight. But in 2014, frustrated over the district's many low-performing schools, a group of mostly white, middle-class parents and business leaders are trying to break away and form a new city with its own separate schools, mirroring similar breakaway movements in cities around the country that critics say are reversing hard-fought civil rights gains. If the plan succeeds, the new district is expected to be more affluent and white, and will leave behind a population of mostly black students from low-income families.

In Class Assignment: ADV and HG (#9) [2 points]

17. March 14 (Thursday) – Lecture IX: Safe Schools – School Violence**Readings:**

10. Baker & LeTendre (2005). *Safe schools, Dangerous Nations: The Paradox of School Violence* (Pages 86-103).
11. Professor Taylor (2018) Handout, *Eight Related News Stories: Shots Fired*.

Supplemental Readings:

12. UNICEF (2012). *Tackling violence in schools: A global perspective: Bridging the gap between standards and practice*. New York, NY: Office of the Special Representative of the Secretary General (SRSG) on Violence Against Children. www.srsg.violenceagainstchildren.org <http://srsg.violenceagainstchildren.org/children-corner/materials>
13. Fry, D. (2016). *Preventing Violence against Children and how this contributes to building stronger economies*. Thematic Research Paper for the 3rd High-Level Meeting on Cooperation or Child Rights in the Asia-Pacific Region, 7-9 November 2016. Kuala Lumpur: Government of Malaysia and the United Nations Children's Fund (UNICEF).
14. United Nations (2006). *World report on violence against children: Chapter 4 In schools and educational settings*. <http://www.violencestudy.org>

In Class Assignment: HG (#10) [2 points]

🍎 3. Out of Class Required Assignment: View the video below, analyze, write a review using the ADV form and submit to **D2L Wednesday, March 13th, before MIDNIGHT** and you can possibly earn **2.0 points**.

Violence against women—it's a men's issue: Jackson Katz at TEDxFiDiWomen

<https://youtu.be/KTvSfeCRxe8>

[TEDx Talks](#) Published on Feb 11, 2013

Jackson Katz, Phd, is an anti-sexist activist and expert on violence, media and masculinities. An author, filmmaker, educator and social theorist, Katz has worked in gender violence prevention work with diverse groups of men and boys in sports culture and the military, and has pioneered work in critical media literacy. Katz is the creator and co-founder of the Mentors in Violence Prevention (MVP) program, which advocates the 'bystander approach' to sexual and domestic violence prevention. You've also seen him in the award winning documentary "MissRepresentation."

18. March 19 (Tuesday) – Assignment: View Video in class

The Most Beautiful Way To Stop A Bully I've Ever Seen (CONTAINS VERY STRONG LANGUAGE)
<https://youtu.be/vLMljqGBLYA>

"Shots Fired" by Los Angeles Team - 2014 (3:51)- Brave New Voices (Finals)
<https://youtu.be/x3YRJI2DjtM>

Created and produced by Youth Speaks, Brave New Voices is the nation's first youth-centric poetry slam, and is the largest most diverse ongoing spoken word event in the world. Brave New Voices 2014 features over 500 Teen Poetry Slam Champions from 50 parts of the country and 5 additional cities from across the globe, representing over 50,000 young poets in their local communities. These young writers are a diverse, creative, intelligent group of trendsetting community and cultural leaders. They come to Brave New Voices each year not only to compete, but also to attend world-class workshops led by renowned poets and writers, and highlight the voices of a new generation of leadership.

The lost streets of Chicago - BBC News

<https://youtu.be/tbKp8OV6F64>

Published on Sep 7, 2016 (14:40) WARNING: CONTAINS VERY STRONG LANGUAGE Killings in Chicago have hit a 20-year high as the grim toll for homicides passes 500. The BBC's Ian Pannell and Darren Conway explore a world where gangs and guns rule.

In Class Assignment: ADV & HG (#11) [2 points]

19. March 21 (Thursday) – Lecture IX: The Teacher**Readings:**

15. Baker & LeTendre (2005). The Universal Math Teacher? International Beliefs, National Work Roles, and Local Practice (Pages 104-116).
16. Townsend, T. (2010). Educating school leaders to think and act locally and globally. *International Journal of Leadership in Education*, 13(3), 335-348.
17. OECD (2014), TALIS 2013 Results: An International Perspective on Teaching and Learning, OECD Publishing

In Class Assignment: -- View and Discuss Rita Pierson TED Talk: Every Kid Needs a Champion
https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion

Published on May 3, 2013 (7:48) Rita Pierson, a teacher for 40 years, once heard a colleague say, "They don't pay me to like the kids." Her response: "Kids don't learn from people they don't like." A rousing call to educators to believe in their students and actually connect with them on a real, human, personal level.

Is She the Toughest Principal in America?

<https://youtu.be/nu86whVkcC4>

Published on Mar 5, 2014 (3:20) Fenger High School Principal Liz Dozier confronts gang violence and shootings to save her school and her students.

Extra Resource: *Chicago Land Original Series Episode 2 Closing Schools*

<https://vimeopro.com/cnmpromos/chicagoland/video/89302525>

In Class Assignment: ADV & HG (#12) [2 points]

4. Out of Class Required Assignment: Independently view the video below, write and submit a review using the ADV form **ON D2L Wednesday, March 20th before MIDNIGHT** and you can possibly earn **2.0 extra points**.

Singapore: Strong Performers and Successful Reformers in Education
<https://www.youtube.com/watch?v=Km25TAnPb14>

20. March 26 (Tuesday) EXAMINATION #3 [10 POINTS] Exam review is on a powerpoint placed on D2L

21. March 28 (Thursday) – Lecture X: Shadow Education Systems

Readings:

8. Baker & LeTendre (2005). Demand for Achievement: The Worldwide Growth of Shadow Education Systems (Pages 54-70).
9. Bray, M. (2006). Private supplementary tutoring: Comparative perspectives on patterns and implications. *Compare*, 36(4), 515-530.

In Class Assignment: HG (#13) [2 points]

22. April 2 (Tuesday) – Lecture XI: Homework

Readings:

18. Baker & LeTendre (2005). Schoolwork at Home? Low-quality Schooling and Homework (Pages 117-133).
19. Forsberg, L. (2007). Homework as serious family business: Power and subjectivity in negotiations about school assignments in Swedish families. *British Journal of Sociology of Education*, 28(2), 209-222.

In Class Assignment: HG (#14) [2 points]

23. April 4 (Thursday) – Lecture XII: Centralization, Decentralization, Markets

Readings:

20. Baker & LeTendre (2005). Slouching Toward a Global Ideology: The Devolution Revolution in Education Governance (Pages 134-149).
21. Jeynes, W. (2008). What we should and should not learn from Japanese and other East Asian education systems. *Educational Policy*, 22(6), 900-927.

In Class Assignment: HG (#15) [3 points]

5. Out of Class Required Assignment: View the video below, analyze, write and submit a review using the ADV form to **D2L Wednesday, April 3rd before MIDNIGHT** and you can possibly earn **2.0 points**.

Finland: Strong Performers and Successful Reformers in Education
<https://www.youtube.com/watch?v=ZwD1v73O4VI>

24. April 9 (Tuesday) – Lecture XIII: Nation versus Nation


Readings:

- 22. Baker & LeTendre (2005). *Nation Versus Nation: The Race to be the First in the World*. (Pages 150-168).
- 23. World Bank Group (2011). *Learning for all: Investing in People’s Knowledge and skills to promote development*. Washington, DC: The International Bank for Reconstruction and Development, The World Bank.
- 24. OECD (2013). *Education at a Glance 2013. OECD Indicators*, OECD Publishing <http://dx.doi.org/10.1787/eag-2013-en>

Viewing of Video in class. *Japan - Strong Performers and Successful Reformers in Education*
<https://www.youtube.com/watch?v=ygInMvH30QU>

In Class Assignment: ADV & HG (#16) [2 points]

25. April 11 (Thursday) EXAMINATION #4 [10 POINTS] Exam review is on a powerpoint placed on D2L


 Students’ Class Presentations about high school (H.S.) experiences are scheduled for *April 16, 18, 23, & 25th*. Consult with the Professor for assistance. Students and the Professor will evaluate Presentations (See page 3). **A Presentation is valued up to 10 points.**

NOTE: If more students will make presentations than dates and slots available as scheduled below, the Professor will modify the presentation assignment and explain the changes in class. from a single student presentation to two students combining information about their high school

See Complete Guidelines on D2L. Present a powerpoint presentation about the school system organization, school building, learning expectations, grading and testing, curriculum (math, science, advance placement, etc.), extracurricular activities (sports, student government, drama club, etc.), technology, teachers, counselors, and parent participation.

26. April 16 (Tuesday)  Students’ class Presentations about high school (H.S.) experiences
Student Presenters:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

27. April 18 (Thursday)  Students’ class Presentations about high school (H.S.) experiences
Student Presenters:

- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

28. April 23 (Tuesday) 🍏 Students' class presentations about H.S. experiences
Student Presenters:

11 _____
12 _____
13 _____
14 _____
15 _____

29. April 25 (Thursday) 🍏 Students' class presentations about H.S. experiences
Student Presenters:

16 _____
17 _____
18 _____
19 _____
20 _____

30. April 30 (Tuesday) 🍏 Students' class presentations about H.S. experiences
Student Presenters:

21 _____
22 _____

REVIEW FOR FINAL EXAMINATION

OPTIONAL FINAL EXAMINATION [10 POINTS]
Thursday May 9, 2018 8:00 am – 10:00 am
College of Education Room 349

COURSE POLICIES

This course operates under the University of Arizona's policy on workload and credit requirements. <http://catalog.arizona.edu/policy-audience/undergraduate> on the web.

Class Attendance, Participation, and Administrative Drop

Students are expected to be regular and punctual in class attendance and to fully participate in the course. The University believes that students themselves are primarily responsible for attendance and class participation. Since students may be permitted to add classes beyond the official start date, instructors should be attentive to student enrollment dates when assessing adequate participation for the purposes of administrative drop.

In-Person Courses. Instructors will provide students with written statements of their policies with respect to absences and class participation. Excessive or extended absence from class is sufficient reason for the instructor to administratively drop the student from the course. For accelerated courses and for those courses in which enrollment is limited, missing the first-class session may be interpreted as excessive absence. The date the administrative drop is posted on the class roster in UAccess Instructor Center determines how the drop affects the student's academic record. If the administrative drop is completed by the first drop deadline, it will result in cancellation of registration in the course. The first and second drop deadlines are defined below. <http://archive.catalog.arizona.edu/2015-16/policies/classatten.htm>

Accessibility and Accommodations: It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcomed to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information go to <http://drc.arizona.edu/students/connect#Process>

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. <http://drc.arizona.edu/students/connect#Process>

Exam Policy: Make-up opportunities for a missed exam will be given only on rare occasions for students with extremely justifiable, extenuating circumstances. If such a circumstance should occur, the student must contact the professor at least ***one hour prior*** to the scheduled time of the exam or as soon as that student is aware of the problem. ***Failure to contact the professor means that you forfeit the opportunity to make-up the exam.*** Whether or not a make-up exam will be permitted is subject to written documentation (e.g. M.D. doctor's note) of the reason for missing the exam and instructor's approval. ***Students without proper written documentation will not be allowed to make-up an exam.*** Under no circumstances will a student be allowed to make-up an exam for non-academic/medical reasons (e.g. family vacation). ***Make-up exams must be completed within five working days of the scheduled make-up exam date.***

The final exam schedule for this and all University courses is currently available online at. <http://www.registrar.arizona.edu/search/node/Final%20Examination%20Schedule%20Fall%202017>
Consistent with U of A policy all students must take the final exam at the scheduled time unless they have made other arrangements with the DRC.

PLAN AHEAD! If you are unable to make it at the scheduled time, it is recommended that you drop this class and take it at another time. ***No exceptions will be made.***

Exam Grades: If a student would like to appeal a grade from any exam or assignment, that student should do so *in writing* within seven days from the date it is returned. *Any appeal that does not come in writing or within seven days will not be considered.*

****All written documentation pertaining to absences, exams, or course grades should be submitted to the professor of the class, not the TA.**

Late/Missed Written Assignments: *There will be no make-up opportunities for in-class active learning assignments (or portions of assignments), and all assignments must be completed and turned in before the end of the class session unless otherwise indicated.* There are no make-ups for missing in class written assignments because these assignments conducted in HG activities. The few out of class assignments can be made-up only in the case of serious illness, medical emergency, or some other serious or unusual circumstances. Students should inform the instructor of such circumstances *at least one week prior to the assignment due date* to the extent possible; written verification of the circumstances are required. **D2L Assignments Box writing assignments** will not be accepted late.

Incomplete Grades and Withdrawals: Students wishing to withdraw from this course must notify the instructor prior to non-attendance in classes and execute the proper drop or withdrawal procedures in accordance with the University of Arizona General Catalog. An incomplete grade will be considered only under limited circumstances and in accordance with the University of Arizona's incomplete policy <http://catalog.arizona.edu/2012-13/policies/grade.htm>. If an incomplete grade is awarded, a written contract between the student and the instructor that specifies the work to be completed and an exact timeline for completion must be verified prior to the final exam.

Attendance (SEE PAGE 2). While attendance is not taken in this course, it is highly encouraged. In addition to the in-class active learning assignments and group discussions, out-of-class extra credit opportunities will be available. Also, a number of the questions on the exams will come from class lecture material that is not covered in readings or posted lecture outlines. If a student does miss a class, it is their responsibility to get the materials that they missed.

Classroom Courtesy. This course should be treated with professionalism. This includes conventions of courtesy during class lectures and discussions. All disruptive behavior will be handled with the University's policy, which can be viewed online <http://web.arizona.edu/~policy/disruptive.pdf>.

- 1) Students should make all efforts to ***arrive on time and stay until class is finished.*** If you must leave early, you must let the instructor know prior to the beginning of class and do so with minimal disruption.
- 2) It is expected that students may disagree with the research presented or the opinions of their fellow classmates. Disagreement is fine, but to disparage others views is unacceptable. ***All comments should be kept civil and thoughtful.***
- 3) ***Cellular telephone use will not be permitted*** at any time. All cellular phones should be turned completely off (**not on vibrate**) and stored in purses or backpacks.
- 4) ***Reading newspapers, side conversations, emailing, texting, surfing non-course related websites, and other disruptive behaviors will not be tolerated.*** Students found to be engaged in such behavior will be asked to leave the class for the day and lose all in-class points.

Threatening Behavior. The University seeks to promote a safe environment where students and employees can participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self.

Threatening behavior can harm and disrupt the University, its community and its families. Please see the following document for more information: <http://policy.web.arizona.edu/~policy/threatening.pdf>.

Academic Integrity. Students are encouraged to share intellectual views and freely discuss the principles and application of course materials. However, all graded requirements (exams, papers, assignments) must be executed independently unless otherwise specified by the instructor. This course operates under the University of Arizona academic code as described in the General Academic Manual. *Students are highly encouraged to read the code of academic integrity as it appears at* <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

Nondiscrimination and Anti-Harrassment Policy. The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages anyone who believes he or she has been the subject of discrimination to report the matter immediately as described in the section below, "Reporting Discrimination, Harassment, or Retaliation." All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations. <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Statement of Copyrighted materials. Students are advised that all lecture notes, lectures, study guides and other course materials disseminated by the instructor to the students, whether in class or online, are original materials and as such reflect intellectual property of the instructor or author of those works. All readings, study guides, lecture notes and handouts are intended for individual use by the student. Students may not distribute or reproduce these materials for commercial purposes without the express written consent of the instructor. Students who sell or distribute these materials for any use other than their own are in violation of the University's Intellectual Property Policy (available at http://www.ott.arizona.edu/uploads/ip_policy.pdf). Violations of the instructors copyright may result in course sanctions and violate the Code of Academic Integrity.

Confidentiality of Student Records. Students should have read and be aware of federal regulations regarding the privacy of their academic records: <http://www.registrar.arizona.edu/ferpa/default.htm>.

Special Needs. Students needing special accommodations or special services should contact the SALT (Strategic Alternatives Learning Techniques) Center for Learning Disabilities (SALT Center, 1010 N Highland Avenue, 621-1242, <http://www.salt.arizona.edu/>) and/or the Disability Resources Center (DRC, 1224 E. Lowell Street, 621-3268, <http://drc.arizona.edu/>). The needs for specialized services must be documented and verified by these UA units. If you qualify for services through DRC, present your letter of accommodations to the instructor before the end of the second week of class. We will do everything we can to enhance your learning experience.

Absence and class participation policies

- Absences for any sincerely held religious belief, observance, or practice will be accommodated where reasonable: policy.arizona.edu/human-resources/religious-accommodation-policy.
- Absences pre-approved by the UA Dean of Students (or dean's designee) will be honored.

Classroom behavior policy	EDL 200 fosters a positive learning environment, that include not to use cell phones, mobile devices, etc. accept for class purposes
Threatening behavior policy	Please adhere to UA Threatening Behavior by Students policy, which prohibits threats of physical harm to any member of the University community: policy.arizona.edu/education-and-student-affairs/threatening-behavior-students..
Academic Integrity policy	Please know the Student Code of Academic Integrity that prohibits plagiarism: deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity
Nondiscrimination and Anti-harassment policy	Please know the University Policy 200E on prohibited behaviors: http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy
Accommodations for students with disabilities	UA acknowledges and have a statement for reasonable accommodations provided by the Disability Resources Center: drc.arizona.edu/instructors/syllabus-statement
<i>SYLLABUS Subject to change Statement</i>	Included is a statement indicating that the information contained in this course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

UNIVERSITY OF ARIZONA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
EDP 358- 001, 002: Psychological Measurement in Education
Spring 2019, 3 credits
Wednesday 8:15-10:45am Tolson Elementary School
12-2:30pm Davis Elementary School

INSTRUCTOR: Elizabeth Pope, Ph.D.
EMAIL: ejpope@email.arizona.edu
OFFICE HOURS: Tuesday 12-2pm & by appointment
OFFICE: UA Education building, room 617

TEACHING ASSISTANT: Lauren Pierce, MA
EMAIL: pierce97@email.arizona.edu
OFFICE HOURS: Mondays 10-11am, 12-1pm
OFFICE: UA Education building, room 635c

TEACHING ASSISTANT: Maggie Medina, MA
EMAIL: margaretamedina@email.arizona.edu
OFFICE HOURS: Mondays 2-4pm
OFFICE: UA Education building, room 635c

Instructor Availability/Contact: Email is the preferred method of contact for your instructor. When contacting the instructor, please include your full name. Due to privacy concerns, your instructor will not answer questions by email or phone that require revealing individually-identifying grade information, *such as grades earned on assignments or exams.*

Course Description: Psychological Measurement in Education. Psychometric methods as applied to assessment including the ethical implications of testing, test design, traditional and performance-based tests, diagnostics, automation in testing, standardized testing, and grading processes.

Course Format and Teaching Methods: This course will be flipped meaning much of the content will be web-delivered and class time will be spent engaging in group discussions, practical application activities, small group activities, etc. Lectures are designed to introduce important topics and issues in your professional field which will then be discussed further in class. Depending upon the topic, the lectures may or may not cover the same material presented in the text. You may be asked to bring specific materials in order to facilitate group activities and group discussion. Materials needed can be found in the Tentative Schedule below. It is your responsibility to bring the necessary materials each day. Please see the instructor early in the course if you are having trouble keeping up with the readings, discussions, or activities.

Course Objectives: In this course we will cover:

- Discuss ethical implications of testing (standardized and non standardized)
- Introduce design skills of both performance and traditional tests
- Learn to collect and interpret assessment data (formative and summative)

Expected Outcomes: The purpose of this course is to introduce you to general concepts of testing and measurement and prepare you to:

- align assessments with instructional objectives
- develop and evaluate tests
- develop and implement performance assessments
- utilize grading and weight strategies
- interpret standardized tests
- use assessment data to drive instructional decisions in the classroom
- understand basic statistical properties of tests and measurements, such as reliability and validity
- apply your own understanding of course content to your profession as teachers

UA Inclusive Excellence: UA Inclusive Excellence is a fundamental part of the University of Arizona's strategic plan and culture. As part of this initiative, the institution embraces and practices diversity and inclusiveness. These values are expected, respected and welcomed in this course."

Department of Teaching, Learning and Sociocultural Studies Position Statement on Social Justice (Adopted March 25, 2014):

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as micro aggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

- We value and honor human diversity.
- We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
- We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
- We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
- We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.
- Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to INETS-Tn to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macroaggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

Department of Educational Psychology Diversity Statement:

The Department of Educational Psychology supports and values the variety of social, ethnic, religious, cultural, global, intellectual, and experiential backgrounds and identities individuals bring to our community, curriculum, pedagogy, and scholarship. We encourage individuals to share their unique knowledge of the world throughout coursework and research. It is the shared view of EDP that when taken collectively, each individual's perspective enriches our understanding of current issues in Educational Psychology. We work to provide opportunities for collaboration among all students, faculty, and staff as a means to expand our knowledge and understanding as well as further inform research. The diverse makeup of our department allows for meaningful, impactful advances in education that can be applied across many settings and contexts.

Standards Addressed: Students in the Elementary and Early Childhood Education Programs are assessed on Arizona Department of Education Professional Teaching Standards which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Standards; the International Society for Technology in Education National Educational Technology Standards for Teachers (NETS-T NETS-Teacher); and the University of Arizona Teacher Preparation Programs Professional Standards as well as other national standards. The Standards work in concert. By addressing them, graduates demonstrate that they are professionals and are prepared to participate in the very important process of educating young children.

Alignment to InTASC Standards:

The Learner and Learning

InTASC Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

InTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

InTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

InTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Alignment to NETS-T Standards:

NETS-T Standard #1: Facilitate and Inspire Student Learning. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

NETS-T Standard #2: Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the NETS*S.

NETS-T Standard #3: Model Digital Age Work and Learning. Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.

NETS-T Standard #4: Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

NETS-T Standard #5: Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Alignment to University of Arizona Professional Standards:

Teacher candidates at the University of Arizona demonstrate a commitment to their academic program and to education by:

- attending, being on time, and being prepared for scheduled classes and field experiences;
- having a professional appearance;
- communicating professionally and respectfully orally and in writing with peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members;
- looking beyond self and respecting differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation;
- accepting and acting upon reasonable criticism;
- understanding and respecting others' perspectives;
- questioning and testing their assumptions about teaching and learning;
- separating personal and professional issues;

- exhibiting their knowledge through inquiry, critical analysis, and synthesis of the subject;
- maintaining or exceeding the minimum grade point average of 3.0 G.P.A.

Attendance Policy

In teacher preparation courses at the College of Education, we focus on your learning. To lay a strong foundation for your development as a professional in four semesters is a challenge. Time in academic courses and time in classrooms is at a premium, and we strive to engage you fully in both. Our courses integrate knowledge and practice and are performance-based. We model practices for you to learn and ask you to demonstrate your understanding of the content.

Because courses are preparation for your career as teachers, being dependable, responsible, and punctual are behaviors that you must exhibit. The children whom we teach as well as their families and the community expect this of us when we are in schools, and so the faculty in the College of Education expect this of you during the semesters you are in the program. Being dependable, responsible and punctual are signs of the professional behavior we expect you to demonstrate while at the College of Education and throughout your professional career. We have high expectations of you, possibly higher than you have experienced before the program.

In accordance with the University of Arizona Academic Policy for class attendance, the following guidelines are in place:

- Plan to be in class and in your classroom every day scheduled at your site.
 - Any personal events you have, such as doctor's appointments, vacations, family events, or hours at work, should be planned to for Fridays or after your course and classroom times have ended. Personal events should not conflict with coursework and classroom hours.
 - All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.
 - These absences, as well as other excused absences, require the completion of the Exception to Attendance form, with proper explanation of why the absence merits exception.
 - Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored (for example, absences required of athletes).
- Arriving to class on time and being prepared are professional behaviors. We will start class promptly each day. If you arrive more than 5 minutes late, or leave more than 5 minutes early, this will be noted.
 - Three or more late arrivals or early departures may constitute an unexcused absence.
- We know that unexpected events occur. You are allowed **one** excused absence from class for illness or personal emergency. The reason for the excused absence must be justifiable and for the most part unplanned and unavoidable, for example a car accident or an unexpected illness that results in an emergency room visit.
 - In order for the one absence to be excused, you must:
 - notify your instructor or mentor teacher and site coordinator **within 24 hours**.
 - complete and provide the site coordinator with the Exception to Attendance form.
 - make arrangements for another student to gather handouts and take notes for you if you are missing coursework. You are responsible for catching up on any missed material.
 - Make arrangements to make up the hours of fieldwork if you are missing being with your mentor teacher.
- Multiple absences may indicate issues that need to be addressed because they may reflect a lack of professionalism. More than one excused or any unexcused absences will result in a conference with the instructor(s).
 - In addition, prior to or after the conference, a "Referral for Performance Concerns" may be completed and a meeting with the instructor(s) and the Program Director will be scheduled. The referral and subsequent meeting are to address and find a possible resolution to the

- absences.
 - Multiple excused or unexcused absences may result in lowering your grade by one full letter. For example, if you were receiving an A in the course, the highest grade you could receive is a B.
 - Multiple excused or unexcused absences may result in a failing grade for the course, unless a valid and justifiable reason has been provided, or as per University policy, “excessive or extended absences from class is sufficient reason for the instructor to recommend that the student be administratively dropped from the course.”
- Attendance during your fieldwork is critical. Your mentor teacher and students depend on you.
 - Your arrivals and departures along with attendance will be noted on a time sheet in the classroom.
 - If your tardies, early departures and absences in applications exceed the attendance policy described above, your grade may be lowered to a full grade in EACH of your courses. For example, if you were receiving a B in each of your courses, you would receive a C in EACH of your courses.
- All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.
- Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

If you are sick or have an emergency that requires you to miss or be late for class, you should notify me as soon as possible. The instructor reserves the right to default to the Educational Psychology departmental attendance policy in extenuating circumstances. Any time you are absent you should make arrangements for another student to gather handouts and take notes for you. You are responsible for catching up on any missed material. In the event of an absence, it is your responsibility to gather any notes, handouts, assignments, etc. that you may have missed. I will not provide any additional materials or information beyond what is posted on D2L.

Required Text:

Waugh, C.K. & Gronlund, N.E. (2013). *Assessment of Student Achievement (10th ed.)*. Upper Saddle River, NJ: Pearson.- EARLIER EDITIONS ARE ACCEPTABLE AND ENCOURAGED

Course Web Site: d2l.arizona.edu

Lecture notes, assignments, course-related information, and changes in the schedule will be posted to the course D2L web site as soon as the instructor can get to it. It is advised that you check the web site at least weekly and within a few days of missed classes. Every effort to keep the web site updated will be made.

Required Examinations and Papers: Throughout the semester students will be responsible for completing

- 1 Benchmark Assignment
- 3 Homework Assignments
- 2 Exams (midterm and final exam)
- 6 Participation Assignments (completed in class at various points throughout the semester)
- 6 D2L Quizzes

Benchmark Assignment: The semester-long course project will consist of 3 homework assignments completed throughout the semester and a reflection on course material and personal growth and progress within the course content. You will have receive formative feedback on your homework assignments and then have to opportunity to revise them before including them as part of your Benchmark Portfolio. The course project consists of:

- Content Outline and Instructional Objectives (Assignment 1)
- Assessment Items (Assignment 2)
- Performance Assessment and Scoring Rubric (Assignment 3)

- Reflection

Homework assignments (assignments 1, 2, & 3) are designed to allow you to apply concepts learned in lecture and from the readings. Guidelines for three assignments will be discussed in class and made available to students throughout the term. These graded assignments along with a final reflection paper will be compiled in a portfolio at the end of the term.

The instructor does not “preview” assignments prior to submission. Students may ask specific questions about wording, format, or placement of assignment content under construction, but may not ask the instructor to generally “look it over” before grading.

Homework assignments are due to the d2L dropbox by 10pm on the designated Friday due dates. Assignments late *for any reason* will receive half of earned credit for up to one week past their due dates. No credit will be given to assignments after one week.

Please understand that electronic issues (printer failure etc.) are not excuses for delay or failure to submit any or all parts of any assignment. Do NOT wait until the last minute! **Early submission of the assignments is encouraged.**

The Course Project is worth 120 points. Students will be asked to revise and resubmit each of the three course assignments, along with the originals and write a reflection. The reflection paper will be assessed using a rubric and must contain:

- a discussion of learning for each of the 3 assignments and include specific examples
- an evaluation of at least 2 personal strengths and weaknesses related to course content and assignments
- an explanation of the specific learning related to the assignments and how it will be used in the future
- an explanation for any information/content that they will not use in the classrooms
- a written statement of classroom assessment philosophy

Spelling, grammar, and clarity of writing in the reflection will also be taken into account.

The Benchmark Assignment is a performance based assessment that evaluates your progress toward meeting the ADE Professional Teaching Standards (InTASC), NET*S, and UA Standards. In order to pass this course, you must pass the Benchmark Assignment. Even if you receive passing grades on all other assignments, if you fail the Benchmark Assignment, you will fail the class. Passing the Benchmark Assignment means you have met the objectives of the course, which are tied to the ADE Professional Teaching Standards (InTASC), NET*S, and UA Standards. Failing the Benchmark Assignment means that you have failed to demonstrate mastery of objectives of the course, which are tied to the ADE Professional Teaching Standards (InTASC), NET*S, and UA Standards.

Exams: The two exams given during the semester may include multiple choice, matching, true/false, short answer, and/or essay item formats. Material on the exams will come from lectures, the text, and supplemental readings -- information from one may not be covered in the others. The final exam is cumulative.

Make up exams will **only** be given in cases of documented illness or emergency. Contact the instructor immediately if a make-up exam is needed. Make-up exams *must* be taken prior to the review of the exam in class (usually the next class period).

Participation Assignments: Participation assignments are small assignments that will be completed in class, activities that you will be asked to complete on your own time so they can be discussed in class, or an activity that you do in your cooperating classroom that you then bring to class. Each participation assignment will be worth 10 points. As these assignments make up a relatively large portion of your final grade, it is imperative that you complete any work or required reading before class so that you can attend and actively participate during class and with group members to complete these assignments. There will be 6 participation assignments throughout the

semester. If you have an excused absence on the day of a participation assignment, you may turn the assignment in the following week for full credit, **late participation assignments will not be accepted. It is your responsibility to gather, complete, and submit a participation assignment if you are absent. If you have an unexcused absence you may *not* make up the participation assignment.**

D2L Quizzes: Throughout the semester there will be 6 quizzes on D2L that correspond with either reading or lecture material that students are to have read/watched before class on the dates indicated on the course schedule below. Quizzes will close at 8am on the corresponding due dates. Each quiz is worth 5 points.

Extra Credit/Bonus Points: Any opportunities for extra credit are at the discretion of the instructors. Students will not be allowed to make up extra credit assignments. Individual opportunities for extra credit will not be allowed. The performance of the class as a whole will determine the need for extra credit. Please do not contact your instructor to request extra credit

Tentative Schedule

While every effort will be made to adhere to the daily schedule and syllabus, changes may occur. You are responsible for keeping up with any changes. Additional readings may be assigned or changed throughout the semester. Check the course d2l website often for announcements.

Date	Topic	Before Class	In Class	Assignments/Exams	Standards
Week 1 1/9	Introductions, class policies	N/A	•		
Week 2 1/16	Achievement Assessment & Instruction (<i>G&W ch 2 & 4</i>)	<ul style="list-style-type: none"> • Course syllabus • EDP Plagiarism Policy • Read “Are Exams Bad for Children?” 	<ul style="list-style-type: none"> • Intro to Assessment Terms • Types & Purposes of Assessment • Reading Discussion 	Participation Assn. 1 Syllabus and Plagiarism Policy quiz on d2L Due before 1/18 (10pm 1/18) Participation Assn. 2a – in class (pretest)	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 3 1/23	Planning for Assessment – Writing Instructional Objectives (<i>G&W ch3 Bloom’s Handout Objectives Handout</i>)	<ul style="list-style-type: none"> • Instructional Objectives & Bloom’s Taxonomy slides • Quiz 	<ul style="list-style-type: none"> • Abbreviating & Identifying Standards • Group Activity- Writing Objectives • Begin HW 1 	Participation Assn. 3 – in class (writing objectives)	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 4 1/30	Writing Instructional Objectives (continued)	<ul style="list-style-type: none"> • Draft of HW1 	<ul style="list-style-type: none"> • Bloom’s Taxonomy Practice • Peer feedback HW1 • 1on1 check ins 	HW Assignment 1 Due 2/1- 10pm	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 5 2/6	Using Formative Assessment and Feedback to Guide Instructional Decisions (<i>G&W ch5 (p.70-84)</i>)	<ul style="list-style-type: none"> • Read Feedback Handout 	<ul style="list-style-type: none"> • Feedback Activity • How to Assess: Tests vs. Performance Assessments 		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week	Writing & Improving	<ul style="list-style-type: none"> • Creating Tests & 	<ul style="list-style-type: none"> • Francophonics 		

6 2/13	Test Items (<i>G&W ch6-8</i>)	Interpretive Exercises lecture <ul style="list-style-type: none"> • Quiz 	<ul style="list-style-type: none"> • Assign PA4 groups • Start HW2 		
Week 7 2/20	Writing and Improving Test Items (<i>G&W ch6-8</i>)	<ul style="list-style-type: none"> • Read G&W ch. 6-8 	<ul style="list-style-type: none"> • PA4 Create Midterm Review Test Items 		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 8 2/27	Summative Assessment – Performance Assessments/ Rubrics & Checklists (<i>G&W ch9, 11, handouts</i>)	<ul style="list-style-type: none"> • Performance Assessment slides • Quiz 	<ul style="list-style-type: none"> • Group activity- designing Performance assessment & scoring tool • Start HW3 	Participation Assn. 5 – in class (grading reliability) HW Assignment 2 Due 3/1- 10pm	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
3/6	Spring Break				INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 9 3/13	Midterm Review	<ul style="list-style-type: none"> • Midterm review slides • Answer classmate review questions (quiz grade) 	<ul style="list-style-type: none"> • HW2 help 	Answer classmate review questions (quiz grade) Midterm Exam Opens 2pm Wednesday 3/13	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 10 3/20	Midterm on d2L			Midterm Exam Closes 10pm Friday 3/22	
Week 11 3/27	Grading & Weighting, Reliability & Validity (<i>G&W ch9</i>)	<ul style="list-style-type: none"> • Grading/Weighting slides • Quiz • Read and score student writing sample 	<ul style="list-style-type: none"> • Student writing sample activity • Practice weighting grades • HW 3 check-in 	Participation Assn. 5 – in class (grading reliability) HW Assignment 3 Due by 10pm 3/29	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 12 4/3	Item Analysis & Intro to Stats. (<i>G&W ch5 p.85-88, handouts</i>)	<ul style="list-style-type: none"> • Item analysis slides • Quiz 	<ul style="list-style-type: none"> • Item analysis practice • Start Benchmark 	Participation Assn. 6 – in class (grading and weighting)	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 13 4/10	Interpreting Standardized Achievement Test Scores (<i>G&W ch12, handouts</i>)	<ul style="list-style-type: none"> • Types of standard test scores slides • Quiz 	<ul style="list-style-type: none"> • Interpreting various standard scores • Benchmark check-in 		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 14 4/17	Benchmark work day	N/A	N/A	Benchmark Assignment Due 4/19-10pm	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 15 4/24	Using Standardized Test Scores to Inform Instructional Decisions (<i>handouts</i>)	<ul style="list-style-type: none"> • Review types of standard test scores 	<ul style="list-style-type: none"> • Classroom and student case studies 		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

			• Benchmark check-in		
Week 16 5/1	HST Review & Catch-up		• Final exam review	Participation Assn. 2b – in class (posttest)	
5/3	Final Exam TBD			Final Exam	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Field Experience Requirements: Your fieldwork experience is intended to provide you opportunities to observe, teach and work with a cooperating teacher. Your fieldwork is tied to coursework through these specific assignments for this course EDP 358. In addition to those assignments, it is your responsibility to make the most of the fieldwork by showing initiative and participating fully in a variety of ways. Remember: since you are not a student teacher, it is not appropriate for you to be left alone with children. You are held accountable for both the hours spent in fieldwork as well as the quality of your participation in class.

Final Examination: The final exam for EDP 358 will be held on FRIDAY MAY 3. As per University policy there will be no final exams occur on Reading Day. For further information regarding the University’s final examination policy please see links below:

- <http://registrar.arizona.edu/courses/final-examination-regulations-and-information?audience=students&cat1=10&cat2=31>
- <http://www.registrar.arizona.edu/students/courses/final-exams>

Grading Scale and Assignments

Course Requirements:

Benchmark Assignment	120 points	36% of total
Participation Assignments	60 points (10 points each)	18% of total
D2L Quizzes	30 points (5 points each)	9% of total
Homework Assignments	30 points (10 points each)	9% of total
Midterm Exam	45 points	14% of total
Final Exam	45 points	14% of total
	330 points possible	

Grading:

- A = 297 or more points (at least 90% of possible)
- B = 264 - 296 points (80-89% of possible)
- C = 231 - 263 points (70-79% of possible)
- D = 198 - 230 points (60-69% of possible)
- F = less than 198 points

To earn a passing grade in your courses, you must successfully complete the associated classroom experience. Successful completion involves completing your classroom hours every week and making up missed hours; receiving positive evaluations from your cooperating teacher regarding your classroom performance and professionalism; and completing all required classroom assignments.

The Benchmark Assignment is a performance based assessment that evaluates your progress toward meeting the ADE Professional Teaching Standards (InTASC), NET*S, and UA Standards. In order to pass this course, you must pass the Benchmark Assignment. Even if you receive passing grades on all other assignments, if you fail the

Benchmark Assignment, you will fail the class. Passing the Benchmark Assignment means you have met the objectives of the course, which are tied to the ADE Professional Teaching Standards (InTASC), NET*S, and UA Standards. Failing the Benchmark Assignment means that you have failed to demonstrate mastery of objectives of the course, which are tied to the ADE Professional Teaching Standards (InTASC), NET*S, and UA Standards.

Withdrawal Policy: It is the student's responsibility to get any necessary signatures to withdraw from the course. Lack of attendance and failure to withdraw from class will result in a failing grade for the course.

Incomplete Policy: Occasionally, otherwise successful students meet with unfortunate and/or unforeseen circumstances that disrupt their academic progress. Students must have earned at least half of the available points in the course in order to be eligible to receive an incomplete grade, otherwise it is the students' responsibility to withdraw themselves.

The student must request the INC grade in person before 8:30 am on 30 Nov 2016. The student needs to be prepared to discuss the circumstances of the request and why s/he should be considered eligible for the INC grade. The assignment of an INC grade is at the discretion of the instructor. The INC grade will NOT be given to simply allow the student to raise a grade.

Dispute of Grade Policy: If you disagree with the scoring of an assignment or exam item, you may write/email an appeal (of no more than one double-spaced page) explaining why you think your answer is correct and, in the case of selected-response exam items, why the keyed response and other responses are less correct. Appeals will be accepted **up to two days** after the graded material is made available to students. The instructor will review your appeal and give credit when deemed appropriate. An appeal does not guarantee a grade change.

Elective Name and Pronoun Usage: This course supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

Classroom Behavior Policy/Course Requirements: Intellectual investment is expected in all aspects of this class. It will not be enough to simply read the text and memorize facts; you are expected to actively engage with the text and course content. Active engagement requires you to ask questions of the readings and to ask questions during class. You are responsible for understanding and applying concepts from the assigned readings, presented in class, and detailed in lecture. If you have questions at any time, please come and see the instructor during office hours. Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc. We used the following previously:

- The classroom should be a safe place; therefore, we expect students to respect the teaching/learning environment and each other. We do not tolerate any form of harassment. \
- All cell phones, pagers, and other electronic devices should be turned off in the University and school classrooms. If you have an emergency situation, you may set your phone on vibrate and step out of class to receive a call. This exception must be explained to the instructors prior to the class.

University Policy – Disruptive Behavior: “Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operations of the University.

- According to the University Policy, disruptive behavior includes:
 - The student who is persistently tardy or leaves early.
 - The student who talks incessantly during a lecture

- The student who loudly and frequently interrupts the flow of class with questions or interjections
- The student who becomes belligerent when confronted about his or her inappropriate behavior in class
- Cell phones ringing in a classroom, text messaging, chatting online
- Persistent and unreasonable demands for time and attention both in and out of the classroom
- For the complete University Disruptive Behavior Policy, visit:
 - <http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting>
 - <https://deanofstudents.arizona.edu/accountability/disruptive-student-behavior>

University Policy – Threatening Behavior Policy: The University seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. Threatening behavior can harm and disrupt the University, its community and its families.

- For more information on Threatening Behavior by Students, visit:
 - <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>
 - <https://deanofstudents.arizona.edu/accountability/disruptive-student-behavior>

University Policy – Plagiarism and Student Code of Academic Integrity: Integrity and ethical behavior are expected of every student in all academic work. This Academic Integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments.

- Conduct prohibited by this Code consists of all forms of academic dishonesty, including, but not limited to:
 - Cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Student Code of Conduct, [ABOR Policy 5-308-E.10, and F.1](#)
 - Submitting an item of academic work that has previously been submitted or simultaneously submitted without fair citation of the original work or authorization by the faculty member supervising the work.
 - Violating required disciplinary and professional ethics rules contained or referenced in the student handbooks (hardcopy or online) of undergraduate or graduate programs, or professional colleges.
 - Violating discipline specific health, safety or ethical requirements to gain any unfair advantage in lab(s) or clinical assignments.
 - Failing to observe rules of academic integrity established by a faculty member for a particular course.
 - Attempting to commit an act prohibited by this Code. Any attempt to commit an act prohibited by these rules shall be subject to sanctions to the same extent as completed acts.
 - Assisting or attempting to assist another to violate this Code.
- For the complete University Student Code of Academic Integrity, visit: <https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

Nondiscrimination and Anti-Harassment Policy: The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages anyone who believes he or she has been the subject of discrimination to report the matter immediately as described in the section below, “Reporting Discrimination, Harassment, or Retaliation.” All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations.

- For more information, visit: <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Cheating Policy: Students who attempt to cheat or turn in another person's work as their own will receive a zero on that assignment or exam. There may be additional penalties. All students involved in the incident must see me in order to continue in this course. The University's Code of Ethics and Conduct will be followed:

<http://dos.web.arizona.edu/uapolicies/>

ADA Statement: As soon as possible, please let the instructor know of any conditions or circumstances that may affect your performance in this class. If you have or suspect you have a disability, please contact the university's disability resources center at <http://drc.arizona.edu/> to arrange for accommodations. Accommodations for Students with Disabilities

- It is the University's goal that learning experiences be as accessible as possible.
- If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.
- Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Subject to Change Statement: The information contained in the syllabus, other than grade and absence policies, is subject to change with advanced notice as deemed appropriate by, and at the discretion of the instructor.

UA Statement on social media: Social media offer opportunities to interact, build relationships, and enhance interpersonal and professional connections. As members of the University of Arizona community, we must be aware of the ways social media content may affect our personal and professional reputation and credibility and the way others perceive the University. The guidelines at <http://policy.arizona.edu/ua-social-media-guidelines>

Other Information: The instructor will make every attempt to follow the procedures and schedules provided in the syllabus, but reserve the right to make changes. Students will be notified of any changes as soon as possible.

This schedule may be revised based on the materials covered and the pace of the class. The class will be mostly lecture/discussion format with some in-class exercises and group work. The class will parallel the text readings, but each may offer information not presented in the other.

Please see the instructor immediately if you have any special concerns or needs that require consideration.

Your success in this course will depend on your ability to keep up with readings and assignments. If you get behind in the material, please come see us immediately so we can discuss options for catching up. Learning new material depends on understanding of previous concepts. Please contact us if I can facilitate your understanding in any way.

Good luck and have a wonderful semester!

EDP 403: Preadolescent and Adolescent Development – Spring 2019

Tuesdays & Thursdays 11:00 AM – 12:15 PM

Social Sciences, Rm 411

Professor Adriana Cimetta, PhD, MPH
Office: Education, Rm 605
Email: cimetta@email.arizona.edu
Office hours: TH: 1:30pm - 3pm or by appointment.

Teaching Assistant Ang Li
Office: Education, Rm 607
Email: li111@email.arizona.edu
Office hours: W: 10am - 12pm

Course Overview:

This course will focus on the cultural and developmental aspects of adolescence (10-18) and emerging adulthood (18-25). Specifically, the course will examine how the psychological and social development during adolescence and emerging adulthood is affected by multiple factors, including biological changes in the body and brain due to puberty, social/cultural changes in families, peer groups, schools, and the workplace and the larger historical events and generational forces. These factors will be discussed in relation identity development (gender, self-awareness, sexuality) and media influences.

Course Learning Objectives:

Students will

- (1) understand the developmental milestones of adolescence and emerging adulthood,
- (2) explore how contextual factors shape these milestones,
- (3) critically evaluate the theory and methods used to study this adolescence and emerging adulthood,
- (4) apply theories and research on adolescence and emerging adulthood to your life in a way that deepens your understanding of your own development
- (5) identify ways to apply and communicate the cultural approach to theories and research on adolescence and emerging adulthood, as well as to other areas of life and learning.

Textbook and Readings/Videos:

Arnett, Jeffrey. (2018). *Revel for Adolescence and Emerging Adulthood: A Cultural Approach* -- Access Card, 6th Edition (ISBN: 9780134006031)

- See the Student Registration Instructions for purchasing and accessing REVEL posted on the D2L course website.

Readings/Videos: **required (indicated with an asterisk “*”)** and optional readings or videos posted on the D2L course website.

*Albert, D., Chein, J., & Steinberg, L. (2013). The teenage brain: Peer influences on adolescent decision making, *Current Directions in Psychological Science*, 22(2), 114-120.

*TED talk: The Mysterious Workings of the Adolescent Brain:

https://www.ted.com/talks/sarah_jayne_blakemore_the_mysterious_workings_of_the_adolescent_brain

Larson, R.W. (2011). Positive development in a disorderly world. *Journal of Research on Adolescence*, 21, 317-334.

Perry, D.G. & Pauletti, R.E. (2011). Gender and adolescent development. *Journal of Research on Adolescence*, 21(1), 61-74

*Rageliene, T. (2016). Links of adolescents' identity development and relationship with peers: A systematic literature review. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, 25(2), 97-105.

Fulgini, A.J., & Masten, C.L. (2010). Daily family interactions among young adults from Latin American, Filipino, East Asian, and European backgrounds. *International Journal of Behavioral Development*, 34, 491-499.

*Sherman, L.E., Payton, A., A., Henandez, L., M., Greenfield, P., M., & Dapretto, M. (2016). The Power of the *Like* in Adolescence: Effects of Peer Influence on Neural and Behavioral Responses to Social Media. *Psychological Science*, 27(7) 1027–1035.

Mendez, J. J., Bauman, S., & Guillory, R. M. (2012). Bullying of Mexican immigrant students by Mexican American students: An examination of intracultural bullying. *Hispanic Journal of Behavioral Sciences*, 34(2), 279-304. doi:10.1177/0739986311435970

Besic, N., & Derr, M. (2009). Punks, Goths and other eye-catching peer crowds: Do they fulfill a function for shy youths? *Journal of Research on Adolescence*, 19(1), 113-121.

Davis, K. (2010). Friendship 2.0: Adolescents' experiences of belonging and self-disclosure online. *Adolescence*, 35, 1527-1536.

Norana, J.C., Thorne, A., Kerrick, M.R., Farwood, H.B., & Korobov, N. (2013). Patterns of intimacy and distancing as young women (and men) friends exchange stories of romantic relationships. *Sex Roles*, 68, 439-453.

*NY Times Magazine Articles:

Do you think porn effects the was teenager think about sex? 2/7/2018

https://www.nytimes.com/interactive/2018/02/07/magazine/11mag-porn-literacy-kids.html?rref=collection%2Fsectioncollection%2Fmagazine&action=click&contentCollection=magazine®ion=stream&module=stream_unit&version=latest&contentPlacement=24&pgtype=sectionfront

What Teenagers are learning from Online Porn 2/7/2018

<https://www.nytimes.com/2018/02/07/magazine/teenagers-learning-online-porn-literacy-sex-education.html>

*Sanchez, B., Esparza, Pl, Colon, Y., & Davis, K.E. (2010). Tryin' to make it during the transition from high school: the role of family obligation attitudes and economic context for Latino emerging adults. *Journal of Adolescent Research*, 25, 858-884.

Manago, A.M., Taylor, T., & Greenfield, P.M. (2012). Me and my 400 friends: The anatomy of college students' Facebook networks, their communication patterns and well-being. *Developmental Psychology*, 48, 369-380.

Raudino, A., Fergusson, D.M., Horwood, J.L. (2013). The quality of parent child relationships in adolescence is associated with poor adult psychosocial adjustment. *Journal of Adolescence*, 36, 331-340.

*Anderson, M., & Jiang, J. (2018). Teens' social media habits and experiences. Pew Research Center.

Graded Instructional Activities

Assignments must be submitted through D2L Assignments and are due *at the stated time listed in the syllabus*. Assignments will be graded and returned to D2L Assignments. Email the assignment to your instructors only if you are having trouble with D2L. Note, all quizzes must be completed online through the REVEL textbook. It is not possible to complete a paper version of the quizzes.

Label the uploaded file with your last name as the first word. You may follow that with any other designation you want to use. Files must be submitted in .doc or .docx format.

Appeal Process: If you disagree with the scoring of an assignment or exam item, you may write/email an appeal (of no more than one double-spaced page) explaining why you think your answer is correct and, in the case of selected-response exam items, why the keyed response and other responses are less correct. Appeals will be accepted **up to one week** after the graded material is made available to students. The instructor will review your appeal and give credit when deemed appropriate. An appeal does not guarantee a grade change.

Exams:

45%

There will be two exams during the semester, and a final exam that will not be comprehensive. The three exams given during the semester may include multiple choice, matching, true/false, and short answer item formats. Material on the exams will come from lectures, the text, and supplemental readings -- information from one may not be covered in the others. Students must bring a picture ID (driver's license, CatCard) to present when submitting exams.

Students absent on any scheduled exam day for an excused reason must do the following:

(1) email Dr. Cimetta before the exam (start of class) to let her know you will not be present; and (2) work with Dr. Cimetta to arrange a time/location to take the make-up exam within 7 days of the original exam date. Importantly, to be eligible for a make-up exam, the student must satisfy both aforementioned requirements and the instructor must deem the student's absence excused (see Absence and Class Participation Policy).

The final exam in this course is Tuesday, May 7, 2019, from 10:30am – 12:30pm. The final exam is non-cumulative and will be offered during the university's scheduled time for this course:

<https://www.registrar.arizona.edu/courses/final-examination-schedule-spring-2019>

Research Paper:

(5% + 20%) 25%

You will apply the theory and research on adolescent development or emerging adulthood discussed in class to write a 6 - 9 page research paper using scholarly articles on a course topic of your choice. Formatting of papers adhere to the following guideline: 12-point font, double

spaced, 1-inch margins, and APA style for references. You will submit a topic proposal of your research paper prior to turning in the final paper. The topic proposal is worth 5% and the paper is worth 20% of your final course grade. More assignment details, including detailed checklists of required components, will be posted on D2L. **Late assignments will not be accepted.**

Quizzes: **15%**

There will be 12 quizzes covering the content covered in the chapter readings throughout the semester. Ten of the 12 quizzes will be counted toward your final quiz grade; thus, your lowest two quizzes will be dropped. Taking all 12 quizzes does not count as extra credit. Quizzes will become available on Thursday and must be completed by 11 am on Tuesday of the following week. The quizzes must be completed online through D2L prior to class on Tuesdays.

You must have purchased/rented the e-textbook to keep up with the weekly readings and take the quizzes. You will need internet access to take the quizzes. Not having internet access or problems you're your internet is not a valid excuse to not complete the quizzes. The University of Arizona campus has free internet access 24/7. **Late quizzes will not be accepted.**

If there is a technical problem with the Pearson REVEL website, you need to contact Pearson technical support at 855-875-1801 (available 24/7) for REVEL to log the technical issue and obtain a Pearson REVEL case number for the technical issue help request. You will need to email the help request case number to the instructor prior to the quiz closing for it to be considered a valid technical issue. Do not email the instructor for help with a technical problem. This is the only valid excuse for not completing a quiz on time.

Reflection Papers: **15%**

Two times during the course we will ask you to write a reflection paper on a couple of the main themes of the course: biology, social worlds, relationship style, and culture. First, we will ask you to explore how **biological and cognitive factors** (pubertal timing, sex, race/ethnicity, physical appearance, cognition, cultural beliefs) may have shaped your own identity development. (Due 3/1 @12PM via D2L). Second, we will ask you to reflect on how your **social worlds** (family, peers, friends, romantic relationships) influenced your behaviors in adolescence and transition into emerging adulthood considering the role of cultural beliefs in your own upbringing. (Due 4/26 @12PM via D2L) Each reflection paper will be no more than 2.5 pages (12-point font, double spaced). Please use information learned from the textbook, additional readings, and lecture to help shape your reflection papers. Reflection papers will be submitted via D2L by 12pm on the due date listed in the syllabus. More assignment details, including detailed checklists of required components, will be posted on D2L. **Late assignments will not be accepted.**

Summary of Graded Instructional Activities

3 Exams	45% of final grade
1 Research Paper	25% of final grade
Topic proposal	(5%)
Paper	(20%)
2 Reflection Papers	15% of final grade
10 Quizzes	15% of final grade
Total:	100% of final grade

Final Course Grade Ranges (Note: Grades are not rounded)

A (90% or above); B (80% - 89.999%); C (70% - 79.999%); D (60% - 69.999%); E (0% - 59.999%)

Extra Credit for class participation

- Effective (1/22/19), **2% points** of extra credit will be possible based on class participation
- Class participation includes: verbal or written participation in class discussions or activities
- **Up to 2% points will be added to your final class grade based on your class participation.**

Course Website: <http://d2l.arizona.edu>

Lecture notes, assignments, course-related information, and changes in the schedule will be posted to the course D2L web site. It is advisable to check the web site at least weekly and within a few days of missed classes. Every effort to keep the web site updated will be made.

Class Schedule

Week	Date	Topics & Assignments	Readings	Assignments Due
1	1/10	Welcome, Syllabus & Course Overview	Syllabus	
2	1/15 & 1/17	Introduction to Adolescence & Emerging Adulthood; Research methods & Designs	Chapter 1	Ch 1 Quiz Tuesday 1/15 by 11am on D2L
3	1/22 & 1/24	Biological Development	Chapter 2 <i>Additional readings/videos:</i> *Albert (2013).	Ch 2 Quiz Tuesday 1/22 by 11am on D2L
4	1/29 & 1/31	Cognitive and Brain Development	Chapter 3 <i>Additional readings/videos:</i> *TED talk: The Mysterious Workings of the Adolescent Brain Larson, R.W. (2011).	Ch 3 Quiz Tuesday 1/29 by 11am on D2L
5	2/5 & 2/7	Cultural Beliefs	Chapter 4	Ch 4 Quiz Tuesday 2/5 by 11am on D2L
6	2/12	In-class activity & Exam Review		
	2/14	Exam I (Chapters 1-4)		Exam 1 – in class

7	2/19 & 2/21	Gender	Chapter 5 <i>Additional readings:</i> Perry (2011)	Ch 5 Quiz Tuesday 2/19 by 11am on D2L Research Paper Topic Proposal - Due Friday 2/22 by 12pm (Via D2L)
8	2/26 & 2/28	Self and Identity	Chapter 6 <i>Additional readings:</i> * Rageliene (2016)	Ch 6 Quiz Tuesday 2/26 by 11am on D2L Reflection #1 Due Friday 3/1 by 12pm on D2L
9	3/5 & 3/7	No Class – Spring Break		
10	3/12 & 3/14	Social Worlds: Family	Chapter 7 <i>Additional readings:</i> Fuligni (2010)	Ch 7 Quiz Tuesday 3/12 by 11am on D2L
11	3/19 & 3/21	Social Worlds: Friends and Peers	Chapter 8 <i>Additional readings:</i> *Sherman (2016) Mendez (2012) Besic (2009) Davis (2010)	Ch 8 Quiz Tuesday 3/19 by 11am on D2L
12	3/26	In-class activity & Exam Review		
	3/28	Exam II (Chapters 5-8)		Exam II – in class
13	4/2 & 4/4	Social Worlds: Love and Sexuality	Chapter 9 <i>Additional readings:</i> Norana (2013) *NY times articles	Ch 9 Quiz Tuesday 4/2 by 11am on D2L
14	4/9 & 4/11	Social Worlds: School	Chapter 10 <i>Additional readings:</i> *Sanchez (2010).	Ch 10 Quiz Tuesday 4/9 by 11am on D2L
15	4/16 & 4/18	Social Worlds: Work	Chapter 11	Ch 11 Quiz Tuesday 4/16 by 11am on D2L
16	4/23 & 4/25	Social Worlds: Media	Chapter 12 <i>Additional readings:</i> * Anderson & Jiang (2018) Manago (2012).	Ch 12 Quiz Tuesday 4/23 by 11am on D2L Reflection #2 Due Friday 4/26 by 12pm on D2L

17	4/30	Problems & Resilience; Exam Review	Chapter 13 <i>Additional readings:</i> Raudino (2013)	Research Paper Due Wednesday 5/1 by 11:59pm (Via D2L)
18	5/7	Final Exam (Chapters 9-13)		Final Exam – in class Tuesday 5/7, 10:30-12:30pm

Notification of Objectionable Materials

This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

Tips for Course Success

In order to achieve success in this course you should....

- Attend each class session
- Complete assigned readings before class
- Take an active, engaged stance when reading and in class (e.g., participate in class discussions, ask questions, take notes, etc.)
- Study the material as you encounter it and avoid cramming for exams
- Apply course content to real-life scenarios to adequately prepare for exams
- Come see me or the TA with any questions during weekly office hours. We enjoy meeting with students and are happy to address questions about course material or other broader topics.

Course Policies

Classroom Courtesy

All students in this course are expected to behave professionally. It is vital that we engage in scholarly debate and discussions that demonstrate open-mindedness and a high degree of respect for the opinions and experiences of others. I expect each student to display a high level of respect in all interactions in the classroom. Individuals who fail to show this courtesy and willingness to learn from others will be subject to reduced participation grades.

I expect all students to arrive on time, to stay for the entire course period, and to display basic courtesy during class lectures and discussions. *Please remember that students come to class to learn, and it is unfair to your classmates to engage in any distracting behaviors during class.* To foster a positive learning environment, students may not text, chat, make phone calls, play games, use Facebook or Instagram, shop, read the newspaper, or surf the web during lecture and discussion. Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Students who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students. All disruptive behavior will be handled with the University’s policy, which can be viewed online <http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting>.

Absence and Class Participation Policy

Excused absences include absences due to any of the following reasons: (1) university sponsored event/sport; (2) religious holiday; (3) jury duty or court hearing; (4) medical emergency; (5) funeral of a family member; (6) bike/auto accident.

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>. The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: <http://policy.arizona.edu/human-resources/religious-accommodation-policy>. Absences preapproved by the UA Dean of Students (or dean's designee) will be honored. See <http://policy.arizona.edu/employmenthuman-resources/attendance>.

To request a disability-related accommodation to this attendance policy, please contact the Disability Resource Center at (520) 621-3268 or drc-info@email.arizona.edu. If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity> and <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>. *Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent.* Violations to this and other course policies are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

Diversity Statement

The Department of Educational Psychology supports and values the variety of social, ethnic, religious, cultural, global, intellectual, and experiential backgrounds and identities individuals bring to our community, curriculum, pedagogy, and scholarship. We encourage individuals to share their unique knowledge of the world throughout coursework and research. It is the shared view of EDP that when taken collectively, each individual's perspective enriches our understanding of current issues in Educational Psychology. We work to provide opportunities for collaboration among all students, faculty, and staff as a means to expand our knowledge and understanding as well as further inform research. The diverse makeup of our department allows for meaningful, impactful advances in education that can be applied across many settings and contexts.

Accessibility and Accommodations

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-

621-3268) to establish reasonable accommodations. **For additional information on the Disability Resource Center and reasonable accommodations, please visit <http://drc.arizona.edu>.** If you need other reasonable accommodations, please meet with me to discuss them and how my course requirements and activities may impact your ability to fully participate.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination. See: <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>. Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Inclusive Excellence is a fundamental part of the University of Arizona's strategic plan and culture. As part of this initiative, we must embrace and practice diversity and inclusiveness. These values are expected, respected and welcomed in this course. Accordingly, this course supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

Statement of Copyrighted Materials

Students are advised that all lecture notes, lectures, study guides, tests, in-class activities, and other course materials disseminated by the instructor to the students, whether in class or online, are original materials, and as such reflect intellectual property of the instructor or author of those works. All readings, study guides, lecture notes and handouts are intended for individual use by the student. Students may not distribute or reproduce these materials for commercial purposes without the express written consent of the instructor. Students who sell or distribute these materials for any use other than their own are in violation of the University's Intellectual Property Policy (available at <http://policy.arizona.edu/research/intellectual-property-policy>). Violations of the instructor's copyright may result in course sanctions and violation of the Code of Academic Integrity.

Incomplete Grades and Withdrawals

Students wishing to withdraw from this course must notify the instructor prior to non-attendance in classes and execute the proper drop or withdrawal procedures in accordance with the University of Arizona General Catalog. An incomplete grade will be considered only under limited circumstances in accordance with the UA policy <http://registrar.arizona.edu/gradepolicy/incomplete.htm>. If an incomplete grade is awarded, a written contract between the student and the instructor that specifies the work to be completed and an exact timeline for completion must be filed prior to the final exam.

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Global Migration, Language and Transcultural Identities in Education

Mary Carol Combs

In the last several years, we have witnessed an unprecedented migration of people from their homelands to other parts of the world. According to the United Nations International Organization for Migration (<http://gmdac.iom.int/>), global displacement of people is the highest ever recorded -- at nearly 250 million, or approximately 3.5 percent of the world's population. South-North migration is also occurring at the U.S.-Mexican border with the arrival of thousands of Central American refugees -- overwhelmingly families with young children -- who have fled dangerous conditions and political instability in their home countries. The international press and human rights organizations have rightly focused attention on the geo-political and social causes of migration, the anguish and suffering of the migrants themselves, and the frequently violent ideological obstructions to their resettlement in secondary or tertiary countries. However, less attention has been paid to the effect of migration on language use and change within linguistic and social contact zones, or how schools and school districts have responded to the "superdiversity" of transnational communities (Vertovec, 2007).^[1]

This course will explore the following questions about global and regional migration, among others:

1. Who are immigrants and refugees today?
2. How and why do people migrate?
3. What do migration scholars mean when they use terms like "North-South" or "South-North" or "South-South" trajectories?
4. What are the Central American "caravans" and how do they develop?
5. How do migrants travel from conflict zones to "safer" zones?
6. Why do we impose literacy and language "gatekeeping" on new citizens?
7. What are the implications of citizenship requirements for the education of children and youth?
8. What is the relationship between the linguistic and cultural superdiversity of migrant populations and state and national language and education policies?
9. How does the presence of new linguistic and cultural groups contribute to linguistic and cultural "hybrid" identities?
10. How do schools and communities make use of the language and cultural resources of their newest members?

^[1] Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and Racial Studies* 30(6), 1024-1054.

^[1] Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and Racial Studies* 30(6), 1024-1054.

GLS 251 Dimensions of Globalization: Language, Literature, and Culture Spring 2018

**410 Modern Languages Building
2:00-3:150pm, Tuesday/Thursday**

Instructor

Dr. Denis M. Provencher

Dept Head, French and Italian

Acting Director, iLGBT

denisprovencher@email.arizona.edu

Office hours

12noon-1pm Mon; 12:30-1:30 pm Tues

and by appointment

Modern Languages Building, room 549

Course Description

This course is a critical reading of discourses about globalization. The primary goal is for its students to understand the linguistic and cultural aspects of the ongoing globalization process, and to examine them critically using a discourse analysis approach. We also explore issues related to immigration and intercultural communication in an increasingly globalized world. We begin by discussing the popular notion of a “flattening” world. We then learn concepts and tools that can help our analysis of different discourses about globalization. In the process, students also engage in applying these concepts and tools and explore convergences, conflicts, and tensions between the global and the local cultures in specific places through essays and projects.

Some of the questions we explore in this course include:

What is “globalization”? What is the relationship between language, culture, and globalization?

How does globalization affect the languages and cultures in different parts of the world?
Is English *the* global language now? Does globalization undermine or enrich local cultures?

What is the role of nation in the age of globalization? How are nations (re)created and (re)imagined in discourses about globalization?

Does globalization mean more mobility for all? If not, how are globalization and mobility presented in different languages and cultures?

This course is **not** intended to be an introduction of world cultures. As such, we select certain regions as examples for us to analyze globalization processes. These regions do not and cannot represent all cultures in the world today.

Accessibility and Accommodations

It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact

Disability Resources (520-621-3268) to establish reasonable accommodations. More information about Disability Resources is available at <http://drc.arizona.edu/>.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Course Policies

Appropriate Behavior: Threatening and disruptive behavior is not allowed and is likely to result in a Code of Student Conduct violation charge and/or a referral to the Dean of Students. Activities such as doing homework for other classes, checking your e-mail, reading the newspaper, working crossword puzzles, and doing anything on your computer other than checking course resources or taking notes are inappropriate in class. They are distracting to us and to others around you—not to mention that they detract from your ability to do your best in this class. Even if you are a skilled multi-tasker, please don't use your computer for anything except taking notes or accessing the textbook or course resources on D2L. Cell phones must be turned off while you are in class. If you have an emergency that requires you leave your phone on, please talk to us about it before class. Thank you for abiding by these guidelines!

Academic Integrity: Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be entirely the student's own (except for preapproved group work) and must have been produced for this class only. Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. The Code is explained at the following URL:

<http://deanofstudents.arizona.edu/codeofacademicintegrity>. Students found guilty of violating the Code will be sanctioned with either a grade of zero for the work involved or failure in the class, and will also be sanctioned to attend the Dean of Students workshops on academic integrity and plagiarism.

The use of note-sharing services and other similar services is prohibited in this class. We hold the copyright to our lectures and course materials and that copyright includes student notes or summaries that substantially reflect the lectures or materials. These materials are made available only for personal use by students, and although students may share notes on an individual basis, they may not distribute or reproduce the materials for commercial purposes without our express written consent. Violation of this policy constitutes a violation of the Code of Academic Integrity.

Grading: Your grade for the course will be based on the following. Detailed instructions and rubric will be uploaded to D2L.

1. **Attendance, Participation, and Interview Questions: 20%.**
2. **Midterm Exam: 25%**

3. **3 Response Essays: 30%**
4. **Final exam: 25%**

90.0-100	A
80.0-89.9	B
70.0-79.9	C
60.0-69.9	D
Below 60.0	E

Honors credit: Students enrolled in the Honors section of the course will write one additional response essay.

Absences: All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion, and absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored. However, since this course is based on in-class discussion and writing, and on the assumption that students will participate in class, any absence is the equivalent of missing content that can not necessarily be reconstructed. Therefore, any absence will result in the need to make up work and review content of the class discussions. It is the *individual student's responsibility* to take the following steps if an absence is unavoidable:

1. **Notify the instructor by email that you will be absent as far in advance of the class meeting as possible;**
2. **Contact a fellow student as soon as possible to find out what you missed;**
3. **Review any readings, film viewings, and discussions you have missed;**
4. **Attendance is always critical, but it's especially so when we have a pop quiz! You cannot make up a missed quiz.**

Required textbooks:

Ahearn, L. M. *Living Language: An Introduction to Linguistic Anthropology*. Oxford: Wiley-Blackwell, 2017. (E-textbook available at the library).

<http://sabio.library.arizona.edu/record=b7816807~S9>.

Sorrells, K., and S. Sekimoto (2016). *Globalizing Intercultural Communication: A Reader*. Los Angeles: Sage, 2016.

Other readings:

All other readings will be available on D2L.) Subject to change. All changes will be announced in class and/or via the class D2L site.

Syllabus

Week 1

Thurs Jan 11: Introductions

Week 2

Tues Jan 16: Globalization, Citizenship, Interculturality

Provencher, *Queer French*, Introduction (e-book, link on D2L Week 2)

Thurs Jan 18: Sorrells and Sekimoto, Chpt 1, Studying and Practicing Intercultural Communication

Week 3

Tues Jan 23: Provencher "One in Ten" (pdf on D2L); and Tubino (pdf on D2L)

Thurs Jan 25: Discussion of film, *L'Auberge Espagnole/The Spanish Apartment* (**Response Essay**)

Week 4

Tues Jan 30: Sorrells and Sekimoto, Chpt 3, History, Power, and Globalization, and Sorrells and Sekimoto, Chpt 4, Identities in the Global Context

Thurs Feb 1: Ahearn, Chpt 1, The Socially Charged Life of Language, and Ahearn, Chpt 5, Language, Thought, and Culture

Week 5

Tues Feb 6: Ahearn, Chpt 3, The Research Process in Linguistic Anthropology, and Provencher, *Queer French*, Appendix pp x-y (pdf on D2L)

Thurs Feb 8: Discussion of film, *The Linguists* (**Response Essay**)

Week 6

Tues Feb 13: Ahearn, Chpt 6, Communities of Language Users, and Provencher, *Queer French*, Chapter 3 or 4

Thurs Feb 15: Ahearn, Chpt 7, Multiculturalism and Globalization

Week 7

Tues Feb 20: Grammling (pdf on D2L)

Thurs Feb 22: Sorrells and Sekimoto, Chpt 6, Language and Power, and Ahearn, Chpt 13, Conclusion: Language, Power, and Agency

Week 8

Tues Feb 27: Bloomaert and Rampton (pdf on D2L)

Thurs Mar 1: Midterm Exam

SPRING BREAK (Week of 5-9 March)

Week 9

Tues Mar 13: Provencher and Peterson (pdf on D2L)

Thurs Mar 15: Ahearn, Chpt 9, Performance, Performativity, and the Constitution of Communities

Week 10

Tues Mar 20: Ahearn, Chpt 10, Language and Gender, and Ahearn, Chpt 11, Language, Race, and Ethnicity

Thurs Mar 22: Discussion of film, *Who is Dayani Cristal?* **(Response Essay)**

<http://sabio.library.arizona.edu/record=b7428150~S9>

Week 11

Tues Mar 27: Provencher, “2Fik’s *Coming out à l’orientale* and *Coming out of France*” (pdf on D2L)

Thurs Mar 29: 2Fik’s visit

Week 12

Tues Apr 3: 2Fik’s visit **(Response Essay)**

Thurs Apr 5: Sorrells and Sekimoto, Chpt 9, Intercultural Communication in the Workplace, and Fairclough (pdf on D2L)

Week 13

Tues Apr 10: Sorrells and Sekimoto, Chpt 11, Popular Culture, Media, and Globalization, and Larkey (pdf on D2L)

CLASS ONLINE Thurs Apr 12:

Ostby, Marie. “Graphics and Global Dissent: Marjane Satrapi’s *Persepolis*, Persian Miniatures, and the Multifaceted Power of Comic Protest.” *PMLA* May, vol. 132, no. 3, 2017, pp. 558-579. (pdf on D2L)

Week 14

CLASS ONLINE Tues Apr 17: *Persepolis*

CLASS ONLINE Thurs Apr 19: *Persepolis* **(Response Essay)**

Week 15

Tues Apr 24: Sorrells and Sekimoto, Chpt 12, New Media in the Global Context, and Fitch (pdf on D2L)

Thurs Apr 26: Sorrells and Sekimoto, Chpt 13, Intercultural Conflict in the Global Age, and Raissiguier (pdf on D2L), or Fassin & Surkis (pdf on D2L), or Perreau (pdf on D2L)

Week 16

Tues May 1: Sorrells and Sekimoto, Chpt 14, Intercultural Alliances for Social Justice
Wrap-Up / Last Class

Final exam: TBD

Planning and Design of Domestic and Global Experiential Learning (GEL) Programs
HED 335a
Spring 2020
3 Units
SYLLABUS

INSTRUCTOR:

Danthai Xayaphanh

Director, Global Experiential Learning

University of Arizona

Email: danthaix@email.arizona.edu

Website: gel.arizona.edu

Tel: (520) 621.7057

Office hours by appointment

CLASS TIME

Class will include weekly class meetings at the University of Arizona. Unless otherwise noted, class will be from 3-5:30 PM on Thursday during the fall semester.

OVERVIEW AND CLASS FORMAT

“Experiential [learning] is a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values” (Association for Experiential Education, para. 2).

This course will provide students hands on learning on how to plan and design inclusive domestic and international experiential learning programs for higher education. Through lectures, discussions, and assignments, this course provides students with an opportunity to study and learn about the socio-cultural and socio-political histories of diverse cultural locations.

LEARNING OUTCOMES

- Students will be able to explain what the Experiential Learning Theory is and apply it to programs for higher education students.
- Students will be able to identify and address the barriers that students of traditionally marginalized groups face when accessing experiential learning in higher education.
- Students will be able to design an experiential learning program with multi-cultural competency by applying the stages of experiential learning program implementation.
- Students will be able to evaluate an experiential learning program by producing assessment pieces that will be before, during, and after the program.
- Students will be able to identify the components of a micro-campus and create cross-cultural connections between students and communities

LEARNING GOALS & OBJECTIVES

- To acquire historical knowledge about program sites by engaging in research, and identifying a country specific issue and reporting about its implications for contemporary global society
- To extend students’ political awareness regarding international politics through the interactions with Southeast Asia’s political entities, and by comparing and contrasting how American policies impact diverse communities.
- To outline a deeper understanding of local cultures by exposing students to knowledge, concepts, and/or experiences that reflect a different cultural frame of reference, and

stimulate students' interest in cross-cultural, international, and comparative learning through local interaction and service learning.

- To examine personal identities (e.g., race, ethnicity, religion), and how these identities are impacted by travel to diverse communities in both written and oral reflection of one's own personal assumptions, biases, and educational practices. This also includes students' awareness of their own cultural views, their attitude towards cultural differences, and growing knowledge of different cultural practices and worldviews.
- To analyze how the class's diversity influences collective experiences of cultural immersion through the identification of barriers of access faced by students of traditionally marginalized groups.
- To develop professional communication and community collaboration skills in order to educate as they work with professionals and University of Arizona micro-campus to produce an
- educational project that returns knowledge acquired in the abroad class to educate students on the UA campus on this region.
- To identify culturally appropriate behaviors of the host country, and participate in academic and other social settings in a manner that is respectful of those behaviors.

COURSE OUTLINE/CLASS SCHEDULE

Week of January 23, 2020:

Overview of semester and Global Experiential Learning

Week of January 30, 2020:

Experiential Learning: Barriers for Students of Traditionally Marginalized Populations

Reading: Lu, C. Putting Color Onto the White Canvas

Reading: Diversity Abroad: Diversity Guide to Study Abroad

Assignment: Written Reflection #1 Posted on D2L Due: February 6

Week of February 6, 2020:

Study Abroad: GEL Vivir Mexico & Southeast Asia Programs

Reading: Lee, M. The Complete History of Study Abroad-Lee, M.

Reading: McLeod, S. (2017) Kolb's Learning Styles and Experiential Learning Cycle

Week of February 13, 2020:

Alternative Spring Break: GEL Navajo/Hopi ASB & Hawaii ASB

Reading: Amor, B. Check yourself before you wreck someplace else.

Assignment: Video

Reflection #1 Posted on D2L Due: February 20

Week of February 20, 2020:

Domestic Programming: GEL Arizona Sonoran Border & Biosphere 2

Divide into teams

Week of February 27, 2020:

Program Preparation: Choosing your location/ Addressing student expectations and goals

Reading: Malmgren, J. Goal-Setting for Study Abroad Learning Outcomes

Assignment:

Written Reflection #2 Posted on D2L Due: October 4

Week of March 5, 2020:

Program Preparation: Recruitment and pre departure orientations
Reading: Increasing Diversity Abroad: Expanding Opportunities for Students at Minority Serving Institutions.

Week of March 12, 2020:
NO CLASS

Week of March 19, 2020:
Program Content: Creating your content Cultural context and content/ Identity Development
Reading: Ung, L. (2000) First they killed my father: A daughter of Cambodia remembers.
Assignment: Video
Reflection #2 Posted on D2L Due: March 26

Week of March 26, 2020:
Program Content: Experiential and collaborative teaching and learning strategies

Week of April 2, 2020:
Program Reflection: Student reflection and learning on the experience after returning to the U.S.
Assignment: Written Reflection #3 Posted on D2L Due: April 9
Assignment: Team Program Plans with Timeline Due: April 9

Week of April 9, 2020:
Assessing your Program
Guest Speaker: Marla Franco, Director of Divisional Assessment and Research
Reading: 2018 Global Experiential Learning Executive Summary Report
Reading: West, C. Assessing Learning Outcomes for Education Abroad

Week of April 16, 2020:
Micro-Campuses
Guest Speaker: Hillary Vance, Director, Southeast Asia Programs and Outreach
Reading: Redden, E. Going Big into "Micro-campuses"
Assignment: Video
Reflection #3 Posted on D2L Due: April 23

Week of April 23, 2020:
Study Abroad
Guest Speaker: Study Abroad Coordinator, Senior Inclusion and Multicultural Engagement
Assignment: Create your program Assessment Due: November 18

Week of April 30, 2019:
Assignment:
Written Reflection #4 Posted on D2L Due: May 7

Week of May 10, 2020:
Presentations

REQUIRED TEST & READINGS

Ung, L. (2000) *First they killed my father: A daughter of Cambodia Remembers*. New York: Harper Collins.

Amor, B. (2016) Check yourself before you wreck someplace else.
<https://www.bitchmedia.org/article/check-yourself-you-wreck-someplace-else-checklist-responsible-summer-travel>

Diversity Abroad: Diversity Guide to Study Abroad
<https://www.diversityabroad.com/guides/diversity-and-inclusion-abroad-guide/diversity-guide-to-study-abroad>

Increasing Diversity Abroad: Expanding Opportunities for Students at Minority Serving Institutions.
https://cmsi.gse.upenn.edu/sites/default/files/MSI_StdyAbrdRprt_R4fin.pdf

Lee, M (2012). *The Complete History of Study Abroad*.
<https://www.gooverseas.com/blog/history-study-abroad>

Lu, C. (2016) Putting Color Onto a White Canvas. *Inside Higher Education*. Retrieved from
<https://www.insidehighered.com/views/2016/02/23/expanding-opportunities-minority-students-study-abroad-essay>

Malmgren, J. (2007, December). Goal-setting for study abroad learning outcomes. *Academic Advising Today*, 30(4). Retrieved from <https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Goal-Setting-for-Study-Abroad-Learning-Outcomes.aspx>

McLeod, S. (2017). Kolb's Learning Styles and Experiential Learning Cycle.
<https://www.simplypsychology.org/learning-kolb.html>

Redden, E. (2017). Going Big into "Microcampuses" Inside Higher education. Retrieved from
<https://www.insidehighered.com/news/2017/05/23/arizona-embarks-plan-develop-25-global-microcampuses>

West, C. (2015). *Assessing Learning Outcomes for Education Abroad*
https://www.nafsa.org/File/ie_novdec15_ea.pdf

REQUIRED ASSIGNMENTS

Class Discussions: We will discuss required readings and program planning topics together in class. There will also be times when students will work in small groups to prepare short presentations around course topics. These groups will be assigned in advance. All students are expected to be active participants in these discussions. More details will be provided on the class D2L.

Timeline: As a team, construct a timeline of the tasks you need to complete this semester in order to successfully plan your group's program. Identify each task, who will be completing these tasks, and any resources or support you will need to be successful in completing these tasks. More details and a grading rubric will be provided in class and on D2L.

Program Plan: For the program that your group plans and implements, provide a completed program plan. More details and a grading rubric will be provided in class and on D2L.

Individual Written Reflections: Please write an update on what you've been working on, and your experience working with your team members. Please also note any support or resources you need in order to continue being successful in your work.

Video Reflection: In a video, please explain how you're translating the work you're doing with GEL Programming into your own personal career development.

Program Reflection: For the program that your group plans and implements, provide a completed program reflection. More details and a grading rubric will be provided in class and on D2L.

Group Presentations: At the end of the semester, each group will give an in class presentation describing the work of their group, and any travel programs they planned and led. More details and a grading rubric will be provided in class and on D2L.

GRADING STRUCTURE

Attendance and Class Participation (10%)

Timeline (10%)

Program Planning (15%)

Individual Reflections (30%)

Program Evaluation/Reflection (20%)

Group Presentation (15%)

Grade distribution for this course:

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

E = Below 60

University policy regarding grades and grading systems is available at:

<http://catalog.arizona.edu/2014-15/policies/grade.htm>

Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies which are available at <http://catalog.arizona.edu/2014-15/policies/grade.htm#I> and <http://catalog.arizona.edu/2014-15/policies/grade.htm#W> respectively.

EXPECTATIONS

ABSENCE AND CLASS PARTICIPATION: Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Absences may affect a student's final course grade. If you anticipate being absent, are unexpectedly absent, or are unable to participate in class online activities, please contact me as soon as possible.

To request a disability-related accommodation to this attendance policy, please contact the Disability Resource Center at (520) 621-3268 or drc-info@email.arizona.edu. If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

PARTICIPATION & PROFESSIONALISM: Professionalism will be assessed in terms of your contributions to class discussion, showing respect for peers' opinions, paying attention and taking notes, communicating with the instructor when needed, following up in a timely way on corrections needed for publication, arriving to class prepared, and conducting yourself in a professional manner on field trips.

LATE ASSIGNMENTS will be graded down 5% for each day past the deadline. If you are sick, you must call or e-mail me before class to let me know the circumstances and I will verify them. In that case, we will discuss the situation and I will determine whether an alternative due date is merited.

CODE OF ACADEMIC INTEGRITY and CODE OF CONDUCT

The highest level of academic integrity and ethics should be maintained by all students. The University of Arizona Code of Academic Integrity and Code of Conducts are strictly enforced in this class.

As a university student, plagiarizing, making up sources or duplication of work (even one's own) are abhorrent offenses at the UA, such infractions are covered under the university's Code of Academic Integrity. Students should read the code, online at <http://deanofstudents.arizona.edu/codeofacademicintegrity>

T

his course has a zero-tolerance policy for plagiarism, fabrication or any other type of cheating.

Cheating will result in a report to the Dean of Students Office and the instructor's recommendation to fail you in the class, expel you from the Global Experiential Learning program or suspend or expel you from the university. Your presence in this program indicates that you have read, understood and will abide by the University of Arizona Code of Academic Integrity.

Though the school's classes often involve students working on team projects and peer reviewing, most assignments require individual attention and effort to be of any benefit. Unless otherwise stated by the instructor, all work is expected to be that of each student alone, without consultation with others. Prohibited activities include asking other students for access to their work or sharing information during a quiz or exam. Students who assist another student who asks for their help in cheating will receive the same penalty as the student who initiates the activity. In addition, your presence in this program indicates that you have read, understood and will abide by the University of Arizona Code of Conduct. Violation of the UA Code of Conduct will result in a report to the Dean of Students Office and possibly a failing grade in the class or my recommendation for expulsion from the course program or suspension or expulsion from the university. See <http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct>
We are guests in locations we visit and must be on our best behavior. Keep in mind that how you act may affect how future students in the program are received or perceived.

THREATENING BEHAVIOR POLICY: This class will not tolerate any threatening behavior toward any faculty, staff, or students. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

ANTI-DISCRIMINATION POLICY: University and College of Education policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran

status. See <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

ACCESSIBILITY AND ACCOMMODATION: At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

STUDENT ACCOUNTABILITY POLICY: The College of Education goes to great lengths to inform students of its policies and procedures. This information comes to you through class syllabi, your instructors, the department Listserv, and the advisors. We make a special effort to put the most important instructions in writing. Because of these multiple communication channels, we feel it is only reasonable to assume that students are fully aware of the information and will act on it accordingly. For that reason, "I didn't know..." is not considered a valid excuse.

Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

HED 335B: Global Experiential Learning: Southeast Asia

Winter 2019

2 Units

Dan Xayaphanh, M. Ed.

Director, Global Experiential Learning

Office Hours by Appointment

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Jane Elizabeth Pizzolato, Ph.D.

Office Hours by Appointment

(412) 508.6906 (mobile)

jepizzolato@me.com

Course Goals

This is a hybrid study abroad course designed to provide seminar style discussion of historical, political, and cultural information on Southeast Asia, with an emphasis on how history, politics, and culture impact education and social opportunity for residents in the region. Students will travel to multiple locations throughout Southeast Asia as they learn about social justice, environmental justice, and multicultural competence issues in the area through a dynamic experiential learning environment. The class will also have the opportunity to learn and interact with the University of Arizona Micro-campuses and their students through service learning opportunities. At the end of the class, students will bring back the knowledge that they experienced to campus.

Course Objectives

- To acquire historical knowledge about program sites by engaging in research, and identifying a country specific issue and reporting about its implications for contemporary global society
- To extend students' political awareness regarding international politics through the interactions with Southeast Asia's political entities, and by comparing and contrasting how American policies impact diverse communities.
- To outline a deeper understanding of local cultures by exposing students to knowledge, concepts, and/or experiences that reflect a different cultural frame of reference, and stimulate students' interest in cross-cultural, international, and comparative learning through local interaction and service learning.
- To examine personal identities (e.g., race, ethnicity, religion), and how these identities are impacted by travel to diverse communities in Southeast Asia through both written and oral reflection of one's own personal assumptions, biases, and educational practices. This also includes students' awareness of their own cultural views, their attitude towards cultural differences, and growing knowledge of different cultural practices and world views.
- To analyze how the class's diversity influences collective experiences of cultural immersion through the identification of barriers of access faced by students of traditionally marginalized groups.

- To develop professional communication and community collaboration skills in order to educate as they work with professionals and University of Arizona micro-campuses to produce an educational project that returns knowledge acquired in the abroad class to educate students on the UA campus on this region.
- To identify culturally appropriate behaviors of the host country, and participate in academic and other social settings in a manner that is respectful of those behaviors.

Expected Learning Outcomes

- Students will be able to identify key historical and political events that have come to define contemporary Southeast Asian society and politics.
- Students will be able to breakdown how US involvement and policy shaped and continue to shape Southeast Asia's history, politics, and culture.
- Students will compose photo essays that summarize how their experiences in Southeast Asia are shaping their personal identities – both in terms of what identities are salient to them, and how they are thinking about salient identities.
- Students will analyze how their group's diversity influences the experiences they have abroad.
- Students will be able to compare and contrast educational opportunities and history teaching in Southeast Asia compared to their own experiences in the USA.
- Students will prepare presentations to share their experiences with key constituents at the UA.

Course Requirements

Because this is a hybrid course, we will meet for class discussions in the form of small group discussions once per city, in addition to a full day pre-departure orientation, where a significant portion will be dedicated to teaching about the region, and book discussion of one of the major course texts. Assignments consist of participating in all programmatic learning activities in the international portion of the class, and completing a video journal each day, as well a final project.

Photo Essay & Video Reflection

Photo essays and video reflections will be divided and assigned to students on opposite days throughout the program. Each day the students will receive a prompt for either their photo essay or video reflection. The photo essays are meant to be short – approximately 2 pages long. Student essays should construct tight responses to the prompt that use a combination of photos and written explanations of the significance of the photos. Video reflections will be 2 minute videos based on the prompt given for that day.

Final Project

For their final project, students will work in small groups to construct a multi-media presentation that describes how their experiences in Southeast Asia influenced their personal identity development. These presentations should be approximately 20 minutes long, and targeted toward a UA community or center that they collectively identify with (e.g., Native American Students, Guerrero Student Center). The Final Project will be due one week after the return of students from the program. In collaboration with the instructors, students will have the opportunity to present to these communities upon return to the States.

Required Texts

- Bui, T. (2017). *The best we could do*. New York: Abrams Comicarts.
- Ung, L. (2000). *First they killed my father: A daughter of Cambodia remembers*. New York: Harper Collins.
- The History of Thailand's Royal Family: <https://theculturetrip.com/asia/thailand/articles/history-thailands-royal-family/>
- America's Secret War in Laos: <https://youtu.be/o2hLjsVmDVY>
- Amor, B. How not to do travel writing. <https://baniamor.com/2016/03/28/how-not-to-do-travel-writing-a-glossary-pt-1-dispatch-india-harris/>
- Amor, B. Racial segregation & assimilation in travel blogging. <https://baniamor.com/2015/05/27/racial-segregation-and-assimilation-in-travel-blogging-dispatch-navdeep-dhillon/>
- Amor, B. Check yourself before you wreck someplace else. <https://www.bitchmedia.org/article/check-yourself-you-wreck-someplace-else-checklist-responsible-summer-travel>
- Rosen, E. (2015). How young Vietnamese view the Vietnam war. *The Atlantic*. <https://www.theatlantic.com/international/archive/2015/04/youth-vietnam-war-fall-saigon/391769/>
- Tan, T. (2017). What do Vietnamese-Americans think of "The Vietnam War"? *The New York Times*. <https://www.nytimes.com/2017/10/03/opinion/what-do-vietnamese-americans-think-of-the-vietnam-war.html>
- Lachmann, R. (2017). *What American textbooks say about Vietnam, and about American's attitudes toward war*. <https://gemreportunesco.wordpress.com/2017/01/11/what-american-textbooks-say-about-vietnam-and-about-americans-attitudes-toward-war/>
- Dy, K. Teaching genocide in Cambodia: Challenges, analyses, and recommendations. *Human Rights Education in Asian Schools*. Retrieved from: <https://www.hurights.or.jp/archives/pdf/education12/hreas-12-12-cambodia.pdf>
- Peou, C. (2015). On Cambodian higher education and skills mismatch: Young people choosing university majors in a context of risk and uncertainty. *Journal of Education and Work*, 30(1), 26-38. <https://doi.org/10.1080/13639080.2015.1119258>

Grading & Evaluation

Grading Structure

- Attendance & Participation (20%)
- Individual Photo Essays and Video Reflections (50%)
- Final Project (30%)

Students will be provided with a rubric used for grading their photo essays and final projects. These rubrics will be provided at the orientation. Because of differences in internet access across the sites we're traveling to, all assignments will be turned in via Slack. Direct instruction will be provided to show students how to compress and upload their files. Late assignments will be graded down 5% for each day past the deadline. If you are sick, you must message one of the instructors before class to let them know

the circumstances and we will verify them. In that case, we will discuss the situation and we will determine whether an alternative due date is merited.

Grade Distribution

A = 90-100

B = 80-89

C = 70-79

D = 60-69

E = Below 60

University policy regarding grades and grading systems is available at <http://catalog.arizona.edu/policy/grades-and-grading-system>
Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Absence and Class Participation

Absences for a sincerely held religious belief, observance, or practice will be accommodated where reasonable: <http://policy.arizona.edu/human-resources/religious-accommodation-policy>. Each unexcused absence will result in a 10% deduction from your final grade. Three unexcused absences will result in being dropped from the class and forfeiting program participation and program funding. Absences pre-approved by the UA Dean of Students (or dean's designee) will be honored.

Course Policies

Participation & Professionalism: Attendance is extremely important in this course and Global Experiential Learning trip. You will be allowed one unexcused absence. Every unexcused absence after that will result in 10 points (or 10%) being reduced from your final grade. If you must miss class or any activity while abroad, it is your responsibility to notify the instructor *prior* to the beginning of class/activity. Failure to notify the instructor before your absence may negatively affect your participation grade.

If you arrive after class has started, you will be required to meet with the instructor after class to discuss your attendance. After two tardies for any reason you will start losing 5 points for each additional tardy. If you are absent, it is your responsibility to get notes from a classmate for material you missed.

Participation will be assessed in terms of your contributions to class discussion, showing respect for peers' opinions, paying attention and taking notes, communicating with the instructor when needed, following up in a timely way on corrections needed for publication, arriving to class prepared, and conducting yourself in a professional manner on field trips.

Note: Serious transgressions regarding professionalism and behavior (i.e. getting in a fight in a bar, over drinking, possession of illicit substances) may result in the student being expelled from the Global Experiential Learning trip and course.

Code of Academic Integrity and Code of Conduct: The highest level of academic integrity and ethics should be maintained by all students. The University of Arizona Code of Academic Integrity and Code of Conducts are strictly enforced in this class.

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We are guests in locations we visit and must be on our best behavior. Keep in mind that how you act may affect how future students in the program are received or perceived. Prior to travel you will be briefed on dress code and etiquette in each of the locations we will be visiting in Southeast Asia. We ask that you adhere to these standards, and/or come to us as instructors if you have related questions or concerns.

Anti-discrimination Policy: University and College of Education policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status.

Accessibility and Accommodations: At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please

contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

Student Accountability Policy: The College of Education goes to great lengths to inform students of its policies and procedures. This information comes to you through class syllabi, your instructors, the department Listserv, and the advisors. We make a special effort to put the most important instructions in writing. Because of these multiple communication channels, we feel it is only reasonable to assume that students are fully aware of the information and will act on it accordingly. For that reason, "I didn't know..." is not considered a valid excuse.

Threatening Behavior: The University seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety, or welfare. The Arizona Board of Regents (ABOR) Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. Threatening behavior can harm and disrupt the University, its community, and its families. Policy can be found at <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

"Threatening behavior" means any statement, communication, conduct, or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct, or gesture as a serious expression of intent to physically harm.

Course Schedule

Below is the schedule of course readings and assignments. Because this is a class that involves traveling around Southeast Asia, instead of dates, readings and assignments are laid

Event	Readings	Assignments
November 4		Complete Pre-Assessment (sent via email)
Pre-Departure Orientation	Ung, L. (2000). <i>First they killed my father: A daughter of Cambodia remembers</i> . New York: Harper Collins. Amor, B. Check yourself before you wreck someplace else. https://www.bitchmedia.org/article/check-yourself-you-wreck-someplace-else-checklist-responsible-summer-travel	Attend Pre-Departure Orientation
December 26	Bui, T. (2017). <i>The best we could do</i> . New York: Abrams Comicarts.	

Departure Day		First Photo Essay Due
Ho Chi Minh City	<p>Rosen, E. (2015). How young Vietnamese view the Vietnam war. <i>The Atlantic</i>. https://www.theatlantic.com/international/archive/2015/04/youth-vietnam-war-fall-saigon/391769/</p> <p>Tan, T. (2017). What do Vietnamese-Americans think of “The Vietnam War”? <i>The New York Times</i>. https://www.nytimes.com/2017/10/03/opinion/what-do-vietnamese-americans-think-of-the-vietnam-war.html</p> <p>Lachmann, R. (2017). <i>What American textbooks say about Vietnam, and about American’s attitudes toward war</i>. https://gemreportunesco.wordpress.com/2017/01/11/what-american-textbooks-say-about-vietnam-and-about-americans-attitudes-toward-war/</p>	<p>Daily Photo Essays/ Video Reflections</p> <p>1 Small Group Discussion</p>
Hoi An	<p>Amor, B. How not to do travel writing. https://baniamor.com/2016/03/28/how-not-to-do-travel-writing-a-glossary-pt-1-dispatch-india-harris/</p>	<p>Daily Photo Essays/ Video Reflections</p> <p>1 Small Group Discussion</p>
Luang Prabang	<p>America’s Secret War in Laos: https://youtu.be/o2hLjsVmDvY</p>	<p>Daily Photo Essays/ Video Reflections</p> <p>1 Small Group Discussion</p>
Chiang Mai	<p>Amor, B. Racial segregation & assimilation in travel blogging. https://baniamor.com/2015/05/27/racial-segregation-and-assimilation-in-travel-blogging-dispatch-navdeep-dhillon/</p> <p>The History of Thailand’s Royal Family: https://theculturetrip.com/asia/thailand/articles/history-thailands-royal-family/</p>	<p>Daily Photo Essays/ Video Reflections</p> <p>1 Small Group Discussion</p>
Phnom Penh	<p>Dy, K. Teaching genocide in Cambodia: Challenges, analyses, and recommendations. <i>Human Rights Education in Asian Schools</i>. Retrived from: https://www.hurights.or.jp/archives/pdf/education12/hreas-12-12-cambodia.pdf</p>	<p>Daily Photo Essays/ Video Reflections</p> <p>1 Small Group Discussion</p>

	<p>Peou, C. (2015). On Cambodian higher education and skills mismatch: Young people choosing university majors in a context of risk and uncertainty. <i>Journal of Education and Work</i>, 30(1), 26-38. https://doi.org/10.1080/13639080.2015.1119258</p>	
Return Trip		Final Project Due within 1 week of return

The information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

HED 345: Intergroup Dialogue
Topic: General Social Identities
Spring 2020

Co-Facilitators:

[grad students from fall course will co-facilitate in pairs]

Instructor/Coach:

Jane Pizzolato janep@email.arizona.edu (412) 508.6906

Teresa Graham Brett tbrett@email.arizona.edu (520) 621.3115

Office Hours by Appointment

Day and Time:

Location:

Course Prerequisites: None

Course Description and Objectives:

HED 335 is an intergroup dialogue class designed to provide participants with an inviting space to engage in open, constructive discourse on general social issues, including race, ethnicity, gender, sexual orientation etc. Students will learn from peers' perspectives, participate in experiential learning exercises, read and discuss relevant materials, and explore their own and other groups' experiences in various social and institutional contexts. In addition, the course aims to provide students with opportunities to appreciate and learn to bridge differences, discover and maximize commonalities, and work to help create social change.

Students will explore the meaning of their personal identities and how they intersect, influence and/or are influenced by other co-existing social identities (e.g. ability/disability, age, culture, ethnicity, nationality, gender, social class, sexual orientation, etc.). Through assigned readings and in-class activities, students will enhance their knowledge, awareness and skills around diversity and intergroup relations. Students will explore both differences and commonalities across different identities, dialogue about issues pertaining to systems of privilege and oppression, and enhance interpersonal competencies. Weekly, semi-structured class meetings integrate readings, experiential activities, informed dialogue, and reflective writing as means of encouraging self and group awareness and exploring ways to promote social justice and alliance building across different identities and perspectives.

Course Objectives/Competencies

Course Objectives: With a goal to promote student development and social responsibility, this course will enable students to emerge with:	ASPH Core Competencies
1. Awareness of self and others' multiple social identities, group membership, and individual/group histories and experiences	H4, G3
2. Understanding of structures and systems of power, privilege, and oppression and how they impact intergroup relations and mental health outcomes	E2, E6, G1, G3
3. Exploration of differences and commonalities within and across gender and sexual identities and how they impact interpersonal relations	G5, H4
4. Skills important for intercultural communication and conflict mediation and resolution	G5, H5
5. Knowledge and strategies for how to take action that can foster alliances and contribute to creating inclusive and safe communities.	H8, H9

University and College of Education policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status.

Statement on reasonable accommodations: Reasonable accommodations ensure equal access to University employment, educational programs, services, and activities. Upon receiving a request, DRC determines

reasonable accommodation through an interactive process of examining a particular experience and consulting with the disabled individual and his/her faculty. As disabled students should be held to the same standards as their non-disabled peers, an accommodation cannot constitute a fundamental alteration or compromise academic integrity. Reasonable accommodations do not guarantee success, but do ensure access.

If a student is affiliated with the DRC and has requested course accommodations (i.e., attendance flexibility, course substitutions, exam modifications), an Access Consultant will contact instructors as needed/appropriate to discuss the reasonableness of the requests.

Instructors should not request medical documentation from students. Disability-related documentation, if necessary, should only be reviewed and maintained by DRC.

Student accountability policy: The College of Education goes to great lengths to inform students of its policies and procedures. This information comes to you through class syllabi, your instructors, the department Listserv, and the advisors. We make a special effort to put the most important instructions in writing. Because of these multiple communication channels, we feel it is only reasonable to assume that students are fully aware of the information and will act on it accordingly. For that reason, "I didn't know..." is not considered a valid excuse.

Academic Integrity

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Requirements

Readings: Students should complete all required readings *before* each class session for which they are assigned and should be prepared to discuss them in class. Arriving prepared to discuss the readings is considered part of "participation". Some articles and handouts are available online through D2L, while other articles will be distributed in class. Additional readings are optional; however, we encourage students to read these materials to complement their learning.

Participation (20%): The success of this course rests largely on participants' informed, honest, and active involvement. Since most of the learning takes place during the face-to-face dialogue sessions, students are required to participate fully in class discussions and activities throughout the quarter. Students should also be prepared to discuss readings and to incorporate any observations from outside of the classroom that may be relevant to the current topic or themes of that particular week. Concepts, themes and questions related to the readings or group dynamics are frequently raised in dialogue; everyone will be expected to address these in

class. Your engagement in group work and your level of participation in class will determine a percentage of your overall course grade. Your grade will be based on how effectively you:

- Participate fully in all group activities
- Complete the assigned readings prior to class, and share your thoughts and viewpoints on the readings and concepts discussed in class
- Discuss how the concepts presented in the readings or in-class activities relate to your life
- Contribute engaging, insightful comments to further dialogue
- Raise thoughtful questions to further dialogue and/or enhance awareness or perspectives of others
- Be sensitive to your level of participation, and make attempts to increase or decrease it when necessary
- Be open to understanding the emotional impact of your statements
- Listen and respond appropriately to others' comments
- Engage in appropriate conduct during class (i.e., no cell phone use, completing work for other courses, sleeping)
- Attend all class meetings
- Arrive on time and stay for the duration of the class session.

Reflection Journals (35%): Journal entries are to be submitted weekly (Weeks 1-7) to the facilitators, except for journal #5, which will be a D2L discussion forum posting, and journal #7, which will be exchanged with a partner for peer-review. Journals are opportunities for students to reflect on readings, topics discussed in class, participation in activities/dialogues, and to share their own perspectives. Each week, ALL specific questions must be addressed and answered in the reflection. Each journal should be 2 pages (includes **name**, 1-inch margins, double-spaced, 12-pt font) and must be submitted via e-mail by midnight on Friday; submission format must be: first initial.lastname-journal# (e.g. j.wildcat-journal #1). No late journals will be accepted. Unless otherwise specified, please use the following standard questions to guide you in writing your journals:

- a) What are the major issues addressed in the readings and class discussion?
- b) What questions were raised through the readings that you would like to pursue in class?
- c) How were the readings and in-class exercises and discussions relevant to your own experience?

Journal submissions must be submitted to all co-facilitators and the instructor/coach.

Journals will be evaluated based on clear, coherent writing, answering the journal questions thoroughly, depth of self-reflection, and inclusion of specific examples (e.g., readings, in-class activities, out-of-classroom events).

Intergroup Action Project (IAP) (15%): To support student learning about intergroup relations, the issues that impact different identity groups, and how to take action against oppression, each student will participate in an activity that involves actively supporting and/or learning more about the other identity group(s) in the dialogue. The goal of the project is to create a greater understanding about how the concepts of race and racism impacts peoples' lives. Some project options include:

- Attending an educational event for or about another identity group (on or off campus).
- Doing community service work on an issue that impacts the other identity group.
- Researching online resources and campus organizations that offer activities supporting the interests of the other identity group; and contacting website administrators/organization staff to further understanding of this group.
- Your own idea: any other project ideas that teach you more about the other identity group, helps you to educate others, or take action to support the interests or issues of the other identity group (*please send your ideas to facilitators and instructor for approval*).

We ask that you participate in your intergroup action or learning project anytime between Weeks 4 through 8. The culmination will be a 2 page description of your project and a brief in-class presentation (5 minutes) on Week 9.

Final Reflection paper (30%): A final paper is due (via email) by 5PM of our Week 16 class meeting time. Students should reflect on their experiences and development throughout the quarter. This Final Reflection is not merely a longer version of the weekly journal; its purpose is to demonstrate student learning from all aspects of – and throughout – this course, including assigned readings, class activities, IAP, dialogue sessions, and other optional sources (e.g., “additional readings”). The Final Reflection paper should be 5 pages minimum (stapled, 1-inch margins, double-spaced, 12-pt font). A set of guiding questions will be provided Week 12.

Grading

		<u>Due dates</u>
Participation (2 pts/wk)	30 pts	15 class sessions
Weekly Reflection Journals	45 pts	Weeks 2-11 (Saturday by Midnight)
Intergroup Action Project	15 pts	Week 12
Final Reflection Paper	<u>30 pts</u>	Week 16
	120 pts	

This is a 2-unit, letter-graded course. Your final grade will be based on the following scale:

A (93-100%)	A- (90-92%)	
B+ (87-89%)	B (83-86%)	B- (80-82%)
C+ (77-79%)	C (73-76%)	C- (70-72%)
D+ (67-69%)	D (60-66%)	E (59% and below)

Week 1: Course Overview

Activities:

- Introductions
- Course Overview, Goals, and Syllabus
-

Assignments for Next Week:

- Read Required Readings for Week 2.

Week 2: Creating the Conditions & Environment for Dialogue

Activities:

- Dialogue vs. Discussion
- Active Listening
- Hopes and Fears
- Ground Rules
- Learning Edges
- Active listening

Required Readings:

- Kardia, D. (2008). It is more than just talk: A working model for differentiating dialogue from discussion. Retrieved on December 15, 2009 from: www.dialogueacrossthedivide.com/dialogue.htm.
- Huang Nissen, S. (1999). Defining the principles of dialogue. In *Dialogue groups: A practical guide to facilitate diversity conversations* (10-22). Blue Hill, ME: Medicine Bear.

Optional Readings:

- Martinez, A. (1991). Yo soy Chicana. In S. Schoem (Eds.), *Inside separate worlds: Life stories of young Blacks, Jews, and Latinos* (223-234). Ann Arbor, MI: University of Michigan Press.
- Valdez, A. (1991). Surviving the barrio. In S. Schoem (Eds.), *Inside separate worlds: Life stories of young Blacks, Jews, and Latinos* (21-33). Ann Arbor, MI: University of Michigan Press.
- Austin, S. (1991). Reflections. In S. Schoem (Eds.), *Inside separate worlds: Life stories of young Blacks, Jews, and Latinos* (235-252). Ann Arbor, MI: University of Michigan Press.

- Chow, C. S. (1999). Blending in or standing out: Stories of racism and discrimination. In C.S. Chow, *Leaving deep water: Asian American women at the crossroads of two cultures*. (pp 168-186).
- Joshi, K. (2007). Because I had a Turban. *Teaching Tolerance*. Retrieved August 24, 20011 from <http://www.tolerance.org/magazine/number-32-fall-2007/because-i-had-turban>
- Armino, J. (2000, March/April). Waking up White: What it means to accept your legacy, for better and worse. *About Campus*, 5, 29-30.
- Solis y Martinez, D.E. (2010). Mestiza/o Gender: Notes toward a transformative masculinity. In M. Adams, W. J. Blumenfeld, R. Casteñeda, H. Hackman, M. Peters, X. Zúñiga (Eds.), *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 407-412). New York, NY: Routledge.
- Gordon, M. (1991). A history of survival: The study of the women in my family. In S. Schoem (Eds.), *Inside separate worlds: Life stories of young Blacks, Jews, and Latinos* (64-92). Ann Arbor, MI: University of Michigan Press.

Assignments for Next Week:

- Read Required Readings for Week 3.
- Fill out Social Identity Profile Grid (before selecting Cultural Chest Items)
- Cultural Chest – Bring three objects relevant to three of your own social identities (visible or invisible) to share a story about its significance or salience.
- Journal 1: Please discuss...
 - What are the major issues addressed in the readings and class discussion? What questions were raised through the readings that you would like to pursue in class? How were the readings and in-class exercises and discussions relevant to your own experience?

Due Saturday by Midnight

Reminder: Email journal to all facilitators and instructor

Week 3: Group Building & Exploring Social Identities

Activities:

- Four Corners: Group Communication Style
- Cultural Chest
- Salient Identities Around the Room
- Social Identity Profile

Required Readings:

- McCormick, D.W. (1999). Listening with empathy: Taking the other person's perspective. In A. L. Cooke, M. Brazzel, A. S. Craig, & B. Greig (Eds.), *Reading book for human relations training*, 8th edition (pp. 57-60). Arlington, VA: NTL Institute.
- Tatum, B. (1997) The Complexity of Identity: Who Am I? In *Why are all the Black kids sitting together in the cafeteria? and other conversations about race* (pp. 18-28). New York: Basic Books.
- Scott and Leonhardt. (2005). Shadowy Lines that Still Divide. The New York Times.
 - <http://www.nytimes.com/indexes/2005/05/15/national/class/index.html>

Optional Readings:

- Steinem, G. (1991). Men and women talking. In E. Ashton-Jones and G.A. Olson (Eds.). *The gender reader* (pp. 299-313). Needham Heights, MA: Allyn and Bacon.
- Weiler, Jeanne. (1994). Finding a shared meaning: Reflections on dialogue, an interview with Linda Teurfs. In *Seeds of understanding*, Vol. XI, No. 1. New York: Cafh Foundation.
- Scott and Leonhardt. (2005). Interactive Graphics: How Class Works. The New York Times.
 - http://www.nytimes.com/packages/html/national/20050515_CLASS_GRAPHIC/index_01.html

Assignments for Next Week:

- Read Required Readings for Week 4

- Take two online implicit bias tests; at least one should relate to *gender, sexuality, race/ethnicity, or religion*. To access, visit: http://www.tolerance.org/hidden_bias/index.html & click “Project Implicit”. At next window, select “Demonstration” → “Go to demonstration tests”.
- Journal 2: Please discuss...
 - Journal about how you felt when you took the test and whether you were surprised by the results.
 - What are the major issues addressed in the readings and class discussion? What questions were raised through the readings that you would like to pursue in class? How were the readings and in-class exercises and discussions relevant to your own experience?

Due Saturday by Midnight

Week 4: Socialization, Bias & Stereotypes
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Activities:

- Assumptions Icebreaker
- Cultural Chest Activity
- Cycle of Socialization
- Introduction of Intergroup Action Project Guidelines

Required Readings:

- Harro, B. (2000). The Cycle of Socialization. In M. Adams, W. J. Blumenfeld, R. Casteñeda, H. Hackman, M. Peters, X. Zúñiga (Eds.), *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 21-30). New York, NY: Routledge.
- Takaki, R. (2000). A different mirror. In M. Adams, W. J. Blumenfeld, R. Casteñeda, H. Hackman, M. Peters, X. Zúñiga (Eds.), *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 67-72). New York, NY: Routledge.
- Langston, D. (2000). Tired of playing Monopoly? In M. Adams, W. J. Blumenfeld, R. Casteneda, H. W. Hackman, M. L. Peters & X. Zuniga (Eds.), *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 397-402). New York: Routledge.
- Herek, G.M. (2000). Internalized homophobia among gay men, lesbians, and bisexuals. In M. Adams, W. J. Blumenfeld, R. Casteneda, H. W. Hackman, M. L. Peters & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 281-283). New York: Routledge.
- Gender and Sexuality Definitions. (2007). Appendix 9A. In M. Adams, L.A. Bell, & P. Griffin (Eds.), *Teaching for Diversity and Social Justice, 2nd edition*. NY: Routledge.
- Definitions. (2000). Appendix 13C. In M. Adams, L.A. Bell, & P. Griffin (Eds.), *Teaching for Diversity and Social Justice, 2nd edition*. NY: Routledge.

Optional Reading:

- West, Candace, and Zimmerman (1991). The Social Construction of Gender, eds. Lorber and Farrell, pp. 13-37, “Doing Gender.” Newbury Park: Sage Publications.
- Russel, G.M. (1996). Internalized classism: The role of class in the development of self. *Women and Therapy, 18*(3-4), 59-65.
- Dovidio, J.F., Gaertner, S.L., Stewart, T.L., Esses, V.M., ten Vergert, M. & Gordon, H. (2004). From intervention to outcome: Processes in the reduction of bias. In Stephan, W.G. & Vogt, W.P. (Eds.) *Education Programs for Improving Intergroup Relations* (243-265). New York, NY: Teachers College Press.
- Committee on Lesbian and Gay Concerns. (1991). Avoiding heterosexual bias in language. *American Psychologist, 46*, 973-974.
- Beemyn, B., (2003), The Silence is Broken: A History of the First, Lesbian, Gay, and Bisexual College Student Group. *Journal of the History of Sexuality, 12*(2), 205-212.

Assignments for Next Week:

- Read Required Readings for Week 5
- Journal 3:

- What are the major issues addressed in the readings and class discussion? What questions were raised through the readings that you would like to pursue in class? How were the readings and in-class exercises and discussions relevant to your own experience?

Due Saturday by Midnight

Week 5: Power, Privilege, and Oppression

Activity:

- If You Really Knew Me

Required Reading:

- Lorde, A. (1996). There is no hierarchy of oppression. In J. Andrzejewski (Ed.), *Oppression and social justice: Critical frameworks* (5th ed., p. 51). Boston, MA: Pearson Custom Publishing.
- Blumenfeld, W.J. & Raymond, D. (2000). Prejudice and Discrimination. In M. Adams, W. J. Blumenfeld, R. Casteneda, H. W. Hackman, M. L. Peters & X. Zuniga (Eds.), *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 21-30). New York: Routledge.
- Johnson, A. (2001). We're in trouble. In *Privilege, power, and difference* (pp. 5-14). San Francisco: McGraw Hill.
- Tatum, B. D. (2000). Defining racism: Can we talk? In M. Adams, W. J. Blumenfeld, R. Casteneda, H. W. Hackman, M. L. Peters & X. Zuniga (Eds.), *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 79-82). New York: Routledge.
- Heintz, J.S., & Folbre, N. (2000) Who owns how much. In M. Adams, W. J. Blumenfeld, R. Casteneda, H. W. Hackman, M. L. Peters & X. Zuniga (Eds.), *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 391-396). New York: Routledge.
- Lie, A. (2002). Passing realities. In J. Nestle, C. Howell, & R. Wilchins (Eds.) *GenderQueer: Voices from beyond the sexual binary* (pp. 166-170). Los Angeles: Alyson.

Optional Reading:

- McIntosh, P. (1988) White privilege: Unpacking the invisible knapsack. In *Working paper 189: White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies*. Wellesley, MA: Wellesley College Center for Research on Women.
- Young, I.M. (2000). Five faces of oppression. In Adams, M., Blumenfeld, W.J., Casteneda, R., Hackman, H.W., Peters, M.L., & Zuniga, X. (Eds.) *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 35-49). New York, NY: Routledge.
- Jehlen, A. (2000) The wealth factor. In *NEA Today*.
- Oakes, J. (2005) The distribution of knowledge. In *Keeping track*. New Haven, CT: Yale University Press.
- Stannard, Una. "Stereotypes Uber Alles," pp. 80-83 in *In Stitches*.

Assignments for Next Week:

- Read Required Readings for Week 6
- Journal 4:
 - What are the major issues addressed in the readings and class discussion? What questions were raised through the readings that you would like to pursue in class? How were the readings and in-class exercises and discussions relevant to your own experience?

Due Saturday Midnight

Week 6: Culture and Conflict

Activities:

- Tug O' War
- Who would you admit?
- Dialogue vs. Debate

Required Reading:

- Berman, S. (1997). A comparison of dialogue and debate. In C. Flavin-MacDonald, *Facing the challenge of racism and race relations: Democratic dialogue and action for stronger communities* (3rd Ed, p. 33). Pomfret, CT: Topsfield Foundation.
- Blumenfeld, W.J. (2000). How homophobia hurts everyone. In Adams, M., Blumenfeld, W.J., Casteneda, R., Hackman, H.W., Peters, M.L., & Zuniga, X. (Eds.) *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 267-275). New York, NY: Routledge.
- Thompson, C. (1991). Can White heterosexual men understand oppression? In Adams, M., Blumenfeld, W.J., Casteneda, R., Hackman, H.W., Peters, M.L., & Zuniga, X. (Eds.) *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 477-482). NY: Routledge.
- Larew, J. (2000). Why are droves of unqualified, unprepared kids getting into our top colleges? Because their dads are alumni. In Adams, M., Blumenfeld, W.J., Casteneda, R., Hackman, H.W., Peters, M.L., & Zuniga, X. (Eds.) *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 418-421). NY: Routledge.

Optional Reading:

- Tannen, D. (1998). *Fighting for our lives. In The argument culture: Moving from debate to dialogue* (3-26). New York, NY: Random House.
- Bar-On, D. & Kassem, F. (2004). Storytelling as a way to work through intractable conflict: The German-Jewish experience and its relevance to the Palestinian-Israeli context. *Journal of Social Issues* 60(2), 289-306.

Assignments for Next Week:

- Read Required Readings for Week 7
- Journal 5
 - D2L Discussion Forum Posting

Due Saturday by Midnight

Week 7: Hot Topic – TBD

Activities:

- TBD

Required Reading:

- TBD

Assignments for Next Week:

- Read Required Readings for Week 8
- Journal 6
 - What are the major issues addressed in the readings and class discussion? What questions were raised through the readings that you would like to pursue in class? How were the readings and in-class exercises and discussions relevant to your own experience?

Due Saturday by Midnight

Week 8: Hot Topic – TBD

Activities:

- TBD

Required Reading:

- TBD

Assignments for Next Week:

- Read Required Readings for Week 9
- Journal 7

- What are the major issues addressed in the readings and class discussion? What questions were raised through the readings that you would like to pursue in class? How were the readings and in-class exercises and discussions relevant to your own experience?

Due Saturday by Midnight

Week 9: Hot Topic – TBD

Activities:

- TBD

Required Reading:

- TBD

Assignments for Next Week:

- Read Required Readings for Week 10
- Journal 8
 - What are the major issues addressed in the readings and class discussion? What questions were raised through the readings that you would like to pursue in class? How were the readings and in-class exercises and discussions relevant to your own experience?

Due Saturday by Midnight

Week 10: Hot Topic – TBD

Activities:

- TBD

Required Reading:

- TBD

Assignments for Next Week:

- Read Required Readings for Week 11
- Journal 9
 - What are the major issues addressed in the readings and class discussion? What questions were raised through the readings that you would like to pursue in class? How were the readings and in-class exercises and discussions relevant to your own experience?

Due Saturday by Midnight

Week 11: Hot Topic – TBD

Activities:

- TBD

Required Readings:

- TBD

Assignment for Next Week:

- Read Required Readings for Week 12
- IAP write-up

Due next week in Class

Week 12: Action Planning and Envisioning Change

Activities:

- Intergroup Action Project Presentations
- Oppression-Action Continuum
- Alliance Group Exercise

Required Readings:

- McClintock, M. (2000). How to interrupt oppressive behavior. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for Diversity and Social Justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 483-486). NY: Routledge.
- Tatum, B.D. (1997). Embracing a cross-racial dialogue. In *Why are all the Black kids sitting together in the cafeteria? And other conversations about race* (193-206). New York, NY: Basic Books.

Assignment for Next Week:

- Read Required Readings for Week 13.

Week 13: Action Planning and Envisioning Change
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Activities:

- Oppression-Action Continuum
- Alliance Group Exercise

Required Readings:

- Edgington, A. (2000). Moving beyond White guilt. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for Diversity and Social Justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 127-129). NY: Routledge.
- Washington, J. & Evans, N.J. (2000). Becoming an Ally. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for Diversity and Social Justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 312-318). NY: Routledge.

Optional Readings:

- Harro, B. (2000). The Cycle of Liberation. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for Diversity and Social Justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp.463-469). NY: Routledge.
- Anzaldúa, G.E. (2000). Allies. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for Diversity and Social Justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 475-477). NY: Routledge.
- Burns, W.D. (2000). Why don't gay people just keep quiet? Listening to the voices of the oppressed. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for Diversity and Social Justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 306-309). NY: Routledge.
- Edwards, K. E. (2006). Excerpt from aspiring social justice ally identity development: A conceptual model. *NASPA Journal*, 43(4), 39-59.
- Hopkins, W. (1999). I'm a straight white guy – so what's diversity got to do with me? In NTL Institute for Applied Behavioral Science (Ed.), *Reading book for human relations training, 8th Edition* (pp. 121-125). Alexandria, VA: NTL Institute for Applied Behavioral Science.
- Piercy, M. (1980). The low road. In *The moon is always female* (pp. 44-45). NY: Knopf.

Assignment for Next Week:

- Read Required Readings for Week 14.

Week 14: Developing Consensus, Forming Alliances, and Building Coalitions
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Activities:

- Coalition-building exercise
- What can we do now?
- Affirmations

Required Readings:

- Ayvazian, A. (2004). Interrupting the cycle of oppression: The role of allies as agents of change. In P. S. Rothenberg (Ed.), *Race, class and gender in the United States*, 6th edition (pp. 598-604). New York: Worth Publishers.
- Sherover-Marcuse, R. (2000). Working assumptions and guidelines for alliance building. In M. Adams, W. J. Blumenfeld, R. Castañeda, H. W. Hackman, M. L. Peters & X. Zúñiga (Eds.), *Readings for Diversity and Social Justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 486-487). NY: Routledge.

Assignment for Next Week:

- Complete Final Reflection paper.
Due Tuesday, Week 16

Week 15: Developing Consensus, Forming Alliances, and Building Coalitions
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Activities:

- What can we do now?
- Affirmations

Required Readings:

- Johnson, A. (1997). Unraveling the gender knot. *The gender knot: Unraveling our patriarchal legacy* (pp. 232-253). Philadelphia: Temple University Press.
- Kendall, F.E. (2003). How to Be an Ally if you are a Person with Privilege. Retrieved October 9, 2008 from <http://www.scn.org/friends/ally.html>.
- Collins, P. (1993). Toward a new vision: Race, class, and gender as categories of analysis and connection. In *Readings for diversity and social justice* (pp. 457-462).
- Abu-Nimer, M. (2004). Education for coexistence and Arab-Jewish encounters in Israel: Potential and challenges. *Journal of Social Sciences* 60(2), 405-422.
- Tan, C. I. (1994). Healing from oppression. In E. Featherstone (Ed.), *Skin Deep: Women Writing on Color, Culture, and Identity* (pp. 186-189). Freedom, CA: The Crossing Press.

Assignment for Next Week:

- Complete Final Reflection paper.
Due Tuesday, Week 16

LAS/POL 204 - COMPARATIVE POLITICS

Spring 19

Professor Kurzer

E-mail: kurzer@arizona.edu

Phone: 621-7600

Office Hours: Tuesday: 10-11 & Thursday: 12:30-1:30pm & by appointment

Office: 323 Social Sciences Bldg.

Lecture: Tues/Thurs: 11-12:15pm
Bio East

Teaching Assistant:

Mai Thanh Truong

E-mail : maitruong@email.arizona.edu

Office Hours: Monday 3-4pm (Social Sciences 301); Thursday 9-10am (SS 300)

OVERVIEW OF THE COURSE:

This course provides an analysis of comparative, cross-national political concepts while surveying the diversity of major political systems found in the contemporary world. While covering the wide divergences in political institutions, party systems, and policy processes, the main theme will be on how political systems cope with conflict and manage the policy process. We will look at the British political system and the challenges to its century-old institutions. Together with the UK, the course will also examine the European Union which constrains decision making in the member-states, yet also opens up new opportunities for its member states. Next, we compare two newish democracies with complex social issues: Mexico and Brazil. Finally, the course concludes with a comparison of two post-1990s democracies that have experienced some backsliding namely Turkey and South Africa. Both countries were lauded for their smooth transition to democratic politics, but have witnessed an erosion of liberal norms and democratic institutions in the last few years.

COURSE OBJECTIVES:

- Obtain an understanding of the field of comparative politics and how research is done in political science.
- Describe political institutions that are common to all forms of government and understand the distinctions across different types of political systems.

- Apply the concepts learned to country cases and analyze the similarities and differences and produce a writing assignment that incorporates the concepts learned in the course.

EXPECTED LEARNING OUTCOMES

- Students will understand the field of comparative politics and comparative political analysis in preparation for upper level courses in comparative politics.
- Students can define key institutions and make comparisons across different types of political systems.
- Students will apply basic comparative politics concepts to country cases.
- Students can use your new knowledge to keep up with current news and developments.

COURSE REQUIREMENTS:

Student obligations for the course include, (a.) doing a lot of reading, (b.) having the readings completed by the time they are due, (c.) completing a final paper assignment, (d.) three short mid-terms in class, (e.) attend lectures.

Students are assumed to do the reading before the lectures. Each lecture will highlight a few core components from the readings often in light of its comparative aspects. The lectures are not able to illuminate each and every detail. It is your responsibility to make sure that you are totally familiar with all the readings by attending the lecture and by reading the chapters and supplementary materials closely.

We will use one textbook, available in hardcopy at the bookstore and as an E-book through the McGrawHill Create website. There are also a substantial number of supplementary readings all of which are uploaded into the D2L course site.

The book store carries this edition of the textbook [the cover has shaded high rises]. The title is Paulette Kurzer, *Comparative Governance*. McGraw Hill/Create.



To buy an electronic copy of the textbook go here, <https://create.mheducation.com/shop/> and type in this ISBN: 9781307288452

STEP 1: Search for and select book by ISBN (to make sure you have the correct edition)

STEP 2: Click “Add to Cart.”

STEP 3: Click “Checkout” (top, right) and then again on the shopping cart review page.

STEP 4: Create an account or sign in.

STEP 5: Enter billing information, verify order information, and place order.

STEP 6: Your receipt and bookshelf will appear. Access your eBook here.

The cost of the E-book is about \$48.00 while the price of the paper copy is probably closer to \$90.00.

Students are strongly encouraged to subscribe to a newspaper with international coverage. Please sign up for a subscription to one of these newspapers so that you may keep up with global events. A subscription will also be handy for when you are deciding which country to select for your writing assignment and for gathering information on your case study. This course covers contemporary up to date issues and themes. It does not make a lot of sense to attend this course yet remain oblivious about current events and developments. A good newspaper with extensive international coverage is the New York Times. Its subscription rate is reasonable and can be cancelled any time.

GRADING ASSIGNMENTS

Three Exams (60 percent)

The first mid-term will consist of 25 multiple choice questions and 4 short essay questions. The second mid-term will only have essay questions. The final mid-term will be based on multiple choice questions alone and includes everything from February 26th onward (though most of the questions will be based on the final third of the course; there will also be questions from the second-third of the course).

Writing Assignment (30 percent)

The writing assignment is an opportunity to explore themes or issues related to the case studies not examined in the lectures or the course. The assignment is a policy memo, addressed to U.S. policy officials. You should select one of the countries and review how governments in that country tackle one particular policy problems (for example: crime in Mexico and Brazil, pensions in Brazil or the UK, education or sanitation/infrastructure in South Africa, corruption in the EU, etc). Students select one policy question and write a short paper, relying on academic and internet sources. Students can give us a draft of the policy memo before the deadline, and we will return the draft with comments and suggestions. Therefore, you should plan to start to work on the assignment before its final due date. The memo can be no longer than 2500 words and must have at least four additional separate academic sources. Instructions related to the policy memo will be uploaded to D2L February 25th.

Students must bring a hard copy of the paper to the exam on May 7th at 10:30am as well as submit an electronic copy to the Assignment tab in D2L. The Assignment on D2L has a plagiarism check.

A paper containing plagiarism will receive an automatic zero and a report will be filed with the Dean of Students. A paper containing plagiarism is not eligible for the optional rewrite provision. Improper paraphrasing (changing or rearranging a few words from the author's sentence/paragraph) is plagiarism. To avoid plagiarism consult the website: "Plagiarism: What It Is and How to Recognize and Avoid It," <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>. UA policies against plagiarism are located within the Student Code of Conduct, <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

Here is the schedule for the policy memo:

✚	Monday, February 25	Questions are posted on D2L
✚	Sunday April 21 @ midnight	Last day to send memo for feedback
✚	May 7th @ 10:30am	Hard copy to class and Upload to Assignments

Note that late papers will be penalized one letter grade (i.e., A, B, C, etc.) for each day late.

Attendance (10 percent)

Class attendance will be taken randomly and consists of answering a short question, posted on a PowerPoint slide. There are around 26 lectures in the course (excluding mid-terms) and attendance will be taken randomly and not at every lecture. In total, there will be around 15 attendance checks out of the 26 lectures. Thus, attendance is taken in 60 percent of the lectures. You can miss 2 attendance checks and still receive a perfect score of 10 percent (10 points).

Point distribution for attendance is therefore as follows.

If you miss:

2 attendance checks = 10 points

3 checks = 9 points

4 checks = 8 points

5 checks = 7 points

6 checks = 6 points

7 checks = 5 points

8 checks = 4 points

9 checks = 3 points

10 checks = 2 points

11 to 15 checks = ZERO points (at this point, basically did not attend the lectures).

Note that you can miss two attendance checks without penalty and that we won't take attendance at every lecture (15 times out of 26 lectures). Thus, you can miss quite a few lectures and still get full credit for attendance.

We will keep track of attendance points on a separate spread sheet (not on D2L).

Extra Credit: There will be an opportunity to earn extra credit in this course. This semester, several academic research projects will be conducted in the SGPP Research Center by individuals affiliated with the School. You will receive reminders throughout the semester regarding these opportunities. After participating in a project, you will receive ONE point, which will be applied to your final score at the end of the semester. You can earn up 1 point by participating in one study. Studies typically involve completing a short survey, which takes between 15 minutes to an hour to complete. If you have any questions about this, please email SGPPResearch@email.arizona.edu – do not email me or your TAs.

In addition, you can obtain extra credit by answering the question during the attendance check correctly! If you answer 10 questions correctly, you receive 2 extra credit bonus points. If you answer 7 to 9 questions correctly, you receive one extra credit bonus point. Please note that there will be more than 10 attendance checks during the semester. Again, this gives you some leeway in answering the question correctly.

In total, you can receive THREE extra credit points!

GRADE DISTRIBUTION

- | | |
|---------------------------|--|
| • Three exams | 20 percent each (Feb. 21, March 28, May 7) |
| • Paper Assignment | 30 percent (due May 7 th @ 10:30am) |
| • Attendance | 10 percent (based on short question in class) |
| • Bonus Points | 3 (SGPP research lab; correct answers) |

Final course grades are posted on UAccess and NOT on D2L.

Further Information

REQUESTS FOR INCOMPLETE (I) OR WITHDRAWAL (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

ABSENCE AND CLASS PARTICIPATION POLICY

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human->

[resources/religious-accommodation-policy.](#)

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

DISPUTE OF GRADE POLICY

Grades can be disputed up to a week after the return of the exam or paper assignment.

HONORS CREDIT

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contract. Information on Honors Contracts can be found at <https://www.honors.arizona.edu/honors-contracts>

CLASSROOM BEHAVIOR POLICY

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Some learning styles are best served by using personal electronics, such as laptops and iPads. These devices can be distracting to other learners. Therefore, students who prefer to use electronic devices for note-taking during lecture should sit in the last row of the classroom.

THREATENING BEHAVIOR POLICY

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

ACCESSIBILITY AND ACCOMMODATIONS

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

CODE OF ACADEMIC INTEGRITY

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See:

<http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA NONDISCRIMINATION AND ANTI-HARASSMENT POLICY

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

ADDITIONAL RESOURCES FOR STUDENTS

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>
Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

COURSE COMMUNICATIONS

If you need to reach the instructor or TA please use official UA email with a subject heading including POL 204.

SUBJECT TO CHANGE STATEMENT

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

[Check the ANNOUNCEMENT section on D2L for class updates.](#)

SCHEDULE OF TOPICS AND READINGS FOR THE COURSE

Week 1: January 10: Introduction

No readings.

Week 2. Jan. 15-17: Comparative Politics and the State

Timothy C. Lim, *Doing Comparative Politics: An Introduction to Approaches and Issues*. Lynne Rienner, 2006. Pp. 1-15 and 19-28. All readings not in the [textbook are on D2L](#).

Kurzer, "The Setting of Power." *Comparative Governance (CG)*, pp. 1-25.

Week 3. Jan. 22-24: Political Conflict and Holding the State together

Kurzer, "Holding the State Together." *CG*, pp. 148-174.

Kurzer, "Political Conflict." *CG*, pp 26-55.

Week 4. Jan. 29-31: Politics in the UK

Janet Laible, "The UK: Old Democracy, New Challenges," *CG*, pp. 56-96.

Week 5. Feb. 5-7: British Election 2017 & Founding of the EU

The British Election Study Team, <https://www.britishelectionstudy.com/> 3 short essays on youth quake, gender, and Scotland.

Matthew Gabel, "European Union," *CG*, pp. 97-121.

Week 6. February 12-14: Institutions of the EU

Gabel, "EU," *CG* pp. 121-47.

Visit of the Eisenhower Fellows

Week 7. Feb 19-21: Populist Revolt – Brexit – Britain and the UK

Robert Ford, Matthew Goodwin, "Britain After Brexit: A Nation Divided," *Journal of Democracy*, Volume 28, January 2017, pp. 17-30.

Graham Taylor, *Understanding Brexit: Why Britain Voted to Leave the European Union*. Emerald Publisher, 2017. Chapter 1.

EXAM ON FEBRUARY 21st

Week 8. Feb 26-28: Decision Making in the State & Hybrid Authoritarianism

Kurzer, "Decision Making in the State," *CG*, pp. 175-204.

Steven Levitsky and Lucan A. Way, *Competitive Authoritarianism: Hybrid Regimes after the Cold War*. Cambridge University Press, 2010. Chapter 1.

Questions for policy memo will be posted on D2L

Week 9. Spring Break March 5-7

Spring Break

Week 10. March 12-14: Turkey: From Unfree to Free to Unfree!

Martin W. Sampson, "Turkey," *CG*, pp. 330-78

Week 11 – March 19-21: South Africa: Political Freedom – Economic Inequality

Robert Mattes, "South African Politics and Society," *CG* pp. 379-416.

Week 12. March 26-28: Turkey, Backsliding

Menderes Çınar, "From Moderation to De-moderation: Democratic Backsliding of the AKP in Turkey," Esposito J., Zubaidah Rahim L., Ghobadzadeh N. (eds) *The Politics of Islamism*. Palgrave Macmillan, 2018. Pp. 127-53.

SECOND MID-TERM THURSDAY MARCH 28

Week 13: April 2-4: State and the Economy and South Africa's economic challenges

Kurzer, "The State and the Economy." *CG*, pp. 298-329.

James L. Gibson, Apartheid's Long Shadow: How Racial Divides Distort South Africa's Democracy, *Foreign Affairs*, 41 (2015) 41-48.

Geoffrey E. Schneider (2018) "The Post-Apartheid Development Debacle in South Africa: How Mainstream Economics and the Vested Interests Preserved Apartheid Economic Structures," *Journal of Economic Issues*, 52:2, 306-322.

Week 14. April 9-11: Mexico: Democratization of the Party system

Roderic Ai Camp, "Mexico's Democratic Consolidation," *CG*, pp. 205-50.

Week 15. April 16-18: Brazil: The Rise and Fall of the Left

Barry Ames, "Politics in Brazil," *CG*, pp. 251-297.

Week 16. April 23-25: Elections in Brazil and Mexico

Sunday, April 21 at midnight - last chance to submit draft to TA.

European Parliament Briefing "Brazil ahead of the 2018 elections," October 2018.

Jonathan Watts, "Operation Car Wash: Is this the biggest corruption scandal in history?" *The Guardian*, December 2017.

Duncan Wood, *Changing the Guard in Mexico: AMLO's Opportunities and Challenges*. July 2018, pp. 1-8.

https://www.wilsoncenter.org/sites/default/files/changing_the_guard_in_mexico_amlos_opportunities_and_challenges_1.pdf

Vanda Felbab-Brown, "New-Old Populism in Disenchanted Mexico," *Brookings*, July 3, 2018. 4 pages. <https://www.brookings.edu/blog/order-from-chaos/2018/07/03/andres-manuel-lopez-obrador-and-a-new-era-of-politics-in-mexico/>

Earl Wayne, "US spotlight fixed squarely on AMLO as he takes reins in Mexico," *The Hill*, November 8, 2018.

Shannon K. O'Neil, "Lopez Obrador Spells Trouble for Mexico," *Council for Foreign Relations*, November 30, 2018.

<https://www.cfr.org/article/lopez-obrador-spells-trouble-mexico>

Week 17: April 30th : Review

Overview and Summary. Come prepared with Questions!!!

FINAL MID-TERM (ONLY MULTIPLE CHOICE QUESTIONS COVERING ALL THE MATERIAL FROM WEEK 8)

Tuesday May 7th at 10:30 – 12:30pm

BRING HARD COPY OF PAPER TO CLASS!

MAS/LAS/ANTH 317: Latin American Immigration and the Making of the U.S.
Fall 2019

Anna Ochoa O'Leary, Ph.D., Instructor

Office: César E. Chávez Bldg #208-C

Contact: phone: 520-626-8134;

Email: olearya@email.arizona.edu (Preferred method of contact)

Office hours: Mondays 3:30 PM – 5:00, or by appointment*

*Every effort will be made to reserve this time exclusively for "drop in - no appointment" meetings with students. However, I am often available at times other than office hours as well.

COURSE DESCRIPTION

This class is about how migration is currently re-shaping American cities, families, suburbs, rural areas, politics, and altering the nation's racial and cultural dynamics. In response to immigrant newcomers, societal attitudes have shifted and many have begun to examine what we mean when we say we are "a nation of immigrants." This course examines the [quasi-permanent](#) presence of undocumented immigrants in the United States, the challenges and advantages that this brings, and the role that borders play.

Because the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect. Inclusive Excellence is a fundamental part of the University of Arizona's strategic plan and culture. As part of this initiative, open-mindedness and a rejection of intolerance are expected, respected, and welcomed in this course.

Texts

- NAZARIO, Sonia. *Enrique's journey*. Random House, 2007.
- ODEM, Mary E. & LACY, Elaine Cantrell (ed.). *Latino Immigrants and the Transformation of the US South*. University of Georgia Press, 2009
- PEREZ, William *Americans by Heart*. NY: Teacher's College Press 2012
- Other readings will be available as PDF articles on the course D2L site. A word document of the list of supplemental readings is provided in [SUPPLEMENTAL READING LIST.docx](#)
- Readings from [Undocumented Immigrants in the United States Today: An Encyclopedia of their Experiences](#), edited by O'LEARY, Anna Ochoa. ABC-CLIO, 2014, are accessed through the UA Library Website. The ebook can be accessed electronically through the Library website at any time. It can also be "checked out" by downloading it to your computer or tablet for a limited number of days. It can be rechecked out indefinitely. Downloading (or re-downloading) the book will allow you to print out the individual entries that have been assigned, or other entries that you might find useful.

COURSE OBJECTIVES AND LEARNING OUTCOMES

In general, students will gain confidence in engaging knowledgably with others on topics related to immigration. Specifically, by the end of the course and aided by the activities required to demonstrate their learning, students will:

1. Describe the principle drivers of migration since the mid-1990s.
2. Describe the challenges that immigrants face during and after migration
3. Describe some of the social science theories to help us understand how immigrants become part of destination communities.
4. Identify and explain some of the important policy issues immigration of the day.
5. Demonstrate capably the use of scholarly materials to hone their critical thinking skills.
6. Write capably to communicate their understanding of an immigration topic.
7. Improve their academic skills for writing a research paper (building on items 5 & 6 above).

COURSE REQUIREMENTS:

1. Attendance, Preparation, and Participation (15%)

Learning is an active process; if you think about the things you've learned the best, they are usually not things that you have sat back passively and "absorbed" with little or no effort. Instead, your learning has come about by actively taking part and practicing. I therefore expect each of you to be active participants in your learning. The course materials have been purposely selected to provide topics for discussion, some of which are controversial or complicated. Because of this, students are expected to complete the assigned readings before coming to class, attend class, and participate in class discussions or activities. All of these will go into your class participation grade, which includes:

- Attendance. I expect students to be present at every class. There will be approximately 30 opportunities for you to attend class when students will be exposed to materials needed to satisfy learning objectives 1-4, and on other days, instruction for satisfying learning objectives 5-7. The number of absences will directly affect your total attendance score as a percent of the total number of opportunities you had to attend.
- Being prepared. Reading materials will provide the basis for connecting data with current events I expect you to have done the assigned readings for the day and to have thought about them before class. For more on this, see the document on D2L entitled "*What does 'doing the readings' mean?*"
- Participation. Classroom discussion of readings, of the ideas introduced by the course, or other course materials is a key part of the learning process. By actively taking part, you also improve your chances of doing well on the written assignments. Participation will be structured by class discussions, and planned activities such as the small group problem solving or discussion exercises.

Top Hat will help facilitate keeping Attendance, and recording Preparation and Participation:

We will be using the Top Hat (www.tophat.com) classroom response and attendance-taking system in class. Top Hat requires a paid subscription, and a full breakdown of all subscription options are found here: www.tophat.com/pricing. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

With the app, you will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. You can use this app for other courses where instructors use it.

An email invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: Unique Course URL

Note: our Course Join Code is xxxxx

Should you require assistance with Top Hat at any time, be advised that they require specific user information to troubleshoot issues so please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling 1-888-663-5491.

2. Video Reviews (15%)

To help with learning objectives 1-4, we will use documentaries to stimulate written reflection on what was learned. Short essay assignments of 800 words (not including any works cited) must be supported by reference to assigned readings (objective 5). Students should refer to the grading rubric for this assignment to understand how it will be evaluated and to help them improve their writing (objective 6).

3. Quizzes (10%)

Students will complete short weekly quizzes on D2L. The purpose of these quizzes is to help students get the most out of the week's materials (for learning objectives 1-4). Each quiz will take about 10 minutes to complete and can be taken twice for a chance at a better grade. The quizzes will be available on D2L on Fridays. Students will have until the Tuesday morning before class to take the quiz. Students are encouraged to raise questions in class about any of the quiz questions that they want further clarity on.

4. Short Essays (15%)

The objectives of this requirement are (a) to students them communicate their ideas and understanding about topics (for learning objectives 1-4 above), and (b) to help students improve their writing skills (learning objectives 5-6 above). As for the video review assignments, claims must be substantiated by reference to assigned readings (objective 5). Essays 1 and 2 will be 800 words each, not including works cited). Essay 3 will help get students get started on their final research paper (see item 5 below).

5. Research Paper (20%)

The research paper uses Essay 3 as to assemble the needed “building blocks” to complete the research paper (for learning objective 7). These building blocks are listed below. The research paper will be 3500 words, not including the works cited. Claims must be substantiated by referenced readings (objective 5)

- a) Topic Selection: Using Essay 3, students will select a topic and develop a thesis statement. Please see D2L for instructions for developing a thesis statement.
- b) Working Bibliography: Using Essay 3, students will compile a bibliography of probable sources (½ of which come from class readings and the other half from outside). The selection of readings must relate to their topic.
- c) Annotated Bibliography: Using Essay 3, students’ selected bibliography will be *annotated* to show *how* each references relates to their topic and/or supports their thesis statement. See D2L for more on annotating references.
- d) Draft of final paper: A draft *must* be turned no less than 10 days before the day that the Final paper is due. The draft constitutes 50% of the total score possible for the paper.
- e) Final Paper. The final submission is worth the other 50% of the total score for the paper.

6. Exams (25%)

There will be one Midterm exam, and a Final Exam. Both exams will combine multiple choice, fill in the blank questions, and short written answers (“essay type” used to “describe” or “explain”).

7. Extra Credit

Two extra credit opportunities will be offered during the semester. Students can boost their score in the attendance, participation, or video or short essay grade categories by attending a presentation organized by the Binational Migration Institute (BMI) (www.bmi.arizona.edu). For a maximum of 5 *points* for each presentation they attend, students will be required to attend the lecture and write a 500-word summary of what they learned (using objective and subjective criteria), connecting their experience to the course. The 5 points will be added to the grade category of choice and in this way be factored into their final grade for the course.

MAS 317 Course Schedule of Activities/Syllabus

Please note that the information contained in the schedule of readings and course activities may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

- Readings should be completed on the day that they are listed. Materials include chapters in assigned texts, research articles available on D2L, or on-line encyclopedia entries in the e-book available at the UA Library, *Undocumented Immigrants in the United States: An Encyclopedia of Their Experience*.
- Assignments & due dates, updates and other announcements also will be posted on D2L

Week Dates Units & Related Course Activities

1 Getting Started

Aug Introduction(s) and Overview of the Course.

27

- Overview of the course, with opportunity for Q & A.
- Introduce learning goals and expectations.

Aug

29

- Martinez, "North American Free Trade Agreement, NAFTA" (D2L)
- Morandian, "Border Crossing" (D2L)
- Gomez Torres, "Xenophobia"(D2L)
- **Carefully read the syllabus to raise questions in class if necessary**

2 The Root Causes of Contemporary Migration

Sept Xenophobia?

3

- Huntington, "The Hispanization of the U.S." (D2L)
- **Statement of Syllabus Understanding and Agreement will be signed and turned in**

Sept Central Americans

5

- Vogt, "Central American Wars" (D2L)
- O'Leary 2015 Finding Sacagawea in El Salvador
- O'Leary, "Chronology" (D2L)
- Discussion: Looking ahead for *writing Essay 1*

3 Problematizing Immigrants

Sept

10

- Chavez, "Toward a Framework for reading Magazine Covers" (D2L)
- **Essay 1 due 8:00 AM**

Sept

12

- Huang, "Anchor Babies, Over-Breeders, and the Population Bomb" (D2L)
- On your own:
 - View *9500 Liberty* (Video 1)
 - Review "Video review writing strategies" on D2L

4 Latinos in the Deep South

Sept

17

- Odem & Lacy text: Introduction
- Discussion: "Video review writing strategies"

Sept

19

- Odem & Lacy text: Chapter 1
 - **Video Review 1 due at 8 a.m.**
-

5	Sept 24	<ul style="list-style-type: none"> Odem & Lacy text: Chapter 2
	Sept 26	<ul style="list-style-type: none"> Martinez-Espinoza, "<u>Transnationalism</u>" (D2L) O'Leary, "<u>Social Interaction and Integration</u>" (D2L)
6	Globalization	
	Oct 1	<ul style="list-style-type: none"> Odem & Lacy text: Chapter 4
	Oct 3	<ul style="list-style-type: none"> Odem & Lacy text: Chapter 3
7	Oct 8	<ul style="list-style-type: none"> Read Odem & Lacy text: Chapter 6 Discussion: Preparing for your Midterm Essay 2 due at 8 a.m
The Migrant Youth Experience (Introduction)		
	Oct 10	<p>No class today (Instructor away)</p> <p>On your own:</p> <ul style="list-style-type: none"> Read Prologue and Chapters 1-2 of <u>Enrique's Journey</u> View: <u>Which Way Home</u> (Video 2)
8	Oct 15	Midterm Exam (covering content up to and including October 8)
The Migrant Youth Experience (con't)		
	Oct 17	<ul style="list-style-type: none"> Nazario: Chapter 3-4 Discussion: Looking ahead to Essay 3, the thesis statement and annotating Video 2 Review due
9	Oct 22	<ul style="list-style-type: none"> Nazario: Chapter 5-7
	Oct 24	<ul style="list-style-type: none"> Nazario: Chapters 8, Epilogue, and Afterwards
10	Shifting Gender Roles and Family Responsibilities	
	Oct 29	<ul style="list-style-type: none"> Menjívar "<u>Transnational Parenting and Immigration Law</u>" (D2L) Essay 3 due: "Research Topic Selection" due at 8 a.m.
	Oct 31	<ul style="list-style-type: none"> Cifuentes, "<u>Family Structure</u>" (D2L) Martinez, "<u>Gender Roles</u>" (D2L) Hurtado Gomez, "<u>Domestic Violence</u>" (D2L) Wilson, "<u>Remittances</u>" (D2L)
11	Integrations and Transformations	
	Nov 5	<ul style="list-style-type: none"> Odem & Lacy text: chapter 5 Annotated Bibliography due at 8 a.m
	Nov 7	<ul style="list-style-type: none"> Odem & Lacy text: chapter 7

12	Nov 12	<ul style="list-style-type: none"> Odem & Lacy text: chapter 8
<hr/>		
In Search of the American Dream		
	Nov 14	<ul style="list-style-type: none"> Pérez, "Chapter 1"
13	Nov 19	<ul style="list-style-type: none"> Pérez, "Chapter 2" Draft of Final Paper due at 8 a.m.
	Nov 21	<ul style="list-style-type: none"> Pérez, "Chapter 3" No Classes (Instructor away) View Video 3: <u><i>The Dream is now</i></u>
14	Nov 26	<ul style="list-style-type: none"> Pérez, "Chapter 4"
	Nov 27	<ul style="list-style-type: none"> Video Review 3 due 8 a.m
	Nov 28	<ul style="list-style-type: none"> No Classes: Thanksgiving Break
15	Dec 3	<ul style="list-style-type: none"> Pérez, "Chapter 5"
	Dec 5	<ul style="list-style-type: none"> Pérez, "Chapter 6"
16	Dec 10	<ul style="list-style-type: none"> Pérez, "Conclusion"
	Dec 11	Final Paper due at 8 a.m. (3500 words)
	Dec 18	Final Exam: Monday December 16, 6:00 – 8:00

CLASS POLICIES

I. ABSENCES:

- A. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Please see instructor if you anticipate a conflict due to an absence to make arrangements for turning in assignments on a day other than when it is due.
- B. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.
- C. If a student misses a Midterm exam due to illness or emergency, arrangements to make up the exam must be made within 48 hours of the missed exam. Please note that students taking an exam on a day other than the scheduled date may receive a different exam than from the rest of the class.
- D. If a student misses a Midterm exam due to an extracurricular activity (conference or sports), a pre-approved excuse from the UA Dean of Students is required. The make-up exam must be taken within 48 hours of the day that the exam was scheduled (either before the exam date, or after the exam date). Please note that students taking an exam on a day other than the scheduled date may receive a different exam than from the rest of the class.
- E. No excuses for missing or delaying the Final Exam will be made.
- F. In the event of planned instructor absences, such dates will be noted on the syllabus and out-of-class activities may be assigned.
- G. The instructor reserves the right to [administratively drop](#) without further notification any student who has excessive or extended absences (six class days or more, or three consecutive classes).

II. ACCESSIBILITY:

- A. It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let the instructor know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.
- B. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

III. BEING LATE:

Please note that a student can arrive late once but afterwards they will get a less than one point for attendance on the day they are late.

IV. LATE ASSIGNMENTS:

- A. A calendar of due dates for assignments will appear on D2L.
- B. For all assignments, work turned in after the due date and time late will lose points, as indicated on the grading rubric for each assignment.
- C. For circumstances beyond the control of students that prevent them from the timely submission of assignments should be discussed with the instructor during office hours.

V. CHANGES IN COURSE SCHEDULE

The information contained in the schedule of readings for the course activities may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

VI. ETIQUETTE:

A. Classroom Etiquette

1. Getting up to leave and come back during class will be considered disruptive. If there is a medical reason that prevents a student from remaining in the classroom for the duration of the class period, please see the instructor during office hours.
2. Answering phone calls, listening to music, texting, reading the paper or other activities not related to the conduct of the class during the class period is not only disrespectful of the instructor and of your fellow students, the University code of conduct considers it “disruptive behavior” and subject to disciplinary action. Students who cannot give their full attention to class activities will be asked to leave and/or drop the course. Students asked to leave the class will get a 0 in participation for the whole class period. If you are expecting an important call that you anticipate will disrupt the class, consider not coming to class.
3. The Professor reserves the right to ask students to store their cell phones until after class is ended.
4. Students with commitments that chronically prevent them from staying for the entire class period will be asked to drop the course.

B. Email Etiquette:

1. In order to avoid your email message from being confused with spam and mistakenly deleted, please include a meaningful subject line such as “*Question about tomorrow’s reading,*” instead of a generic “hi” or “urgent”).
2. Remember that Email is a professional communication tool, and proper form matters (e.g. salutation, syntax, signature). This website has examples and guidelines about emailing professors appropriately: <https://www.wikihow.com/Email-a-Professor>.
3. Please observe standards for civic and courteous communication when writing emails. Any email that uses menacing or disrespectful language will be reported to the Dean of Students.

VII. DISABILITY ACCOMMODATION:

- A. If you anticipate learning issues related to the format or requirements of this course, please meet with the instructor early in the semester to discuss ways to ensure your full participation in the course and how course requirements and activities may impact your participation
- B. It is very important that you register with the Disability Resource Center (DRC) to help you determine if disability-related accommodations are necessary (Call 621-3268). The DRC will notify your instructor and work with her to plan how best to accommodate your needs. The official policy can be found at: <http://catalog.arizona.edu/2008%2D09/policies/disability.htm>.

VIII. GRADES:

A. How will students' work be graded?

Please note that just by completing the assignment or the course does not necessarily merit an A. Each assignment will provide a grading rubric so that students can see how their work will be evaluated. In general, the following descriptions characterize the grades that will be assigned for assignments, the totality of which will determine what grade students will earn for the course:

A = (90-100%) Exemplary work, achieved not only by following the directions and the on-time submission of the assignment. Assignments that merit an A are flawless or near-flawless in terms of the technical academic competencies exhibited (including spelling and fundamentals of writing composition) and commensurate with upper-division university students.

B = (80-89%) Good: The work is better than average, but not "exemplary" as described above.

C = (70-79%) Average: Assignments are complete because they have met the minimum needed to fulfill the requirements. Evidence of "above average" effort that may have earned a student a B is missing, and the work may also suffer from inconsistent academic skills

D = (60-69%) Below average. The work has not met the minimum requirements. This may be due to inadequate effort on the part of the student (just not paying attention or ignoring the requirements) OR, the level academic skills do not meet the standards for academic competency standards that are expected of upper-division university students.

F = (<60%) Fail: The work was not turned in, is mostly incomplete, the result of a complete or nearly complete misunderstanding of the requirements for the assignment, or the work suffers from the severe lack of skills needed to complete the assignment.

B. Working with feedback on graded assignments:

Your instructor will devote great attention to written assignments, especially the earlier ones, to help students improve their scores over the course of the semester. Students are advised to carefully consider the feedback they receive and take corrective steps to improve their performance. The feedback is to help you. However, if you get a grade that was disappointing, do not understand reason why, or feel that the grade is unfair, please make an appointment with the instructor to discuss your concerns.

IX. GRIEVANCES:

Should a student feel they have been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the instructor. If you are not satisfied with the result, consider bringing you grievances up with their immediate supervisor (e.g. their department head or the Assistant Dean for Instruction for the college. If the problem still cannot be resolved, the student may file a formal complaint. More information on the process is at <https://catalog.arizona.edu/formal-student-complaint-process>

X. ELECTRONIC COMMUNICATION

- A. Students are responsible for reading emails sent to their UA or D2L account and for checking the announcements that are in D2L for the course. Information about readings, the schedule, assignments and other course-related topics will be communicated to the class through these electronic methods. The official university communication policy can be found at: <http://www.registrar.arizona.edu/emailpolicy.htm>
- B. If you have questions or concerns about information you may have missed in class, always check the course website and syllabus. If you can't find what you need, contact your professor. If issues remain, email the professor or come to office hours.
- C. As your instructor, I will try to respond to all emails within one business day.

XI. PARTICIPATION in CLASS:

Participation credit relates to contribution in class that enrich the reading assignments or other class activity. Coming to class does not assure a participation credit point. Points are earned when students contribute meaningfully to class either through the Top Hat application or in class discussion such as by referring to what they read in the course or to what others are saying about course topics. More information about how to participate “meaningfully” is in the D2L document, “*What does it mean to ‘do the readings?’*”

XII. UNETHICAL CONDUCT:

- A. Each Student is expected to comply with the University of Arizona’s Student Code of Academic Integrity, which can be reviewed at <http://dos.web.arizona.edu/uapolicies>.
- B. The instructor is required to report to the Dean of Students any behavior that violates the Student Code of Conduct, including but not limited to cheating and plagiarism (submitting an item of academic work without a citation of the original work) as set out and defined in the Student Code of Conduct, ABOR Policy 5-308-E.6, E.10, and F.1 (in the aforementioned website):

Any violation or an attempted violation of the Student Code will incur any number of sanctions, including receiving a grade of E for the assignment and/or course. The instructor is also required to report any threatening behavior. This policy can be reviewed at <http://policy.web.arizona.edu/~policy/threaten.shtml>.

XIII. OTHER

Getting up to leave and come back during an exam is not permitted. For students who leave the classroom during an exam, their exam will be collected and considered submitted. Midterm exams are a maximum of 75 minutes in length, and final exams are a maximum of 120 minutes in length. If students anticipate taking the entire time for their exams and there is a medical reason that prevents them from remaining in the classroom for the duration of that time, they should consider contacting of the Disability Resource Center (DRC) to help them determine what disability-related accommodations are necessary, It is very important that students register with DRC first. The DRC will notify and work the instructor, notifying her of your eligibility, and coordinate a plan that will accommodate your needs.

**MAS 470/570 “The Feminization of Migration: Global Perspectives”
Spring Semester 2018**

Anna Ochoa O’Leary, Ph.D. Associate Professor olearya@email.arizona.edu Phone: 520-626-8134	Class meets: Wednesdays 4:00-6:30 Office hours: Tuesdays 3:30 – 5:30 Class meets in the Mexican American Studies Dept Conference room in the César E. Chavez Building
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Course Description:

Worldwide human migration and displacements are at an all-time high because of political, economic, and environmental upheavals. In the Americas there has been a steady increase in migration to the U.S. from Mexico and Latin America since the 1960s. The most significant change has been the greater participation of women due in part to the negative impact of structural adjustment programs (SAPs) resulting in the impoverishment of agricultural sectors and lack of employment opportunities, a combination known to produce the feminization of migration. In this class, we will explore this phenomenon and the various challenges borne by women and youths. We will consider relevant theories, such as neoliberalism, governmentality, and structural violence, as well as a wide range of perspectives from demography, history, ethnography and public policy that analysis to better understand issues of borders, transnational identities, labor rights, and trends in the host and sending states.

Learning Objectives

By the end of this course, students will be able to:

- Clearly define what the feminization of migration is.
- Identify examples of how the feminization of migration brings about cultural for immigrant women, and write capably about this to explain or make arguments.
- Identify examples of how the feminization of migration brings about cultural changes in the places women leave behind and in the places where they settle, and write capably about this to explain or make arguments.
- Explain the relationship between the feminization of migration and economic policies in both sending and destination states.
- Explain how anti-immigration policies aimed at immigrant women also affect society more broadly, including nonimmigrants.
- Identify the research methods used to advance our understanding of the feminization of migration.
- Incorporate gendered approaches into a final paper, and capably make an argument as to why this approach is as necessary as it is enlightening.

Required Texts:

- GÁLVEZ, Alyshia (2011). *Patient Citizens, Immigrant Mothers: Mexican Women, Public Prenatal Care and the Birth-Weight Paradox*. NY: Rutgers
- INDA, Jonathan (2006) *Targeting immigrants*. Malden MA: Blackwell Publishing
- ROMERO, Mary (2011). *The Maid's Daughter: Living Inside and Outside the American Dream*. NYU Press

NOTE: All Required Texts are also available in digital format through the UA Library

To supplement the texts, required individual journal articles and chapters are available on D2L.

Requirements

Note: Remaining in the class after reading the course description and the listed requirements constitute an acceptance by the student of what is expected of them for earning their grade.

Attendance and Class Participation (20%):

Attendance:

Students are required to attend every class. With the exception of attendance at a conference (for which verification is required), any absence will incur a 10% penalty in attendance and participation.

Participation:

The course materials are purposely selected to provide topics for discussion of various issues central to the feminization of migration. Students are expected to read between 100-200 pages a week. Class time and the seminar format provide the space for raising questions and addressing different points of view. Reading and discussing the readings are at the core of any seminar type of course so students should come prepared. For participation credit, students are expected to complete the assigned readings *before coming to class*, and participate in class discussions and other class activities. A reading worksheet is available on D2L to help students organize their thoughts about the readings and to make these discussions productive. A copy of a completed worksheet for each reading for each student is due before the start of each class and will be part of the system for awarding of participation grades. The other part of this grading system will be demonstrated engagement with the readings orally in class, and with others during class. Reasoned discussion of readings is an academic skill that is intricately tied to other academic skills (such as critical thinking and writing). Like other academic skills, improvement comes with practice, some coaching, and consistent and supportive interaction with others who are similarly engaged. As such, this attendance and participation point system are tied, and will count for 20 percent of the total grade.

Research project (30%)

There will be a final research paper on an aspect of the feminization of migration. This end-product must follow academic standards for in-text citation using Chicago or APA style, and must include a "Works Cited" section. A minimum of 30% of all sources used in this product should consist of the readings used in this course. The other sources used will depend on the project for the semester. All students must make an appointment to see Professor O'Leary by mid-semester to discuss plans for completing this writing assignment.

For graduate students: This final paper should be about 6000-7000 words not including works cited section. Graduate students should explore their topic within the context of a Masters or Ph.D research project, either on-going or anticipated. Research projects that are underway should consider the methods discussed in the readings, and highlight issues that contribute to the feminization of migration as described in the course description.

For undergraduate students: This final paper should be about 5000-6000 words not including works cited section. Undergraduate students may choose from a list of suggested topics/research questions. Their paper will essentially consist of a literature review that addresses the chosen topic.

There are three parts that complete this assignment

1. Submission of a draft (worth 35% out of the 30% of the total grade). The rough draft is a tool to assess early in the semester that you are on the right track before handing in the final paper. The draft should be 3/4ths complete and may need additional sources. A penalty of 10% off the top of the maximum percentage will be levied against the score for this assignment for each day after the due date that the draft is not turned in. Upon receiving the mark up of this draft, students are expected to address the deficiencies before turning in the final paper on the due date. It is the student's responsibility to review the comments, questions, and grammatical deficiencies found in both the returned draft AND the comments section on D2L.

2. Class presentation (worth 25% out of the 30% of the total grade). In April, a portion of class time will be devoted to short presentations of student's research. This presentation will consist of the issue that the student used to organize the research, and a synthesis of the most relevant sources used. Students will be held to a limit of 10 minutes for this oral exercise. Another 5 minutes will be used for feedback from peers. Keep in mind that these short presentations will take place near the completion of the first draft and in the spirit of collaboration, classmates are expected to give their peers helpful feedback. Helpful comments can thus be incorporated into students' drafts before handing in the final version. This a common, but an important academic process that improves the quality of the paper *and* enriches the understanding of those in attendance.

3. The final paper (worth 40% out of the 30% of the total grade). A penalty of 10 points off the total possible (100 points) will be levied against the score for this assignment for each day after the due date that it is not turned in.

Out of class experiences (30%)

Field trip Nogales, Sonora: Students will be provided the opportunity to visit a migrant shelter in Nogales, Sonora, and interact with migrants there. A few (up to three) questions developed from student's ideas about their research paper will be prepared in advance of the field trip. Students will work in pairs or groups of three to formulate the questions. Individual critical reflections (minimum of 500 words) on this experience is due the following week. The reflection should include students' thoughts about how putting the "research plan" into motion worked out. For example, were the responses what you expected? Should your questions have been phrased differently? In hindsight, what other questions should have been asked? What can one learn from a sensory learning experience (those that simultaneously engage visual, auditory and spatial/balance systems) outside the classroom?

Video Responses (20%)

Students will respond to the assigned videos by writing a short essay structured by prompt questions. The prompts are found are on D2L.

For Graduate students: essays should be 1000-1300 words long. The analysis will be aided by a *minimum* of two readings and as such, these should be cited appropriately in the text and referenced in a "works cited" page (following any author/date styles such as Chicago, MLA, or APA) at the end of the essay.

For Undergrad students: essays should be 800-1000 words long. The analysis will be aided by a *minimum of one reading* and as such, it should be cited appropriately in the text and referenced in a "works cited" page (following any author/date styles such as Chicago, MLA, or APA) at the end of the essay.

Grades

The following scheme will be used in allocating student grades:

- A = Superior rating, meaning that the work is exemplary in every all criterion used for evaluation.
- B = The work or task is good, but not superior.
- C = The work is adequate or average meaning that it meets minimal standards needed to complete the assignment, but no more.
- D = Below average in all criterion, both in terms of academic skills and presentation.
- E = Fail

More information on grading is found in the course policies. A writing assignment checklist is also found on D2L to help students improve their writing to help improve their grades.

MAS 570
Schedule of Course Readings and Activities
Spring 2018

Week	Date	Themes, Activities, and Reading Assignments
1	Jan 10	<p>Introduction(s) and Overview of the Course</p> <p>Dr. O’Leary will provide a brief overview of the course schedule and objectives, and answer questions.</p> <p>Students will introduce themselves. A quick poll will be taken to assess students’ availability for a field trip to Nogales, Sonora later in the semester.</p> <p>Students should be prepared for the first meeting by having read the following items assigned via email:</p> <ul style="list-style-type: none"> • Manning & Butera (2000) Global Restructuring • Cohen et al. (2003) Gender and Migration in the Central Valleys of Oaxaca • O’Leary & Sanchez (2012) Mixed Immigration Status Households • Neoliberalism Cheat Sheet of Terms <p>We will discuss the articles, and how the reading worksheets should be used to help students prepare for the discussions, and help assess “participation.”</p>
Roots of the Feminization of Migration & opportunities & risks that come from global processes and Labor force integration		
2	Jan 17	<p>Hirsch (2002) "Que, pues, con el pinche NAFTA?"</p> <p>McCarty (2007) The Impact NAFTA on Rural Children and Families in Mexico</p> <p>Labrecque (1998) Women & Gendered Production in Rural Yucatan</p>
3	Jan 24	<p>Dreby & Schmalzbauer (2013) The Relational Contexts of Migration</p> <p>Malkin (2007) Reproduction of Gender Relations in New Rochelle</p> <p>Hirsh (2007) “En el norte la mujer manda”</p>
4	Jan 31	<p>Lind and Williams (2013) Engendering Violence in De/Hyper-nationalized Spaces</p> <p>Castañeda and Zavella (2007) Changing Constructions of Sexuality and Risk</p> <p>O’Leary (2012) Of Coyotes, Cooperation, and Capital</p> <p>Salzinger (2007) Manufacturing Sexual Subjects</p>
5	Feb 7	<p>Carreaga (2013) Researching Women’s Vulnerability and Agency</p> <p>Falcón (2007) Rape as a Weapon of War</p> <p>O’Leary (2009) “In the Footsteps of Spirits:</p> <p>O’Leary (2016) "Con El Peso Peso En La Frente”</p>
6	Feb 14	<p>View in class <i>Maria in Nobody's Land (Maria en tierra de nadie)</i> 87 minutes</p> <p>Staudt (2009) Violence against women at the border</p> <p>Mueller (2009) Femicide on the border</p> <p>Erfani (2009) Crime and violence in the Arizona-Sonora borderland</p> <p>Marrujo (2009) Women, migration, and sexual violence: lessons from Mexico's borders</p> <p>Also useful in discussing this video: Salzinger (2007), Carreaga (2013) Falcón (2007), O’Leary (2009), O’Leary (2012), O’Leary (2016)</p> <p style="color: red;">Video Response is due Sunday, February 18</p>
7	(TBA)	<p>Field Trip: Visit to Migrant Shelter, Albergue San Juan Bosco, Nogales, Sonora. Leave from Old Main 4:00 PM</p>

Transnationalized lives		
8	Feb 28	Gálvez (Text): <i>Patient citizens</i> (read all)
9	Mar 7	No Class: Spring Break
10	Mar 14	Class does not meet today. On your own, view <i>Maid in America</i> . Readings to compliment this video: Ibarra (2007) Mexican Immigrant Women and the New Domestic Labor” Ojeda de la Peña (2007) Transborder Families and Gendered Trajectories Segura (2007) Working at Motherhood: Video Response is due Sunday, March 18
11	Mar 21	Romero (Text): <i>The Maid's Daughter</i> Introduction, and Chapters 1 - 3
12	Mar 28	Romero (Text): <i>The Maid's Daughter</i> Chapters 4 – 6, and Epilogue
Anti Immigrant policies and governance and their impact on Women		
13	Apr 4	Inda (Text) <i>Targeting Immigrants</i> (Part 1) 1st draft of the paper due date Sunday, April 8
14	Apr 11	Inda (Text) <i>Targeting Immigrants</i> (Part 2)
15	Apr 18	Castañeda & Melo (2014) Health Care Access for Latino Mixed-Status Families Wilson (2000) Anti-immigrant Sentiment O’Leary (2017) The Ethics of Culture and Transnational Household Structure Individual Project Presentations By April 22, all students should have received their drafts with feedback.
16	Apr 25	Peterson, 2009 An Iowa Immigration Raid Fix & Zimmerman (2001) All Under One Roof McGuire (2007) Fractured Migrant Families Hondagneu-Sotelo & Riegos (1997) Sin organizacion, no hay solucion Individual Project Presentations continue
17	May 2	Wilson & McQuiston (2006) Motivations for Pregnancy Planning Maternowska et. al (2010) Gender, Culture and Reproductive Decision-Making Salcido & Adelman (2004) “He had me Tied with Blessed and Damned Papers” Montoya Zavala, O’Leary & Woo (2014) “A Headache Every day since the new law” Individual Project Presentations continue
	May 7	Final Paper Due in Drop Box Wednesday May 6, 5:00 PM

CLASS POLICIES

ABSENCES:

- All holidays or special events observed by organized religions will be honored for those students who show affiliation with that corresponding religion. Please see instructor if you anticipate a conflict and to make arrangement for turning in assignments on a day other than when it is due. In almost all cases, assignments can be turned in ahead of the due date.
- Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.
- If a student misses a Midterm exam due to illness or emergency, arrangements to make up the exam must be made within 48 hours of the missed exam. Please note that students taking an exam on a day other than the scheduled date may receive a different exam than from the rest of the class.
- If a student misses a Midterm exam due to an extracurricular activity (conference or sports), a pre-approved excuse from the UA Dean of Students is required. The makeup exam must be taken within 48 hours of the day that the exam was scheduled (either before the exam date, or after the exam date). Please note that students taking an exam on a day other than the scheduled date may receive a different exam than from the rest of the class.
- No excuses for missing or delaying the Final Exam will be made.
- In the event of planned instructor absences, such dates will be noted on the syllabus and out-of-class activities may be assigned.
- The instructor reserves the right to [administratively drop](#) any student who has excessive or extended absences (six class days or more, or three consecutive classes) without further notification.

ACCESSIBILITY:

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let the instructor know immediately so that we can discuss options. Students are encouraged to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

BEING LATE:

Please note that chronically arriving to class will result in a reduction of attendance and participation points.

TURNING IN ASSIGNMENTS LATE:

A calendar of due dates for assignments will appear on D2L. For all assignments (essays, video reviews, and assignments related to the final paper), work turned in after the due date and time (as per D2L and the syllabus), late will lose points, as indicated on the description for each assignment.

CELLPHONES & COMPUTERS:

The use of cellphones, tablets, ipads, and computers for personal matters is considered disrespectful and is not allowed.

CHANGES IN COURSE SCHEDULE

The information contained in the schedule of readings for the course activities may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

CLASSROOM ETIQUETTE:

- Getting up to leave and come back during class before the class is over or at a time other than the break is considered disruptive.
- Answering phone calls, listening to music, texting, reading the paper or other activities not related to the conduct of the class during the class period is disrespectful of the instructor and of your fellow students and may be considered as disruptive conduct. University code of conduct also allows this to be considered “disruptive behavior” subject to disciplinary action. Students who cannot give their full attention to class activities will be asked to leave and/or drop the course. Students asked to leave the class will get a 0 in participation for the whole class period. If you are expecting an important phone call that you anticipate will disrupt the class, consider not coming to class.
- The Professor reserves the right to ask students to store their cell phones until after class is ended.
- Students with commitments that chronically prevent them from staying for the entire class period will be asked to either leave or drop the course.

DISABILITY ACCOMMODATION:

If you anticipate learning issues related to the format or requirements of this course, please meet with the instructor to discuss ways to ensure your full participation in the course.

If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resource Center (DRC) first. (Call **621-3268** = more info is at drc.arizona.edu). The DRC will notify the instructor of your eligibility for reasonable accommodations and to plan how best to coordinate your accommodations. The official policy can be found at <http://catalog.arizona.edu/2008%2D09/policies/disability.htm>

Please plan to meet with the instructor early in the semester to discuss how course requirements and activities may impact your participation.

PARTICIPATION:

Participation credit relates to contribution in class that enriches the reading assignments or other class activity. Coming to class does not assure a participation credit point. Points are earned when students contribute meaningfully to class, such as by referring to what they read in the course or to what others are saying in the class discussion.

GRADES:

Please note that just by completing the assignment or the course does not necessarily merit an A. Each assignment will provide a grading rubric so that students can see how their work will be evaluated. In general, the following describes how grades will be awarded:

A = (90-100%) Exemplary work, achieved not only by following the directions and the on-time submission of assignments, but also near-flawless or in fact flawless in terms of technical academic competencies expected of upper-division university students.

B = (80-89%) Good: The work is better than average, but not “exemplary.”

C = (70-79%) Average: Assignments are complete because they have met the minimum needed to fulfill the requirements. Evidence of "above average" effort that may have earned a student a B may also have been undermined by poor or inconsistent academic skills, inattention to detail, or otherwise lack of effort.

D = (60-69%) Below average. The work has not met the minimum requirements. This may be due to inadequate effort on the part of the student (just not paying attention or willfully ignoring the requirements) OR, the level academic skills do not meet academic competency standards that are expected of upper-division university students.

F = (<60%) Fail: The work was not turned in, is mostly incomplete, the result of a complete misunderstanding of the requirements for the assignment, or suffers from the severe lack of skills needed to complete the assignment.

Working with feedback on graded assignments:

Students are advised to look carefully at the feedback they receive on their papers and to take corrective steps to improve their academic skills and thus overall grade. Achieving good writing skills is a process but even those who struggle with it can improve by taking the feedback they receive seriously. The feedback is meant to help you. However, if you get a grade that is unexpectedly low or do not understand the feedback that was given or if you feel that the grade is unfair, please make an appointment with the instructor to discuss your concerns.

GRIEVANCES:

Should a student feel that they have been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the course instructor. Students may speak with their advisors, the Assistant Dean of Student and department head, or the immediate supervisor of the person responsible for the unfair treatment. If the problem cannot be resolved informally, the student may file a formal grievance by going to using the [Graduate College Grievance Policy](http://grad.arizona.edu/catalog/policies/academic-policies/grievance-policy) found at <http://grad.arizona.edu/catalog/policies/academic-policies/grievance-policy>. The University's Grade Appeal Policy can be found at: <http://catalog.arizona.edu/2008%2D09/policies/gradappeal.htm>

EMAIL and other electronic COMMUNICATION:

- Students are responsible for reading emails sent to your UA or D2L account from the professor. Students are also responsible for checking the announcements that are placed on D2L. Information about readings, schedule, assignments and other course related topics will be communicated to you through these electronic methods. The official university communication policy can be found at: <http://www.registrar.arizona.edu/emailpolicy.htm>
- Communicating by email: In order to avoid your email message from being confused with spam and mistakenly deleted, please include a meaningful subject line (and not just “hi” or “urgent”), (see the section on "Email Etiquette" below).

Email Etiquette:

- If you have questions or concerns, always check the course website and syllabus first. If you can't find what you need, contact the professor by either emailing the professor or going to their office during office hours.
- The subject line should include a few keywords that indicate what the message is about (e.g. “question about the video assignment”).
- Remember that Email is a professional communication tool and proper form matters (e.g. salutation, syntax, signature). The following website has examples and guidelines about emailing professors: <http://www.wikihow.com/Email-a-Professor>.
- The professor will try to respond to all emails within two business days.
- Please observe standards for civic and courteous communication when writing emails. Any email that uses menacing or disrespectful language will be reported to the Dean of Students

UNETHICAL CONDUCT:

Each Student is expected to comply with the University of Arizona's Student Code of Academic Integrity, which can be reviewed at <http://dos.web.arizona.edu/uapolicies>.

The instructor is required to report to the Dean of Students any behavior that violates the Student Code of Conduct, including but not limited to cheating and plagiarism (submitting an item of academic work without a citation of the original work) as set out and defined in the Student Code of Conduct, ABOR Policy 5-308-E.6, E.10, and F.1 (in the aforementioned website).

Any violation or an attempted violation of the Student Code will incur any number of sanctions, including receiving a grade of E for the assignment and/or course. The instructor is also required to report any threatening behavior. This policy can be reviewed at <http://policy.web.arizona.edu/~policy/threaten.shtml>.

**PAH 221—Creating, Imagining, Innovating:
Intercultural Approaches for Academic and Career Success
MWF 10:00-10:50 Harvill 115**

Instructor Information

Instructor: Dr. Lane Van Ham
 Office: Seating area in/around the Main Library Starbucks
 Office Hours: Monday and Thursday, 3:30-4:30 or by appointment
 Telephone: (520) 621-3025 (Public and Applied Humanities office)
 E-mail: lvanham@email.arizona.edu (note that the first letter is a lowercase “L”)
 Mailbox: Harvill 337

Description of Course

The course helps students to engage deeply with the habits of mind and an expanding set of critical and practical applied humanities skills developed specifically for understanding and improving the human condition. Over the course of the semester we will: (1) read and critically analyze the writing of people from many cultures who have found creative and innovative approaches to a variety of complex challenges, with particular attention to their applied habits of mind; (2) engage in reflective projects that open pathways to developing students' own creativity and imagination for real-world applications of successful habits of mind; and (3) design a project in which students focus on something in the world that requires personal applications of at least three of the habits of mind they have studied. Students will use project management and planning methods to write a project description, carry out an initial pilot version of the project, report on steps they have accomplished, and write a critical analysis of the project.

Course Objectives

1. Enable in-depth understanding of the habits of mind most likely to lead to academic and professional success.
2. Ensure that students can comment on and illustrate the following major concepts from their personal perspective and illustrate them with personalized examples:
 - a. Value: Choosing to engage in a personally appropriate pattern of intellectual behaviors and information literacies rather than other, less productive or appropriate patterns.
 - b. Cultural and personal diversity: Understanding that individuals and groups have learned to engage in various patterns of intellectual behaviors. These varieties are valid in and of themselves, and can be adapted to be appropriate in different cultural contexts.
 - c. Sensitivity: Perceiving opportunities for and appropriateness of engaging in a particular personal or cultural pattern of behavior.
 - d. Capability: Possessing the basic skills and capacities to carry through with the behaviors and literacies in a variety of applications and contexts.
 - e. Commitment: Constantly striving to reflect on and improve performance and appropriate engagement with a particular personal or cultural pattern of intellectual behaviors in a variety of applications and contexts.
3. Convey a working knowledge of how applied humanities principles and skills

interface with the most commonly discussed 16 habits of mind.

4. Describe the major areas of concern involved in project design and management for implementing applied humanities projects.
5. Review critical techniques for assessing the value, cultural and personal diversity, sensitivity, capability, and commitment necessary for implementing such projects.
6. Practice and apply appropriate skills to aid the student in learning analytical and critical thinking skills that can be used and assessed in close reading, writing, information literacy, and collaborative work.
7. Help students develop and practice effective habits of mind that will aid in their employment-seeking upon graduation.

Expected Learning Outcomes

Upon completion of this course, students are expected to have achieved the following primary learning outcomes:

1. Explain and give examples for 16 documented habits of mind.
2. Demonstrate an ability to recognize and document a number of examples of those habits in works written by others from a variety of cultures and contexts.
3. Demonstrate an ability to imagine, create, and document a number of concrete examples of those habits in the design of public-facing projects.
4. Demonstrate broad and some specific knowledge of how the applied humanities and associated habits of mind can be seen in different public, political, and ideological spheres.
5. Correctly use critical and field-specific terminology.
6. Demonstrate an ability to criticize and question ideas and to employ effective communication strategies for a given context.
7. Demonstrate an ability to analyze texts and to effectively summarize and process class content through written responses and multi-modal, technology-enhanced modes of communication.
8. Demonstrate an ability to describe, synthesize, and analyze through formal writing.
9. Demonstrate an ability to collaborate effectively with different groups and individuals, achieving outcomes in a constructive fashion, particularly in multidisciplinary and intercultural contexts.
10. Demonstrate effective communication skills, including reflective listening skills and critical questioning.

Absence and Class Participation Policy

Attendance is mandatory. You are allowed five absences to cover sickness, family events, and so forth. There are no “excused” absences, so use your allowed absences wisely. When individual or small group conferences with me are scheduled in lieu of regular class, missing the conference counts as an absence. Each absence beyond the limit results in a deduction of 1 percentage point from your final grade.

If you miss a class, email me as soon as possible to get any information given in class that day. You may also want to talk with classmates to see if they have any notes.

To request a disability-related accommodation to this attendance policy, please contact the

Disability Resource Center at (520) 621-3268 or drc-info@email.arizona.edu. If you are experiencing unexpected barriers to success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, Room 100 and can be reached by phone at (520) 621-7057.

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>.

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable:
<http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored. See <https://deanofstudents.arizona.edu/absences>.

Required Texts

Burns, Catherine (Editor). *The Moth*. Hachette Books, 2013.

Spiegelman, Art. *The Complete Maus*. Pantheon, 1996.

Other individual texts will be made available in class or on D2L.

Required Assignments, Grading Scale, and Grading Policies

Points for the semester will be allocated by assignment as follows:

Journals (10 @ 2.5 each)	25
Dialogues (3 @ 4 each)	12
Discussion Presentation	3
Project Possibilities	4
Project Plan	10
Project Work Breakdown Structure	3
Project Progress Report	3
Project	25
Project Final Report	5
Final Essay	10
Final grades will be awarded as follows: 90-100: A; 80-89: B; 70-79: C; 60-69: D; 59 and below: E.	

Journals

Journals are short writing assignments in response to a specific prompt, usually with regard to assigned readings. Though I plan some journals well in advance, others are developed on an improvised basis, which is why assignment dates and due dates for them not appear in the class schedule.

Dialogues

Dialogues consist of two short posts on D2L: an initial response to a prompt and a follow-up to the posts of others.

Discussion Presentation

The Discussion Presentation is a short presentation you make to the class regarding a reading that everyone has been assigned to complete for that day. The presentation should point out aspects of the reading that seem especially important or interesting and solicit responses from the class.

Project

The core assignment of PAH 221 is the design and implementation of a public-facing project that incorporates at least three of the sixteen habits of mind that we study. The assignment consists of several preparatory steps, the project itself, and a final report to the class.

Reflective Essay

The final assignment of the semester will be a 750-1,000 word essay in which you reflect on the course by synthesizing a variety of concepts and experiences from it. The essay is due at the time of the final: Friday, May 3, 10:30-12:30, in the regularly scheduled room.

Final exam regulations (and schedule for Winter and Summer):

<https://www.registrar.arizona.edu/courses/final-examination-schedule-winter-18-19-and-summer-2019?audience=students&cat1=10&cat2=31>

Final exam schedule for Spring 2019:

<https://registrar.arizona.edu/courses/final-examination-schedule-spring-2019?audience=students&cat1=10&cat2=31>

Unless otherwise specified, writing assignments completed outside of class should be typed and double-spaced in 12-pt. Times Roman font, with numbered pages, standard margins (1" on all sides), and a title. They should also include the following information at the top left of the first page: your first and last name, the name of the class, and my last name.

Unless otherwise specified, assignments must be submitted in paper form.

An assignment loses one point for each weekday it is late.

Please note: Learning at the college level is often achieved through consideration of issues that are controversial and probe both deeply held values and personal experiences.

Assignments for class include topics or content that some individuals may find hard to engage with for personal reasons, and some of the material directly or indirectly addresses things that have been traumatic for individuals and entire social groups. Our goal in class is to approach this material in an atmosphere of mutual respect. If you are interested in seeking support with these issues outside of class, note the list of available campus resources at <https://deanofstudents.arizona.edu/student-assistance/students/student-assistance> and information on counseling services at <https://www.health.arizona.edu/counseling-psych->

[services](#).

Classroom Behavior Policy

In order to maintain a learning environment, students should refrain from behavior that is distracting to themselves and others, such as using cell phones without permission, working on other school work, sleeping, and so forth. As noted, class discussions will often cover controversial issues. You are free to disagree with other students as long as you do so constructively.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity <https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>, which prohibits “cheating, fabrication, facilitating academic dishonesty, and plagiarism.”

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Class schedule

Week 1

Wednesday, January 9

Syllabus and intro to course

Friday, January 11

Key terms and concepts (1/2)

Assign Dialogue 1

Week 2**Wednesday, January 16**

Introduction to the 16 habits of mind

Assign Discussion Presentations

For next time:

Read Lane “Fireworks from Above” (managing impulsivity) and Conover “Sing Sing Tattoo” (remaining open to continuous learning) in *The Moth*

Friday, January 18

Discuss Lane and Conover

For next time:

Read Massimino “A View of the Earth” (persisting), Solomon “Notes on an Exorcism” (listening with empathy and understanding), and Reece “Easter in a Texas Roadhouse” (thinking flexibly) in *The Moth*

Week 3**Wednesday, January 23**

Discuss Massimino, Solomon, and Reece

For next time:

Read Summerville “Life Support” (metacognition) and Reed “Life Flight” (thinking interdependently) in *The Moth*

Friday, January 25

Discuss Summerville and Reed

Preview *The Fog of War*

For next time:

Read Lombardi “Mission to India” (applying past knowledge to new situations) and Levin “Elevator ER” (thinking and communicating with clarity and precision) in *The Moth*
Watch Lessons 1 and 2 (the first 25 minutes) in *The Fog of War* (available to stream through D2L and the library’s Alexander Street database) (striving for accuracy)

Week 4**Monday, January 28**

Discuss Lombardi, Levin, and *The Fog of War*

For next time:

Read Rabinowitz “Man and Beast” (responding with wonder and awe) in *The Moth*

Wednesday, January 30

Discuss Rabinowitz

Introduction to project management

For next time:

Read McGough “My First Day with the Yankees” (finding humor) and Gelfand “Liberty Card” (taking responsible risks) in *The Moth*

Friday, February 1

Discuss McGough and Gelfand

Manifestos as a genre

For next time:

Read Huelsenbeck and Gonzales (both on D2L) (creating, imagining, innovating)

Week 5**Monday, February 4**

Discuss Huelsenbeck and Gonzáles

Wednesday, February 6

Project management and projects in PAH 221

For next time:

Bethea “Underwater” (D2L)

Friday, February 8

Assign Project Possibilities

Assign Project

Assign Dialogue 2

For next time:

Loza excerpts from *The Pocho Research Society Field Guide to L.A.* (D2L)

Week 6**Monday, February 11**

Discuss Loza

Project Possibilities exercises

Wednesday, February 13

Project Possibilities exercises

For next time:

Aldrich “Unguarded Gates” and Ross excerpt from *The Old World and the New* (D2L)

Americanization Day poster (c. 1917) (D2L)

Americanization Day suggestions (c. 1917) (D2L)

Friday, February 15

Case studies: responses to early twentieth-century immigration in the United States

Week 7**Monday, February 18**

Project Possibilities due

Guest: Deanna Lewis, Research Specialist, University of Arizona Mel and Enid Zuckerman College of Public Health

Wednesday, February 20

Guest: Koren Manning, Planning Administrator, City of Tucson Planning and Development Services Department

For next time:

Hair and Smith "America Changed through Music" (through page 18) (D2L)

Smith excerpts from liner notes to *Anthology of American Folk Music* (D2L)

selections from *Anthology of American Folk Music* (D2L)

Friday, February 22

Discuss Smith materials

Assign Project Plan

Assign Work Breakdown Structure

Week 8**Monday, February 25**

Project planning conferences

Wednesday, February 27

Project planning conferences

Friday, March 1

Project Plan and Work Breakdown Structure due

Week 9**Monday, March 11**

Project management: next steps

Wednesday, March 13

Revised plan and rubric conferences

Friday, March 15

Revised plan and rubric conferences

Week 10**Monday, March 18**

Introduction to Art Spiegelman's *Maus*

For next time:

Spiegelman: 5-42 (untitled prelude and Vol. I Ch. 1-2)

Chute excerpt (on D2L)

Wednesday, March 20

Discuss Spiegelman

For next time:

Spiegelman: 43-96 (Vol. I Ch. 3-4)

Friday, March 22

Discuss Spiegelman

Assign Dialogue 3

Week 11**Monday, March 25**

Guests: Laurel Van Ham and Tom Pappas, Westminster Presbyterian Church

For next time:

Spiegelman: 97-129 (Vol. I Ch. 5)

MetaMaus excerpt: 12-25

Wednesday, March 27

Discuss Spiegelman

For next time:

Spiegelman: 131-197 (Vol. I Ch. 6 and Vol. II Ch. 1)

Friday, March 29

Discuss Spiegelman

For next time:

Spiegelman: 199-260 (Vol. II Ch. 2-3)

Week 12**Monday, April 1**

Discuss Spiegelman

Wednesday, April 3

Assign Project Progress Report

POV episode “Art Spiegelman and the Making of *Maus*”

For next time:

Spiegelman: 261-96 (Vol. II Ch. 4-5)

MetaMaus excerpt: 25-38

Friday, April 5

Conclude Spiegelman

For next time:

Thurman “A Loss for Words” (D2L)

Cherokee Preservation Foundation (D2L)

Week 13**Monday, April 8**

Project Progress Reports due

Case study: language preservation efforts

Wednesday, April 10

Guest: Abby Hungwe, Owl and Panther

Friday, April 12

Presentation: Roger Myers, Associate Librarian, University of Arizona Libraries Special Collections

****Note that we will not meet in the regular classroom today. Instead, we will meet in the lobby of the U of A Library’s Special Collections building (adjacent to the Main Library)****

Week 14**Monday, April 15**

Assign Final Essay

Revisiting the 16 Habits of Mind

Wednesday, April 17

Guest: Logan Phillips, Co-founder, Tucson Youth Poetry Slam; Co-director, Spoken Futures (2013-2018); writer, performer, DJ, culture worker, educator, and MFA candidate, University of Arizona.

Friday, April 19

Guest: Bryan Carter, Director, University of Arizona Center for Digital Humanities; Associate Professor, Africana Studies, University of Arizona.

Week 15**Monday, April 22**

Project submittables due

Assign Project Final Report/Presentation

Wednesday, April 24*Lost in La Mancha* (excerpt)**Friday, April 26**

Reflection/Synthesis essay draft due

Week 16**Monday, April 29**

Project presentations

Wednesday, May 1

Project presentations

Final: Friday, May 3

Reflection/Synthesis essay due in class, 10:30-12:30



RELI 302

Ellis Island, 9/11, and Border Walls: Religion, Ethnicity, and Immigration in the U.S.

Gen Ed: Tier 2 Individuals and Societies

Location: TBA Time: TBA

Description of Course:

This course will explore the central role of religion in shaping constructions of race and ethnicity in U.S. history, especially in light of immigration debates. Since the country's founding, immigrants have expanded ethnic and religious diversity in the United States in the face of powerful anti-immigrant movements. Students will engage with in-depth studies of immigrant communities who shaped the American religious and ethnic landscape, including diverse American expressions of religions such as Roman Catholicism, Judaism, Hinduism, Buddhism, Islam, Evangelical Protestantism, and Vodou.

Dr. Daisy Vargas

Office: Learning Services Building 210

Email: daisyvargas@email.arizona.edu

Office hours: TBA

Course website: <http://d2l.arizona.edu>

Course Objectives

During this course students will:

- Read and analyze primary historical documents related to U.S. immigration law
- Gain an understanding of the impact of religion in the construction of U.S. immigration policy
- Learn the historical and religious context for nineteenth and twentieth century U.S. immigration laws
- Study the historical and contemporary diversity of religious practices in the United States.

Learning Outcomes

Upon completion of this course students will be able to:

- Identify and analyze construction of the categories of race and ethnicity in the United States, and how they relate to historic immigration acts.
- Identify and contextualize key moments in modern U.S. history related immigration and religion.
- Identify and differentiate between primary and secondary sources related to immigration, ethnicity, and religion in the United States

- Demonstrate critical reading and writing skills that communicate how U.S. legislation has shaped the American religious landscape, contributing to the historical and contemporary diversity of religious practices and communities in the United States.

Absence and Class Participation Policy:

The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>. The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: <http://policy.arizona.edu/human-resources/religious-accommodation-policy>. Absences preapproved by the UA Dean of Students (or dean’s designee) will be honored. See <http://policy.arizona.edu/employmenthuman-resources/attendance>. Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings.

Required Texts or Readings:

Albert J. Raboteau and Richard Alba. *Immigration and Religion in America: Comparative and Historical Perspectives*. New York University Press, 2009.

Additional readings available on D2L course website

Course Requirements

1. Attendance and Participation	10%
2. Quizzes (6 during weeks 2, 4, 6, 9, 11)	10%
3. Research Paper Prep (3 total- due weeks 4,8, and 10)	15%
4. Short Analyses (4 total- due weeks 3, 5, 7, and 9)	20%
5. Final Paper	20%
6. Exams (Midterm and Final)	25%

Description of Course Requirements

Attendance and Participation (10% Of grade)

Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their health-care provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

Attendance is required, and students are expected to have completed assigned readings prior to class meetings, and to bring the readings to class. Participation will be assessed through active in-class engagement; this includes participation in small group discussion activities.

The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>. The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human->

[resources/religious-accommodation-policy](#). Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

Quizzes (10 % of grade)

A total of 6 weekly reading quizzes will be given throughout the semester (on non-exam days) during weeks 2, 4, 6, 9, 11, and 13. These are short answer, non-cumulative assessments of student readings and course lectures. The lowest grade will be dropped.

Midterm and Final Exams (25 % of grade- Midterm at 10% and Final at 15%)

Two exams, comprised of two essay questions related to assigned readings and class concepts. Four potential essay questions will be circulated one week prior to each exam.

The Midterm Exam will be given Friday of Week 7.

Final Exam will be taken during university scheduled final exam period for this class:
<https://www.registrar.arizona.edu/students/courses/final-exams>

Short Analyses (20% of grade)

Students will write 4 short analyses for reading content assigned during weeks 2, 4, 6, and 9, and due the following Friday (weeks 3, 5, 7, and 10). In each short paper, students will summarize one primary document that has been assigned to the class. Papers should be approximately one page in length (250-300 words), double spaced, two inch margins, 12 point font. Students will also formulate one essay question directly related to their analysis- class exams will be based on student submitted essay questions.

Research Paper Preparation Assignments (15% of grade)

As this is a writing intensive course, to prepare and encourage students to submit a successful final paper, 3 research preparation assignments are required.

1. Paper Proposal (5% of final grade due Week 4)- Students will submit a one paragraph paper proposal to the instructor, describing one contemporary (or 20th century) religious practice and the local context of the practice (community, geographic location). Students are also asked to reflect on the relationship between U.S. immigration legislation and their topic (100-150 words).
2. Annotated Bibliography (5% of final grade due Week 6)- Students will submit an annotated bibliography of five sources to be used in their final research paper. Students are required to choose one primary text from their assigned readings (provided by the instructor on D2L), two print (book) sources, and two scholarly (peer-reviewed) articles. Each brief annotation should provide justification for use of these sources, including: authorship, main argument/thesis of bibliographic source, and relevance to the paper topic.
3. Thesis, outline, and revised bibliography (5% of final grade due Week 10)- Students will submit a draft introductory paragraph for their research papers that includes a well-constructed thesis statement (150 word minimum). Students will also provide an outline for their research paper. Additionally, students will submit their revised bibliographies (reflecting changes made in response to instructor comments).

Final Paper (20% of grade)

The final paper requires students to select and analyze one primary document related to the history of religion and immigration in the United States (may use one provided by instructor on D2L) in the context of nineteenth, twentieth, and twenty-first century history/ies of one specific religious practice and immigrant community. Students will have prepared for this paper through earlier writing assignments (proposal, annotated bibliography, thesis and outline).

Paper formatting: Double-spaced, one inch margins, 5 pages (approximately 1500 words). Students must include at least two book (print) sources and two scholarly articles in their bibliographies, in addition to their primary document.

Due: Week 13

Writing Requirement

All Tier One and Tier Two General Education Courses are writing intensive

(<http://gened.arizona.edu/content/writing-component>)

There are 5 papers. The first four are 250-300 words each (1 page) reflections and analysis of course readings and primary documents. The fifth is a 5 page final paper based on original research. Additionally, there are two in-class written exams totaling approximately 250 words (1 page) each. As part of their preparation for their research paper, students will also submit 3 writing/research assignments totaling 3 pages, with feedback from the instructor and opportunities for revision. In total, there are 8 pages of formal writing, plus 3 pages of informal writing.

Grading Scale and Policies

A= 90-100

B= 80-89

C= 70-79

D= 60-69

E= below 60

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Students will complete at least 40 % of the grade points by the 8th week of classes. Students will complete and submit: three in- class quizzes (6%), paper proposal (5%), annotated bibliography (5%), attendance and participation (5%), three short analysis papers (15%), and a midterm exam (10%) = 46% of grade.

Honors Credit

Honors students are welcome to take this course for honors credit. Please contact Professor Vargas at the beginning of the semester to discuss developing an honors contract for this course. The form is available at <http://www.honors.arizona.edu/honors-contract-tier-one-standard-contract>

Course Schedule

Week One: Introduction to the Study of Immigration and Religion in the United States

Readings:

Michael Omi and Howard Winant, "Introduction: Paradigms of Race, Ethnicity, Class, and Nation," (D2L)

Richard Alba, Albert J. Raboteau, and Josh De Wind, "Introduction: Comparisons of Migrants and Their Religions, Past and Present." P 1-24 in *Immigration and Religion*

Week Two: Nineteenth Century Manifest Destiny

Primary Source: John O'Sullivan, "Annexation," *The United States Magazine and Democratic Review*, Volume 17 (New York: 1845).

Readings:

Laurie F. Maffly- Kipp, "Eastward Ho!: American Religion from the Perspective of the Pacific Rim," in Thomas Tweed, ed. *Retelling U.S. Religious History* (1997), 127-148 (D2L)

Ira Berlin, "The Passage to the Interior," in *The Making of African America: The Four Great Migrations* (2010), 99-151.

Quiz #1

Week Three: Roman Catholic immigration and annexation

Primary Source: Thomas Ambrose Butler, "The State of Kansas and Irish Immigration," (1871)

Readings:

"Integration of Italian and Mexican Immigrants into an American Religion," in *Immigration and Religion*, 25- 31.

Richard Alba and Robert Orsi, "Passages in Piety: Generational Transitions and the Social and Religious Incorporation of Italian Americans," in *Immigration and Religion*, 32-55.

Roberto Lint Sagarena, "Migration and Mexican American Religious Life, 1848-2000" in *Immigration and Religion*, 56-70.

Analysis #1 Due

Week Four: Chinese Exclusion Acts

Primary Source: Wong Chin Foo "Why Am I a Heathen" (1887) D2L

Readings:

Laurie Maffly- Kipp, "Engaging Habits and Besotted Idolatry: Viewing Chinese Religions in the American West," in *Race, Religion, Region: Landscapes of Encounter in the American West* (2006), p60-88. (D2L)

Erika Lee, "The Chinese Exclusion Example: Race, Immigration, and American Gatekeeping, 1882-1924," in *Journal of American Ethnic History*, p 36-62. (D2L)

Quiz #2
Paper Proposal Due

Week Five : The Gentleman's Agreement (1907)

Primary Source: "The Japanese Evil in California" (1919)

Readings:

"Religious Conversion Among Japanese and Korean immigrants," in *Immigration and Religion*, p 99-105.

Lori Pierce, Paul Spickard, and David Yoo, "Japanese and Korean Migrations: Buddhist and Christian Communities in America, 1885-1945" in *Immigration and Religion*, p 106-134.

Suh, Sharon A. "Buddhism, Rhetoric, and the Korean American Community: The Adjustment of Korean Buddhist Immigrants to the United States," in *Immigration and Religion*, p. 166- 189.

Analysis #2 Due

Week Six: Immigrants, Religion, and Public Health

Primary Source: American Medical Association, selected literature on "Quackery" (D2L)

JK Seman, "'How do I know prayers don't do more good than pills:' Don Pedrito Jaramillo, Curanderismo, and the Rise of Professional Medicine in the Rio Grande Valley." *Journal of the West* (2015). (D2L)

Natalia Molina, "Medicalizing the Mexican: Immigration, race, and disability in the early twentieth century United States," *Radical History Review* (2006) (D2L)

Quiz # 3
Annotated Bibliography Due

Week Seven: American Citizenship and Whiteness

Primary Source: Katherine Mayo, "Mother India" (1927) excerpts on D2L

Readings:

Philip Deslippe, "The Hindu in Hoodoo: Fake Yogis, Pseudo-Swamis, and the Manufacture of African American Folk Magic," *Amerasia Journal* 40 (2014) 34-56. (D2L)

Jennifer Snow, "The Civilization of White Men: The Race of the Hindu in United States v. Bhagat Singh Thind," in *Race, Nation, and Religion in the Americas*, p. 259-282. (D2L).

Analysis # 4 Due
Midterm Exam

Week Eight Global Revolutions

Primary Source: Stephen Wise, "Letter to Henry Morgenthau Sr., "(1915) on outcome of Leo Frank Trial

Readings:

Julia G. Young, "Cristero Diaspora: Mexican Immigrants, The US Catholic Church, and Mexico's Cristero War, 1926-29," in *The Catholic Historical Review* (D2L)

Calvin Goldschedier, "Immigration and the Transformation of American Jews: Assimilation, Distinctiveness, and Community, in *Immigration and Religion*, p 198-223.

Arnold Eisen, "Choosing Chosenness in America: The Changing Faces of Judaism," in *Immigration and Religion*, p. 224- 245.

Annotated Bibliography Due

Students will have completed 40% of their course requirement by this time: three in- class quizzes (6%), paper proposal (5%), annotated bibliography (5%), attendance and participation (5%), three short analysis papers (15%), and a midterm exam (10%) = 46% of grade

Week Nine: Closed Door Policy

Primary Source: Lothrop Stoddard, "The Rising Tide of Color Against White World-Supremacy" (1922) Excerpts on D2L

Readings:

Mae M. Ngai, "The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924," *Journal of American History*, Vol. 86, No. 1 (1999): 67-92 (D2L)

AM Blankenship, "Civil religious Dissent: Patriotism and Resistance in a Japanese American Incarceration Camp," *Material Religion*, 2014, p. 264-292.

Quiz #4

Week Ten: Cold War

Primary Source: Billy Graham in West Berlin sermon (1954)

Readings:

Miguel de la Torre, "Pray for Elian: Religion and Politics in Miami," in *Latino Religions and Civic Activism in the United States*, p 249-262. (D2L)

Hien Duc Do and Mimi Khuc, "Immigrant Religious Adaptation: Vietnamese American Buddhists at Chua," in *Religion at the Corner of Bliss and Nirvana: Politics, Identity, and Faith in New Migrant Communities*, 124-140.

Analysis # 4 Due

Introduction, Thesis, and Outline Due

Week Eleven: Changing Quotas

Primary Source: Lyndon B. Johnson, "Remarks at the Signing of the Immigration Bill, Liberty Island, New York," October 3, 1965.

Readings:

Vijay Prashad, "Of the Origin of Desis," *The Karma of Brown Folk*, p 67-82. (D2L)

John Tehranian, "From Friendly Foreigner to Enemy Race: Selective Racialization, Covering, and Negotiation of Middle Eastern American Identity," *Whitewashed: America's Invisible Middle Eastern Minority*, p 64-89. (D2L)

Quiz #5

Week Twelve: Refugee and Asylum

Primary Source: The 1980 Refugee Act

Readings:

Aihwa Ong, "The Ambivalence of Salvation," *Buddha is Hiding: Refugees, Citizenship, the New America*, 195- 228. (D2L)

Elizabeth McAlister and Karen Richman, "Catholic, Vodou, and Protestant: Being Haitian, Becoming American- Religious Pluralism, Immigrant Incorporation, and Transnationalism," in *Immigration and Religion*, p 319-351.

Week Thirteen: Post 9-11 Immigration

Primary Source: George W. Bush, "State of the Union Address," January 29, 2002.

Readings:

Yvonne Yazbeck Haddad, "The Shaping of Arab and Muslim Identity in the United States," in *Immigration and Religion*, p 246- 276.

Muslim, Arab, and American: The Adaptation of Muslim Arab Immigrants to American Society," in *Immigration and Religion*, p. 277- 295.

Week Fourteen: Transnational Migrant Communities

Primary Source: Bishop Michael J. Sis "Statement on Santa Muerte"

Readings:

Cymene Howell, Susanna Zaraysky and Lois Lorentzen, "Devotional Crossings: Transgender Sex Workers, Santisima Muerte, and Spiritual Solidarity in Guadalajara and San Francisco," in *Religion at the Corner of Bliss and Nirvana: Politics, Identity, and Faith in New Migrant Communities*, p. 3-38. (D2L)

Jonathan H.X. Lee, "Creating a Transnational Religious Community: The Empress of Heaven and Goddess of the Sea, Tianhou/Mazu, from Beigang to San Francisco," in *Religion at the Corner of Bliss and Nirvana: Politics, Identity, and Faith in New Migrant Communities*, 166-183. (D2L)

Quiz #6

Week Fifteen: Conclusion and Review

Reading:

Jennifer Scheper Hughes, James Kyung-Jin Lee, Amanda Lucia, and S. Romi Mukherjee, "Take it Outside: Practicing Religion in Public," *Boom! A Journal of California*, January 2016 (D2L)

Final Exam will be taken during university scheduled final exam period for this class:
<https://www.registrar.arizona.edu/students/courses/final-exams>

Class Policies

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g. chatting, reading a newspaper, making phone calls, web surfing, etc.)

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Some learning styles are best served by using personal electronics, such as laptops and iPads. These devices can be distracting to other learners. Therefore, students who prefer to use electronic devices for note-taking during lecture should use one side of the classroom.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself.

See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Notification of Objectionable Materials

This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

Accessibility and Accommodations

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

The Religious Studies Major and Minor

The University of Arizona's interdisciplinary Department of Religious Studies and Classics offers a major (B.A.) and a minor in Religious Studies. For more information on the Religious Studies major and minor, see <https://religion.arizona.edu>.

Religious Studies majors have pursued careers in a wide variety of fields, including business, government, medicine, law, education, and social services. Many students have paired the Religious Studies major with majors in a wide range of fields, earning a double major or dual degree. This provides a comprehensive undergraduate education and gives graduates a competitive edge when applying for jobs or graduate studies.

For questions about the Religious Studies major or minor and/or to declare a major/minor, contact the Religious Studies faculty advisor, Dr. Alison Jameson, at religion-advising@email.arizona.edu or visit <https://religion.arizona.edu/students/declare>. You also can contact the College of Humanities Advising Office for any advising needs, at <http://advising.humanities.arizona.edu>.

The Department also offers a major (B.A.) and a minor in Classics, as well as a minor in New Testament Language and Literature. For more information on these degree options, see classics.arizona.edu and religion.arizona.edu/students/new-testament.

Religious Studies-Anthropology-Humanities
RELI-ANTH-HUMS 428A-528A
Globalization, the Environment, and Indigenous Religions
(DRAFT SYLLABUS)

Spring 2019
MW: 3:00-4:15 p.m.
Saguaro Hall 223

Prof. Julian Kunnie

Harvill 347C
Office Hours: MW:4:30-5:30 p.m.
(or Friday afternoons by
appointment) Ph.:621-0017;
jkunnie@email.arizona.edu

* The professor reserves the right to change the syllabus at any time, depending on the direction and character that this course will take, and should new opportunities for either written texts or speakers present themselves or should modification of the requirements become necessary. This class is connected to an educational project, the Nyakweri Ecological and Forest Restoration Project accessible at www.nyakweri.arizona.edu, that will offer students the opportunity to study with Indigenous Maasai elders in the Nyakweri Forest in Transmara, Kenya, contingent on resources available. A discussion blog will be accessible on the site in which you can comment on developments in Transmara.

Course Description

This course discusses the impact of globalization over the past two decades on the global environment and ecology, with intense focus on the issues of environmental instability and contamination, global warming and climate change, and ecological destruction. The impoverishment of people especially in the underdeveloped countries and in the Americas, including the incarcerated, and the particular manner that Indigenous peoples and women have been affected, is another focus of the course. Sparse drinking water supplies from Alaska to the tip of Chile, from Africa to the Pacific, is the new norm for the 21st century. The lethal effects of aerial spraying to eliminate the Zika virus on coastal areas of Florida in September 2016 that resulted in the death of over 2.5 million bees is just one of the very serious side-effects of an unstable and destructive globalized ecological environment in which the world's food supply is now at risk, another core theme of the course. Further, we will discuss how deforestation and global warming have turned the "lungs of the Earth" in the Amazon into a net emitter of carbon dioxide over the past five years. Through readings, discussions, films, presentations, and powerpoints, we will come to understand and critically analyze the expansive scope of globalization and the manner that it directly exerts an impact on every facet of our local and global environment. We will subsequently explore solutions so that we are well informed on how to live in more holistic and sustainable environments and communities.

Course Objectives

(i) You will acquire relevant knowledge so that you are able to recall rudimentary terms, concepts, and principles around issues of globalization, Indigenous cultures and religions, ecology, environmental studies, gender, and anthropological dimensions of globalized cultures.

(ii) You will be able to gain formative insights into the breadth and depth of the social, political, and cultural experiences of Indigenous peoples in North America, Central and Latin America and the Caribbean, Asia and the Pacific, Europe, and Africa, particularly understanding the impact of globalization on the cultures and environments of such peoples.

(iii) You will be exposed to the complexity of Indigenous philosophical and cultural thought.

(iv) You will acquire the skills to engage in rigorous critical social, historical, and economic analysis as pertaining to areas of the social sciences so that you are able to distinguish facts from inferences, dissect arguments, marshal evidence to substantiate claims, and understand how component parts of phenomena contribute to and relate to the whole.

(v) You will develop skills so that you are able to critically assess the consistency of arguments, form independent judgments of ideas informed by learned criteria within the disciplines of Indigenous Studies and Environmental Studies, and thus exercise the highest level of critical thinking.

(vi) You will be encouraged to formulate creative and imaginative paradigms in social sciences and the humanities upon acquiring a substantive knowledge of some of the issues in disciplines like Religious Studies, Environmental Studies, Indigenous Studies, Humanities Studies, Ecological Studies, Anthropology, Africana Studies, Mexican American Studies, American Indian Studies, Latin American Studies, Sociology, and Political Economy.

(vii) You will become skilled and outstanding writers so that you are able to articulate the essence and complexity of the multicultural experiences of people living under the globalization regime in the world (The Writing Skills Improvement program at wsip.arizona.edu is one resource area for enhancing writing skills and you are urged to attend workshops in the program for such assistance for writing excellent papers since excellent writing is a prerequisite for receiving excellent grades). If you need further assistance in understanding course materials, please come by to discuss these with me during my office hours.

(viii) You will understand how Religious Studies/Indigenous Studies/Environmental Studies/Ecological Studies/Sociology as academic disciplines especially at the graduate level can become more relevant to the broader community and be instrumental in both personal and community empowerment and transformation and how you can apply your knowledge in these disciplines to concrete situations and specific problems.

Classroom Philosophy

This class is an interactive learning and a D2L student-centered learning graduate-level and advanced undergraduate-level class. We will sit in a circle as part of the Indigenous

philosophical underpinning of the class and engage with each other respectfully in discussion of class materials. All persons' views will be accorded respect. You are expected to raise questions for discussion and respond critically to raised issues. You will need to submit all written papers to the D2L site and to turnitin.com. You may share papers and assignments and exchange them among your peers in the class to receive feedback prior to final submission (except for exams) so that an organic learning philosophy and evaluation process is employed, facilitating your optimal learning and skills acquisition in research, reading, and writing.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

Prohibition of Plagiarism: In accordance with the university policy on plagiarism, it is necessary to emphasize that this class strictly prohibits plagiarism, dishonesty, and academic cheating of any sort in any of your written work submitted or oral presentations, the consequences of which will result in you receiving a failing grade in the course. Your papers will be reviewed through turnitin.com to determine whether they have been plagiarized.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

Reading and Writing

This is a reading and writing-emphasis class. You are urged to contact the Writing Skills Improvement Program on campus at http://web.arizona.edu/~english/index_site.php?id=287 to enhance and sharpen your reading/writing skills (see appendix). If you need further assistance in understanding course materials, please come by to discuss these with me during my office hours. **YOU WILL RECEIVE EXTRA CREDIT POINTS FOR DEMONSTRATING THAT YOU HAVE CONSULTED WITH THE WSIP IN THE WRITING OF YOUR PAPERS.**

Accessibility and Accommodations

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Disability Resource Center

For those of you who are registered with the Disability Resource Center, you must submit appropriate documentation to me if you are requesting reasonable accommodations.

Honors Credit

This class is available for Honors credit. Those of your planning on taking the course for Honors' credit need to see me on the first day of class so that we can discuss additional requirements that you will need to satisfy in the class so that you can receive Honors' credit. Honors students will need to write a **comprehensive 15-20 page final research paper** that includes **significant library research and reading outside class materials**. You need to meet with me **at least three times** during my office hours in the course of the semester to discuss the preparation of this paper, critical analysis skills required for the paper, and key concepts in developing the thesis of your paper.

Grading Scale and Policies

It is imperative that you understand that you need to **earn** your grade in this class based on your demonstration of the functional skills of reading, writing, and originality required in this course and that "As" and "Bs" will be awarded for consistently diligent and industrious work on your part in satisfying **all** of the requirements described in this syllabus.

The grading scale for this course is as follows:

A: 90-100

B: 80-89

C: 70-79

D: 60-69

E: Below 60

Grades will be calculated cumulatively based on the proportionate weight of meeting each requirement as stated in this syllabus. A's will only be awarded for excellent written and oral presentation work that is free of plagiarism, grammatical errors, and

typographical mistakes and reflects the highest caliber of writing and oral expression. **You are urged to proof-read all papers prior to submission on D2L and are further urged to visit the Writing Skills Improvement Program to enhance the quality of your written work at www.wsip.arizona.edu , for which you will receive extra credit points after verifying in writing your working with staff at the WSIP.**

Should you have a disagreement with an awarded grade, please discuss this with me during office hours within one week after the grade allocation.

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Required Readings

Bah, Chernoh Alpha M. *The Ebola Outbreak in West Africa*. Philadelphia: The Africanist Press, 2015.

Hall, Thomas D. and James V. Fenelon, *Indigenous Peoples and Globalization: Revitalization and Resistance*. New York: Routledge, 2016.

Kunnie, Julian. *The Cost of Globalization: Dangers to the Earth and Its People*. Jefferson, North Carolina and London: McFarland & Co. Inc., 2015.

Sze, Julie. *Noxious New York: The Racial Politics of Urban Health and Environmental Justice*. Cambridge, MA: MIT Press, 2007.

On-Line: <http://www.citizen.org/TPP>;
<https://www.theguardian.com/business/2015/nov/06/trans-pacific-partnership-four-key-issues-to-watch-out-for>;
<https://www.hrw.org/news/2016/01/12/qa-trans-pacific-partnership>

Additional Recommended Readings

Banks, Nancy Turner. *AIDS, Opium, Diamonds, and Empire: The Deadly Virus of International Greed*. Bloomington, IN: iUniverse, 2010.

Francis, John. *Planet Walker*. San Francisco: National Geographic Books, 2008.

Johnston, David Cay. *Free Lunch*. New York: Portfolio/Penguin, 2008.

Willoya, William and Vinson Brown. *Warriors of the Rainbow Strange and Prophetic Dreams of the Indian Peoples*. Naturegraph Publishers, 1962.

Requirements

(i) You must read this syllabus very carefully. Should you have any questions or concerns regarding the syllabus, please consult with me right away.

(ii) **Regular attendance and class participation.** *If you are absent two or more times with no legitimate reason (serious illness, or family emergencies with documentation) your attendance grade will be reduced and your final grade could be negatively affected since you would have missed the equivalent of six hours of class-time. Repeated absences will result in you receiving an 'E' for the class.* All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students office will also be honored. Classroom behavior policy is as follows: Lateness or tardiness in coming to class is unacceptable and failure to be punctual regularly could result in you being dropped from the class. Cellphones, I-pods, laptop computers, and other electronic communication devices are not permitted in class. Threatening and disruptive behavior by students in class constitutes a violation of university policy as stated in <http://policy.web.arizona.edu/~policy/threaten.shtml> and will be referred to the Dean of Students office that could result in you being dropped from the course.

You will significantly enhance your chance of receiving an 'A' in the class through **excellent and regular attendance** (100%) and involvement in class discussions, coupled with meeting other requirements. I will expect you to meet with me during my office hours at different times during the course of the semester so that we can discuss your progressive academic performance in the class and you can provide input into whether the class is adequately addressing your learning needs. **(10% of grade)**

(iii) **Group Oral Presentations:** You will need to do *three oral Powerpoint presentations* on any prescribed readings for the class and generate questions for class discussions on these readings. You may do the oral presentation in groups of two and up to three depending on the size of the scheduled readings, but you will need to turn in your oral presentation as **an individual** written paper of at least **four double-spaced typed pages within two weeks** after your presentation. The presentations should consist of detailed summaries of the most important points of the reading(s) highlighted, with relevant quotes and citations. You should then critically analyze the writings and raise a few questions for discussion. Do make the oral presentations interesting and even provocative for discussion. You could use films, powerpoints, dance, or any other cultural form to reinforce your presentation. **You are required to submit a first draft of your presentation paper to me within the first week after your presentation so that I can review your paper and then make suggestions for improvement. You will then need to submit your final paper a week after you receive my revisions of your first draft (45% of grade, 15% for each presentation) –see the appendix of this syllabus for more details about the group oral presentation.**

(iv) Imagine that you are the book review editor of the *Monthly Review of Books*. The publisher requires that you write **one double-spaced three-page review on any one of**

the required book readings. You need to read the book in its entirety. In your review, carefully plan your writing project. Ensure that your paper has a clear and logical structure and sequence. Introduce the book by highlighting the central argument(s) of the author. Then summarize the manner that the author substantiates his/her main argument(s), as part of your description of the structure of the book. **Describe the overall structure of the book in concise detail.** Carefully cite important excerpts of the text so that the reader gets a clear sense of the content of the book. In the final section of your review, be sure to explain with sound reason why you would either recommend or discourage people from reading the book, describing the books strengths and weaknesses. Presume that the person reading the review has never read the book before. **Your book review should be submitted in draft form by Feb. 13** so that I can suggest revisions for **your final book review submission due on February 25 (20% of grade)-see the appendix of this syllabus for more details. A sample review is available on the class D2L site.**

(v) **A 11-12 page double-spaced research synthesis and reflective paper in 12 Point Times Font (for graduate student credit, the paper would be 18-20 pages)** that reflects your understanding of *Globalization and the Environment*. The paper should have a structured outline with emboldened headings, including an introduction, main point of your paper that includes library and web research, your personal perspectives, conclusion, and a bibliography such as:

Introduction (state what your purpose and plan of the paper is)

A Concise History of Globalization in the World

Globalization and Threats to the Earth, Ecology, and Environment

Globalization and Its Impact on Indigenous Peoples' Cultures, the Impoverished, Women, and Social Health

My Personal Reflections and Thoughts

Conclusion

Bibliography Sources (books and articles you used)

Though you may use class readings for the paper, you are required to use other library materials and sources-at least 8 books). The paper needs to have clear, adequate citations, end-notes/footnotes, and a bibliography of sources used. ***You need to discuss your topics with me via email or during my office hours well before the draft due date.*** I require that you send me **a draft of your paper by April 24** so that I can make suggestions for improvement. **Due date: May 4 (25% of grade)-see the appendix of this syllabus for further details.**

(vi) **Exams: Your final reflective and synthesis research paper will serve as the final exam due May 4.**

Extra Credit Opportunities

You will have the opportunity to earn extra credit to boost your final grade. Events such as lectures, talks, films, and cultural dances of educational quality will be advertised so that you can attend and earn extra credit. A 2-3 page paper reflection paper must be written to receive academic credit. Events will be advertised on the D2L site and announced in class.

Course Schedule (Tentative)

- Jan 9 Introduction to the course and to Globalization and Environmental Despoliation.
Welcome to Tohono O’odham Lands-Chukshon
Film: *War By Other Means*-John Pilger (continued).
- Jan 14 Introduction to Globalization in the World and Global Poverty.
Reading and Discussion: Kunnie, Introduction, chapter 1.
Film: *The New Rulers of the World* by John Pilger.
Guest: Andrea Hernandez-Holm/Leslie Dupont,
Writing Skills Improvement Program.
- Jan 16 Globalization, Indigenous Peoples, and the Environment I.
Reading and Discussion: Kunnie, Chapter 2 (continued).
- Jan 21** **Martin Luther King Holiday: Pause for Honoring Human Rights and Liberation: NO CLASS**
- Jan. 28 Globalization, Indigenous Peoples, and the Environment II.
Reading and Discussion: Kunnie, Chapter 2.
Film: *Standing on Sacred Ground: Part 1: Papua New Guinea*
- Jan. 30 Globalization and Women’s Impoverishment in the World I.
Reading and Discussion: Kunnie, Chapter 3 (continued).
DVD produced by Julian Kunnie: ***Nicaragua: A Nation Struggling for Nationhood, Independence, and Justice***
- Feb. 4 Globalization and Women’s Impoverishment in the World II (*Lunar New Year: Chinese New Year Eve*)
Reading and Discussion: Kunnie, Chapter 3.
- Feb. 6 Globalization and Imprisonment Especially of Persons of Color I.
Reading and Discussion: Kunnie, Chapter 4 (continued).

- Feb. 11 Globalization and Imprisonment Especially of Persons of Color II.
Reading and Discussion: Kunnie, Chapter 4.
Film: *Out of State* (on prisons in Hawaii and Arizona)
- Feb. 13 Environmental Urban Dynamics in the U.S. I.
Reading and Discussion, Sze, Introduction, Chapter 1, “What’s Old Is New: Public Health and Planning as Historical Antecedents to New York City’s Environmental Justice Activism.”
Book Review Draft due.
- Feb. 18 Environmental Urban Dynamics in the U.S. II.
Reading and Discussion: Sze, Chapter 2, “New York City Environmental Justice Campaigns: Stigma, Blight, and the Politics of Race and Pollution.”
Film: *No Impact Man*
- Feb. 20 Environmental Urban Dynamics in the U.S. III.
Reading and Discussion: Sze, Chapter 3, “Childhood Asthma in New York City: The Politics of Gender, Race, and Recognition” and Chapter 4, “The Racial Geography of New York City Garbage: Local and Global Trash Politics.”
Film: *Unacceptable Levels*
- Feb. 25 Environmental Urban Dynamics in the U.S. IV.
Reading and Discussion: Sze, Chapter 5, “Power to the People: Deregulation and Environmental Justice Activism.”
Book Review Final Due.
- Feb. 27 The Trans-Pacific Partnership and Environmental Threats and Reflections on Environmental Activism.
Reading and Discussion: Sze, Chapter 6, “The Promise and the Peril, or Can Community-Based Environmental Justice Initiatives Reintegrate Planning and Health in the Urban Environment?” and Conclusion; **AND**
[:http://www.citizen.org/TPP](http://www.citizen.org/TPP);
<https://www.theguardian.com/business/2015/nov/06/trans-pacific-partnership-four-key-issues-to-watch-out-for>;
<https://www.hrw.org/news/2016/01/12/qa-trans-pacific-partnership>

SPRING BREAK—WHEW—A MUCH NEEDED BREATHER!!

- Mar. 11 The Destruction of Indigenous Peoples' Environments and "Progress" Pursuits I.
Reading and Discussion: Hall and Fenelon, chapter 1.
- Mar. 13 The Destruction of Indigenous Peoples' Environments and "Progress" Pursuits II.
Reading and Discussion: Hall and Fenelon, chapter 2.
Film: *In the Light of Reverence*
- Mar. 18 The Destruction of Indigenous Peoples' Environments and "Progress" Pursuits III.
Reading and Discussion: Hall and Fenelon, chapter 3.
Film: *Standing on Sacred Ground: Part 3: Fire and Ice: Ethiopia*
- Mar. 20 The Destruction of Indigenous Peoples' Environments and "Progress" Pursuits IV.
Reading and Discussion: Hall and Fenelon, chapter 4.
Film: *Standing on Sacred Ground: Part 4: Islands of Sanctuary: Australia*
- Mar. 25 The Destruction of Indigenous Peoples' Environments and "Progress" Pursuits V.
Reading and Discussion: Hall and Fenelon, chapter 5.
Film: *Standing on Sacred Ground: Part 4: Islands of Sanctuary: Hawaii*
- Mar. 27 The Destruction of Indigenous Peoples' Environments and "Progress" Pursuits VI.
Reading and Discussion: Hall and Fenelon, chapter 6.
- April 1 The Destruction of Indigenous Peoples' Environments and "Progress" Pursuits VII.
Reading and Discussion: Hall and Fenelon, Conclusions and Epilogue.
Film: *Standing on Sacred Ground: Part 1: Canadian Tar Sands*
- April 3 Globalization and Environmental Health Hazards in West Africa:
The Ebola Outbreak in West Africa I.
Reading and Discussion: Bah, Preface, Introduction, and Part One, "Contextualizing West Africa's Ebola Virus."

- April 8 Globalization and Environmental Health Hazards in West Africa:
The Ebola Outbreak in West Africa II.
Reading and Discussion: Bah, Part Two, “Political Economy of the Ebola Epidemic.”
- April 10 Globalization and Environmental Health Hazards in West Africa:
The Ebola Outbreak in West Africa III.
Reading and Discussion: Bah, Part Three, “Socio-Cultural and Economic Impacts of Ebola.”
- April 15 Globalization and Environmental Health Hazards in West Africa IV.
Reading and Discussion: The Ebola Virus and Biological Warfare Against Africa (continued).
- April 17 Globalization and Environmental Health Hazards in West Africa V.
Reading and Discussion: The Ebola Virus and Biological Warfare Against Africa (continued).
- April 22 Alternatives to Globalization and Ecocide and Responses to Global Warming and Climate Change I (**MOTHER EARTH DAY—EVERY DAY!!**)
Reading and Discussion: Kunnie, Chapter 5 (continued).
- April 24 Alternatives to Globalization and Ecocide and Responses to Global Warming and Climate Change II.
Reading and Discussion: Kunnie, Chapter 5 (continued).
Film: *Decade of Destruction: Destruction of the Amazon Rainforest, pt 1.*
Draft Final Research Paper Due.
- April 29 Alternatives to Globalization and Ecocide and Responses to Global Warming and Climate Change III.
Reading and Discussion: Kunnie, Epilogue.
- May 2 Responses to Global Warming and Climate Change.
What Concrete Human Actions Are Required for All Life to Thrive as the Earth Heats and the Future of Life Itself is Threatened?
Film: *Wisdom to Survive: Climate Change, Capitalism, and Community* (Bullfrog Films) (continued)
Reflections and Unfinished Issues in Globalization, the Environment, and Indigenous Cultures

IMPORTANT NOTE

The Religious Studies Major and Minor

The University of Arizona's interdisciplinary Religious Studies Program, at <http://religious.arizona.edu/>, offers a major (B.A.) and a minor in Religious Studies. The faculty and associated faculty of the Religious Studies Program are committed to introducing students to global religions and cultures from multiple perspectives. The Religious Studies major provides students with a broad understanding of human diversity, the complexities of social and cultural systems of thought, and the human pursuit of meaning. Combined with core academic skills in written and oral communication, the Religious Studies major prepares students to become independent thinkers and problem solvers in the twenty-first century. Religious Studies majors have pursued careers in a wide variety of fields, including business, government, medicine, law, education, and social services. The Religious Studies Program has many double majors, who combine Religious Studies with majors in a wide range of fields, in order to receive a comprehensive undergraduate education and to stand out when applying for jobs or graduate studies. If you are interested in declaring a Religious Studies major or minor, contact the Religious Studies Undergraduate Advisor, Alison Jameson, at ajameson@email.arizona.edu

Anthropology; Humanities; American Indian Studies; Environmental Studies Majors

Students are encouraged to pursue further studies in Anthropology and the Humanities in attempting to deepen their understanding of Globalization, the Environment, and Indigenous Cultures. American Indian Studies is another area worth pursuing to understand struggles of Indigenous people for land and life. The websites for further information are: <https://anthropology.arizona.edu/>; <https://humanities.arizona.edu/>; and <https://ais.arizona.edu/>

The B.A. in Environmental Studies encourages majors to double-major in other UA programs, in order to complement the interdisciplinary approach of the Environmental Studies program. More information is available at <http://geography.arizona.edu/BAEVS#Overview>

APPENDIX:

Nine Intellectual Standards for Thinking and Learning

Critical thinking is the art of analyzing and evaluating thinking with a view to improving it. Critical thinking requires mindful awareness and use of rigorous standards. Critical thinking entails effective communication and problem-solving abilities and commitment to overcoming bias in thinking. Critical thinking requires practice.

A well-cultivated critical thinker applies intellectual standards to her or his thinking, writing, speaking to ensure that it is of high quality.

When participating in a discussion, when making a decision, when forming an opinion, when writing use these standards to check your work: Is the idea clearly stated? Is it accurate? How is what you or someone else is saying related to the issue at hand? Does everyone understand what the issue is? Ask questions to determine if the thinking of others is fair, accurate, broad, relevant: Where does the information come from? Are there other ways to look at this? How does this relate to the issue?

Clarity	Is my point easily understood by others? Give/Ask for an example Express the idea in another way or different words Elaborate further
Accuracy	Is this really true? How could we find out if this is true? Test or verify the idea
Precision	Give/Ask for details Be specific.
Relevance	Is this idea or information relevant to the issue at hand? How is it connected to the question or purpose?
Depth	Address the complexities of a question. Take into account the problems with the question. What are the difficulties in this way of thinking? Deal with the significant factors.
Breadth	Consider different points of view Is there another way to look at this? What would it look like from a different perspective? Consider different types and sources of information
Logic	Does what you say follow from the evidence? Does the first paragraph fit with the last?
Significance	What aspects of the ideas, concepts, facts, problems, questions are important?

Fairness	Are all relevant viewpoints considered? Is there distortion of information in order to maintain a certain perspective or answer? Are different viewpoints represented sympathetically?
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Source: Paul, R. and Elder, L. The Miniature Guide to Critical Thinking: Concepts and Tools. Foundation for Critical Thinking (2009).

Elements of Thought (Useful for Book Reviews and Group Presentations)

A Checklist for Reasoning, using the Elements of Thought:

Purpose:

Is the purpose clearly stated or implied? What is the goal of this line of thinking? Can you re-state the purpose in different words?

Question:

Is the question at issue clearly stated? Is the question significant? Is the question unbiased? Does the question adequately address the complexity of the matter or issue? Is the question answerable? Are the question and purpose directly relevant to each other?

Information/Data:

Does the writer/speaker/filmmaker cite relevant experiences, evidence, and/or information essential to the issue? Is the information accurate? What type of sources does the writer use? When choosing and representing the information, are intellectual standards used?

Concepts:

What concepts or theories guide the reasoning? Does the writer identify the theories or concepts she is using?

Assumptions:

What are the thinker's assumptions? How do these shape her/his thinking? Does the writer show sensitivity to what he or she is taking for granted or assuming? Does the writer use questionable assumptions without addressing problems associated with these?

Inferences or Interpretations:

To what extent does the data or information support the conclusions? What is the line of reasoning? How does he or she arrive at the conclusions?

Point of View:

What is the writer's point of view? What are the strengths and weaknesses of this point of view? Does the writer consider/respond to different points of view?

Implications/Consequences:

What are the consequences or implications of this line of reasoning? Does the writer consider the consequences or future implications?

Instructions for Daily Scheduled Readings and Powerpoint Presentations:

All of you are required to read 2 chapters scheduled for each session as part of your group presentation.

Your Powerpoint presentation should have a maximum of 16 slides per presentation (4 per student). In your presentation, identify the main points of each chapter, the author's intention in writing each chapter, the key questions that the author raises in each chapter, and the method that the author uses to respond to these key questions. Provide examples or illustrations of the author's approach in discussing the key questions. Include the following questions in your presentation:

- (i) What is/are the author's main ideas or purpose?**
- (ii) Did the author present adequate information in conveying her or his points? If so, why, and if not, why not?**
- (iii) What are your personal opinions about the subject matter and the manner that the author explained it?**
- (iv) Did you have any knowledge of or any experience of any of the elements described in each chapter?**
- (v) What new information did you learn from each reading?**
- (vi) Were there any problems that the author raised that you felt needs addressing?**
- (vii) What proposals do you have for addressing such problems based on all the information that you currently have?**

You can attach the PowerPoint to a discussion post or use a site such as [Slideshare](#) or [Google Slides](#) and share a link in your post. Think about [adding narration](#) to your PowerPoint.

Research Paper:

A written paper that addresses the issues brought up in the readings, your presentations, and discussion with your peers and professor.

- **11-12-page page essay (double-spaced, Times New Roman, 12 pt font) (18-20 pages for graduate students)**
- **Formal essay style**
- **End-notes indicating quotations from books/articles used in the library**
- **Cite your sources**



University of Arizona
Writing Skills Improvement Program (WSIP)
Bi-Weekly Writing Workshops, Spring 2015

WSIP offers four series of regular, 50-minute workshops throughout the fall and spring semesters. Attendance is **FREE of charge** for all UA undergraduates, graduates, staff, and faculty. Workshops are interactive and activity-based. Participants are encouraged to bring samples of their own writing to practice learned skills. **Register to attend at wsip.arizona.edu/workshop-series or call (520) 621-5849 with questions.**

THE CRAFT OF WRITING: This series will get you comfortable with generating ideas without worrying about how “perfect” the first drafts are and with improving these first drafts in effective ways.
Mondays (see schedule below), 2:00-2:50 pm, McClelland, Room 132
January 26: Getting Started: Brainstorming Past the Empty Page This workshop will cover strategies for moving through writer’s block and getting your ideas out on paper (or on your computer screen).
February 9: Knowing Your Audience so You Know How to Write In this workshop, we will engage in activities that help you identify your target audience(s) and in writing situations so that you can choose the appropriate format, appeals, tone/voice, vocabulary, etc.
February 23: Non-Evaluative Feedback for Peer Review Non-evaluative feedback provides a great deal of useful information to the writer in an environment of positive collaboration. It is strongly suggested that you bring two or three hard copies of a piece of writing to workshop.
March 9: Using Blogs and Online Discussion Sites for Class In this workshop, we will learn about reading and evaluating blog/online discussion entries and then responding to them thoughtfully and relevantly.
March 30: Revision: What It Really Is In this workshop, we will learn about breaking revision into separate and manageable components so that all aspects of your draft are addressed in depth. It is strongly recommended that you bring one piece of writing (either digital or paper) with you so that you can apply what you learn during the workshop.

INTRODUCTION TO SCHOLARLY WRITING: This series will introduce common elements of academic writing at the college level. We will engage in workshop activities to help strengthen writing skills in areas including analysis, development of a research process, and correct use of research material and reference styles.
Wednesdays (see schedule below), 2:00-2:50 pm, McClelland, Room 132
January 28: Analysis: What is it? This workshop will introduce the difference between analysis and summary in writing and review strategies for ensuring that you are analyzing.
February 11: The Research Process We will practice writing techniques to stimulate research-oriented writing and the development of research questions.
February 25: Plagiarism and How to Avoid It In this workshop, we will learn and practice writing strategies to help you incorporate references and resources correctly and avoid plagiarism.
March 11: Introduction to Citation Styles This workshop will provide an overview of the basic guidelines for the MLA, APA, and Chicago/Turabian reference styles for academic writing.
April 1: Writing Cover Letters and Personal Statements In this workshop, we will discuss the purposes and styles for application cover letters and personal statements.

**SERP 404
Summer 2019**

INSTRUCTORS:

Todd Fletcher, Ph.D. (UA)

Leah Duran, Ph.D. (UA)

Renee Clift, Ph.D. (UA)

Miguel Angel Díaz Delgado, Ph.D. (National University of México) (UNAM)

Steve Pryzmus, Ph.D. (Texas Christian University)

Dr. Chris Aiddings (Vanderbilt University)

Sixto Valdez, M.A. (Drachman Elementary, Montessori Teacher, TUSD)

CULTURAL AND LINGUISTIC DIVERSITY IN EXCEPTIONAL LEARNERS

COURSE DESCRIPTION

Provides a theoretical base and practical approach to the study of students from diverse backgrounds with special education needs including language, cultural and learning differences.

PURPOSE OF THE COURSE

To provide a theoretical base and practical approaches to the study and teaching of exceptional learners from diverse backgrounds, while in Mexico City and Guanajuato, Mexico.

The course will incorporate the following dimensions:

We will study culture, language and learning by living in it, rather than merely talking about it. Your personal experiences will augment the readings and discussion on the topics. We will examine first-hand the Mexican educational system and other social agencies through active participation and interaction in a service learning setting in the community. We will integrate the concepts discussed in culture and language to the field of education for diverse learners, inclusive education and related language, cultural and learner diversity issues.

Learning Objectives:

Students will read literature and hear presentations from faculty that examine differences (learning, teaching, behavior, etc) particularly focusing on school aged students.

Students will reflect and examine their own cultural identity and development through readings and discussions.

Students will develop an understanding of culture and assess the impact on the teaching and learning of students from diverse backgrounds with and without special needs as well as the delivery of services to other clients in social agencies.

SERP 404 Summer 2019

Students will learn processes involved in second language acquisition and the relationship between the development of first and second language.

Students will demonstrate an understanding of an empowerment theoretical framework (cultural/linguistic, culturally relevant pedagogy, culturally appropriate assessment and community/family engagement) by actively engaging local communities in Guanajuato, Marfil and Cajones.

Students will develop their personal philosophy of culturally responsive education and advocacy when working with diverse populations.

Students will use digital storytelling to recount their personal story and journey of personal and professional growth toward cultural competency.

CLASS SCHEDULES AND MEETING TIMES:

SERP 404 and SERP 475:

The 475 class will meet once a week (typically Wednesdays) to talk about placements and projects. We will give you advance notice about the time and place so you can plan accordingly.

The SERP 404 class will meet on different days and times during the week (time and place: to be determined).

Please see the tentative schedule below of weekly activities that are subject to change:

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
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Class presentations on readings will be assigned for different weeks through the program/available in D2L.

WEEK 1 (May 22 – June 29, Mexico City)

We will be staying at CASA GONZALEZ (Rio Sena #69) for seven nights. The telephone number at Casa Gonzalez from the U.S. is 011-52-55-513-3302. You will share a room with another student from the program. You will be given this information when you check to Casa Gonzalez upon your arrival. Full breakfast is provided each morning beginning at 7 am. Other meals with the exception of a couple such as the pyramids of Teotihuacan and 1 other will require that you pay out of pocket while in Mexico City.

(Sites we will be visiting in Mexico City include the following. The program fee includes all entrance fees. The schedule is tentative and subject to change)

22 May Tuesday - Arrival into Mexico City (Program officially starts)

23 May Wednesday - Noemi García García presentation at Casa Gonzalez; visit to Alameda Park and the mural of Diego Rivera; Casa de Azulejos; Bellas Artes; Ballet Folklórico

SERP 404 Summer 2019

24 May Thursday - Secretary of Public Education/Palacio Nacional - Diego Rivera Murals – Cathedral, National Palace, Templo Mayor

25 May Friday – Dr. Miguel Angel Diaz/IISUE/UNAM - 9:30 am – 4:00 pm/Casa Azul en Coyoacan –

26 May Saturday – Museo de Carlos Slim; Museo de Dolores Olmedo; Xochimilco – dinner out at Hacienda de los Morales

27 May Sunday - Museo Nacional de Antropologia, Castillo de Maximiliano, Ballet Folklorico/Bellas Artes, Casa de Azulejos, Zócalo, Museo de Arte Popular

28 May Monday – Teotihuacan, Plaza de las 3 Culturas and Basilica de Guadalupe

29 May Tuesday - Departure to Guanajuato on ETN late morning.

WEEK 2 (MAY 30– JUNE 2)

On Wednesday, May 30 we will meet at 8:30 am on the steps of the Teatro Juarez in the jardín. We will visit the elementary school Luis Gonzalez Obregon in Guanajuato; the Multiple Attention Special Education Center in Marfil. We will have a class on International Leadership with Dr. Renee Clift in the afternoon. On Thursday, May 31 we will visit Colegio Lolek in Marfil. On Friday, June 1 we will attend a presentation by Dr. Bruce Johnson at the University of Guanajuato on “Earthkeepers” in the morning. We will then meet with an international development class at the University of Guanajuato around noon to discuss Resplandor and rural development. On Saturday, June 2 we will attend a workshop on “Earthkeepers” given by Dr. Bruce Johnson, Dean of the College of Education at the University of Arizona at Resplandor in the rural community of Cajones outside of Guanajuato from 9-1 pm. The workshop is a training on methodologies of the program “Earthkeepers”.

WEEK 3 (JUNE 3 – JUNE 7)

School visits daily to Guanajuato, Marfil or Cajones and debriefing support group meeting on school site placements

SERP 404 Class meets (TBD)

SERP 404 Class meets (TBD)

June 9th excursion to Dolores Hidalgo, San Miguel de Allende, Gruta and Atotonilco. Leave at 8:30 am.

WEEK 4 (JUNE 10 -14)

School visits daily to Guanajuato, Marfil o Cajones and debriefing support group meeting on school site placements

SERP 404 class on June 11/13

WEEK 4 + 5 (JUNE 17 – June 22)

School visits daily to Guanajuato, Marfil or Cajones and debriefing support group meeting on school site placements

Dr. Steve Pryzmus will present on bilingual education (2 classes TBD).

WEEK 5 (JUNE 24 – JUNE 28)

School visits daily to Guanajuato, Marfil or Cajones and debriefing support group meeting on school site placements

SERP 404 class

Discussion Circle presentations by student groups – Articles, Time and Date to be determined

WEEK 6 (JULY 1 – JULY 5)

School visits daily to Guanajuato, Marfil or Cajones and debriefing support group meeting on school site placements

You will continue to develop your draft digital projects and your final project presentations.

SERP 404 class

School Project and digital story draft Presentations

Sixto Valdez will make a presentation on Montessori Education in the am.

http://www.uhu.es/cine.educacion/figuraspedagogia/0_montessori.htm

WEEK 7 – (JULY 8 - 12)

(First week of Resplandor summer program begins in the afternoon)

Students will either lead a class and develop curriculum or collaborate with another classmate or professor

COURSE REQUIREMENTS FOR UNDERGRADUATES

POINTS

Class attendance/participation	60
Articles presentation - Discussion Circle (1 x 20)	20
Digital Story Telling Project/presentation: (75/15 points)	90
Cross-cultural interview	<u>45</u>

TOTAL: 215

GRADING CRITERIA

A = 90-100%

B = 80-90%

C = 70-80%

CLASS ATTENDANCE/PARTICIPATION

Classes will include a variety of activities such as presentations and directed discussions by different instructors and/or students, group work, guest speakers on topics from diverse areas. Students should come to class prepared to discuss assigned readings in small and large groups.

DISCUSSION CIRCLES and ARTICLE PRESENTATIONS

Specific core readings chosen for this course will be assigned to students. You will need to determine the format for your article presentation and activities for the particular assignment you have been assigned. In this case the person(s) is responsible to present the article using the format selected. The manner in which you deliver the content from the articles can be done in a lecture, interactive, or activity based format and should enable fellow classmates to more fully understand the salient content of each article. The presentations must include examples of the application of the material. Article presentations should be no longer than 30 minutes.

There are five specific roles to be taken into account as part of your discussion circle presentation. This will require the preparation of a product to be distributed and shared during the discussion to the entire class. So each presentation must insure the following roles are covered:

- 1) **Summarizer** – provide a brief summary of the week’s reading highlighting the importance concepts from the chapter. This summary is read to the class. Product: A written summary.

- 2) **Choosing a passage** – locate and share three short selections from the readings to be read aloud to the class. The idea is to help people remember some of the interesting, powerful, and important questions from the reading. Product: Typed or text selections copied with space for the group to respond in writing.

- 3) **Connecting Ideas** - list or outlines connections between the concepts in the reading, the realities of the classroom or the larger society, and other readings from this class or other classes. Product: A list or outline of connecting ideas.

- 4) **Graphic Organizers** - prepare a graphic, artistic representation of some of the key concepts of the reading. A number of variations exist. Product: A graphic representation.

- 5) **Discussion Director**: develop a list of questions for discussion by the group and acts as a time keeper for the group. Product: A list of questions for discussion.

During each presentation you are responsible to lead a discussion on the reading with the entire class. Evaluation: You will be rated by the criteria above and the work product you prepare for the class presentation and discussion.

The rubric for point designation for the discussion circle presentations are as follows:

Presentation and discussion of salient features of the article in an effective manner –
10 points –

Well organized effort and participation – including 5 aspects of the article presentation including presentation quality.

10 points -

Total = 20 points

Some of the selected core readings:

- 1) Bilingualism and Second Language Learning**
- 2) Misconceptions About the Second Language Acquisition Process**
- 3) Culture and the Culture Learning Process**
- 4) What is Means to Be Culturally Competent**
- 5) Why Race and Culture Matter (Forward/Ch. 3/Ch. 4)**
- 5) Distinguishing Between Language Acquisition & LD Among English Learners**
- 6) Helping Reading Teachers Distinguish Between Language Acquisition and Learning Disabilities**
- 7) Cultivating Intercultural Competence**
- 8) Interculturality versus Intercultural Competence in Latin America**

Responses about the readings can be discussed in your journals and might include reflecting on how the author backs the main premise in the article; evidence of research or available data to back the facts and opinions expressed; your reaction as to why you agree or disagree with the author(s)/presenter(s) and; how this reading compares to the textbook and/or core readings or the professor's treatment of the subject matter. Ideally your reflection can be completed after the presentation by the particular guest lecturer to enable you to have more context for the reading assigned for that particular class.

Assigned Group for Presentations:

Group 1: TBD

Group 2: TBD

Group 3: TBD

PROJECT (SERP 475/404 REQUIREMENT)

This digital story telling project is designed to have you share your broad and diverse learning experiences while in Mexico. It will include self-reflection and integration of multiple sources of information such as journals, books, and magazines, as well as interaction with fellow students, teachers, families, and professors among others. It will require self-expression through photos or video. In this investigation/activity the following guidelines are suggested.

Start thinking about who you are as a cultural being and your personal and professional identity, reflect on the learning objectives for the class and plan your project to reflect yourself

as a learner in a new cultural context. The project should consist of collection, selection, reflection, and projection.

Your project as reflected in photos can include artifacts, post-it notes, quotes, diagrams, interviews, charts, reflections on readings, and other appropriate representations of your learning experience. It should also consider personal and professional growth. Creativity and freedom of expression are encouraged. Ideally, the literature read for the course including theories and research and guest presenters research shared throughout the course can be integrated and represented in the final project.

Presentation of the draft or final project will be made to the whole group the first week of July. You will have until the first week of August to fully complete the projects. Extensions are granted on a case by case basis.

Project Presentation Date: July 5 - (75/15 = 90 points).

CROSS-CULTURAL INTERVIEW/REFLECTION (30 points) (Due by July 6)

The objective of this exercise and reflection is to compare your personal background with that of another individual from a different cultural background and to reflect upon the similarities and differences.

These reflections will consist of three major parts a) cultural autobiography, b) cultural biography, and c) cross-cultural reflections.

The cultural autobiography will be comprised of a 2-3 typed, double-spaced paper that describes the following:

- Your family
- Your ethnic background
- Your language(s)
- Where you were born
- How you were raised
- What values and beliefs were taught to you as a child
- Any other pertinent information you would like to explore and share

The cultural biography will consist of you interviewing a person in Guanajuato. You will need to develop a list of at least 10 questions to ask this person. Then you will write a 2 page typed, double-spaced paper that describes his/her experiences. The list of questions should be turned in with this paper. I suggest it not be another student or individual associated with our program. It could be a family member at your host stay or others whom you come in contact with while in Mexico.

The cross-cultural reflection paper will involve an analysis that compares and contrasts your cultural background and experiences with that of the other person you chose to interview. This paper should not be a mere summary. It should reflect upon any surprises, challenges, emotions that arose within you during the process. This reflective paper will be 2-3 pages typed and double-spaced.

SERP 404/504 Summer 2017

Each section is worth 10 points for a total of 30 points.

Sociology 384-001 [also/Anth/LAS 384 & 384-H] Fall 2017

Latin America, Globalization, and Development

Tues-Thus 11:00-12:15
Social Science 312

Kathleen Schwartzman Soc Sci 419,
kcs@email.arizona.edu 621-1883
Office Hrs: Tues & Wed 3:30-4:30 & by appt.

Course Overview: Why are some nations poorer than others? Why do some nations seem more politically unstable than others? How has globalization affected the economic and political histories of Latin America and how have these, in turn, influenced the current economic and political situations in Latin America? Globalization began in the 1500s and so do we. We read case studies which describe the Latin American experience since the 1500s and analyze them from the perspective of the main economic and sociological theories of economic growth and political development

Learning Objectives: There are several. After completing this course, students should have a better understanding of the major theoretical frameworks and approaches used in analyzing Latin American politics and development. This class is structured to foster “global intelligence”-- an inclusive and cross-disciplinary working knowledge of how the global system operated historically and operates today. Fostering global intelligence is a vital component of a well-rounded education. Specifically this means that you will gain analytic tools for understanding how Latin American and global dynamics interact.

I hope that you will become familiar with **differences** between the sociological approach and others, such as journalistic, historical, economic, and cultural. One major analytical skill that we focus on is distinguishing societal approaches from individual ones. By examining the “sociology of development” debates, I believe that you will gain a greater understanding not only of contemporary Latin American but of contemporary Asia and Africa as well. And, several of the economic challenges of Latin America in the 1980s now confront Europe and the United States in the twenty-first century. Studying these in Latin America may help you understand the current global economy.

Honors Option: The student and professor will jointly choose a topic which combines any topic or country interest of the student with a deeper exploration of the theoretical, conceptual, and/or empirical material of the class. I will meet periodically with the student to formulate the topic and to offer guidance. The work will be summarized in a paper at the end of the semester. Number of pages will be tailored to the particular project and agreed upon jointly. A data paper, for example, is likely to be shorter than one involving a historical summary.

Course Format and Teaching Methods

- Lecture and in-class discussions

Required Materials: all readings available on D2L

Evaluation Component	Percent
Mid Term Exam	25%
Final Exam	25%
Take home assignments & in class quizzes	50%

Take-home assignments and in-class quizzes [about 12]:

- focus on promoting critical reading and writing skills. These are out-of-class assignments and are normally 1 page or less. They could also be 3 or 4 sentences
- are due at the beginning of class and regrettably cannot be accepted later since we will be discussing the material in class. **To receive credit** you also must be able to explain your answer if called on during class.
- cover the readings assigned for the day.

Writing Component of this class

Assignments focus on developing critical reading and writing skills. **Some** of these are take-home assignments. Due to the fact that the course already has a significant writing component, **no substitute work** [commonly referred to as "**extra-credit**"] is available.

Exam Mid-Term and final Exams require mostly short answers and one or two longer ones.

Attendance Policy

This is **NOT** an **ONLINE** class. Attendance and participation are integral parts of this course. I use the class time to discuss and contextualize the readings assigned for that day. Additional information is presented in class that is not contained in the readings. Most importantly, class is an opportunity for students to exchange ideas about the topics and material. If you foresee major conflicts with the scheduled class time, this class may not be appropriate for you.

UA’s policy concerning Class Attendance and Administrative Drops

<http://catalog.arizona.edu/2014-15/policies/classatten.htm>

UA policy regarding absences on and accommodation of religious holidays

<http://deanofstudents.arizona.edu/policies-and-codes/accommodation-religious-observance-and-practice>.

Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored.

http://uhap.web.arizona.edu/chapter_7#7.04.02

UA policy on incompletes (I) and withdrawal (W) must be made in accordance with university policies:

<http://catalog.arizona.edu/2014-15/policies/grade.htm#I> and <http://catalog.arizona.edu/2014-15/policies/grade.htm#W> respectively.

University’s policy on classroom behavior:

- The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

- on disruptive behavior <http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting>.
- Some learning styles are best served by using personal electronics, such as laptops and iPads. These devices can be distracting to other students.
- **UA Grading Policy** <http://catalog.arizona.edu/2014-15/policies/grade.htm>

Student Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

- The University Libraries have some excellent tips for avoiding plagiarism: <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

Plagiarism" means presenting the words or ideas of others as one's own. "Others" includes [but is not limited to] fellow students, cousins, wikipedia, clients, non-assigned and not-cited books, and articles. Violations are considered cheating and are reported to the Dean.

<http://deanofstudents.arizona.edu/academicintegrity>.

There are no group projects in this class -all work is assumed to be that of the individual student. Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this may result in course sanctions. Additionally, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses. This conduct may also constitute copyright infringement.

Confidentiality of Student Records: FERPA

<https://deanofstudents.arizona.edu/student-assistance/confidentiality-privacy>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor

Accessibility and Accommodations

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information <http://drc.arizona.edu/> Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Additional Resources for Students

Required link: UA Non-discrimination and Anti-harassment policy:

<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

UA Academic policies and procedures: <http://catalog.arizona.edu/2015-16/policies/aaindex.html>

Student Assistance and Advocacy information:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

August 22

**What is the “Sociology” of Latin America?
Will globalization solve Latin America's problems?**

August 24

Three Views on Poverty

- Brooks, David. 2010. Underlying Tragedy [*brooksHaitiDevelop.pdf*]
- Davis, Mike. 2004. Planet of Slums. New Left Review 26, March April 2004- **only** up to p 27 ("Marx and the Holy Ghost). [*Davis2004pp5-27.doc*] [taken from <http://www.newleftreview.net/NLR26001.shtml>]
- O'Grady, Mary. 2005. Why Latin Nations are Poor. WSJ. Nov 25 [*O'GradyLAPoor.doc*]

August 29

Would Latin America have developed differently if it wasn't colonized?

pre-Colombian society

- *Perufiber.pdf*. Desert Leaf October 2012: 34-37
- Prevost & Vanden: 19-29 *Prevost[pre].pdf*

August 31

Conquest HOW DID THEY DO IT

- ✚ Gabbert, Wolfgang. 2012. The longue durée of Colonial Violence in Latin America *Historical Social Research / Historische Sozialforschung*. V 37, No. 3 (141): 254-263; 266-269. [*GabbertColonialShort.pdf*] or <http://www.jstor.org/stable/41636608>
- ✚ Prevost & Vanden: 29-32 *Prevost[pre].pdf*

Social and political reorganization

- ✚ Prevost & Vanden: 33-42. *Prevost[pre].pdf*

September 5

**Why & How did the Spanish and Portuguese "reorganize" Latin American ECONOMY?
How did the indigenous peoples get "inserted" into the world-system?**

- ✚ 'Colonial-era mass grave' found in Potosi, Bolivia. [*BoliviaMineGrave.doc*]
<http://www.bbc.com/news/world-latin-america-28508389>
- ✚ Stein and Stein. The Colonial Economy: Chap 2: 28-53. *Stein[Colonial].pdf*

September 7

How does Frank's explanation of development differ from the other three?

- ✚ Frank, Andre Gunder. 1969. The Development of Underdevelopment in Latin America: Underdevelopment or Revolution Chap 1:3-17 [*frankDev.pdf*]

September 12

Why did Iberian colonies have such a large colonial bureaucracies?

- ✚ Berkholder and Johnson. 2015. Ruling New World Empires Chap 3:91-105 [*B&Jstate.pdf*].

September 14

Rebellions, Independence & a colonial legacy

- ✚ di Renato de Mattos. 2012. Politics and Business in São Paulo: from the opening of the ports to the Independence of Brazil (1808-1822). *Storia e Futuro*. No 3 (November). [BzIndepUKhegemon.pdf]
- ✚ B&J epilogue 393-402 [B&Jepilogue.pdf]

September 19

What did the post-colonial economy look like?

- ✚ Kirby, Peadar. 2003 *Introduction to Latin America* Sage: 34-top of 40. [Kirby2003.pdf]
- ✚ Juarez [Director: William Dieterle, 1939 TN: 908485]

September 21

How did neocolonialism get created?

Did export booms lead to growth? Case of Peru

- Sutter, C. Chap 8 Peru: 121-131 [SuterDebt.pdf]

September 26

What was the role of immigrants in Brazil's development?

- ✚ Baklanoff, Eric. 1967. External Factors in the economic development of Brazil. In *The Shaping of Modern Brazil*. [Baklanoff.pdf]

September 28

Why are Central American countries considered client states? What is the labor regime?

- ✚ Hough, Phillip A. 2012. "A Race to the Bottom? Globalization, Labor Repression, and Development by Dispossession in Latin America's Banana Industry," *Global Labour Journal*: Vol. 3: Iss. 2, p. 237-264. [HoughBanana.pdf]

October 3 - **Central America – no reading**

October 5 -mid term exam

October 10

Barriers to Industrial Development

Case 1: Brazil--Why didn't Industry take off in Bahia?

- Ridings, E. Merchant Elite and the Development of Brazil. JISWA. [Ridings.pdf]

October 12

Case 2: Chile-- Is freedom from state control sufficient for development?

- ✚ Culver, William W. and C. J. Reinhart. 'Capitalist Dreams: Chile's Response to Ninteenth-Century World Copper Competition: 722-744 [Culver&Reinhart.pdf]

October 17

What is Populist Rule? What accounts for its Rise?

- ✚ ECLA Doctrine
- ✚ Moreno-Brid, Juan Carlos, et al. 2009. Economic development and social policies in Mexico. *Economy and Society* 38, 1 (Feb): **only** pp154-157 [Moreno-Brid.pdf]

October 19

Why did populist regimes fail to achieve independent economic growth?

- + Hira, Anil. 2007. Did ISI fail and is neoliberalism the answer for Latin America? Re-assessing common wisdom regarding economic policies in the region. *Rev. Econ. Polit.* vol.27 no.3 (July/Sept.)
- + Prebish and Branco. In Chasteen, John Charles and Joseph Tulchin. *Problems in Modern Latin American History*: 225-229. [ISIPrebish&Branco.pdf]

October 24

Will foreign investment help?

- + Frank, Andre. Mechanisms of Imperialism: chap 9.163-174 [FrankChap9.pdf]

October 26

What are Bureaucratic-Authoritarian (political) regimes?

What accounts for their rise?

- + Lawton, Jorge. 2014. Another 9/11: Lessons from the 1973 Coup in Chile - **Part 1**. [BAChileLawton#1.pdf] or http://www.dsausa.org/1973_coup_in_chile_part_1
- + Mckinley Jr., James 2006. Mexican Report Cites Leaders for 'Dirty War', NYT Nov 23. [McKinleyMx.doc]
- + Warren, Michael. 2010 Argentine stolen at birth, now 32, learns identity. NYT. Feb 24 [BAArgChildStolen.doc]
- Victor Jara murder: Chile arrests ex-army officers 2013 [ChileBAJara.pdf]

October 31

BA regimes [Continue]

Lawton, Jorge. 2014 Lessons from the 1973 Coup in Chile **Part 2** [BAChilePt2.pdf] or http://www.dsausa.org/1973_coup_in_chile_part_2

November 2

Why did they make the transition back to a democratic regime?

- + Valente, Octcela. 1998. Rights Argentina: Tracking the "Booty" of the Dirty War. IPS Inter Press Service. Oct 18. [Valente.doc]
- + Krauss, Clifford. Chile Military to Search for Victims of its rule. NYT June 14, 2000. [ChileTransitionKrauss.doc]
- + Pellegrino, William. 2008. Investigations of Crimes against Humanity. *Clarín.com*. Feb 27. [PellegrinoEng.pdf]


November 7

Why did LA have a debt crisis?

- + Henry, James. 'Where the Money Went' *New Republic* 4/14/86: 20-23. [Henry.pdf]
- + *DebtNatureSwap.pdf*

November 9

What does Perkins add to the debt crisis stories?

- Perkins, John. 2004. From Confessions of an Economic Hit Man. SF: Berrett-Koehler Publishers. Inc. Pp 66-86 [Perkins66-86.pdf]  *more*

- Perkins. Ecuador Chap 24: *PerkinsEcuador.pdf*
- Daniel McLeod review of Perkins book. [*McLeodonEHM.doc*]

November 14

What are the effects of debt 1) on development and 2) on well-being?

- + Gilbert, Alan. 1990. 'The Provision of Public Services and the Debt Crisis in Latin America' in *Economic Geography*. 66, No. 4, Production and Reproduction in Latin American Cities: Concepts, Linkages, and Empirical Trends (Oct) 349-361 [*Gilbert.pdf*]
- + Perkins, Colombia: keystone of Latin America. Chap 21. [*PerkinsColombia.pdf*]

November 16

A new phase of globalization?

- + Moreno-Brid, Juan Carlos, et al. 2009. Economic development and social policies in Mexico. *Economy and Society* 38, 1 (February): 154-176

November 21

Rising from the semiperiphery?

- + JustCoffee
- + Fitzgerald 2011. Fair trade and micro finance “Ends and Means” [*FitzgeraldMicro.pdf*]
- + H. Brand. 2004. Fair trade and the World's Poor. *Dissent Magazine*. Summer [*Brand04*]
- + Kushner, Jacob. 2012. **A Thread of Hope**. *On Wisconsin magazine*. University of Wisconsin-Madison (winter) [*KushnerSweatshops.doc*]
<http://onwisconsin.uwalumni.com/features/a-thread-of-hope/>

November 28

Will globalization solve underdevelopment?

- + Bury Jeffrey. 2005. Mining mountains, neoliberalism, land tenure, livelihoods, and the new Peruvian mining industry. In *Environmental Planning*: vol 37. No 2. 221-235. [*BuryPeruMiineral.pdf*]
- + Brooke, James. 1991 “Peru Struggles to Digest Free-Market Reforms” [*PeruFreeMktBrooke.doc*].

November 30

Solutions?

- From Pangaea to Partnership. 2015. [*BZinAfricashort.doc*]
- Why so many shipowners find Panama’s Flag convenient. 2014 BBC. [*SouthSouthPanamaShips.doc*]
- China to invest \$50bn in Brazil infrastructure. 15 May 2015. <http://www.bbc.com/news/business-32747454> [*China\$\$Brazil.pdf*]

December 6 - Catch up & conclusions

FINAL EXAM Monday 12/11/2017 10:30 am - 12:30

“All courses offered for credit shall include a final examination given at the regularly scheduled final examination time” <https://www.registrar.arizona.edu/courses/fall-2017>

SUSTAINABILITY AND EDUCATION TLS 200

College of Education
University of Arizona

Fall 2018

Instructor: Alberto Arenas
Email: arenasa@email.arizona.edu
Office: 721 Education
Phone: (520) 626 3783
Credits: Three

Course Time: Tu/Th 9:30 AM - 10:45 AM
Classroom: Education 530
Office Hours: Th 11:00 AM - 2:00 PM, or by
appointment

Brief Course Description.

This course explores the complex web of relationships between environmental, economic, and social systems. It studies the theme of sustainability around such varied dimensions as formal education; culture; economy; urbanism; and citizenship. The course, which uses case studies from around the world, informs students about sensible public policies around social and environmental sustainability while at the same time seeks to influence personal behaviors. The course is useful for education and non-education students alike. It will include a service learning component around urban sustainability and food sovereignty.

Extended Course Description.

The sustainability movement is forging one of the fastest and most profound transformations of our time. By focusing simultaneously on ecological integrity alongside social and economic justice, sustainability is at the forefront of changing values, behaviors, and technologies both at the individual and collective levels. This course seeks to provide the foundation for a broad definition of citizenship, a citizenship that understands that one's duties extend beyond the narrow notion of civic duties (e.g., respecting traffic lights, not loitering, and voting in elections, as important as these actions are) to one of planetary duties in which we understand and account for decisions related to culture; systems (including food production); business; arts; rights; and citizenship. Simultaneously, we look at the role that formal education ought to play (and at times currently plays) in fostering a new sustainability consciousness and practice. Throughout the course, we provide a mix of theory and practice that focuses on individual behaviors, institutional strategies, and public policies that minimize our ecological footprint in the planet, support biological and cultural diversity, and promote an equitable distribution of material wealth for all individuals. The course employs case studies from around the world that may inform ways of improving sustainability issues in the United States.

Objectives.

- Analyze the complexities of the polysemous concept of “sustainability”.
- Understand the implications of sustainability for revamping formal education.
- Investigate the relationship between biological and cultural diversity.
- Study strategies that individuals can adopt to minimize their impact on the natural environment, including water and energy conservation, and being responsible consumers.
- Explore in-depth the intersection between food and community sustainability.
- Explain the relationship between environmental sustainability and economic and social justice.

Required Readings.

The four titles below are all required and they can be purchased at the University of Arizona Bookstores. The last title, Sustainable World Sourcebook, can be found in PDF format in D2L, but if you want the hard copy you can buy from the UA bookstore. In addition there are a series of articles that compliment the books.

1. Orr, David W. (2004). *Earth in Mind: On Education, Environment, and the Human Prospect*. Washington, DC: Island Press.
2. Nierenberg, Danielle. (2018). *Nourished Planet: Sustainability in the Global Food System*. Washington, DC: Island Press.
3. Worldwatch Institute. (2016). *Can a City Be Sustainable? State of the World*. Washington DC: The Worldwatch Institute.
4. Allen, Vinit and the Sustainable World Coalition. (2014). *Sustainable World Sourcebook*. Berkeley, CA: Earth Island Institute. **PDF file will be found in D2L.**

Evaluation and Assignments.

Due dates for the assignments can be found in the course outline and at the end of the syllabus.

Evaluation	Percentage	Estimation of Final Grade
Participation	10%	A = 90 - 100%
Book Review (20%) and Oral Presentation (10%)	30%	B = 80 - 89%
First Mid-Term Exam	30%	C = 70 - 79%
Second Mid-Term Exam	30%	D = 60 - 69%
TOTAL	100 %	F = 59 - below

Participation in Course.

It is expected that you will come to class having done the readings for that week and that you will come to class for all sessions. A part of participation will include

attending a fieldtrip related to food sustainability; I will provide more details on the fieldtrip during the semester. Please let the instructor know in advance if you cannot attend class on a given day. More than two unexcused absences in the semester will lower your final grade.

Book Review.

You have to do one book review of about 1,000-1,500 words (equivalent to 2- to 4- pages of text, single space) on a book of your choice. I will suggest some books but you are welcome to suggest a book as well—just make sure you clear the book with me first. See list at the end of this syllabus for books to review. The review should present the book's strengths and weaknesses and then illustrate those with examples. Make sure you include quotations from the book and the actual page number of the quotations. See at the end of this syllabus for an article on how to write excellent Book Reviews. You will turn in a first draft and then, based on my feedback, turn in a final version. In addition, you will do an oral presentation in class that should not last longer than 10 minutes (5 minutes each person). The book reviews are to be done individually, but I'm assigning two people for each book so that oral presentations are done in pairs. The actual book review will be worth 20% of your grade and the oral presentation 10%.

First draft: Thursday, October 9 (submit through D2L). Make sure you submit a Word document (not PDF or a different format) with font size 12.

Final version: Thursday, November 21

Written Exams.

There will be two exams, one mid-semester and one at the end. The exams will be done in class, individually. The exam will test your comprehension of the reading materials and lectures. It will *not* be an open book exam.

Fieldtrip.

I will organize a one-day fieldtrip with the local non-profit Iskashitaa. This will occur on a Saturday around mid-semester; I will let you know the details at the beginning of the semester.

Students with Disabilities.

Students who require special accommodations to fully participate in class activities or meet course requirements must register with the Disability Resource Center (DRC). If you qualify for services through DRC, please show your letter of accommodation to the instructor as soon as possible.

Accessibility and Accommodations.

It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Cell Phones and Pagers.

As a courtesy to the instructor and your classmates, please turn off your cell phones and/or pagers (this includes the vibration mode).

Laptop Computers and Similar Electronic Devices.

In this course you will NOT be allowed to use your laptop computer or any other electronic device while in class. So sorry!

Academic Integrity Policy.

Please read the policy regarding academic integrity and plagiarism:
deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

Nondiscrimination and anti-harassment policy.

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information.

Changes to Syllabus by Instructor.

The information contained in the syllabus is subject to change with advanced notice and at the discretion of the instructor.

SUSTAINABILITY AND EDUCATION
Course Outline and Reading List

DATE	TOPIC	ASSIGNMENT/ READINGS
FOUNDATIONS OF SUSTAINABILITY		
Aug. 21	Introduction	
Aug. 23	The problem with education	Orr, ch. 1-2
Aug. 28	The dangers of education	Orr, ch. 3-4
Aug. 30	Relating love, intelligence and virtue	Orr, ch. 5-8
Sep. 4	New words, new realities	Orr, ch. 20-21
Sep. 6	Where we are, where we need to go	Worldwatch, ch. 1 SWS, part 1
Sep. 11	Climate change and imagining a healthier and just society	SWS, part 4 Worldwatch, City Views: Freiburg and Durban
Sep. 13	Imagining the sustainable city I	Worldwatch, ch. 2-4
Sep. 18	Imagining the sustainable city I	Worldwatch, ch. 1-2
Sep. 20	Imagining the sustainable city II	Worldwatch, ch. 3-5
KEY ISSUES IN SUSTAINABILITY		
Sep. 25	Energy and Sustainability I Is coal sustainable?	SWS, Part 3 Worldwatch, ch. 10, 16
Sep. 27	Energy and sustainability II Is natural gas and fracking sustainable?	Worldwatch, ch. 6
Sep 31 SUNDAY	Prickly pear fruit harvest and preparation Bring hat, sunscreen, closed-toe shoes, and water Tohono Chul Park	8:15 am to 12:30 pm
Oct. 2	Energy and sustainability III Renewables: Solar and Wind	Worldwatch, ch. 8-9

Oct. 4	Green Buildings	Worldwatch, ch. 8-9
Oct. 9	Green Colleges <i>TURN IN FIRST DRAFT OF BOOK REVIEW</i>	Orr, Part III (not ch. 3 but Part III)
Oct. 11	Conference: North American Association for Environmental Education Conference	No class
Oct. 16	FIRST MIDTERM EXAM	Closed book Bring Blue Book
Oct. 18	Language and Biocultural Diversity	Worldwatch, ch. 17-18
Oct. 23	Nourished Planet I: Food for all Micah Hadley	Nierenberg book, Ch. 1
Oct. 25	Nourished Planet II: Food for sustainable growth	Nierenberg book, Ch. 2
Oct. 30	Nourished Planet III: Food for health	Nierenberg book, Ch. 3
Nov. 1	Nourished Planet IV: Food for culture	Nierenberg book, Ch. 4
Nov. 6	Militarism and Sustainability	Worldwatch, ch. 11
Nov. 8	Technology and Sustainability	Worldwatch, ch. 12
Nov. 13	Transportation and Sustainability	
Nov. 15	Current changes to environmental policies https://news.nationalgeographic.com/2017/03/how-trump-is-changing-science-environment/	
Nov. 20	NO CLASS (Preparation for Book Review Presentation)	
Nov. 22	NO CLASS (Thanksgiving)	
Nov. 27	Book Review	
Nov. 29	Book Review	
Dec. 4	SECOND MIDTERM EXAM	Closed book Bring Blue Book

BOOK REVIEW ASSIGNMENT

You will have to write one book review between 1,000 to 1,500 words in length (between 2 and 4 pages, single space), which is the length required by many journals for book reviews. Below you will find an essay on how to write a quality book review, followed by the scoring rubric.

Reviewing Books

FROM: Natriello, G. (2000). Reviewing books. *Teachers College Record*, 102(2), 267-270.

Scholars in all areas are called upon to review books in their specialties. Although reviewing new books in a field provides a way to keep up with the growing literature and so may be rewarding, it is time consuming and a task that many scholars avoid. Yet, if more scholars in education produced more and better book reviews, the field would benefit from these early analyses of the potential of new books. The availability of brief carefully crafted reviews allows members of a field to deal with the increasing volume of books being prepared and published.

Perhaps if there were a more general understanding of the strategy for providing a scholarly review of a new book, there would be greater willingness to prepare reviews. With this in mind, I will consider the basic elements of a book review. There can be as many approaches to reviewing a book as there are reviewers. In what follows, I do not mean to constrain reviewers from approaching the review in their own unique way; I only want to outline an approach that will work for most readers and particularly for those scholars asked to prepare their first review.

A review of a new book in a field of study should begin with basic descriptive information about the book. This information includes the title, author or authors, city of publication, publisher, year of publication, price, and total number of pages. This, of course, is followed by names and affiliation of the authors of the review. This information allows readers to locate a book if they decide to read it.

Following such introductory material, the review should provide the reader with a description of the elements of the book. These elements might include the structure of chapters and sections as well as an overall sketch of the topics covered. This material may constitute a considerable portion of the review, depending of course, on the structure of the book under review. Reviewers should keep in mind that one service they are providing is a quick and relatively easy way for readers of the review to understand the ground covered in the book. This should help readers determine whether they wish to read the entire book or a portion of the book themselves.

In addition to describing the organization of the content in the book, reviewers may also offer some discussion of the intellectual tradition in which the book is rooted. This will allow readers to know how the author of the book has located and interpreted his or her contribution. In addition to the theoretical orientation of the author in the book, in the case of books reporting on empirical investigation, reviewers should be sure to discuss the major methods employed in the studies covered in the volume.

Many reviewers conclude the discussion of the contents of a book by providing a summary of the book's contribution to the field. Books differ in the nature of the contribution they make. Some books contribute to new knowledge; others summarize existing knowledge and place it in a perspective; still others do both. Books may also apply the unique perspective or voice of an author to a particular set of issues or questions. Readers will find it useful to know what a

particular book is trying to accomplish along these lines.

A book review that is descriptive may conclude at this point. Many short reviews provide these concise descriptions of a book, and they are very helpful for scholars trying to keep informed about a broad variety of new materials.

Book reviews often go beyond the description of the contents of the book to provide some assessment of the effectiveness of the presentation and its likely impact on the field. Reviewers sometimes ask whether the reviews published by a journal can be or must be critical. Journals differ in their approach to this question with some seeking reviews that are analytic without being overtly critical and others interested in more critical readings of the books under review. Evaluative sections of book reviews take different forms depending on the nature of the book.

Books that present new empirical evidence require reviewers to pay attention to methodological issues and to let the reader know how sound the research actually is. The evaluative criteria applied by reviewers in these cases is quite similar to the criteria used in reviewing empirical research reports submitted to academic journals. Reviewers assess the breadth and depth of the evidence, the care with which it was assembled, and the connection between the available evidence and the conclusions drawn.

Sometimes authors use book projects to develop and refine their views on an established research base or to redefine the meaning of previously assembled evidence. Books that provide a new perspective on previously published evidence challenge the reviewer to understand both the evidence and the interpretation being offered, and often require the reviewer to be aware of major debates and issues in a field. In such cases reviewers can endorse or critique an author's position, and in the latter case may even offer an alternative interpretation of the evidence.

Books that center on new theoretical ideas and that aspire to influence investigators to redirect or reshape future inquiries call upon the reviewer to comment on the degree to which such attempts to influence others are sound and worthy of consideration. Readers will want to know if the reviewer was persuaded by the author's presentation.

Certain kinds of books present reviewers with special difficulties. For example, edited volumes require reviewers to deal with multiple authors presenting often disparate chapters. When these edited volumes are handbooks or large compilations, the task of the reviewer is even more difficult as he or she tries to capture a lengthy text prepared by many authors in a short review. The reviewer's critical analysis may lead to different assessments of different chapters and sections, and readers will want to know which aspects of the collection are strong and worthy of attention and which are less impressive.

SCORING RUBRIC

Below are the criteria that will be used to assess a written essay.

1. Coverage and Synthesis (70%):

- Content is complete, accurate, and persuasive
- Major points are supported by specific details and examples
- Subject vocabulary is explained
- If the book presents deficiencies, these should be highlighted
- Theoretical and practical significance of theme is rationalized

- 80% (Letter Grade A) All of the above elements adequately covered
- 70% (Letter Grade B) One of the elements above missing or incomplete
- 60% (Letter Grade C) Two of the elements above missing or incomplete
- 50% (Letter Grade D) Three of the elements above missing or incomplete
- 40-0% (Letter Grade E) Four or more of the elements above missing or incomplete

2. Rhetoric and Organization (30%)

- Written structure is coherent and clear
- Introduction provides a sufficient background on topic and previews major points
- Subsequent sections develop logically the central theme
- Logical transitions exist between sections and paragraphs
- Conclusions follow from body of paper
- Sentences are well-constructed with consistently strong and varied structure
- APA style is followed

- 20% (Letter Grade A) All of the above elements adequately covered
- 10% (Letter Grade B) Two of the above elements missing or incomplete
- 0% (Letter Grade C) Three or more of the above elements missing or incomplete

***Partly based on *Scholars Before Researchers*, by Boote & Beile, 2005**

BOOKS TO REVIEW—Fall 2018

BOOK	STUDENT # 1	STUDENT # 2
Thoreau, Henry David. (1854). Walden, or Life in the Woods.		
Caron, Rachel. (1962). Silent Spring. The 50 th edition of 2012 of Houghton Mifflin is a very nice edition.		
Reisner, Marc. (1986). Cadillac Desert: The American West and Its Disappearing Water.		
Weisman, Alan. (1998). Gaviotas: A Village to Reinvent the World. White River Junction: Chelsea Green Publishing.		
Weisman, Alan. (2007). The World Without Us.		
Gary Gardner and Gary T. Gardner (2006). Inspiring Progress: Religions' Contributions to Sustainable Development.		
Koepfel, Dan. (2008). Banana: The Fate of the Fruit That Changed the World.		
Oreskes, Naomi & Conway, Erik M. (2011). Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Global Warming.		
Taylor, Dorceta (2014). Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility.		
Williams, Freya E. (2015). Green Giants: How Smart Companies Turn Sustainability into Billion-Dollar Businesses.		
Brooke Bessesen (2018). Vaquita: Science, Politics, and Crime in the Sea of Cortez.		
<u>Melissa Bruntlett</u> and <u>Chris Bruntlett</u> (2018). Building the Cycling City: The Dutch Blueprint for Urban Vitality.		
McKenna, Maryn (2017). Big Chicken: The Incredible Story of How Antibiotics Created Modern Agriculture and Changed the Way the World Eats.		
Miller, Todd. (2017). Storming the Wall: Climate Change, Migration, and Homeland Security.		
Mallach, Alan. (2018). The Divided City: Poverty and Prosperity in Urban America.		
DeSombre, Elizabeth. (2018). Why Good People Do Bad Environmental Things. Oxford University Press.		
Hanson, Thor. (2018). Buzz: The Nature and Necessity of Bees. Basic Books		

Department of Teaching, Learning & Sociocultural Studies (TLS)
College of Education
Spring 2017

TLS 304:
Language, Culture, Race & Identity in Education
Class Meetings: Tues, Thurs 12:30pm-1:45pm, Education Building, Rm 320

Instructor: Judith Salcido, M.A.

My Office: COE 534

Office Hours: Wednesdays 1:00pm-3:00pm or by appointment

Email address: *salcidoj@email.arizona.edu*

Department of Teaching, Learning & Sociocultural Studies Position Statement on Social Justice
(Adopted March 25, 2014)

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

*We value and honor human diversity.

*We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.

*We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.

*We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.

*We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.

*Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macroaggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

Course Description:

This course will focus on how language, culture, race/ethnicity impact the construction of identity in students, schools, and society. The central question for the course is: How have individuals and communities been privileged, excluded, and/or silenced in our society and schools based on language, culture, race/ethnicity? We will study the ways in which power operates in society and in education to reproduce structures of privilege, inequality and oppression.

Course Orientation & Goals:

As this course centers around issues of race, language, culture, and identity in education, it is critical to engage voices of those marginalized and oppressed as well as those privileged by the workings of power and dominance in society. It is going to be important that we engage not only from the brain, but also from the heart. Thus, we will be hearing from, listening to, and working with diverse perspectives in various forms – traditional Western academic readings, narratives, film, guest speakers, interviews, media (both mainstream and independent), music, art, etc. Please feel free to bring topics/issues with which you are familiar and/or topics/issues with which you would like to explore and deepen your understanding.

The course will combine lecture, small-group and whole-class discussions of readings, individual and collaborative research, student presentations, etc. Our emphasis is participatory. Please use all activities to share your thoughts and sense-making, to learn from each other, and to grow as a human being. We will all depend upon each other for encouragement, questions, suggestions, and insight to realize more fully and profoundly our humanity through our experience.

Required Readings:

All required readings will be posted on the TLS 304 D2L site. Readings are subject to change throughout the semester in response to class experience and needs.

Teaching Philosophy

This class will practice Paulo Freire's educational philosophy of critical consciousness (Freire, 1970; 1998), a sociopolitical tool of transformational education that creates, engages and encourages a learning community, a space for participation, where all participate and learn to critically question and reflect together.

Sources:

Freire, Paulo. *Pedagogy of the oppressed*. New York: Herder and Herder, 1970.

Freire, Paulo. *Pedagogy of freedom: ethics, democracy, and civic courage*. Critical perspectives series. Lanham: Rowman & Littlefield Publishers, 1998.

Course and University Policies

Attendance and Tardiness (please read carefully)

I understand that there are certain circumstances in which students cannot make it to class. Students will be allowed two excused absences. After that, your final grade will be lowered one grade. **Arriving to class more than 10 minutes late will be counted as an absence. After five absences, you will be asked to drop the course.** There are only three exceptions to this policy:

- (1) Holidays or special events observed by organized religions for those students who show affiliation with that particular religion.
- (2) Medical or health emergencies (you must provide a doctor's note).
- (3) Absences pre-approved by the UA Dean of Students (or Dean's designee).

*Note to student athletes: You must provide me with your game or competition travel schedule before each class you will miss.

Incompletes (please read carefully)

University of Arizona policy states that a grade of **I** may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. If you do need an incomplete, you must inform me of this by **May 2** and must have completed all coursework except the final exam. Students who receive incompletes can expect to earn only a grade of B or below.

Student Conduct

General expectations for student conduct are described on the U of A website on academic policies (<http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct>). Beyond these expectations, a passing grade in this course assumes regular and on-time attendance, reading the assigned chapters, articles, or handouts before class, participation in class discussions, and attentiveness to and respect for the instructor, guest speakers, and fellow students.

Technology devices Students are expected to be attentive and participate in class discussions/lectures etc. Therefore, please turn off or put away cell phones during class. We will use laptops during class but only when asked to do so by the instructor.

Plagiarism

Section 5-308 of the University of Arizona Student Code of Conduct forbids all forms of student academic dishonesty, including but not limited to, (1) cheating, fabrication, facilitating academic dishonesty and plagiarism as set out and defined in the Student Code of Conduct, ABOR Policy 5-308-E.6, E.10, and F.1; (2) Submitting an item of academic work that has previously been submitted without fair citation of the original work or authorization by the faculty member supervising the work; (3) Violating required professional ethics rules contained or referenced in the student handbooks (hardcopy or online) of undergraduate or graduate programs, or professional colleges. For more information and a list of possible sanctions, please see the U of A's webpage on student academic conduct expectations and the Code of Academic Integrity (<http://deanofstudents.arizona.edu/policiesandcodes/codeofacademicintegrity>).

Students with Disabilities

It is university policy to provide reasonable accommodation(s) to students with disabilities, as required by law to ensure equal access to educational opportunities, programs, services, and activities in the most integrated settings. In general, it is the responsibility of the students to make their disability status and subsequent need for an accommodation known (<http://drc.arizona.edu/ada/accommodation.html>). If you need accommodations, please communicate this to us and we will do our best to meet your needs.

Equity

The College of Education joins in the University of Arizona's commitment to an environment free of discrimination, harassment and retaliation based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or other protected characteristics. If you have questions or concerns about possible discrimination or harassment, please contact the University's Office of Institutional Equity, 520-621-9449, <http://equity.arizona.edu>.

STATEMENT OF PRINCIPLES OF MULTICULTURAL EDUCATION

Program in Language, Reading and Culture
University of Arizona

The term "multicultural education" expresses the essential mission of the program and the university. Multicultural education is not just "about" certain subjects; it does not merely offer "perspectives" on education. It is an orientation to life, one that values diversity of viewpoints and experiences and sees people as valuable contributors to the experience of school and society. Life in universities is a self-consciously multicultural experience, from the varieties of cultural, linguistic and religious backgrounds represented in it to the full spectrum of ideas and disciplinary traditions that compose the community of scholars. Our recognition of this central tenet leads us to commit ourselves to the following general principles.

- Learners bring a variety of linguistic and cognitive strengths from their families and communities into the classroom; these strengths are to be appreciated as such by educators.
- Education must expand on the linguistic and cognitive strengths that learners already possess and bring them to the classroom, rather than ignore or try to replace them with others.
- Respect and appreciation for cultural and community knowledge means that universities serve the interest of education when they allow for an exchange of views, rather than rely exclusively on a transmission model of instruction.
- We recognize the existence of a variety of communities – each with its own voice and interests – both within and outside the university; a broad education offers both the opportunity to hear and study as many of these voices as possible. Such an accommodation must include those communities that have traditionally been excluded or underrepresented in the university.

Recognition of the validity of these general principles must be reflected in our courses, our relations with students, staff, and other faculty members and in the community life of the Department.

Course Requirements and Assignments

1. Attendance & Participation (15 points)

This course relies heavily on everyone's participation during class time. Participation is a critical part of this course; each student will be expected to be prepared, involved, engaged, and respectfully willing to participate by listening and sharing thoughts, ideas, reflections, experiences, analysis, etc.

Participation is also defined as being actively engaged by having completed assignments before each class session.

2. Journals: (Ungraded)

The journal is yours, for your use and benefit. Bring your journal (a small notebook is fine) with you each class session. We will spend the last 5 minutes of each class writing in the journal. Use it to record any thoughts, questions, things that were or were not clear, ideas, things to follow up on, notes, networking, connections, ideas for project, etc. ***This journal is not to turn in, and will not be graded.*** You may use it to communicate with me if you would like my feedback about something, in which case you may give it to me and I will return it to you the next class session.

3. Media Watch (15 points; 1 point per post). ***Due on D2L Discussions every Thursday by 11:00am. 1 page maximum.***

Objective: Media Watch posts are intended for students to think critically and interact with media in relationship to issues of language, race, culture, and identity in education. The content and form of the media can be the student's choice. Examples include a video, a newspaper article, an article from a scholarly journal, a news story, social media*, etc.

*Please be advised that if you choose a social media post, such as a Facebook post or Twitter, be sure to black out the names of individuals in order to protect their identities.

Information you must provide in Media Watch post:

- 1) Give a link for the website and where you found the information.
- 2) Provide a one-page explanation telling us why you are posting this Media Watch – what does it mean to you, what are the connections, continuities, discontinuities, challenges raised, etc. that you are seeing between your own experiences, the issues of this class and the media you are choosing to share.
- 3) Be prepared to discuss your Media Watch in class.

4. Language, Race, Culture & Identity Search & Response papers (20 points; 5 points per paper)

Objective: The LRCI Inquiry papers are meant to help students develop an understanding of their own personal sense of identity regarding culture(s), language(s), race(s), and identity(ies). This assignment requires students to critically engage with these topics and develop questions that may not have been asked before, in their lifetime or even intergenerationally within family and community.

The LRCI Inquiry papers are due on D2l after each topic (Language, Culture, Race, Identity) is discussed. Please see course outline for due dates. 1-2 page maximum, single-spaced. See Class Schedule for due dates.

5. Attend TLS Colloquy Keynote Speech (5 points)

On February 23, we will not have class due to the 30th Annual TLS Colloquy. However, you will be required to attend one of the keynote speaker's presentations and write a short 1-2 page (double-spaced) summary on their presentation. **Due February 28th on D2L.**

This year we are fortunate to have **Dr. Antwi Akom** an Associate Professor in the Department of Africana Studies and an affiliated faculty in Educational Leadership at San Francisco State University. Themes of Dr. Akom's Research: Recognized expert on the green economy, climate justice, racial inequality, participatory technology/GIS mapping, sustainable development, and educational equity.

We are also fortunate to have **Dr. Michelle Fine**, Distinguished Professor of Psychology, Urban Education and Women's Studies at the Graduate Center of the City University of New York and Chair of Social/Personality Psychology program. A social psychologist, her primary research interest is the study of social injustice: when injustice is perceived or appears simply fair or deserved, when it is resisted, and how it is negotiated by those who pay the most serious price for social inequities. She studies these issues in her work with public high schools, prisons, and youth in urban communities. Themes of Dr. Fine's Research: Educational Justice & Injustice, Critical Feminist Methodology, Critical Psychology, Charter School/Privatization, Critical Participatory Action Research-Youth, School to prison pipeline.

*Specific time frames for each of these sessions will be announced closer to the Colloquy date.

6. Attend Brown Bag Event on Teaching for Social Justice (5 points)

On Tuesday, March 28th, students will be required to attend one of the TLS Brown Bag sessions on Exploring Research in Progress. Dr. Shirley and myself will present our current research with student teachers who experiment with teaching for social justice.

Students will be asked to come prepared with questions for the presenters and will turn in a short, 1-2 page inquiry paper reflecting on their experience of the session and any thoughts or questions regarding teaching for social justice. **Due March 30th on D2L.**

7. Final Project (40 points)

The Final Project will be a research or field work project of your choice related to the course and will be presented to the class at the end of the semester. Students can work on projects individually, in pairs, or small groups (3-4 people).

The format of the **Final Project** will include:

- **Project Proposal** (5 points): Describe what you/you and your group members are interested in researching, your potential research question/s, how you will approach your research, and how your research is related to the topics presented in this course (1-2 pages, double-spaced, reference page). **Due March 9th by 12pm on D2L.**
- **Presentation** (15 points): Students will give a 10-minute, in-class presentation (i.e., PowerPoint, VoiceThread, Prezi, etc.) on their final project. The presentations will be **submitted on D2L on May 1st by 5pm**
- **Final Project Summary** (20 points): Students will write a 3-5 page summary addressing how their final project engages the ideas and issues central to this course, **submitted to D2L on May 10th by 4pm.**

*Note: For group projects, each student in the group receives the grade given to the group as a whole.

Grading Criteria

Attendance and Participation	15 points
Media Watch	15 points
LRCI Search & Response papers	20 points
TLS Colloquy Summary	5 points
Brown Bag Summary	5 points
<u>Final Project</u>	<u>40 points</u>
TOTAL	100 points

A = 91-100 C = 71-80 E = Below 61
B = 81-90 D = 61-70

Note: *Information contained in this syllabus with the exception of the attendance and grading policies may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor and the needs of the class.*

Course Content Disclaimer

This course may contain content that do not fall within your moral, political or religious belief systems. You are not required to agree with, or subscribe to, the ideas presented in this course. However, in the interests of meeting the course objectives, you will be expected to engage with the course content thoughtfully and respectfully, based on the prompts provided. You will have opportunities to articulate WHY you agree/disagree with the content within a larger social context (beyond one's personal ideologies). You are encouraged to make the course content relevant to you. Your responses, however, whether positive or negative, must maintain respect for others in the course and varying perspectives. Some of the themes and issues in the course may challenge students' existing beliefs, which can be an emotionally challenging experience. Instructors will make every effort to maintain a respectful and safe climate; however, discomfort with certain ideas is expected, and students should be open to these new ideas and perspectives.

**University of Arizona/College of Education
Department of Teaching, Learning & Sociocultural Studies – Spring 2019**

**TLS 307
Youth Activism in Social Movements**

Instructor:	Dr. Julio Cammarota	Co-Instructor:	Elizabeth Gaxiola
Class Location:	College of Education, Room 530	Email:	egaxiola@email.arizona.edu
Schedule:	Mondays and Wednesdays, 12:30-1:45pm	Office Hours:	By appointment
Email:	julioc@email.arizona.edu		
Office:	College of Education, 507		
Office Hours:	By appointment		

Overview of Course Expectations & Assignments

Introduction

Throughout history, social movements have been essential for advancing human rights and challenging oppressive regimes. From China, South Africa to the United States, there have been critical movements that have expanded the practice of democracy and given hope to the many who live in fear of being a victim of injustice. Speaking up and protesting various forms of oppression has often been met with repressive actions on the part of authoritative nation/states. Therefore, many have tempered their resistance to avoid state repression and thus persecution. History reveals that the younger generation finds the courage to stand up and become the initial catalyst sparking social movements across the globe. For instance, Nelson Mandela in his early twenties co-founded the African National Congress (ANC) Youth League with the belief that the mass mobilization needed to overturn Apartheid in South Africa would happen primarily through the politicization and actions of young people. It took several generations of youth but eventually Apartheid was toppled and replaced with a more democratic government providing equal rights and justice for Black South Africans. The ANC Youth League is but one example of many throughout history: the Little Rock 9 in the US Civil Rights Movement; Chinese students' protest for democracy in Tiananmen Square; youth activism in Arab Spring protests; and student actions in Tucson's Ethnic Studies movement. Documentation of these and other social movements tend to underestimate the important role of youth in bringing about social change. Furthermore, often forgotten or not acknowledged is the leadership and contributions of young women and LGBTQ youth in these struggles. Whether analyzing movements at the global, national or local levels, it is the most marginalized youth (youth of color, young women and LGBTQ youth) who have been active participants with striving for justice.

Course Objective

- Learn the history of youth involvement in social movements within global, national and local contexts
- Understand the commonalities and differences in the methods used by youth to bring about change
- Focus on the leadership and contributions of the most marginalized youth (youth of color, young women, and LGBTQ youth)

- Connect with youth activist organizations at the national and local levels

Course Requirements

- *Participation*

This course is based on individual as well as group commitment throughout the semester. It is expected that each participant will attend and come prepared for every class. This class is a dynamic and collective creation, therefore your thoughtful input in discussion and dialogue is critical to its success. Participation, attendance, and creating a mutually respectful environment are shared and mandatory responsibilities.

- *Artifacts*

It is your responsibility to bring in an artifact (essay, poem, artwork, photo, video, music, or object) in response to the assigned reading/video and bring it to class the day the reading/video will be discussed. The artifact is a springboard for you to voice your thoughts in class discussions. You should keep your artifacts, with appropriate dates, in a portfolio. I will review the portfolios at the end of the semester for grading purposes. The evaluation will be based on the quality of your ideas and critical engagement with the readings/videos.

- *Reflection*

Each student will write a two-page reflection on three different methods that youth utilize in their activism. For example, using photography as a method of mobilizing a movement. Please draw from course readings/videos when developing your responses. In addition, briefly state the method(s) you would use to mobilize support for actions in favor of or against a contemporary issue or problem. Students must use their reflections to develop a short presentation for their classmates.

- *Final Project*

Using the case studies and what you have learned in class, you will write a 5-8-page paper proposing a student movement of your choice. For example, consider a topic that you are passionate about and how you would like to bring awareness and change in your community. Think of the ways in which community involvement and activism connect to result in action. Include the following three stages on your project:

1) Planning

- What is your objective?
- What is the name and cause of your movement?
- What is your strategic plan to mobilize the campus and community, while sustaining support?
- Who are you going to align with to support your student movement?
- Which resources will you utilize?
- How will you fund your movement?
- Calendar of when you will hold meetings, start your movement, etc.?

As part of the planning stage you are required to speak/interview a person of interest of an organization you are proposing on your student movement. For example, if your movement is on police brutality, contact someone from the “Black Lives Matter” movement. Your interview questions could be the following: How are youth involved in your movement? How were you able

to mobilize youth in your movement? Who are the young activist in your movement? Make all efforts to contact the young activist for an interview. Other potential issues could be separation of families/deportations, LGBTQ+, etc.

2) Promotion

- How would you go about reaching out to the community?
- Are you going to pre-advertise your movement?
- What mediums will you utilize to display information about your movement? Is there anything significant about the way you are displaying information? Ex. Using social media to bring awareness.

3) Action

- How will you execute your student movement?
- Where will you execute demonstrations/meetings etc.?
- Consider acts of resistance to your student movement, how will you navigate opposition to your movement?
- How will you educate and gain support from the opposition?
- What will you do to leave a lasting impact of your movement? Ex. Ben’s Bells Project and the “Be Kind” murals in schools.

If you prefer, you can work in pairs of two. Be creative and have fun with your final project!

Grading Structure

Attendance & participation	25
Artifact Assignments (10), 2.5 points each	25
Reflection Paper on different methods of activism	20
Final Paper	30
Extra Credit (2.5 pts-Artifact #11)	

Total Points

100 pts.

TLS 495a (Spring 2019): Course Schedule

January, Activism at a Global Level

Wed 9 Introduction to the Course

Mon 14 Apartheid Divestment

Readings:

Posel, D. (2013). The ANC youth league and the politicization of race. *Thesis Eleven*, 115(1), 58-76

<file:///T:/temp/Downloads/ANC%20Youth%20League,%20Posel,%20D.%20.pdf>

Videos:

“Take a Stand Student Activism in South Africa”

https://www.youtube.com/watch?time_continue=1&v=wCW3DqzopsM

“Berkeley Anti-Apartheid Movement:

<https://vimeo.com/156597542>

“How Students Helped End Apartheid (The UC Berkeley protest that changed the world)”

<https://www.universityofcalifornia.edu/news/how-students-helped-end-apartheid>

Wed 16 Artifact #1 assignment due

Mon 21 No class, observance of Martin Luther King, Jr.

Wed 23 Artifact #2 Assignment due on a global/national human rights issue, selected by student.

Mon 28 Tlatelolco Massacre and Educational Reform Mexico, 2012 (teacher protests)

Readings:

“50 Years After a Student Massacre, Mexico Reflects on Democracy”

<https://www.nytimes.com/2018/10/01/world/americas/mexico-tlatelolco-massacre.html>

“Discrimination against Indigenous Peoples in Mexico”

<http://www.revistascisan.unam.mx/Voices/pdfs/7404.pdf>

“Analysis: Mexico’s much-needed education reform hurdles”

<https://www.reuters.com/article/us-mexico-education-idUSBRE91P0WU20130226>

Videos:

Mexico: The Tlatelolco Massacre, 50 Years On

<https://www.youtube.com/watch?v=0V-KbX3VPNM&feature=youtu.be>

Video: Education System Overhaul Mexico
<https://www.youtube.com/watch?v=zUjRi2-KEho>

Wed 30 Artifact #3 assignment due

February, Activism at a Global Level

Mon 4 Land/Water Rights

Readings:

“Improving Access to Land and Strengthening Women’s Land Rights in Africa”, Odeny, M.
<file:///T:/temp/Downloads/Improving%20Access%20to%20Land%20and%20Strenthing%20Women's%20Land%20Rigts%20in%20Africa,%20M.%20Odeny1.pdf>

“Rural Youth and Access to Land”

<file:///T:/temp/Downloads/Rural-Youth-and-Access-to-Land.pdf>

“What Land Means to Youth”

file:///T:/temp/Downloads/what_land_means_to_youth_english_2013.pdf

Videos:

13 year old water activist is nominated for a children’s peace prize

<https://www.greenmatters.com/news/2017/10/20/Z1RJkHN/13-year-old-water-activist-is-nominated-for-a-childrens-peace-prize>

Wed 6 Artifact #4 assignment due

Mon 11 Language Rights

Readings:

“Orientations in Language Planning”, Ruiz, R.

<file:///T:/temp/Downloads/Orientations%20in%20Language%20Planning,%20Ruiz.%20R..pdf>

Youth Engaging Language Policy and Planning: Ideologies and Transformations from Within,

file:///T:/temp/Downloads/Phyak-Bui2014_Article_YouthEngagingLanguagePolicyAnd.pdf

Videos:

Protests for Language rights by Tibetans Students in Tibet

https://www.youtube.com/watch?time_continue=1&v=77HXZb5bWkM

Wed 13 Artifact #5 assignment due

Mon 18 Murdered and Missing Indigenous Women

Readings:

“Métis teen activist and athlete speaks out for missing and murdered indigenous women”
<https://blog.malala.org/m%C3%A9tis-teen-activist-and-athlete-speaks-out-for-missing-and-murdered-indigenous-women-7c34b7eaab55>

“Dancing for the forgotten: Activist wins award for missing, murdered Indigenous women advocacy work”
<https://www.theglobeandmail.com/news/british-columbia/dancing-for-the-forgotten-activist-wins-award-for-missing-murdered-indigenous-women-advocacy-work/article37260605/>

“Faceless Dolls bring awareness to missing, murdered aboriginal women”
<https://www.cbc.ca/news/canada/saskatchewan/faceless-dolls-bring-awareness-to-missing-murdered-aboriginal-women-1.2816155>

“Disposable Red Woman art lays corpse in Calgary Streets to depict brutal reality facing Indigenous women”
<https://thefirstnationscanada.com/2017/08/disposable-red-woman-art-lays-corpse-in-calgary-streets-to-depict-brutal-reality-facing-indigenous-women-2/>

“Facebook page: Disposable Red Woman Art”
<https://www.facebook.com/cbc/videos/10155709269903000/>

Videos:

Raising awareness of missing and murdered indigenous women through song
<https://www.bing.com/videos/search?q=songs+Missing+And+Murdered+Women+In+Canada&&view=detail&mid=E1350F38A08C65C364AFE1350F38A08C65C364AF&&FORM=VRDGA R>

The Red Dress Project
<https://www.youtube.com/watch?v=wSnC8H5gRSA>

Walking with our sisters: Art installation
<https://www.youtube.com/watch?v=1V-4hnW79H0>

Canada’s missing and murdered Indigenous women
<https://www.bing.com/videos/search?q=Young+Activists+Missing+And+Murdered+Women+Of+Canada&&view=detail&mid=852984C87D69A6AA0F8E852984C87D69A6AA0F8E&&FORM=VRDGAR>

Other optional readings/videos:

“Unsettling spaces: Grassroots Responses to Canada’s missing and murdered Indigenous women during the Harper government’s years”
<https://www.tandfonline.com/doi/full/10.1080/14775700.2016.1267311>

Our Sister in Spirit

<https://www.youtube.com/watch?v=zdzM6krfaKY>

Building on the legacy of the NWAC Faceless Doll Project

https://www.nwac.ca/wp-content/uploads/2015/05/2012_Building_on_the_Legacy_of_NWAC_Faceless_Doll_Project.pdf

February 14th Annual Women's Memorial March runs through DTES

https://www.youtube.com/watch?v=4_sdx9S4nCo

Wed 20 Artifact #6 assignment due

Mon 25 LGBTQ+

Readings:

“Being young and LGBT, what could be worse?” Analysis of youth LGBT activism in Indonesia: challenges and ways forward”

<file:///T:/temp/Downloads/Being%20young%20and%20LGBT%20what%20could%20be%20worse%20Analysis%20of%20youth%20LGBT%20activism%20in%20Indonesia%20challenges%20and%20ways%20forward1.pdf>

“Lesbian, Gay, Bisexual, and Transgender (LGBT) Youth in the Global South”

<file:///T:/temp/Downloads/lesbian-gay-bisexual-and-transgender-youth-in-the-global-south.pdf>

Videos:

Shh! Silence Helos Homophobia-LGBT Youth Scotland

<https://www.bing.com/videos/search?q=LGBT+Youth+Dance&&view=detail&mid=150FED36065E2FAFCB18150FED36065E2FAFCB18&&FORM=VRDGAR>

LGBT Rights - Homosexuality is not an illness nor a crime

https://www.youtube.com/watch?v=nz_mPGTeKoI

Supreme Court Strikes Down Sodomy Law:

https://www.youtube.com/watch?time_continue=48&v=GmRTigjA6W8

Optional:

Russia’s “Gay Propoganda” Law Imperils LGBT Youth

<https://www.hrw.org/report/2018/12/11/no-support/russias-gay-propaganda-law-imperils-lgbt-youth#>

Kevin Fret: Rapper shot to death in Puerto Rico at 24

<https://www.cnn.com/2019/01/11/americas/kevin-fret-gay-rapper-dead-scli-intl/index.html>

Wed 27 Artifact #7 assignment due

March, Activism at a National Level

Spring break March 4-8

Mon 11 Civil Rights

Readings:

“Lighting the fires of freedom”

<file:///T:/temp/Downloads/african%20am%20women%20civil%20rights.pdf>

“Civil rights photography”

<file:///T:/temp/Downloads/civil%20rights%20photography.pdf>

“Ella Baker as I knew her: She trusted youth!”

<file:///T:/temp/Downloads/Ella%20Baker%20Youth.pdf>

“Black women activists and the student nonviolent coordinating committee: The case study of Ruby Doris Smith Robinson”

<file:///T:/temp/Downloads/Women%20in%20SNCC.pdf>

“Womanpower and SNCC”

[file:///T:/temp/Downloads/womanpower%20sncc%20\(1\).pdf](file:///T:/temp/Downloads/womanpower%20sncc%20(1).pdf)

“The women of SNCC: Struggle, sexism, and the emergence of feminist consciousness, 1960-66”

[file:///T:/temp/Downloads/sncc%20women%20\(2\).pdf](file:///T:/temp/Downloads/sncc%20women%20(2).pdf)

Videos:

Little Rock

<https://www.youtube.com/watch?v=xERXusiEszs>

Jim Crow and America’s Racism Explained

https://www.youtube.com/watch?v=2_gOtZ--4WE

Wed 13 Artifact #8 assignment due

Mon 18 Feminist Movement

Reflection paper due

Readings:

“#freethenipple – digital activism and embodiment in the contemporary feminist movement”

<file:///T:/temp/Downloads/freethenipple%20digital%20activism%20and%20embodiment%20in%20the%20contemporary%20feminist%20movement.pdf>

“Virtual Feminism”

<file:///T:/temp/Downloads/Virtual%20Feminisms.pdf>

“Women of a certain age, second wave feminists reflect back on 50 years of struggle in the United States”

<file:///T:/temp/Downloads/Women%20of%20a%20certain%20age,%20Second%20wave%20feminists%20reflect%20back%20on%2050%20years%20of%20struggle%20in%20United%20States.pdf>

Videos:

When

https://www.youtube.com/watch?time_continue=8&v=WfOIqL7RTVs

Meet the feminist artful vandal: Miss Me

<https://www.youtube.com/watch?v=WO1taCi7gFM>

Wed 20 Artifact #9 assignment due

Mon 25 LGBTQ+ Movement

Readings & Videos: TBA

Wed 27 Artifact #10 assignment due

April, Activism at a Local Level

Mon 1 Ethnic Studies Movement

Readings & Videos: TBA

Wed 3 Artifact #11 assignment due (Extra Credit 2.5 points)

Mon 8 Border/Immigration Movements

Readings & Videos: TBA

Wed 10 Guest Speaker

Mon 15 Indigenous Movements

Readings & Videos: TBA

Wed 17 Guest Speaker

Mon 22 Educational Movement

Readings & Videos: TBA

Wed 24 Summary, Wrap Up

Mon 29 Final Presentations

May

Wed 1 Final Presentations, **last day of class.**
Final Paper Due

Overview of Course Rules, Procedures and Policies

Attendance/Participation Policy (please read carefully). Participation means coming to class on time, prepared and contributing regularly to class discussions and activities. It is my policy to deduct 1 point per absence. Four absences (2 weeks) will automatically reduce your grade by one letter. After six absences, I will drop you from the class. There are only three exceptions to this policy:

- Holidays or special events observed by organized religions for those students who show affiliation with that particular religion.
<http://policy.arizona.edu/human-resources/religious-accommodation-policy>.
- Medical or health emergencies (please note: you must provide documentation).
- Student-athletes who miss class because of out-of-town competition. However, please note that University of Arizona policy requires that student-athletes provide their instructors with official written prior approval from the Office of the Dean of Students in advance of any classes they will miss due to team travel for competition. I will make accommodations for any missed class work, quizzes or assignments but you must provide me with the written approval ahead of time, otherwise your absence will be considered unexcused. <http://arizona ftp.sidearmsports.com/pdf/2013-14 StudentHandbook Update.pdf>

Tardiness. Please come to class on time. It is my practice to begin classes immediately, rather than waiting until everyone has arrived. Because each class meets for only 1 hour and 15 minutes, if you are more than 30 minutes late to a class, this will constitute a full absence.

Policy on late assignments. I appreciate receiving assignments on time. I also realize that life and unforeseen circumstances intervene on occasion. I accept late assignments but I have two conditions:

- Any late assignments will receive only half credit.
- You must submit the late assignment within one week of its original due date. I will not accept any late assignments after 7 days. There are no exceptions to this policy.

Disruptive Behavior in an Instructional Setting. “Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor’s appropriate classroom rules or instructions, or interferes with the normal operations of the University. Instructional rules may include, but not be limited to, prohibitions on cell phone use, refusing to be seated, talking during lectures, sleeping, eating, newspaper reading, entering the classroom late or leaving early without authorization, etc.
<http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting>

Finally, cell phones must be put away unless their use is required for a class activity. Similarly, laptop computers are fine IF you are taking notes, reading D2L assignments, or looking up something on the internet related to the course. Surfing through Facebook, other internet sites, or reading your email during class is not appropriate (it is also disrespectful).



Incompletes. The University of Arizona’s policy on the granting of an incomplete is quite strict. I intend to follow it <https://www.registrar.arizona.edu/grades/incomplete-i-grade>:

"The grade of **I** may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of **I** is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than **I** must be assigned."

Academic Integrity. Students are expected to adhere to the Code of Academic Integrity, which addresses issues such as cheating, fabrication, facilitating academic dishonesty, and plagiarism. The Code of Academic Integrity can be found on the Dean of Students website:

<http://deanofstudents.arizona.edu/codeofacademicintegrity>

Plagiarism: Cheating, fabrication, facilitating academic dishonesty, and plagiarism is defined in the Student Code of Conduct, ABOR Policy 5-308-E.6, E.10, and F.1. Plagiarism typically means attributing and submitting an item of academic work that is not your own, but for which you have taken credit. In some cases, it also means not citing primary or secondary sources in your written academic work. My experience is that most students submit work in good faith, but may not know how to cite their sources. If you have questions about citation styles, please be sure to ask me (do not be shy, I consider helping you to avoid possible plagiarism is part of my job). However, if you hand in a written assignment without proper citations, I will ask you to redo it. If you would like more information about plagiarism and how to avoid it, the Strategic Alternative Learning Techniques (SALT) Center (1010 N. Highland Avenue, 621-1242) provides a useful definition at its website:

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**University of Arizona/College of Education
Department of Teaching, Learning & Sociocultural Studies – Spring 2019**

**TLS 307
Youth Activism in Social Movements**

Instructor:	Dr. Julio Cammarota	Co-Instructor:	Elizabeth Gaxiola
Class Location:	College of Education, Room 530	Email:	egaxiola@email.arizona.edu
Schedule:	Mondays and Wednesdays, 12:30-1:45pm	Office Hours:	By appointment
Email:	julioc@email.arizona.edu		
Office:	College of Education, 507		
Office Hours:	By appointment		

Overview of Course Expectations & Assignments

Introduction

Throughout history, social movements have been essential for advancing human rights and challenging oppressive regimes. From China, South Africa to the United States, there have been critical movements that have expanded the practice of democracy and given hope to the many who live in fear of being a victim of injustice. Speaking up and protesting various forms of oppression has often been met with repressive actions on the part of authoritative nation/states. Therefore, many have tempered their resistance to avoid state repression and thus persecution. History reveals that the younger generation finds the courage to stand up and become the initial catalyst sparking social movements across the globe. For instance, Nelson Mandela in his early twenties co-founded the African National Congress (ANC) Youth League with the belief that the mass mobilization needed to overturn Apartheid in South Africa would happen primarily through the politicization and actions of young people. It took several generations of youth but eventually Apartheid was toppled and replaced with a more democratic government providing equal rights and justice for Black South Africans. The ANC Youth League is but one example of many throughout history: the Little Rock 9 in the US Civil Rights Movement; Chinese students' protest for democracy in Tiananmen Square; youth activism in Arab Spring protests; and student actions in Tucson's Ethnic Studies movement. Documentation of these and other social movements tend to underestimate the important role of youth in bringing about social change. Furthermore, often forgotten or not acknowledged is the leadership and contributions of young women and LGBTQ youth in these struggles. Whether analyzing movements at the global, national or local levels, it is the most marginalized youth (youth of color, young women and LGBTQ youth) who have been active participants with striving for justice.

Course Objective

- Learn the history of youth involvement in social movements within global, national and local contexts
- Understand the commonalities and differences in the methods used by youth to bring about change
- Focus on the leadership and contributions of the most marginalized youth (youth of color, young women, and LGBTQ youth)

- Connect with youth activist organizations at the national and local levels

Course Requirements

- *Participation*

This course is based on individual as well as group commitment throughout the semester. It is expected that each participant will attend and come prepared for every class. This class is a dynamic and collective creation, therefore your thoughtful input in discussion and dialogue is critical to its success. Participation, attendance, and creating a mutually respectful environment are shared and mandatory responsibilities.

- *Artifacts*

It is your responsibility to bring in an artifact (essay, poem, artwork, photo, video, music, or object) in response to the assigned reading/video and bring it to class the day the reading/video will be discussed. The artifact is a springboard for you to voice your thoughts in class discussions. You should keep your artifacts, with appropriate dates, in a portfolio. I will review the portfolios at the end of the semester for grading purposes. The evaluation will be based on the quality of your ideas and critical engagement with the readings/videos.

- *Reflection*

Each student will write a two-page reflection on three different methods that youth utilize in their activism. For example, using photography as a method of mobilizing a movement. Please draw from course readings/videos when developing your responses. In addition, briefly state the method(s) you would use to mobilize support for actions in favor of or against a contemporary issue or problem. Students must use their reflections to develop a short presentation for their classmates.

- *Final Project*

Using the case studies and what you have learned in class, you will write a 5-8-page paper proposing a student movement of your choice. For example, consider a topic that you are passionate about and how you would like to bring awareness and change in your community. Think of the ways in which community involvement and activism connect to result in action. Include the following three stages on your project:

1) Planning

- What is your objective?
- What is the name and cause of your movement?
- What is your strategic plan to mobilize the campus and community, while sustaining support?
- Who are you going to align with to support your student movement?
- Which resources will you utilize?
- How will you fund your movement?
- Calendar of when you will hold meetings, start your movement, etc.?

As part of the planning stage you are required to speak/interview a person of interest of an organization you are proposing on your student movement. For example, if your movement is on police brutality, contact someone from the “Black Lives Matter” movement. Your interview questions could be the following: How are youth involved in your movement? How were you able

to mobilize youth in your movement? Who are the young activist in your movement? Make all efforts to contact the young activist for an interview. Other potential issues could be separation of families/deportations, LGBTQ+, etc.

2) Promotion

- How would you go about reaching out to the community?
- Are you going to pre-advertise your movement?
- What mediums will you utilize to display information about your movement? Is there anything significant about the way you are displaying information? Ex. Using social media to bring awareness.

3) Action

- How will you execute your student movement?
- Where will you execute demonstrations/meetings etc.?
- Consider acts of resistance to your student movement, how will you navigate opposition to your movement?
- How will you educate and gain support from the opposition?
- What will you do to leave a lasting impact of your movement? Ex. Ben’s Bells Project and the “Be Kind” murals in schools.

If you prefer, you can work in pairs of two. Be creative and have fun with your final project!

Grading Structure

Attendance & participation	25
Artifact Assignments (10), 2.5 points each	25
Reflection Paper on different methods of activism	20
Final Paper	30
Extra Credit (2.5 pts-Artifact #11)	

Total Points

100 pts.

TLS 495a (Spring 2019): Course Schedule

January, Activism at a Global Level

Wed 9 Introduction to the Course

Mon 14 Apartheid Divestment

Readings:

Posel, D. (2013). The ANC youth league and the politicization of race. *Thesis Eleven*, 115(1), 58-76

<file:///T:/temp/Downloads/ANC%20Youth%20League,%20Posel,%20D.%20.pdf>

Videos:

“Take a Stand Student Activism in South Africa”

https://www.youtube.com/watch?time_continue=1&v=wCW3DqzopsM

“Berkeley Anti-Apartheid Movement:

<https://vimeo.com/156597542>

“How Students Helped End Apartheid (The UC Berkeley protest that changed the world)”

<https://www.universityofcalifornia.edu/news/how-students-helped-end-apartheid>

Wed 16 Artifact #1 assignment due

Mon 21 No class, observance of Martin Luther King, Jr.

Wed 23 Artifact #2 Assignment due on a global/national human rights issue, selected by student.

Mon 28 Tlatelolco Massacre and Educational Reform Mexico, 2012 (teacher protests)

Readings:

“50 Years After a Student Massacre, Mexico Reflects on Democracy”

<https://www.nytimes.com/2018/10/01/world/americas/mexico-tlatelolco-massacre.html>

“Discrimination against Indigenous Peoples in Mexico”

<http://www.revistascisan.unam.mx/Voices/pdfs/7404.pdf>

“Analysis: Mexico’s much-needed education reform hurdles”

<https://www.reuters.com/article/us-mexico-education-idUSBRE91P0WU20130226>

Videos:

Mexico: The Tlatelolco Massacre, 50 Years On

<https://www.youtube.com/watch?v=0V-KbX3VPNM&feature=youtu.be>

Video: Education System Overhaul Mexico
<https://www.youtube.com/watch?v=zUjRi2-KEho>

Wed 30 Artifact #3 assignment due

February, Activism at a Global Level

Mon 4 Land/Water Rights

Readings:

“Improving Access to Land and Strengthening Women’s Land Rights in Africa”, Odeny, M.
<file:///T:/temp/Downloads/Improving%20Access%20to%20Land%20and%20Strenthing%20Women's%20Land%20Rigts%20in%20Africa,%20M.%20Odeny1.pdf>

“Rural Youth and Access to Land”

<file:///T:/temp/Downloads/Rural-Youth-and-Access-to-Land.pdf>

“What Land Means to Youth”

file:///T:/temp/Downloads/what_land_means_to_youth_english_2013.pdf

Videos:

13 year old water activist is nominated for a children’s peace prize

<https://www.greenmatters.com/news/2017/10/20/Z1RJkHN/13-year-old-water-activist-is-nominated-for-a-childrens-peace-prize>

Wed 6 Artifact #4 assignment due

Mon 11 Language Rights

Readings:

“Orientations in Language Planning”, Ruiz, R.

<file:///T:/temp/Downloads/Orientations%20in%20Language%20Planning,%20Ruiz.%20R..pdf>

Youth Engaging Language Policy and Planning: Ideologies and Transformations from Within,

file:///T:/temp/Downloads/Phyak-Bui2014_Article_YouthEngagingLanguagePolicyAnd.pdf

Videos:

Protests for Language rights by Tibetans Students in Tibet

https://www.youtube.com/watch?time_continue=1&v=77HXZb5bWkM

Wed 13 Artifact #5 assignment due

Mon 18 Murdered and Missing Indigenous Women

Readings:

“Métis teen activist and athlete speaks out for missing and murdered indigenous women”
<https://blog.malala.org/m%C3%A9tis-teen-activist-and-athlete-speaks-out-for-missing-and-murdered-indigenous-women-7c34b7eaab55>

“Dancing for the forgotten: Activist wins award for missing, murdered Indigenous women advocacy work”
<https://www.theglobeandmail.com/news/british-columbia/dancing-for-the-forgotten-activist-wins-award-for-missing-murdered-indigenous-women-advocacy-work/article37260605/>

“Faceless Dolls bring awareness to missing, murdered aboriginal women”
<https://www.cbc.ca/news/canada/saskatchewan/faceless-dolls-bring-awareness-to-missing-murdered-aboriginal-women-1.2816155>

“Disposable Red Woman art lays corpse in Calgary Streets to depict brutal reality facing Indigenous women”
<https://thefirstnationscanada.com/2017/08/disposable-red-woman-art-lays-corpse-in-calgary-streets-to-depict-brutal-reality-facing-indigenous-women-2/>

“Facebook page: Disposable Red Woman Art”
<https://www.facebook.com/cbc/videos/10155709269903000/>

Videos:

Raising awareness of missing and murdered indigenous women through song
<https://www.bing.com/videos/search?q=songs+Missing+And+Murdered+Women+In+Canada&&view=detail&mid=E1350F38A08C65C364AFE1350F38A08C65C364AF&&FORM=VRDGA R>

The Red Dress Project
<https://www.youtube.com/watch?v=wSnC8H5gRSA>

Walking with our sisters: Art installation
<https://www.youtube.com/watch?v=1V-4hnW79H0>

Canada’s missing and murdered Indigenous women
<https://www.bing.com/videos/search?q=Young+Activists+Missing+And+Murdered+Women+Of+Canada&&view=detail&mid=852984C87D69A6AA0F8E852984C87D69A6AA0F8E&&FORM=VRDGAR>

Other optional readings/videos:

“Unsettling spaces: Grassroots Responses to Canada’s missing and murdered Indigenous women during the Harper government’s years”
<https://www.tandfonline.com/doi/full/10.1080/14775700.2016.1267311>

Our Sister in Spirit

<https://www.youtube.com/watch?v=zdzM6krfaKY>

Building on the legacy of the NWAC Faceless Doll Project

https://www.nwac.ca/wp-content/uploads/2015/05/2012_Building_on_the_Legacy_of_NWAC_Faceless_Doll_Project.pdf

February 14th Annual Women's Memorial March runs through DTES

https://www.youtube.com/watch?v=4_sdx9S4nCo

Wed 20 Artifact #6 assignment due

Mon 25 LGBTQ+

Readings:

“Being young and LGBT, what could be worse?” Analysis of youth LGBT activism in Indonesia: challenges and ways forward”

<file:///T:/temp/Downloads/Being%20young%20and%20LGBT%20what%20could%20be%20worse%20Analysis%20of%20youth%20LGBT%20activism%20in%20Indonesia%20challenges%20and%20ways%20forward1.pdf>

“Lesbian, Gay, Bisexual, and Transgender (LGBT) Youth in the Global South”

<file:///T:/temp/Downloads/lesbian-gay-bisexual-and-transgender-youth-in-the-global-south.pdf>

Videos:

Shh! Silence Helos Homophobia-LGBT Youth Scotland

<https://www.bing.com/videos/search?q=LGBT+Youth+Dance&&view=detail&mid=150FED36065E2FAFCB18150FED36065E2FAFCB18&&FORM=VRDGAR>

LGBT Rights - Homosexuality is not an illness nor a crime

https://www.youtube.com/watch?v=nz_mPGTeKoI

Supreme Court Strikes Down Sodomy Law:

https://www.youtube.com/watch?time_continue=48&v=GmRTigjA6W8

Optional:

Russia’s “Gay Propoganda” Law Imperils LGBT Youth

<https://www.hrw.org/report/2018/12/11/no-support/russias-gay-propaganda-law-imperils-lgbt-youth#>

Kevin Fret: Rapper shot to death in Puerto Rico at 24

<https://www.cnn.com/2019/01/11/americas/kevin-fret-gay-rapper-dead-scli-intl/index.html>

Wed 27 Artifact #7 assignment due

March, Activism at a National Level

Spring break March 4-8

Mon 11 Civil Rights

Readings:

“Lighting the fires of freedom”

<file:///T:/temp/Downloads/african%20am%20women%20civil%20rights.pdf>

“Civil rights photography”

<file:///T:/temp/Downloads/civil%20rights%20photography.pdf>

“Ella Baker as I knew her: She trusted youth!”

<file:///T:/temp/Downloads/Ella%20Baker%20Youth.pdf>

“Black women activists and the student nonviolent coordinating committee: The case study of Ruby Doris Smith Robinson”

<file:///T:/temp/Downloads/Women%20in%20SNCC.pdf>

“Womanpower and SNCC”

[file:///T:/temp/Downloads/womanpower%20sncc%20\(1\).pdf](file:///T:/temp/Downloads/womanpower%20sncc%20(1).pdf)

“The women of SNCC: Struggle, sexism, and the emergence of feminist consciousness, 1960-66”

[file:///T:/temp/Downloads/sncc%20women%20\(2\).pdf](file:///T:/temp/Downloads/sncc%20women%20(2).pdf)

Videos:

Little Rock

<https://www.youtube.com/watch?v=xERXusiEszs>

Jim Crow and America’s Racism Explained

https://www.youtube.com/watch?v=2_gOtZ--4WE

Wed 13 Artifact #8 assignment due

Mon 18 Feminist Movement

Reflection paper due

Readings:

“#freethenipple – digital activism and embodiment in the contemporary feminist movement”

<file:///T:/temp/Downloads/freethenipple%20digital%20activism%20and%20embodiment%20in%20the%20contemporary%20feminist%20movement.pdf>

“Virtual Feminism”

<file:///T:/temp/Downloads/Virtual%20Feminisms.pdf>

“Women of a certain age, second wave feminists reflect back on 50 years of struggle in the United States”

<file:///T:/temp/Downloads/Women%20of%20a%20certain%20age,%20Second%20wave%20feminists%20reflect%20back%20on%2050%20years%20of%20struggle%20in%20United%20States.pdf>

Videos:

When

https://www.youtube.com/watch?time_continue=8&v=WfOIqL7RTVs

Meet the feminist artful vandal: Miss Me

<https://www.youtube.com/watch?v=WO1taCi7gFM>

Wed 20 Artifact #9 assignment due

Mon 25 LGBTQ+ Movement

Readings & Videos: TBA

Wed 27 Artifact #10 assignment due

April, Activism at a Local Level

Mon 1 Ethnic Studies Movement

Readings & Videos: TBA

Wed 3 Artifact #11 assignment due (Extra Credit 2.5 points)

Mon 8 Border/Immigration Movements

Readings & Videos: TBA

Wed 10 Guest Speaker

Mon 15 Indigenous Movements

Readings & Videos: TBA

Wed 17 Guest Speaker

Mon 22 Educational Movement

Readings & Videos: TBA

Wed 24 Summary, Wrap Up

Mon 29 Final Presentations

May

Wed 1 Final Presentations, **last day of class.**
Final Paper Due

Overview of Course Rules, Procedures and Policies

Attendance/Participation Policy (please read carefully). Participation means coming to class on time, prepared and contributing regularly to class discussions and activities. It is my policy to deduct 1 point per absence. Four absences (2 weeks) will automatically reduce your grade by one letter. After six absences, I will drop you from the class. There are only three exceptions to this policy:

- Holidays or special events observed by organized religions for those students who show affiliation with that particular religion.
<http://policy.arizona.edu/human-resources/religious-accommodation-policy>.
- Medical or health emergencies (please note: you must provide documentation).
- Student-athletes who miss class because of out-of-town competition. However, please note that University of Arizona policy requires that student-athletes provide their instructors with official written prior approval from the Office of the Dean of Students in advance of any classes they will miss due to team travel for competition. I will make accommodations for any missed class work, quizzes or assignments but you must provide me with the written approval ahead of time, otherwise your absence will be considered unexcused. <http://arizona ftp.sidearmsports.com/pdf/2013-14 StudentHandbook Update.pdf>

Tardiness. Please come to class on time. It is my practice to begin classes immediately, rather than waiting until everyone has arrived. Because each class meets for only 1 hour and 15 minutes, if you are more than 30 minutes late to a class, this will constitute a full absence.

Policy on late assignments. I appreciate receiving assignments on time. I also realize that life and unforeseen circumstances intervene on occasion. I accept late assignments but I have two conditions:

- Any late assignments will receive only half credit.
- You must submit the late assignment within one week of its original due date. I will not accept any late assignments after 7 days. There are no exceptions to this policy.

Disruptive Behavior in an Instructional Setting. “Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor’s appropriate classroom rules or instructions, or interferes with the normal operations of the University. Instructional rules may include, but not be limited to, prohibitions on cell phone use, refusing to be seated, talking during lectures, sleeping, eating, newspaper reading, entering the classroom late or leaving early without authorization, etc.
<http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting>

Finally, cell phones must be put away unless their use is required for a class activity. Similarly, laptop computers are fine IF you are taking notes, reading D2L assignments, or looking up something on the internet related to the course. Surfing through Facebook, other internet sites, or reading your email during class is not appropriate (it is also disrespectful).



Incompletes. The University of Arizona’s policy on the granting of an incomplete is quite strict. I intend to follow it <https://www.registrar.arizona.edu/grades/incomplete-i-grade>:

"The grade of **I** may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of **I** is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than **I** must be assigned."

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Course Title: TLS 386 Global Citizenship: Reading the World and the Word

Instructor: Kathy G. Short, 439 College of Education, 621-9340, shortk@email.arizona.edu

Catalog Description- Global citizenship as intercultural understanding and open-minded critical perspectives on diverse cultures will be explored through professional readings and children's and adolescent literature set in global contexts. Writing emphasis course

Prerequisite course: None

Expanded Course Description: This course focuses on developing the knowledge and perspectives that are essential to global citizenship through reading and responding to children's and adolescent literature set in a wide range of global cultures. Through pairing professional readings on global citizenship with social media and adolescent literature reflecting multiple cultural perspectives, participants will critically examine the development of their own intercultural understanding through the lenses of knowledge, perspective and action as they connect to literacy, leadership, and learning. We will form a community of readers to explore diverse, even opposing, readings of books and will critique the cultural worlds of books and our response to books through inquiring into how our differing understandings are socially and culturally constructed. Note that this is a writing emphasis class so you will do many written reflections and narratives throughout the class and a final formal written paper.

Course objectives:

- Developing a conceptual understanding of global citizenship, culture, and intercultural understanding.
- Examining the role of global literature in providing multiple perspectives on cultural, social and political values and in encouraging intercultural understandings and global perspectives.
- Constructing critical insights into diverse perspectives on sociopolitical issues and trends related to globalization and cross-cultural interactions.
- Developing the ability to review and critically evaluate global literature using literary and cultural criteria.
- Analyzing one's own perspectives in relation to a continuum of intercultural learning.
- Using writing to explore your perspectives and discuss interpretations of data gathered from multiple sources.

Learning Outcomes

- Students will identify and critique the major dimensions and issues in globalization and global citizenship.
- Students will identify the components of intercultural understanding and reflect on their own position on a continuum.
- Students will evaluate the role of global literature in encouraging intercultural understandings and global perspectives
- Students will critically evaluate global literature using literary and cultural criteria.
- Students will organize and discuss their perspectives through a range of written reflections and narratives.
- Students will interpret information collected from a range of sources and organize that interpretation into a written paper.

Class experiences are based on the following beliefs about learning:

- Learning is an active process.
We will immerse ourselves in reading, writing, talking, and responding to professional readings and to adolescent literature.
- Learning is a social process of collaborating with others.
We will explore our thinking about our reading and experiences through dialogue.
- Learning occurs as we make connections to our own experiences and as we explore tensions with our current beliefs.
Responses to our readings will focus on connections to our lives. We will also identify and explore tensions with our current beliefs and past experiences to interrogate our values. We will explore the tensions that arise from exploring alternative and oppositional interpretations of literature.
- Choice allows learners to connect to their experiences and feel ownership in their learning.
We will have choices in the books we read, our responses to readings, and the specific focus of the final project.
- Learning is reflective as well as active.
We will have many opportunities to reflect on what we are learning through writing, talking, sketching, and self-evaluations
- Learning occurs in a multicultural world with many ways of knowing.
We will read professional and adolescent literature that reflects diversity in experiences and ways of expressing those experiences. We will also explore the range of interpretations of literature that arise from our differing cultural and social experiences.
- Learning is a process of inquiry.
As learners we need to search out the questions that matter in our lives and to develop strategies for exploring those questions and sharing our understandings with others.

Course Assignments:

1. Participation and attendance

Attend class regularly and participate in discussions, sharing, small groups, written responses, and class activities. An essential aspect of participation is to read and prepare for discussions of the literature and the professional readings and to engage in informal and formal writing. Preparation and participation in class is significant, not only for your learning, but for the learning of others. More than one absence and/or chronic tardiness will lower your grade for the course. If you absolutely must miss a class session, leave a message in advance by email or in the TLS office (621-1311). Contact a class member so that you are fully prepared for the next class. Meet with the instructor at the next class session to determine how you will make up the work for the class.

In order for an absence to be excused, it must be documented and meet one of the following requirements: serious illness or injury, family emergency and University-sponsored travel. The official documents concerning your absence should be handed in within 2 weeks from the date you are absent. All holidays or special events observed by organized religions will be honored as excused for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored as excused.

2. Response Journal (written reflections)

The purpose of the journal is to reflect on your readings of the literature and the professional articles and chapters which we discuss in class. Record your understandings, questions, and connections to these readings. Write about your response and perspectives on the readings, not summaries of the readings. The journal is a vehicle to reflect on important and difficult ideas and issues raised by our reading. You will

hand in your journal of written reflections each week. Bring each one-page written response to class to share in your small groups and hand in to the instructor.

Respond to the book(s) which we are discussing in literature circles. Your response may include comments about the connections and feelings the book evokes, your thinking about the author's construction of the plot, setting, themes, or characters (including their national, racial, gender or class identities), or reflections on social and political issues in the book. Reflect on your response to the book and always include connections from the professional readings to the book.

2. Analysis of self as a global citizen (personal narrative)

The purpose of this assignment is to explore your own cultural identities, global citizenship, and intercultural understanding. This assignment includes the following components that will be completed and shared over several different class sessions

- A visual depiction and written reflection on your current cultural identities, focusing on multiple factors that influence identity including ethnicity, nationality, gender, social class, religion, etc.
- A map of yourself as a global citizen that indicates the range of ways in which you are engaged in global experiences or perspectives
- *Write a personal narrative* that involves a global cross-cultural encounter that you experienced. Tell the story about the context in which you came to experience this, who was involved, and how you thought about that moment.
- Analyze the vignette using the Fennes and Hapgood continuum of intercultural learning to determine your own level of intercultural learning in that specific cultural encounter.
- Final map of self as a global citizen with a written reflection

3. Hang Around Activity (written analysis and reflection)

Visit a place where you have never been and that includes peoples from a range of cultures. This engagement will encourage you to experience something completely new. Choose a site where you will see, hear, and feel different cultures, language, or perspectives. These sites may include places that you can experience different religions, languages or cultures. While visiting the site, 1) draw a map of the site, describing the scene, events, actors, and interactions, and 2) write field notes. Write a reflection that presents your observations, feelings and thoughts during the visit.

4. Interviews with someone from a global culture (written analysis and reflection)

- 1) Interview #1: Interview someone who grew up in the U.S. and has extensive experiences of traveling around the world, or has active interactions with people from different linguistic and cultural backgrounds.
- 2) Interview #2: Interview someone who grew up in a global culture that differs from your cultural community and who spent a significant period of time in that culture. If possible, find someone who has only been in the U.S. for a couple of years.

For both interviews, develop a list of 10-15 questions to discuss with the person to learn about their perspectives of experiencing cultural differences and diversity, and their thoughts on what it means to be a global citizen. Record the interview so that you can revisit their comments and analyze the interviews. For each interview, write a reflection on what you learned from their experiences and perspectives. Weave in quotes from the interview.

4. Media watch (written reflection)

Each student will sign up for one day on which to share a non-print artifact related to our global focus for that class session – e.g. Youtube video, TED talk, blog, vlog, music, podcast, etc. The next class session, turn in a short written reflection indicating what you selected and why and how the class responded.

5. Inquiry Project (formal paper)

Choose a question or issue of concern to you in relation to global citizenship and intercultural understanding. Once you have chosen a question, decide on how you will conduct your inquiry to explore that question or issue. You can research through professional readings, adolescent literature, discussions, interviews, observations, and/or work with adults or children. You can choose to do your inquiry project alone or with others. The only limitations are that your project should relate to intercultural understanding and be on a question that matters to you.

Options for your project include:

- an in-depth critical analysis of a set of books from a country or cultural group
- an issue (e.g. translation, censorship, stereotypes, cultural authenticity)
- a theme relevant to our focus on interculturalism
- responses of children, adolescents, or adults to a set of global books.
- interviews that focus on global issues or experiences
- your proposal

A 1-2 page project proposal will be due at mid-semester and should describe your project in as much detail as possible, including your rationale for undertaking the project, your theoretical framework, your methods of researching your question or issue, etc. The inquiry projects will be presented to class members during the last two class sessions.

The final project should take the form of a formal paper (6-10 pages) with the following components

- Introduction (explains your focus and why you selected this focus for your project)
- Literature review/theoretical frame (2-5 relevant studies or articles related to your focus)
- Methodology (what you did, how you went about your research)
- Understandings (what did you learn, what insights did you gain from this research)
- Implications (So what? What new understandings do you take away from this project)
- Conclusion
- References

You will have time in class to share a draft of your final inquiry paper with a small group of peers two weeks before it is due to get response and have time to revise before the submitting the final paper.

6. Personal Text Set as a Global Citizen (written reflection)

Create a personal text set of 5- 7 books that reflect your intercultural connections as a global citizen - your sense of place within the world. Bring the books and a map of yourself as a global citizen to the final class and be ready to share how they relate to your understandings of yourself as a global citizen. Write a short written reflection on your selection of this text set.

Methods of Evaluation

For each major project, you will turn in a self-evaluation in which you state your goals for that project and evaluate the process you went through in reaching those goals. I will add my evaluative comments based on your goals. You will also write a mid-term evaluation of your learning and the course that includes your goals for the rest of the semester as well as a final self-evaluation at the end of the semester.

Your final grade will be based holistically on both your and our evaluation of your growth and learning, the quality of your written work, and your attendance, participation, and preparation for class sessions. While you can negotiate the ways in which you define and complete class projects, you must complete all of these projects to fulfill course requirements and your final grade for the course will be based on the

thoughtfulness and quality of this work with a B reflecting the completion of all course projects at a satisfactory level. To receive an A, two or more of the projects must be completed in ways that go beyond minimum requirements. Incompletes will not be given for the course except in extreme situations and only with prior approval by the instructor.

A - Complete all assignments for the course at a satisfactory level and meet attendance and class participation requirements. In addition, complete two or more projects in ways that go beyond the minimum requirements in quality and thought.

B - Complete all assignments for the course at a satisfactory level and meet attendance and class participation requirements.

C – Issues with several missing or incomplete assignments or attendance, tardiness, leaving class early, or participation in class sessions

D – Unsatisfactory in multiple areas related to assignments, attendance and participation.

E – Failure to complete multiple assignments at a satisfactory level and/or multiple absences from class.

Course Readings:

Citizenship Education and Global Migration, edited by James Banks. AERA (2017).

Understanding Intercultural Communication. Stella Ting-Toomey & Leeva Chung. Oxford (2011)

Articles and chapters on D2L

Adolescent literature novels and children's picture books

Course Structure:

The following time blocks will be part of the course but the weekly schedule will depend on the particular class focus and on how we as a class negotiate our use of time.

- Discussions of children's/adolescent literature

- Presentations and demonstrations

- Whole class/small group discussions of professional readings and issues

- Inquiry groups

- Sharing and Reflection

Course Outline

Introduction to the class.

Identifying our cultural identities and locations

- Professional reading on culture – Norma Gonzalez, “Beyond Culture: The Hybridity of Funds of Knowledge”

- Bring a visual representation of cultural identities (cultural x-rays)

- Reflection on our current cultural identity

- Literature Circle book – novel on contemporary adolescent experiences in U.S. – *Bronx Masquerade*, *Mexican Whiteboy*, *Yaqui Delgado Wants to Kick Your Ass*, *Does My Head Look Big in This?*

Learning to Read Globally and Critically

- Professional reading on becoming a critical reader of the world and word

- Amanda Thein, R. Beach and D. Parks, “Perspective-Taking as Transformative Practice”

Cynthia Lewis, Critical Issues: Limits of Identification: The Personal Pleasurable and Critical in Reader Response”

Banks text, Chapters 1-3

Literature circle book - *Breaking Stalin's Nose* and *Stalin*

Global Citizenship

Read James Banks, et. al. ‘Democracy and Diversity: Principles and Concepts for Educating Citizens in a Global Age’. And Chapters 4-6

Map of self as a global citizen and written vignette of a global experience

Literature Circle book – novel on characters moving across global contexts (e.g. *Red Glass*, *Hannah's Winter*, *Benny and Omar*, *American Born Chinese*)

Exploring Definitions of Intercultural Understanding (several class sessions)

Professional reading – Milton Bennett, “A Developmental Approach to Training for Intercultural Sensitivity”, and Helmut Fennes and Karen Hapgood, “Intercultural Learning Continuum” . Ting-Tommy & Chung, Chapters 1-2

Self-analysis on continuum of intercultural learning

Hanging around experience and analysis

Intercultural Understanding as Knowledge: Learning (several class sessions)

Professional reading--Thomas Collins, “Guidelines for Global and International Studies” Ting-Tommy & Chung, Chapters 3-5

Lit Circle- Historical fiction novels on world events unfamiliar to class members (*Between Shades of Gray*, *When My Name was Keoko*, *Keeping Corner*, *Revolution is Not a Dinner Party*, *Out of Shadows*)

Global interview #1 and written analysis/reflection

Intercultural Understanding as Perspective: Literacy (several class sessions)

Professional reading – Roland Case, “Key Elements of a Global Perspective” and Robert Hanvey, “An Attainable Global Perspective”; Ting-Tommy & Chung, Chapters 6-8

Authenticity, Accuracy and Representation - Mo & Shen, “Accuracy is Not Enough.”

Lit Circle – Novels translated from other countries and languages (*A Time of Miracles*, *Moribito*, *The Killer's Tears*, *The Last Dragon*, *The Crow Girl*, *Daniel Half Human*)

Lit Circle – Novels with similar themes across global cultures (Literacy as a theme – *The Shadows of Ghademes*, *Ways to Live Forever*, *The Color of My Words*, *Inkheart*, *Heartsinger*).

Global interview # 2 and written analysis/reflection

Intercultural Understanding as Action : Leadership (several class sessions)

Professional reading – Roger Hart, “Ladder of Participation in Social Action” and Paulo Freire. Chapter 2, *Pedagogy of the Oppressed*. Ting-Tommy & Chung, Chapters 9-10

Lit Circle – Novels in which the characters take action to make a difference in the world (*Iqbal*, *Wanting Mor*, *The Boy Who Dared*, *Traitor*, *A Little Piece of Ground*, *Let Sleeping Dogs Lie*, *This Thing Called the Future*)

Lit Circle – *Never Fall Down*

Draft of final inquiry project

Defining Myself as a Global Citizen

Global Connections Text Sets: Mapping our Intercultural Journeys

Inquiry projects and project presentations

The information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

University Policies

- Approved Absences All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion, Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored
- Students with Disabilities: At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Policies against plagiarism. The Student Code of Academic Integrity prohibits plagiarism.<http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

Policies against threatening behavior by students. The ABOR Student Code of Conduct Policy 5-308 prohibits threats of physical harm to any member of the University community.
<https://deanofstudents.arizona.edu/accountability/disruptive-student-behavior>

Policies on nondiscrimination and anti-harassment – Human Resources Policy 200E explains prohibited behaviors.
<http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

TLS Position Statement on Social Justice (3/25/2014)

The members of the TLS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice. Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

- We value and honor human diversity.
- We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.

- We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
- We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
- We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.
- Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions. We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us make efforts to remain diligent in maintaining awareness of micro, macro aggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one other and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.



Spring 2020

Meeting Location: TBD

Meeting Time: T/Th 11-12:15

Short Description of Course

In this course, we examine current issues in K-16 schooling and education across the globe. Course topics include equity and access to quality education, tensions between secularism and religious expression, connections between work and education, schooling as a tool for national identity formation, and the potential for peace education to mitigate the effects of global conflict.

Description of Course

The Universal Declaration of Human Rights, adopted by the United Nations in 1948, declared in Article 26 that “everyone has the right to education. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups.” In light of this pronouncement, and more recent declarations such as the UN’s Global Education First Initiative, we will examine some of the most pressing and significant issues affecting K-16 schooling around the world. Inevitably, education and schools serve as a microcosm of the problems affecting society at large, and thus we will study various facets of societies that impact the educational system, including, but not limited to, historical, economic, social, political, ethnic and religious forces as they relate to education. Some of the topics we will discuss include the privatization of public education, teacher training, access to and treatment of marginalized groups in society, tensions between secular and religious currents in education, connections between work and education, and vocational education vs. college preparation. The course will also explore the role of international institutions, such as the United Nations and the World Bank, in shaping education in countries worldwide.

Instructor and Contact Information

Instructor: Dr. William L. Smith

Contact Info: wsmith@email.arizona.edu; (520) 621-1481

Office Hours: Tuesdays, 12:30 - 2 PM and by Appointment, Education 709

Contact Hours: 45

Course Objectives

By the end of the semester, students will be able to answer the following questions:

- What models of education exist across the globe and what values (political, cultural, religious, etc.) do these different models represent?
- In what ways do schooling and education act to empower young people to enact personal and global change?
- How are schools and education used both as tools for marginalizing populations of young people and/or promoting agency and social mobility?
- How do current educational issues reflect broader political, economic, religious, and/or sociocultural tensions within a nation or society?

Expected Learning Outcomes

By the end of the semester, students will be able to:

- Explain the various models of education outlined by Spring (2015) and provide representative cases from around the world.
- Identify examples of education used as a vehicle for encouraging personal and global change.
- Describe the ways in which schools and education systems work to empower some students and educators and marginalize others.
- Explain how issues such as school privatization, school funding, teacher professionalization and religious education debates exemplify different purposes of schooling and how each of these issues affects educational opportunities for students from different populations across the globe.
- Apply socio-political concepts like globalization, secularism, nationalism and self-determination to current issues in global education.

Absence and Class Participation Policy

Students are expected to attend all class sessions. Attendance is critical because your engagement in small group work and discussion will be required on a daily basis. In accordance with the University of Arizona Academic Policy for class attendance, the following guidelines are in place:

- Plan to be in class and in your classroom every day scheduled at your site.
- Any personal events you have, such as doctor's appointments, vacations, family events, or hours at work, should be planned around class times. Personal events should not conflict with coursework and classroom hours.
- All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.
- Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored (for example, absences required of athletes).

All students are permitted 2 absences over the course of the semester without penalty. This includes most typical causes for absence, including sickness, travel, and other conflicts or appointments. No excuse

notes or explanations are required.

- Each additional absence beyond the 2 will result in an automatic 2-point reduction of the course grade.
- Attendance will be taken each class day starting 8/28/18.

Arriving to class on time and being prepared are professional behaviors. We will start class promptly each day. If you arrive after the class has started, or leave before the class is finished, this will be noted. *Three or more late arrivals or early departures will constitute an absence.*

To request a disability-related accommodation to this attendance policy, please contact the Disability Resource Center at (520) 621-3268 or drc-info@email.arizona.edu. If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

Required Texts or Readings

All course texts will be available on D2L.

Makeup Policy for Students Who Register Late

Students who add the course after the first class meeting are strongly encouraged to meet with the instructor during office hours to learn about course policies and expectations.

Course Communications

Email is the preferred form of communication when contacting the instructor. Please allow up to 24 hours for a response.

Assignments and Examinations: Schedule/Due Dates

Due dates for all major assignments are listed in the class schedule. All assignments are due at the beginning of class. Intellectual honesty in completing assignments is expected. Violations of scholastic ethics are considered serious offenses. *All work done for this class must be on your own, unless otherwise noted.* Unless specified otherwise, all assignments are to be

typed, double-spaced and with a font size of 12.

Late Assignments: Unless approved in advance by the instructor, written assignments will be accepted up to 24 hours after the submission deadline and will receive an automatic letter-grade deduction. Assignments submitted after the first 24 hours will not be graded.

Assignment Revisions: All assignments except for the final exam are eligible to be revised *if the assignment was originally submitted on time*. Students may be asked to meet with the instructor prior to completing the revision. The revised grade will replace the original assignment grade.

COURSE REQUIREMENTS AND ASSIGNMENTS:

** Note: For each major assignment, a detailed description will be available on D2L.

1. Participation: Active participation is an essential part of this course. Students are expected to actively engage with one another, with the instructor, and with the course material each and every class. As such, participation comprises a significant portion of students' grades. Participation can be informal, such as through participating in class discussions and demonstrating an understanding of the assigned readings, and/or formal, as in the following in-class assignment:
2. Reading Journal: Students will be responsible for maintaining a physical or digital journal that documents reactions to, reflections on, and questions about each of the readings, videos, podcasts and other assigned texts. The journals will be collected and graded three times over the course of the semester. Detailed instructions for how students can respond to readings, as well as technical requirements for the Journal, will be provided on D2L at the start of the semester.
3. Case Analysis: Students will select one case touched on during the semester and will complete a significant research and analysis project on that subject. The purpose of this assignment is to encourage students to explore an issue and global context in greater depth, fleshing out their understanding of this case. Areas for discussion in this assignment may include: history of the issue in this place, cultural or sociopolitical values that may be reflected in this issue, other related education news items, and/or tensions or competing perspectives within the place over the issue. The final product for this assignment will be a VoiceThread digital presentation with images and audio.

Students will also submit full transcripts of their presentations to D2L.

Final Examination

The final exam for the course is an in-person oral exam. The exam will take place on the scheduled exam date. Students will only be required to attend on the date and time of their assigned exam day. We will determine the exam schedule late in the semester, but students must be available to attend both of the above dates.

The date and time of the final exam or project, along with links to the Final Exam Regulations, <https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information>, and Final Exam Schedule, <http://www.registrar.arizona.edu/schedules/finals.html>

Grading Scale and Policies

TLS 387 will be evaluated using A-E grades: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, E = 59% and below. The final grade for this course will be a percentage based on the total amount of points earned out of the total amount of points possible (100).

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Dispute of Grade Policy: Any questions or concerns regarding grades must be discussed with the instructor in person. No discussion of grades will take place over email.

Final Grade Composition: The assignments in the course add up to a total of 100 points, broken down as follows:

Participation and Attendance:	25 points
Reading Journal:	30 points (10/submission)
Case Analysis:	25 points
Final Exam:	20 points

Honors Credit

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contract. Information on Honors Contracts can be found at <https://www.honors.arizona.edu/honors-contracts>.

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a

shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Technology Policy: The use of personal electronics such as laptops, iPads, and other such mobile devices is distracting to the other students and the instructor. Their use can degrade the learning environment. Therefore, students are not permitted to use these devices during the class period.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Notification of Objectionable Materials

This course will occasionally contain material of a mature nature, which may include explicit language. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

Accessibility and Accommodations

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

DATE	THEME	CASE SUBJECT and GUIDING QUESTIONS	CASE NATION	READINGS
1/16	Nations	Education and National Identity How do schools serve as vehicles for promoting a cohesive national identity? Should they?	Canada	Spring (2015) “Globalization of education” Fenstermacher’s “Studenting vs. Learning”
1/21 +1/23	Nations	Rankings and Testing To what extent are country comparisons of educational achievement helpful or accurate? What can they tell us and not tell us?	Finland	Heim (2016) “Finland’s schools were once the envy of the world ...” Walker (2016) “How Finland starts the school year ...” “OECD and Pisa tests are damaging education worldwide,” The Guardian, “Programme for International Student Assessment (PISA)”, OECD, 2019. Url: http://www.oecd.org/pisa/aboutpisa/
1/28 + 1/30	Nations	Secularism vs. Religious Expression How do schools balance secularism and freedom of religious expression to maximize student inclusivity?	France	Vaisse, Justin. (2004). <i>Veiled Meaning: The French Law Banning Religious Symbols in Public Schools</i> . “Case study: Head scarves and French schools” Facing History. (2018). France bans the veil in public schools. <i>Facing History</i> .
2/4 + 2/6	Teachers	Teacher Education How do educational values shape teacher preparation? What is the connection between teacher preparation and how teachers are viewed within a society?	Singapore	Darling-Hammond (2017) “Teacher education around the world: What can we learn from international practice?” Watch: “Time for learning: A day in the life of a Singaporean teacher.” Yang (2017) “TEACHER VOICE: On the ground in Singapore, with a sharp perspective.”
2/11 + 2/13	Teachers	Unions How do teachers gain, maintain, and utilize professional agency and power?	Mexico	Tatto, M., & E., V. (1997). “Teacher education reform initiatives: The case of Mexico.” Chambers-Ju (2016) “Teachers unions in Mexico: The politics of patronage.”

				Lopez (2018) “Fixing Mexico’s education system.”
2/18 + 2/20	Teachers	Professional Development What factors contribute to the professionalization of teaching? Is teaching a profession, a craft, a vocation or simply a job?	Japan	Fernandez (2002) “ Learning from Japanese Approaches to Professional Development: The Case of Lesson Study” Shimahara (1998) “ The Japanese Model of Professional Development: Teaching as Craft”
2/25 + 2/27	Schools	Vocational and Career Education What is the purpose of schools? To what extent should schools prepare all students for higher education? What benefits and risks exist when schools serve economic purposes (i.e. preparing young people for work)?	Germany	Spees (2018) “Could Germany’s Vocational Education and Training System Be a Model for the U.S.?” Jacoby (2014) “Why Germany Is So Much Better at Training Its Workers” Podcast: “Old Idea, New Economy: Rediscovering Apprenticeships”
3/3 + 3/5	Schools	Privatization What are the possibilities and pitfalls for student equity and access when public education is privatized?	Nigeria	“Learning unleashed: Low-cost private schools” Ravitch, Diane. (2016, August 9). Worldwide, Public Education is Up for Sale. <i>U.S. News and World Report</i> . Url: https://www.usnews.com/news/best-countries/articles/2016-08-09/worldwide-public-education-is-up-for-sale
3/17 +3/19	Schools	Informal Education How are schooling and education distinct? What purposes of schooling exist beyond the political and economic?	Denmark	Watch: “Folk high schools explained” Watch: Folk high schools, adult education, and the history of Nikolaj Gruntvig Read: Borish (2004) “Chapter 11: A year in three Danish folk high schools”
3/24 +3/26	Schools	Technology and Rural Education	Nicaragua	Naslund-Hadley, E., Loera-Varela, A., & Hepworth, K. (2014). What goes on in

		<p>What are the challenges of education in rural contexts?</p> <p>What are the possibilities and pitfalls of educational technology in meeting those challenges?</p>		<p>Latin American Math and Science classrooms: A video study of teaching practices. <i>Global Education Review</i>, 1(3), 110-128.</p> <p>Reich (2012) “Don’t use Khan Academy without watching this first.”</p> <p>Listen: Mexico’s Carlos Slim funds Khan Academy in Spanish</p> <p>Lindenberg, Henderson & Durán (2016) “Using Technology and Mentorship to Improve Teacher Pedagogy and Educational Opportunities in Rural Nicaragua.”</p>
3/31 + 4/2	Schools	<p>Language Revitalization</p> <p>What is the relationship between education, language, and national/ethnic identity?</p> <p>How can nations approach the education of multilingual and multicultural populations?</p>	New Zealand	<p>Tuhiwai Smith (1998) “The Educational and Cultural Implications of Maori Language Revitalization.”</p> <p>May, Stephen et al (2008) “ Māori-medium Education: Current Issues and Challenges” in Hornberger’s <i>Can Schools Save Indigenous Languages?</i></p>
4/7 + 4/9	Schools	<p>Peace-Building</p> <p>To what extent can peace education efforts mitigate the effects of intractable global conflicts?</p>	Israel and Palestine	<p>Epatko (2018) “This summer camp helps kids reach across the Israeli-Palestinian divide”</p> <p>Kupermintz & Salomon (2010) “Lessons to be learned from research on peace education in the context of intractable conflict.”</p> <p>Listen: Nesterek, Vendantam and Penman (2016) “What happens when you empathize with the enemy.”</p>
4/14 + 4/16	Students	<p>High-Stakes Testing</p> <p>What role does meritocratic thinking play in providing equal opportunities for student success and social mobility?</p>	China	<p>Gao (2012) “The education system that pulled China up ...”</p> <p>Hernández (2018) “China threatens jail time for college entrance exam cheaters”</p> <p>OECD (2010) “Shanghai and Hong Kong: Two distinct examples of education reform in China.”</p>

		How do standardized tests shape education?		
4/21 + 4/23	Students	<p>Youth Activism</p> <p>How do students and young people obtain and use political power to enact change?</p> <p>What role should schools play in fostering students' civic engagement?</p>	Chile	<p>Castro-Hidalgo & Gómez-Álvarez "Chile: A Long-Term Neoliberal Experiment ..."</p> <p>Blakemore, Erin. (2018, March 23). Youth in revolt: Five powerful movements fueled by young activists.</p> <p>Hernandez Santibañez, Ivette. (2018). Youth activism in Chile: From urban educational inequalities to experiences of living together and solidarity.</p>
4/28 + 4/30	Students	<p>LGBTQ Rights</p> <p>What political and social barriers exist to promoting equal rights and opportunities to students in LGBTQ communities across the globe?</p> <p>How do schools support and/or marginalize LGBTQ youth?</p>	UK and Russia	<p>Stewart, Philippa. (2019, March 21). UK Schools should do right by LGBT students.</p> <p>Oleg Kucheryavenko, Oleg, Guskov, Kirill, Walker, Michael. (2013, December 18). Cost of Indulgence: Rise in violence and suicides among LGBT youth in Russia.</p>
5/5	Students	<p>Gender</p> <p>What is the relationship between equality of opportunity and cultural traditions in the case of educating young women?</p>	Afghanistan	<p>Nordland (2019) "A School With No Heat or Computers but Many College-Bound Students."</p> <p>Harman (2019) "In Afghanistan, we laugh differently ..."</p> <p>Sperling, G. B. & Winthrop, R. (2015). <i>What Works in Girls' Education</i>. New York: Brookings Institution Press.</p> <p>"Standing with Malala"</p>

Department Policies

Department of Teaching, Learning and Sociocultural Studies Position Statement on Social Justice

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

- We value and honor human diversity.
- We recognize that all relationships include dynamics of power.
- We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
- We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
- We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
- We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.

Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macroaggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.



Spring 2020

Meeting Location: TBD

Meeting Time: T/Th 11-12:15

Description of Course

The Universal Declaration of Human Rights, adopted by the United Nations in 1948, declared in Article 26 that “everyone has the right to education. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups.” In light of this pronouncement, and more recent declarations such as the UN’s Global Education First Initiative, we will examine some of the most pressing and significant issues affecting K-16 schooling around the world. Inevitably, education and schools serve as a microcosm of the problems affecting society at large, and thus we will study various facets of societies that impact the educational system, including, but not limited to, historical, economic, social, political, ethnic and religious forces as they relate to education. Some of the topics we will discuss include the privatization of public education, teacher training, access to and treatment of marginalized groups in society, tensions between secular and religious currents in education, connections between work and education, and vocational education vs. college preparation. The course will also explore the role of international institutions, such as the United Nations and the World Bank, in shaping education in countries worldwide.

Instructor and Contact Information

Instructor: Dr. William L. Smith

Contact Info: wsmith@email.arizona.edu; (520) 621-1481

Office Hours: Tuesdays, 12:30 - 2 PM and by Appointment, Education 709

Contact Hours: 45

Course Objectives

By the end of the semester, students will be able to answer the following questions:

- What models of education exist across the globe and what values (political, cultural, religious, etc.) do these different models represent?
- In what ways do schooling and education act to empower young people to enact personal and global change?
- How are schools and education used both as tools for marginalizing

populations of young people and/or promoting agency and social mobility?

- How do current educational issues reflect broader political, economic, religious, and/or sociocultural tensions within a nation or society?

Expected Learning Outcomes

By the end of the semester, students will be able to:

- Explain the various models of education outlined by Spring (2015) and provide representative cases from around the world.
- Identify examples of education used as a vehicle for encouraging personal and global change.
- Describe the ways in which schools and education systems work to empower some young people and marginalize others.
- Explain how issues such as school privatization, school funding, teacher professionalization and religious education debates exemplify different purposes of schooling and how each of these issues affects educational opportunities for students from different populations across the globe.
- Apply socio-political concepts` like globalization, secularism, nationalism and self-determination to current issues in global education.

Absence and Class Participation Policy

Students are expected to attend all class sessions. Attendance is critical because your engagement in small group work and discussion will be required on a daily basis. In accordance with the University of Arizona Academic Policy for class attendance, the following guidelines are in place:

- Plan to be in class and in your classroom every day scheduled at your site.
- Any personal events you have, such as doctor's appointments, vacations, family events, or hours at work, should be planned around class times. Personal events should not conflict with coursework and classroom hours.
- All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.
- Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored (for example, absences required of athletes).

All students are permitted 2 absences over the course of the semester without penalty. This includes most typical causes for absence, including sickness, travel, and other conflicts or appointments. No excuse notes or explanations are required.

- Each additional absence beyond the 2 will result in an automatic 2-point reduction of the course grade.
- Attendance will be taken each class day starting 8/28/18.

Arriving to class on time and being prepared are professional behaviors. We will start class promptly each day. If you arrive after the class has started, or

leave before the class is finished, this will be noted. *Three or more late arrivals or early departures will constitute an absence.*

To request a disability-related accommodation to this attendance policy, please contact the Disability Resource Center at (520) 621-3268 or drc-info@email.arizona.edu. If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

Required Texts or Readings

All course texts will be available on D2L.

Makeup Policy for Students Who Register Late

Students who add the course after the first class meeting are strongly encouraged to meet with the instructor during office hours to learn about course policies and expectations.

Course Communications

Email is the preferred form of communication when contacting the instructor. Please allow up to 24 hours for a response.

Assignments and Examinations: Schedule/Due Dates

Due dates for all major assignments are listed in the class schedule. All assignments are due at the beginning of class. Intellectual honesty in completing assignments is expected. Violations of scholastic ethics are considered serious offenses. *All work done for this class must be on your own, unless otherwise noted.* Unless specified otherwise, all assignments are to be typed, double-spaced and with a font size of 12.

Late Assignments: Unless approved in advance by the instructor, written assignments will be accepted up to 24 hours after the submission deadline and will receive an automatic letter-grade deduction. Assignments submitted after the first 24 hours will not be graded.

Assignment Revisions: All assignments except for the final exam are eligible to be revised *if the assignment was originally submitted on time*. Students may be asked to meet with the instructor prior to completing the revision. The revised grade will replace the original assignment grade.

COURSE REQUIREMENTS AND ASSIGNMENTS:

** Note: For each major assignment, a detailed description will be available on D2L.

1. Participation: Active participation is an essential part of this course. Students are expected to actively engage with one another, with the instructor, and with the course material each and every class. As such, participation comprises a significant portion of students' grades. Participation can be informal, such as through participating in class discussions and demonstrating an understanding of the assigned readings, and/or formal, as in the following in-class assignment:
2. Reading Journal: Students will be responsible for maintaining a physical or digital journal that documents reactions to, reflections on, and questions about each of the readings, videos, podcasts and other assigned texts. The journals will be collected and graded three times over the course of the semester. Detailed instructions for how students can respond to readings, as well as technical requirements for the Journal, will be provided on D2L at the start of the semester.
3. Case Analysis: Students will select one case touched on during the semester and will complete a significant research and analysis project on that subject. The purpose of this assignment is to encourage students to explore an issue and global context in greater depth, fleshing out their understanding of this case. Areas for discussion in this assignment may include: history of the issue in this place, cultural or sociopolitical values that may be reflected in this issue, other related education news items, and/or tensions or competing perspectives within the place over the issue. The final product for this assignment will be a VoiceThread digital presentation with images and audio. Students will also submit full transcripts of their presentations to D2L.

Final Examination

The final exam for the course is an in-person oral exam. The exam will take place on the scheduled exam date. Students will only be required to attend on the date and time of their assigned exam day. We will determine the

exam schedule late in the semester, but students must be available to attend both of the above dates.

The date and time of the final exam or project, along with links to the Final Exam Regulations, <https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information>, and Final Exam Schedule, <http://www.registrar.arizona.edu/schedules/finals.html>

Grading Scale and Policies

TLS 387 will be evaluated using A-E grades: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, E = 59% and below. The final grade for this course will be a percentage based on the total amount of points earned out of the total amount of points possible (100).

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Dispute of Grade Policy: Any questions or concerns regarding grades must be discussed with the instructor in person. No discussion of grades will take place over email.

Final Grade Composition: The assignments in the course add up to a total of 100 points, broken down as follows:

Participation and Attendance:	25 points
Reading Journal:	30 points (10/submission)
Case Analysis:	25 points
Final Exam:	20 points

Honors Credit

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contract. Information on Honors Contracts can be found at <https://www.honors.arizona.edu/honors-contracts>.

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people

sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Technology Policy: The use of personal electronics such as laptops, iPads, and other such mobile devices is distracting to the other students and the instructor. Their use can degrade the learning environment. Therefore, students are not permitted to use these devices during the class period.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Notification of Objectionable Materials

This course will occasionally contain material of a mature nature, which may include explicit language. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

Accessibility and Accommodations

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See:

<http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses.

This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

DATE	THEME	CASE SUBJECT	CASE NATION	READINGS
1/16	Nations	Education and National Identity	Canada	Spring (2015) “Globalization of education” Fenstermacher’s “Studenting vs. Learning”
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Spring 2019 INTERNSHIP SYLLABUS

Internship: TLS 393/493

College of Education

Faculty Supervisor: Crystal Soltero

Office: COE 715; by appointment only

Contact information: csoltero@email.arizona.edu; 520.400.3235

Course Description: This course is designed to provide students with specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

Course repeatability: TLS 393/493 may be repeated for a maximum of 15 units.

Prior requirements: Students earning internship credit must:

- Have a minimum cumulative GPA of 2.5.
- Complete an internship application and all accompanying internship forms.
- Have all required university tuition and fees paid by the posted deadline.

Course objectives:

- Gain professional work experience in a field related to LITERACY, LEARNING, and LEADERSHIP.
- Investigate career possibilities in jobs related to personal career objectives.
- Build on personal strengths and skills related to career objectives.

Course Expectations:

- Maintain highest level of professionalism as an ambassador of the UA.
- Check email regularly and stay in close communication with the COE faculty supervisor.
- Complete all assignments on time and submit to COE faculty supervisor in a WORD attachment that is typed and double-spaced with a font size between 10 and 12. Written work will be evaluated for content and language use. In addition to spell check, please remember to proofread!
- Comply with UA Student Code of Conduct and Code of Academic Integrity.

Absence Policy: Students will follow the agreed upon schedule of work hours for their host agency. Students must notify employers of unavoidable as well as pre-planned absences. The faculty supervisor must be immediately notified of extenuating circumstances that will cause the student to be absent from work and/or miss course requirements.

Accessibility and Accommodations: It is the University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.

Liability: The University of Arizona will NOT be liable for or responsible for the payment of any medical care for injuries alleged to have resulted from the student's internship experience.

Course Requirements:

1. **Syllabus and orientation check-in.** This is a formal email response to an email I will send out in the first two weeks explaining your course responsibilities. Please keep in mind it is your full responsibility to check email regularly and to respond in a timely manner. This formal email response is due by August 31st.

2. **Mandatory Reporting Training:** Those of you who work in schools and with minors and vulnerable adults are “mandatory reporters.” Even if your internship site does not work closely with minors and vulnerable adults, this is good training for all of you to have. Please fill out the “note taker” from this link: <http://mandatoryreporting.coe.arizona.edu/> as you watch each of the modules included on the LEFT of this web page. The video for each section is embedded into each module. Put the note taker in the correct d2l drop box by Sept. 14th. This work will require about a 2- hour period for completion.
3. **LinkedIn invite.** Please create a *LinkedIn*, if you don't have one already (<https://www.linkedin.com/feed>). *LinkedIn* is a social networking website for people in professional jobs. Please add your fall internship experiences along with past resume experiences and post it to this site under **experience**. Add your **education** and a current **photograph**. Once you have the site looking the way you want it to look, send me a *LinkedIn* invite, so I can confirm that you have created an account and posted an updated resume. This is due any time before your Mandatory Meeting (please see #3 below.)
4. **Required Meeting with me:** Please schedule a face to face meeting with me between the dates of Oct. 1st - 12th. The purpose of this meeting is to make sure all is going smoothly with your internship. I will email you with several blocks of time to sign up for this 15-20 minute meeting.
5. **Submit Reflection 1** to D2L at the beginning of your internship experience (3-4 pages, double-spaced, typed, with a 10-12 pt. font). See questions below:
 - a. Please include a brief description of your internship organization, who it serves, and the services it provides. Does this organization work with diverse groups of people? Is your organization directly working to address systemic inequities in society? (Please explain.)
 - b. Why do you want to intern at this organization?
 - c. How is this internship connected to LITERACY, LEARNING, and LEADERSHIP (LLL)? If your major is not LLL, please explain how this internship is connected to your current major. How will this internship support future career paths that interest you? How will your experiences help you with your overall career goals? (Please be specific.)
 - d. What are 3 immediate goals for yourself at this internship? Why are these goals important to you? (If this is a continuation of a previous internship, please revise your goals.)
 - e. Please explain if this is a PAID internship or not. If it is paid, university policy REQUIRES you to do a project of some sort that goes above and beyond your normal duties. Please explain what you will be doing for your project, if this applies to you.
6. **Submit Reflection 2** to D2L at the mid-point of your internship experience (3-4 pages, double-spaced, typed, with a 10-12 pt. font). See questions below:
 - a. Briefly re-identify your internship organization and describe your specific intern responsibilities and type of interactions you have had so far with your work colleagues and the community.
 - b. What are you enjoying about your internship? What has been challenging? What has surprised you?
 - c. Describe the personal and professional skills you are developing as a result of this internship. In which areas do you still want to grow and develop?
 - d. How well are you meeting your internship goals for this semester? Please refer to the goals you set forth in Reflection1.
 - e. If this was a PAID experience, what did you do for your special project? Please describe in detail.
7. **Submit Reflection 3** to D2L towards the end of your internship experience (3-4 pages, double-spaced, typed, with a 10-12 pt. font.) See questions below:

- a. Please share some of the more memorable highlights that occurred this semester at your organization.
 - b. Describe any challenges you may have faced in your internship.
 - c. If given the opportunity to intern at this organization again, what would you change about your experience?
 - d. How well did you meet your overall internship goals for the semester?
 - e. If your internship was a paid internship, describe in detail what you did for your final project?
8. **Submit Reflection 4** to D2L at the end of your internship experience (3-4 pages, double-spaced, typed, with a 10-12 pt. font.) See questions below:
- a. Describe the different forms of LITERACY that were present in your internship. How were you expected to design instruction OR communicate in ways that helped people read and access information, make sense of complex ideas, and/or express understanding through multiple forms of literacy? (Please describe in detail.)
 - b. Describe the learners as well as the LEARNING at your internship site. Did this learning take place in a formal or informal educational setting? (Please explain.) What kinds of strategies did you and others apply to impact the success of the learners at your internship site?
 - c. Compare the types of leadership practices and strategies that you and others used in this setting, especially in difficult situations. How did your own LEADERSHIP skills and style develop during this internship?
 - d. Evaluate how well your organization values human diversity and promotes different ways to address persistent inequities in society. Describe innovative ways that could address these inequities.
 - e. How did this internship allow you to investigate and prepare for different career paths as an LLL Major? (If you are not an LLL Major, please explain how this internship prepared you for career paths related to your current major.) How did you grow professionally from this experience? What next steps do you want to take to develop your professional career path?

****Please note that the highest standards for English usage are expected in both reflections. Please discuss all questions and proofread for spelling, grammar, and general readability. Reflections may need to be resubmitted if attention to these areas are below expectations. **Check D2L for due dates.***

9. **Submit a signed, supervisor time log to D2L at the mid-point of your internship experience.**

10. **Submit a signed, supervisor time log to D2L at the end of your internship experience.**

***Check D2L for due dates.*

11. **Attend the Fall Internship Poster Session** to tell others about your internship experience. The poster session will be **Thursday, November 15th from 1:45-3:45 in the WOW Collection/Edu 453**. Please mark your calendars in advance, so you do not miss this event. This session is open to the public and will highlight your experiences as an intern at your organization. More details about this event will be forthcoming. **(Please let me know IMMEDIATELY, if you cannot attend this event, so we can plan an ALTERNATIVE ASSIGNMENT in lieu of missing this assignment.)**

Final Grades: This course is for pass/fail credit. A passing grade is based on:

- Successful completion of **ALL** above course requirements.
- Successful completion of **ALL** agreed-upon hours based on number of units taken (45 hours per unit).
- Your supervisor's Final Assessment based on Internship Rubric below.
- The quality of and completion of all written requirements within all deadlines given.

Contact Hour Worksheet

Task	Estimated Time to Complete:
Reading and assignments (Homework)	0-3 hours a week
Contact	6-9 hours a week

** Please note that Pass/Fail grades do not calculate into the GPA.

** Please note that interns who successfully complete TLS 393 or 493 will receive engagement credit on their transcripts in the activity of *Professional Activity* and competency of *Professionalism*.

Final Assessment/ Internship Rubric: Below is the form I will send your supervisor at the end of the semester to evaluate your level of performance in the professional competencies below. Please study this rubric NOW, so you know what your supervisor will be looking for...

Competency Category	Exemplary 5	Satisfactory 4	Emerging 3	Missing 2
Quality of Work	Intern always exhibits a strong commitment to assigned duties, including demonstration of <ul style="list-style-type: none"> • initiative • follow through • attention to detail 	Intern usually exhibits a strong commitment to assigned duties, including demonstration of <ul style="list-style-type: none"> • initiative • follow through • attention to detail 	Intern sometimes exhibits a strong commitment to assigned duties, including demonstration of <ul style="list-style-type: none"> • initiative • follow through • attention to detail 	Intern is often unable to exhibit a strong commitment to assigned duties, including demonstration of <ul style="list-style-type: none"> • initiative • follow through • attention to detail
Oral/ Written Communication	Intern always exhibits strong communication skills, including the ability to <ul style="list-style-type: none"> • clearly express ideas • process instructions • implement feedback • use technology 	Intern usually exhibits strong communication skills, including the ability to <ul style="list-style-type: none"> • clearly express ideas • process instructions • implement feedback • use technology 	Intern sometimes exhibits strong communication skills, including the ability to <ul style="list-style-type: none"> • clearly express ideas • process instructions • implement feedback • use technology 	Intern is often unable to exhibit strong communication skills, including the ability to <ul style="list-style-type: none"> • clearly express ideas • process instructions • implement feedback • use technology
Collaboration and Intercultural Competency	Intern always exhibits strong relational skills, including <ul style="list-style-type: none"> • openness to new ideas • sensitivity to different populations • getting along well with others 	Intern usually exhibits strong relational skills, including <ul style="list-style-type: none"> • openness to new ideas • sensitivity to different populations • getting along well with others 	Intern sometimes exhibits strong relational skills, including <ul style="list-style-type: none"> • openness to new ideas • sensitivity to different populations • getting along well with others 	Intern is often unable to exhibit strong relational skills, including <ul style="list-style-type: none"> • openness to new ideas • sensitivity to different populations • getting along well with others

<p>Ways of Thinking</p>	<p>Intern always exhibits strong thinking skills, including ability to</p> <ul style="list-style-type: none"> • problem-solve and apply information • make sound decisions • reflect, self-assess, and adjust to new situations 	<p>Intern usually exhibits strong thinking skills, including ability to</p> <ul style="list-style-type: none"> • problem-solve and apply information • make sound decisions • reflect, self-assess, and adjust to new situations 	<p>Intern sometimes exhibits strong thinking skills, including ability to</p> <ul style="list-style-type: none"> • problem-solve and apply information • make sound decisions • reflect, self-assess, and adjust to new situations 	<p>Intern is often unable to exhibit strong thinking skills, including ability to</p> <ul style="list-style-type: none"> • problem-solve and apply information • make sound decisions • reflect, self-assess, and adjust to new situations
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Spring 2019 INTERNSHIP SYLLABUS

Internship: TLS 393/493

College of Education

Faculty Supervisor: Crystal Soltero

Office: COE 715; by appointment only

Contact information: csoltero@email.arizona.edu; 520.400.3235

Course Description: This course is designed to provide students with specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.

Course repeatability: TLS 393/493 may be repeated for a maximum of 15 units.

Prior requirements: Students earning internship credit must:

- Have a minimum cumulative GPA of 2.5.
- Complete an internship application and all accompanying internship forms.
- Have all required university tuition and fees paid by the posted deadline.

Course objectives:

- Gain professional work experience in a field related to LITERACY, LEARNING, and LEADERSHIP.
- Investigate career possibilities in jobs related to personal career objectives.
- Build on personal strengths and skills related to career objectives.

Course Expectations:

- Maintain highest level of professionalism as an ambassador of the UA.
- Check email regularly and stay in close communication with the COE faculty supervisor.
- Complete all assignments on time and submit to COE faculty supervisor in a WORD attachment that is typed and double-spaced with a font size between 10 and 12. Written work will be evaluated for content and language use. In addition to spell check, please remember to proofread!
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 - e. If your internship was a paid internship, describe in detail what you did for your final project?
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- a. Describe the different forms of LITERACY that were present in your internship. How were you expected to design instruction OR communicate in ways that helped people read and access information, make sense of complex ideas, and/or express understanding through multiple forms of literacy? (Please describe in detail.)
 - b. Describe the learners as well as the LEARNING at your internship site. Did this learning take place in a formal or informal educational setting? (Please explain.) What kinds of strategies did you and others apply to impact the success of the learners at your internship site?
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Final Grades: This course is for pass/fail credit. A passing grade is based on:

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** Please note that Pass/Fail grades do not calculate into the GPA.

** Please note that interns who successfully complete TLS 393 or 493 will receive engagement credit on their transcripts in the activity of *Professional Activity* and competency of *Professionalism*.

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**Department of Teaching, Learning and Sociocultural Studies
University of Arizona**

TLS 402/Section 002: Linguistics for Teachers (Fall 2018)

Instructor: Mary Carol Combs

Class schedule: Tuesdays & Thursdays:

12:30-1:45 p.m.

Class location: COE, 530

My office: COE, Room 523

Office hours: Tuesdays & Thursdays:

2:00-3:00 p.m. or by appointment

Phone: 520-626-3771

Email: combs@email.arizona.edu

Catalog Course Description

Fundamentals of language and linguistics for K-12 teachers; first and second language acquisition, grammatical structures of English, sociolinguistic variation and connections to culture and identity.

Longer Course Description

This course has five broad goals. First, to introduce students to theories of first and second and second language acquisition. Second, to explore the structure of and etymological roots of the English language. Third, to connect pedagogical approaches to the teaching of English with theory and research about how children learn a second language. Fourth, to help students develop an asset-based perspective about the language varieties and resources that students bring to schools and classrooms. Finally, to help students develop what Villegas & Lucas (2002) call a “sociocultural consciousness” about language, that is, a deeper understanding that the ways in which we think and behave are profoundly influenced by our race and ethnicity, social class, culture and language.¹

Course Objectives

Throughout the semester, we will engage with the “big ideas” about language learning and teaching in order to help you develop a thoughtful and nuanced way of talking about these ideas. During this course, we will explore the following broad realities:

- That language, culture, and identity are strongly interconnected.
- That the world’s languages are complex, and that L₂ learners of any language will acquire some of its grammatical features more quickly than others (and indeed, that some features may actually require thousands of hours in the new language to take hold).
- That variation in language and ways of speaking the same language are normal, and depend largely on the speech context of interlocutors (topic, place, people present, etc.).

¹ Villegas, A.M. & Lucas, T. (2002). Preparing culturally responsive teachers. *Journal of Teacher Education*, 53(1), 20-32.

- The selection of a particular variety of a language as the “standard” or most “correct” form is highly subjective and driven more by inequitable power relationships and historical circumstances than an inherent superiority of the form.
- That bilingualism and multilingualism are global phenomena and that bilingual and multilingual languages provide linguistic, academic and social benefits.

Learning Outcomes

Upon completion of this course, students will be able to:

- Explain basic principles of first and second language acquisition and development.
- Develop and demonstrate a respectful meta-awareness of the complexity of L2 acquisition.
- Develop and demonstrate in class discussions and written assignments constructivist views of learning that see all students as capable learners who use what they know already to construct their own understanding of new ideas or concepts taught, read, and/or and discussed in class.
- Develop a toolbox of communicative strategies to teach English (based on second language acquisition theory).
- Explain research-based arguments for the role of children’s first languages in the development of their second languages, as well as develop a repertoire of nuanced arguments to counter widespread prevailing myths about language learning and to challenge language-related prejudice.

Course Format

We have organized this course around two general pedagogical questions. First, what does it mean to be a linguistically and culturally responsive teacher? Second, what pedagogical knowledge and skills do teachers need to develop in order to be linguistically and culturally responsive? To answer these questions, we will combine lecture, small group and whole-class discussion of readings, individual and collaborative work, student presentations and performance activities, reflective reading and writing and film presentations. Our emphasis throughout will be participatory. Please use all of these activities to share your thoughts and reactions, to learn from each other, to grow intellectually and professionally, and to embrace the pedagogical possibilities available to teachers. Our hope is that you learn something new each and every time you participate in a discussion or activity. Your colleagues will be depending on your insights and encouragement, your questions and suggestions, your ability to make connections and find parallels between and among the issues we consider, your sense of humor, “goofiness,” and your sincerity.

Textbook

There is one required textbook (below). I have also uploaded additional articles and book chapters on our course D2L site. Some of these additional readings are required and others are optional.

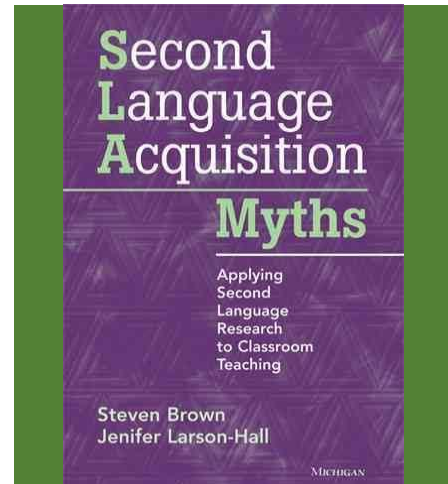
Brown, Steven & Larson-Hall, Jenifer (2012). *Second Language Acquisition Myths: Applying Second Language Research to Classroom Teaching*. Ann Arbor: University of Michigan Press.

This book is available at the University of Arizona bookstore (main student union). Or you can order it directly from the publisher:

(\$24.00) University of Michigan Press:

https://www.press.umich.edu/4392941/second_language_acquisition_myths

ISBN: 978-0-472-03498-7



Overview of Course Rules, Procedures and Policies

Attendance/Participation Policy (please read carefully). Participation means coming to class on time, prepared and contributing regularly to class discussions and activities. Attendance literally means “being present” and is critical for two principal reasons. First, this course is highly interactive; if you miss a class you may be missing participation points, which would be difficult to make up. Second, learning is a social endeavor and each class focuses on a range of topics related to a variety of pedagogies used with and for K-12 students. It is our policy to deduct 1 point per absence. Four absences (2 weeks) will automatically reduce your grade by one letter. After four absences, we will drop you from the class. There are some exceptions to this policy, described by the Dean of Students Office (<http://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-undergraduate-template>). For example, absences for any sincerely held religious belief, observance, or practice will be accommodate where reasonable:

policy.arizona.edu/human-resources/religious-accommodation-policy. Absences pre-approved by the UA Dean of Students (or dean’s designee) will be honored.

Disruptive Behavior in an Instructional Setting. “Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor’s appropriate classroom rules or instructions, or interferes with the normal operations of the University... Instructional rules may include, but not be limited to, prohibitions on cell phone use, refusing to be seated, talking during lectures, sleeping, eating, newspaper reading, entering the classroom late or leaving early without authorization, etc. <http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting>

Threatening Behavior by Students. “Threatening behavior” means any statement, communication, conduct, or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of

the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct, or gesture as a serious expression of intent to physically harm. Threatening behavior is prohibited. For more information, please see the University of Arizona policy on threatening behavior, at

<http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

Finally, cell phones must be put away unless their use is required for a class activity. Similarly, laptop computers are fine IF you are taking notes, reading D2L assignments, or looking up something on the internet related to the course. **Surfing through Facebook, other internet sites, or reading your email during class is not appropriate (it is also disrespectful).**



Incompletes. The University of Arizona's policy on the granting of an incomplete is quite strict. I intend to follow it <https://www.registrar.arizona.edu/grades/incomplete-i-grade>:

"The grade of **I** may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of **I** is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than **I** must be assigned."

Beyond this official policy, incompletes are difficult for me *and* for you; they tend to haunt students for many months, even years. Therefore, I strongly discourage them and will grant them only for extreme emergencies (with documentation).

Academic Integrity. Students are expected to adhere to the Code of Academic Integrity, which addresses issues such as cheating, fabrication, facilitating academic dishonesty, and plagiarism. The Code of Academic Integrity can be found on the Dean of Students website: <http://deanofstudents.arizona.edu/codeofacademicintegrity>

Plagiarism: Cheating, fabrication, facilitating academic dishonesty, and plagiarism is defined in the Student Code of Conduct, ABOR Policy 5-308-E.6, E.10, and F.1. Plagiarism typically means attributing and submitting an item of academic work that is not your own, but for which you have taken credit. In some cases, it also means not citing primary or secondary sources in your written academic work. Our experience is that most students submit work in good faith, but may not know how to cite their sources. If you have questions about citation styles, please be sure to ask us (do not be shy, we consider helping you to avoid possible plagiarism is part of our job). However, if you hand in a written assignment without proper citations, we will ask you to redo it. If you would like more information about plagiarism and how to avoid it, the Strategic Alternative Learning Techniques (SALT) Center (1010 N. Highland Avenue, 621-1242) provides a useful definition at its website:

<http://salt.arizona.edu/sites/salt.arizona.edu/files/tutoringfiles/handouts/Plagiarism.pdf>

Safe Zone. We intend to support a classroom space that respects all aspects of an individual's identity, including (but not limited to) race, ethnicity, gender expression, sexual orientation, social class, age, religion, size, and ability. Please see more information at <http://lgbtq.arizona.edu/safe-zone>.

Codes of Conduct. Students should be familiar with the UA Code of Conduct. The Dean of Students Office has developed information about policies, procedures, rights and responsibilities that are expected to be followed by students. The UA Code of Conduct can be found at <https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>

Equity. The College of Education joins in the University of Arizona's commitment to an environment free of discrimination, harassment and retaliation based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or other protected characteristics. If you have questions or concerns about possible discrimination or harassment, please contact the University's Office of Institutional Equity, 520-621-9449. <http://equity.arizona.edu>

Non-Discrimination and Anti-Harassment. The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages anyone who believes he or she has been the subject of discrimination to report the matter immediately as described in the section below, "Reporting Discrimination, Harassment, or Retaliation." All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations. <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Students with Disabilities. Accessibility and Accommodations: At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. Please see the University of Arizona's policy on students with disabilities: <http://drc.arizona.edu/instructors/syllabus-statement>

Note: Information contained in this syllabus with the exception of the attendance and grading policies may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.

TLSS Position Statement on Social Justice. On March 24, 2014, faculty and staff of the Department of Teaching, Learning and Social Justice unanimously adopted a position statement on social justice principles. The statement articulates the department's commitment to providing equal opportunity and to nurturing an academic climate dedicated to social justice (attached to our syllabus as a separate document). The principles it advances are especially timely given that immigrant communities, refugees, Indigenous groups and English language learners in Arizona experience serious political and social challenges in schools and communities. https://www.coe.arizona.edu/sites/coe/files/position_statement_on_social_justice_11-14.pdf

TLSS Position Statement on Social Justice

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

*We value and honor human diversity.

*We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.

*We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.

*We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.

*We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.

*Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macro aggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

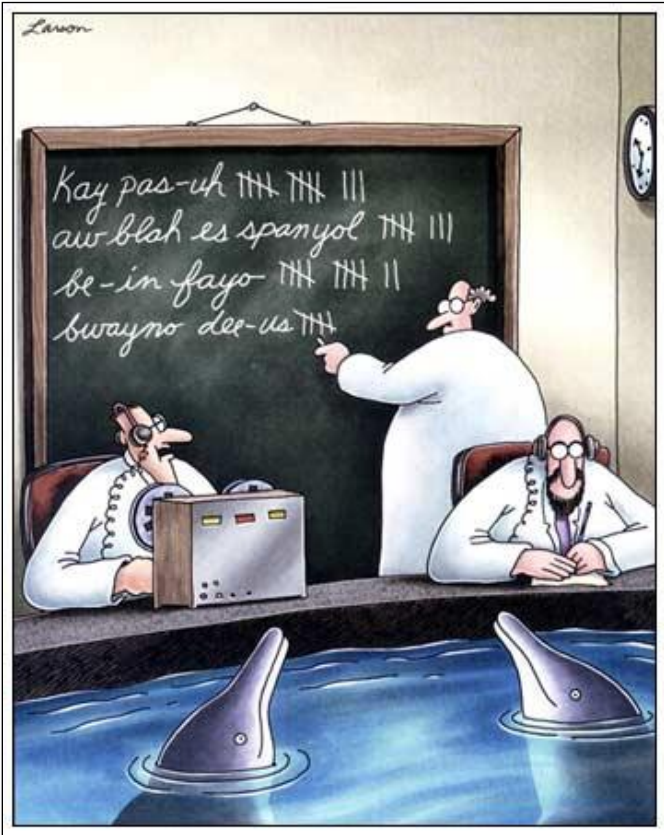
We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

Course Assignments

- 1. Attendance & participation** (please review attendance policy on p. 3). **15 points**
- 2. Understanding you own speech patterns and habits.** Record yourself speaking in a variety of contexts (classroom, home, community, with friends and peers, instructors, grocery or retail shopping, etc.). Your recordings do not have to be lengthy, but long enough for you to identify how your speech patterns, intonation, vocabulary, colloquialisms, etc. shift from context to context. Create a “language use and domain” chart or table for your notes. This is what you will upload to the class D2L site. As a whole class, we will combine our data into a class-wide chart to analyze how language practices vary. **10 points**
- 3. In-class quizzes.** About the readings and class discussions (3 @ 5 pts.). **30 points**
- 4. In-class group “performance”** of common myths of second language acquisition. There are a couple of goals to this activity. First, to incorporate another kind of assessment of what you have learned, this time in a group role-playing performance. Second, is to give you a chance to build a research-based intellectual and advocacy repertoire about second language acquisition. In small groups, you will select a particular myth and chapter from our course textbook and create a scenario to perform for the class. **5 points**
- 5. Systemic functional linguistics: Identifying the “academic language load” of English in different content areas.** Using a systemic functional linguistics approach, you will identify the language features of English in science, math, social studies, and language arts texts. This assignment will help you think about and anticipate the difficulties that English language learners might encounter in these texts. **5 points**
- 6. Developing an English phonology and pronunciation lesson based on minimal pairs** (for a variety of languages, including Spanish, Arabic and Chinese). **5 points**
- 7. Listening to and analyzing children’s talk.** There are three related goals for this assignment. First, it asks you to reflect on judgements that people typically make about accents, that is, who has them and how they are deployed (or not). Second, you should practice your ability to identify and value, in authentic conversations, creative and successful strategies used by **all** second language learners in order to COMMUNICATE, even when they are uncertain about meanings or correctness of particular words or forms. Third, to learn how to listen to English learners’ talk and to analyze the ways they use language, including their developing proficiency in English. For this assignment, you will listen to the oral conversation of children who are English language learners, reclassified English proficient students, or bilingual Latino students. Here are just a few examples of things all second language learners do in order to communicate in a language they are still learning: <https://www.pbs.org/speak/activities/> Write a short paper (3-4 pages) describing what you hear, with an analysis of your findings. **15 points**
- 8. Take home final exam.** **15 points**

Note: Information contained in this syllabus with the exception of the attendance and grading policies may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.

Grading Structure		Course Evaluation
Attendance & participation	15	A = 90-100
Analyzing your own speech patterns & habits	10	B = 80-89%
Group quizzes (3 @ 10 pts. =310 points)	30	C = 70-79%
Group performance on SLA myths	5	D = 60-69%
Systemic functional linguistics	5	E = 59% and
English phonology & pronunciation lesson	5	below
Analyzing children's talk	15	
Take-home final exam	<u>15</u>	
Total Points	100	



“Matthews ... we’re getting another one of those strange ‘aw blah es span yol’ sounds.”

Gary Larson, *The Far Side*

Fall 2018 Class Schedule

AUGUST: Basic Principles in Language and Linguistics

8/21 Introduction to and Overview of the Course

Organizing Questions

1. What should I expect in this course?
2. Who are my class colleagues?
3. Why am I taking this class?

8/23 Introduction to Language

Organizing Questions

1. What is a language? Linguistics?
2. How do linguists study language?
3. Why is it important for teachers to know about language and linguistics?

Required Reading

- Pinker, “An instinct to acquire an art” [D2L]

Optional Reading (From Derek Bickerton’s book, *Language and Species*)

- Bickerton, “Introduction” [D2L]
- Bickerton, “The continuity paradox” [D2L]

8/28 Acquiring our First Language

Organizing Questions

1. What are different schools of thought about language learning?
2. What is the role of biology, cognitive development, culture, and social interaction in language acquisition?

Required Reading

- Piper, “Learning the first language” [D2L]

Optional Reading

- Deutscher, “This marvelous invention” [D2L]

8/30 The Story of “Genie” - Video Presentation: *Secret of the Wild Child* (NOVA)

Organizing Questions

1. What is the “critical period hypothesis”?
2. How does Genie’s case both support and refute this hypothesis?
3. If human interaction is key to language acquisition in general, what are the implications of fact for the way in which we teach children acquiring a second language in particular?

Required Reading

- “Cast of characters in *Secret of the Wild Child*” [D2L]
- “Genie articles” [D2L]

Optional Reading

- Bickerton, “The fossils of language” [D2L]

SEPTEMBER: What I need to know about language in general and English in particular to teach English language learners

9/4 Language Socialization across Cultures

Organizing Questions

1. What does it mean to be “socialized” into language practices?
2. What are different language socialization practices?
3. How do different cultures perceive practices like turn-taking, attention, silences, shaming, politeness routines, baby talk, exclusion, etc.?

Required Reading

- Ochs, E. & Schieffelin, “The theory of language socialization” [D2L]

Recommended Viewing

- Film Preview (please watch at home): *Babies* [D2L, panopto]

9/6 Language Use in Context

Organizing Questions

1. Does your speech change depending on where you are?
2. Does it change depending on with whom you speak?
3. Why does your speech register change?

Required Reading

- Hernández-Campoy, “The nature of style”

Optional Reading

- Alim & Smitherman, “Nah, we straight”

Language Use and Domain Chart Due Today – Upload into D2L before class

9/11 The History of the English Language

Organizing Questions

1. What are the geographic and etymological roots of English?
2. Why is English spelling so strange and difficult?
3. Should we reform the English spelling system?

Required Reading

- Nation, “Teaching and learning vocabulary” [D2L]

Optional Reading

- Bammesberger, “The place of English in Germanic and Indo-European” [D2L]
- Curzan, Aarts & Algeo, “Defining English gender” [D2L]
- Curzan, Aarts & Algeo, “Gender and asymmetrical word histories: When boys could be girls” [D2L]

9/13 **The Structure of English (Crash Course in English Grammar-Part I)**

Organizing Questions

1. What are phonology, morphology, syntax, semantics and pragmatics, etc.?
2. How do we teach these particular functions of language to English learners?
3. Is direct instruction of vocabulary and grammar useful?

Required Reading (Sign up for one) [D2L]

- Brinton & Brinton, “Consonants and vowels”
- Brinton & Brinton, “Phonology, phonotactics, and suprasegmentals”
- Brinton & Brinton, “The internal structure of words and processes of word formation”
- Brinton & Brinton, “Grammatical categories and word classes”

9/18 **The Structure of English (Crash Course in English Grammar-Part II)**

Organizing Questions

1. What are some of the more complex elements of English grammar?
2. Does knowledge about grammatical features help me better understand English?
3. How might this new knowledge help me teach English language learners?

Required Reading (Sign up for one) [D2L]

- Brinton & Brinton, “Lexical semantics”
- Brinton & Brinton, “Phrasal structure and verb complementation”
- Brinton & Brinton, “Adverbials, auxiliaries, and sentence types”
- Brinton & Brinton, “Finite and nonfinite clauses”

9/20 **Quiz #1 (Course topics from August 21)**

9/25 **Introduction to Second Language Acquisition**

General Principles

Organizing Questions

1. What is second language acquisition?
2. Who acquires a second language? How do we actually learn a second language?
3. What are optimal contexts for second language acquisition?

Required Reading

- Saville-Troike, “Foundations of second language acquisition” [D2L]

Optional Reading

- Gass & Selinker, “Introduction to second language acquisition” [D2L]

SEPTEMBER/OCTOBER: Common Myths about Second Language Learning

9/27 Common Myths about Second Language Learning (I)

Speed of Acquisition

Organizing Questions

1. Is learning a second language like learning the first?
2. How much time do children need to learn a second language?
3. Do children learn a second language faster than adults?

Required Reading

- Brown & Larson-Hall, “Children learn languages quickly and easily while adults are ineffective in comparison” (chapter 1)

10/2 Common Myths about Second Language Learning (II)

Bilingualism and Bilingual Students

Organizing Questions

1. If you *sort of* know a second language, can you be considered bilingual?
2. How *do* children become bilingual?
3. Does bilingualism confuse children?

Required Reading

- Brown & Larson-Hall, “A true bilingual is someone who speaks two languages perfectly” (chapter 2)

10/4 Common Myths about Second Language Learning (III)

Learning through “Osmosis”

Organizing Questions

1. If you immerse kids in their second language, will they acquire it eventually?
2. Do children learn the grammar of a second language in a particular order?
3. How much do second language learners “self-correct” themselves?

Required Reading

- Brown & Larson-Hall, “You can acquire a language simply through listening or reading” (chapter 3)

10/9 Common Myths about Second Language Learning (IV)

Paying Attention, Memorizing and “Noticing” in a Second Language

Organizing Questions

1. What do we mean when we talk about input and output?
2. What is the role of repetition in second language learning and teaching?
3. How do we promote affective and cultural connections for our students?

Required Reading

- Brown & Larson-Hall, “Practice makes perfect” (chapter 4)

10/11 **Common Myths about Second Language Learning (V)**
Second Language Learners Remember What We Teach
Organizing Questions

1. Why do students seem to forget what we taught them?
2. What are learning strategies and can we teach them?
3. What is the difference between learning and teaching strategies?

Required Reading

- Brown & Larson-Hall, “Language students learn (and retain) what they are taught” (chapter 5)

10/16 **Common Myths about Second Language Learning (VI)**
The Effect of Error Correction
Organizing Questions

1. Should we teach grammar explicitly?
2. What about overt error correction?

Required Reading

- Brown & Larson-Hall, “Language learners always benefit from correction” (chapter 6)

Optional Reading

- Brown & Larson-Hall, “Individual differences are a major, perhaps the major, factor in SLA” (chapter 7)
- Brown & Larson-Hall, “Language acquisition is the acquisition of grammar” (chapter 8)

10/18 **In-Class Group Dialogue and Performance (Myths of Second Language Learning)**

10/23 **Quiz #2 (On topics between 9/20-10/16)**

10/25 **The “Social vs. Academic” Language Debate**
Organizing Questions

1. What is social language? Academic language?
2. Do children learn academic language only at school?
3. Does formal schooling “improve” our language?

Required Reading

- Faltis, “Demystifying and questioning the power of academic language” [D2L]

Optional Reading

- Aukerman, M., “A culpable CALP: Rethinking the conversational/academic language proficiency distinction in early literacy instruction” [D2L]

10/30 **Identifying the “Language Load” of Content Area Subjects**

Organizing Questions

1. What do we mean by “language load”?
2. Isn’t teaching math and science to ELLs the same as teaching these subjects to English speakers?
3. How can we make use of systemic functional linguistics to help us anticipate difficulties for our English learners?

Required Reading (please select one) [D2L]

- De Oliveira, “Academic language in the social studies for English learners”
- Perkins & Flores, “Mathematical notations and procedures of recent immigrant student”
- Pray & Monhardt, “Sheltered instruction techniques for ELLs: Ways to adapt science inquiry lessons to meet the academic needs of English language learners”

In-Class Collaborative Activity Using Systemic Functional Linguistics

NOVEMBER: Language Standards, Children’s Talk and Translanguaging

11/1 **Teaching Phonology and Pronunciation (Using “Minimal Pairs”)**

Organizing Questions

1. Why do some English language learners have difficulty with some English sounds?
2. Can we anticipate some of these difficulties?
3. How do we teach [and model] American English pronunciation with minimal pairs?

Required Reading

- Rogerson-Revell, “Phonology and pronunciation teaching and learning” [D2L]

Optional Reading

- Rogerson-Revell, “English vowels and consonants” [D2L]

In-Class Collaborative English Pronunciation Activity with Minimal Pairs (Please upload before class, at 12:00)

11/8 **Language “Standards” and Varieties**

Organizing Questions

1. Why are some languages considered standards and others are called dialects?
2. Are some varieties of English simply more “correct” than others?
3. Are there implications of this distinction for my own classroom?

Required Reading

- Lippi-Green, “Linguistic Facts of Life” [D2L]

Optional Reading

- Lippi-Green, “The myth of non-accent” [D2L]
- *Film Presentation*: Do you speak American? [D2L, panopto]

11/13 **Listening to and Analyzing Bilingual Children's Talk**

Organizing Questions

1. What is bilingualism?
2. Is a bilingual child one who speaks two languages well?
3. What are the dimensions of bilingual proficiency that we may encounter in classrooms?

Required Reading

- Coady & Escamilla, "Audible voices, visible tongues"

Optional Reading

- Freeman & Rodríguez, "Promoting exploratory talk with emergent bilinguals" [D2L]
- Gort, "Code-switching patterns in the writing-related talk of young emergent bilinguals" [D2L]

11/15 **Revisiting Creative Talk among Bilingual and English Language Learners: Translanguaging and Codeswitching**

Organizing Questions

1. Who codeswitches and how?
2. Why do people codeswitch?
3. Is there a difference between translanguaging and codeswitching?

Required Reading

- Anzaldúa, "How to tame a wild tongue" [D2L]

Optional Reading

- Martínez, "Spanglish" as Literacy Tool: Toward an understanding of the potential role of Spanish-English code-switching in the development of academic literacy" [D2L]

Children's Talk Analysis due (please upload before class, at 12:00 p.m.)

11/20 **Quiz #3 (on topics from 10/25-11/15)**

11/22 **Thanksgiving – No Class**

11/27 **Review of Language Policy and Teaching in the State of Arizona (Part I)**

Organizing Questions

1. What is Arizona's language policy with respect to emergent bilinguals and ELLs?
2. What is the origin of this policy?
3. Why do state legislators insist on such an atheoretical model for use with English language learners in K-12 classrooms?

Required Reading

- Combs, "Self-inflicted *reduction ad absurdum*: Pedagogies and policies of the absurd in the State of Arizona" [D2L]

Optional Reading

- Combs, "Everything on its head: How Arizona's Structured English

Immersion policy reinvents theory and practice” [D2L]

11/29 **Review of Language Policy and Teaching in the State of Arizona (Part II)**

Organizing Questions

1. What is the connection between second language acquisition and language policy in Arizona?
2. How does the policy position teachers and administrators?
3. What language myths and ideologies are reflected in state policy?

Required Reading

- Arizona Revised Statutes (Proposition 203) [D2L]

Optional Reading

- Long, M. H. & Adamson, “SLA research and Arizona’s Structured English Immersion policies” [D2L]

In-Class Collaborative Activity Deconstructing Proposition 203

DECEMBER: Wrap Up, Review, and Looking Forward

12/4 **LAST DAY OF CLASS**

Becoming and Being an Effective Teacher of English Language Learners: How to Make a Difference in Your Own Classroom

Organizing Questions

1. What are my “take-aways” from this course about language and linguistics?
2. Given the current policy and political context in Arizona (and elsewhere in the nation), how can I become an effective teacher of and advocate for my ELLs?

Final Take-Home Exam Distributed

12/10 **Final Take-Home Exam Due – Please bring to the TLS Office (room 512) by 12:00 noon.**

Have a safe and restful holiday!

UNIVERSITY OF ARIZONA
Teaching, Learning, and Sociocultural Studies

Foundations of Education for Social Justice

TLS 409 002/509 002

Spring 2019 (3 credits)

Times and locations vary by section

Instructor: Instructor Info

Instructor's Availability: Michelle Aguilera is available Tuesday 11:00-12:00. Appointments for other days and times can be made during class or through email.

Catalog Course Description: Foundations of the legal, social, historical, cultural, and political contexts of public education with a specific focus on marginalized student populations and the potential to develop a more socially just educational system.

Additional Course Description: Public education has a central role in a democracy, and yet what that role is and what the purpose of public education is has been in discussion and debate since its inception. To enter into the discussion, we need to not only understand what public schools has been and is but also, and perhaps most importantly, what public education can be. Because public education does not exist separate from the legal, social, historical, cultural, and political contexts in which it is situated, this course examines those contexts with a focus on student populations, specifically those who have been marginalized in U.S. schools - heritage and second language speakers, immigrants, Indigenous community members, refugees, and LGBTQ students.

Using the experiences of marginalized students in public education, the course addresses the history of education, the nature and functions of schools in society, school reform proposals, moral dimensions of schooling, equality and equity of educational opportunity, finance and governance structures, alternatives to traditional schooling, and the relationship between policy and practice.

Course Format and Teaching Methods: To understand the course content, there will be course readings; presentations by the instructor and peers; and large and small group discussions. Course readings are completed prior to class because they then provided a common knowledge base for the discussions and presentations. Course readings include texts as well as current articles in the media on course related topics. Presentations provide an opportunity to provide additional information on the readings as well as an opportunity to understand multiple perspectives. Whole group, small group, and pair discussions are critical to making the personal and academic connection to the course content.

Course Objectives: During the course, students will answer the following three "big picture" questions with a critical eye towards their own education and the education of marginalized students in the United States:

1. How have political, sociological, economic, cultural, and linguistic forces affected schools throughout history?
2. How can I make sense of students' experiences in schools, including my own experiences, in light of these forces and processes of identity formation, privilege, and marginalization?
3. How should schools be transformed to realize more equitable and socially just educational environments?

In addition, students will address the following related questions through course materials and discussions:

- What is the relationship between public education and society?
- How has public education responded to changes in student demographics?
- Why has the education of language minoritized students been so contentious in the United States?
- How have public schools both perpetuated and disrupted educational inequities?
- How can teachers effectively serve students who have been marginalized?
- What are the big issues currently facing education?

Learning Outcomes: Upon the completion of the course, students will be able to:

- Identify the key historical, political, social, and legal events that have shaped the education of marginalized students with a specific focus on social and linguistic diversity
- Explain the relationship between public schooling, social justice education, identity formation, marginalization, and privilege
- Describe educational policies and practices that have contributed to or impeded equity in education
- Understand the duality of schooling as both a place of liberation and a place of oppression

Texts and Readings:

- Oakes, J., Lipton, M., Anderson, L. & Stillman, J. (2018). *Teaching to change the world, 4th Edition*. Boulder, CO: Paradigm Press.
- Ovando, C. J. & Combs, M. C. (2018) *Bilingual and ESL classrooms: Teaching in multicultural contexts*. Boulder, CO: Rowman & Littlefield.
- Additional relevant articles or media will be sent via email or put on D2L.

UA Inclusive Excellence: UA Inclusive Excellence is a fundamental part of the University of Arizona’s strategic plan and culture. As part of this initiative, the institution embraces and practices diversity and inclusiveness. These values are expected, respected and welcomed in this course.”

Elective Name and Pronoun Usage: This course supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

Department of Teaching, Learning and Sociocultural Studies Position

Statement on Social Justice (Adopted March 25, 2014):

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

- We value and honor human diversity.
- We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
- We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
- We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
- We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.
- Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macroaggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

Standards: Students in the Elementary Education Program are assessed on Arizona Department of Education Professional Teaching Standards which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Standards; the International Society for Technology in Education National Educational Technology Standards for Teachers (ISTE NETS-Teacher); and the University of Arizona Teacher Preparation Programs Professional Standards as well as other national standards. The Standards work in concert. By addressing them, graduates of the Elementary Education Program demonstrate that they are professionals and are prepared to participate in the very important process of educating young children.

Arizona Professional Teaching Standards: InTASC Standards

- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

NETS-T

- #3: Model Digital Age Work and Learning. Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.
- #4: Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

University of Arizona Professional Standards

Teacher candidates at the University of Arizona demonstrate a commitment to their academic program and to education by:

- attending, being on time, and being prepared for scheduled classes and field experiences;
- communicating professionally and respectfully orally and in writing with peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members;
- looking beyond self and respecting differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation;
- accepting and acting upon reasonable criticism;
- understanding and respecting others' perspectives;
- separating personal and professional issues;
- exhibiting their knowledge through inquiry, critical analysis, and synthesis of the subject;

Absence and Class Participation Policy:

Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Absences may affect a student's final course grade. If you anticipate being absent, are unexpectedly absent, or are unable to participate in class online activities, please contact me as soon as possible. *To request a disability-related accommodation to this attendance policy, please contact the Disability Resource Center at (520) 621-3268 or drc-info@email.arizona.edu.* If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

Course Communications: To connect with **Michelle Aguilera**, please use UA email – not D2L. Emails after 7:00 p.m. will be replied to after 10:00 a.m. the next day.

Description of Assignment Expectations and Assignment Descriptions:

Reading Dialogue Facilitation: During the first week, students will form groups (7) based on their interest in facilitating dialogue about particular articles over the semester. Then groups will facilitate a 20-30 minute intro to the reading and dialogue about the reading in class. Please create a short slide show of images related to the text from which you are presenting.

Unit 1 Assessment: Position Statement on Education: The Place of Schooling in Society Analysis

Description: Write a 2-3 page essay on what has been the role of education throughout history. Include in the essay your own thoughts on what that role is today and in the future.

Unit 2 Assessment: Analysis of personal identity, its relationship to power, and how that shows up in the classroom.

Description: Write a 2-4 page analysis of one's own identity as it relates to race, gender, sexual identity, religion, class/wealth, ability, citizenship experience, and language. Be sure to consider one's own identity in relationship to power and how it has afforded you access to cultural capital and/or community cultural wealth. Finally, describe how your identity can affect your teaching and how you should work to address the role of your own identity in your classroom.

Unit 3 Assessment: Social Geography Mapping & Analysis of Cultural Capital & Community Cultural Wealth

Description: Demonstrate your knowledge of both cultural capital and community cultural wealth by creating a social geography map of the high school you attended. Your map should include analysis of at least three levels: the school you attended, the district or network your school was a part of, and the wider town/city/community your school rests within. You have flexibility in the form of the map - it can be a visual representation of your school and community with a written analysis or simply a written analysis with careful community description.

Unit 4 Assessment: Story and Counterstory - Crafting a critical, subversive narrative about one's educational history and journey

Description: Write 2-4 page story or counterstory (covered in class), according to your social positionality, that challenges various forms of oppression in an educational context.

Unit 5 Assessment: Narrated Powerpoint Video (either by yourself or group of 2) that analyzes different language policies and approaches to language teaching through the lens of:

- A clear understanding of the differences and similarities between: English-Only, SEI, ESL, Bilingual Ed (maintenance & transitional), Dual Language
- An analysis of how power is operating and what the driving forces are behind given policies
- Linking language policy to racism and racial segregation in education
- An articulation of an imaginative possibility of what language learning could be if it were liberatory rather than oppressive

Final Assessment

- Over the course of the semester, you will work in small groups to create a concept map of the important concepts from class.
- During finals week, your group will creatively present the group's concept map

- Additionally, groups will draw from their separate Unit 1 assessments (Position Statements) to create a common position statement on the role of education in society. The final product should be 3-4 pages in length.

Assignments Due Dates are Listed in the Course Schedule Below

Grading Scale & Policies:

Grade	Description
A	Excellent, 91 – 100%
B	Good, 81 – 90%
C	Satisfactory 71 – 80%
D	Poor 61 – 70%
E	Failure 0 – 60%

- Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.
- The Benchmark Assignment is a performance based assessment that evaluates your progress toward meeting the Arizona Professional Teaching Standards: InTASC standards; NET*S Standards; and the University of Arizona Professional Standards. In order to pass this course, you must pass the Benchmark Assignment. Even if you receive passing grades on all other assignments, if you fail the Benchmark Assignment, you will fail the class. Passing the Benchmark Assignment means you have met the objectives of the course, which are tied to the Arizona Professional Teaching Standards: InTASC standards; NET*S Standards; and the University of Arizona Professional Standards. Failing the Benchmark Assignment means that you have failed to demonstrate mastery of objectives of the course, which are tied to Arizona Professional Teaching Standards: InTASC standards; NET*S Standards; and the University of Arizona Professional Standards.

To earn a passing grade in your courses with fieldwork, you must successfully complete the associated classroom experience. Successful completion involves completing your classroom hours every week and making up missed hours; receiving positive evaluations from your cooperating teacher regarding your classroom performance and professionalism; and completing all required classroom assignments.

Topics and Assignment Schedule: The following dates are subject to change. Please get in the habit of regularly checking your email for changes and D2L for updates.

Dates	Readings	Assignments
Week of Jan 9th		
Day 1	No Class	
Day 2 Syllabus and Social Justice Statement		
Week of Jan 14 Unit 1: History of Education		
Day 1	Oakes, et. al. Chap. 2: History & Culture - 37-60 Joel Spring – Chap.1 Deculturalization	Education Position Statement Assigned
Day 2	Oakes, et. al. Chap. 2: History & Culture - 60-70 Joel Spring – Native Americans	<i>Group Facilitation 1</i>
Week of Jan 21 Unit 1: History of Education in Tucson		MLK day Jan 21 st - No class
Day 1	Julio – No Class Michelle & Jamie	
Day 2	Combs – 21 st century linguistic apartheid	
Week of Jan 28 Unit 2: Identity & Power		

Dates	Readings	Assignments
Day 1	Bourdieu - Forms of capital Yosso - Whose culture has capital?	<i>Group Facilitation 2</i>
Day 2		Personal Identity, Power, & Teaching Assigned
Week of Feb 4 Unit 2: Identity & Power		
Day 1	Oakes et al – Deficit Thinking Ovando & Combs – Deficit Thinking Joel Spring - Hispanic/Latino	<i>Group Facilitation 3</i>
Day 2	Teaching Tolerance – LGBTQ Safer Classrooms Recorded Webinar (45 min) https://www.tolerance.org/professional-development/webinars/lgbtq-best-practices-classroom-culture-and-curriculum Check Yourself Before You Wreck Yourself...And Our Kids. - Matias Supplementary: 10 Ways Well-Meaning White Teachers Bring Racism into Our Schools - Utt	
Week of Feb 11 Unit 3: Social Geography & Segregation		

Dates	Readings	Assignments
Day 1	Housing Segregation is Everything https://www.youtube.com/watch?v=O5FBJyqfoLM&feature=youtu.be Race the House We Live in https://www.youtube.com/watch?v=mW764dXEI_8	
Day 2	Coates – A Case for Reparations	Social Geography Mapping Assigned <i>Group Facilitation 4</i>
Week of Feb 18 Unit 3: Social Geograph y & Segregatio n		
Day 1	La Calle Reading – Ch 3 & 4 Dr. Otero Guest??	
Day 2		
Week of Feb 25 Unit 3: Social Geograph y & Education		
Day 1	Oakes et al Ch 10 Sorting and Labeling Nieto 3 Racism, Discrimination and Expectations	<i>Group Facilitation 5</i>
Day 2		
Spring Break March 4-8		

Dates	Readings	Assignments
Week of Mar 11 Unit 4: Intersectionality		
Day 1	Kimberlé Crenshaw Ted Talk - https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en Joel Spring – African Americans	
Day 2	Ladson-Billings & Tate – Intro to CRT in Education	<i>Group Facilitation 6</i>
Week of Mar 18 Unit 4: Intersectionality		
Day 1	La Prieta - Anzaldua	
Day 2	Storytelling for Oppositionists and Others: A Plea for Narrative – Delgado 1989	Assign Story/Counterstory Assignment
Week of Mar 25 Unit 4: Intersectionality		
Day 1	Interview with Eli Clare: https://www.youtube.com/watch?v=GOl_Yk3hms	
Day 2	American Indian Counternarratives Zamudio	
Week of Apr 1 Unit 4: Intersectionality		
Day 1	Education Debt vs Achievement Gap – Ladson-Billings	

Dates	Readings	Assignments
Day 2		
Week of Apr 8 Unit 5: Language, Culture, & Power		
Day 1	Ovando & Combs Ch 2 pp. 39-58	
Day 2	Ovando & Combs Ch 2 pp. 58-78	<i>Group Facilitation 7 - Must cover all of Ovando & Combs Ch. 2</i>
Week of Apr 15 Unit 5: Language, Culture, & Power		
Day 1	Joel Spring – Asian Americans	Assign Language Policy Assignment
Day 2	By the time I get to Arizona – Cammarota & Aguilera	
Week of Apr 22 Unit 5: Language, Culture, & Power		
Day 1	Ovando & Combs Ch 3 pp 79-96 Patricia Gandara on SEI and “Mexican Rooms”	
Day 2	Ovando & Combs Ch 3 pp. 96-113	

Dates	Readings	Assignments
Week of Apr 29 Unit 5: Language, Culture, &Power & Final Preparation		
Day 1	Ovando & Combs Ch. 5	
Day 2		
Week of May 6		
	Final Presentation	

Time on Tasks Expectation (per week, 3-unit course):

15 Week (3 hours of Contact / 6 Hours of Homework)

Task	Estimated Time to Complete:
Reading (Homework)	4 hours, 30 min per week – 67.5 hours total
Watching Videos (Could be either)	Occasional time interspersed
Discussions (Contact)	2 Hours, 30 Min per Week – 37.5 hours total
Quizzes (Homework)	None
Group Work (Contact/Homework)	1 hour per week (30 min in class, 30 min out of class) – 15 hours total
Assignments (Homework)	1 hour per week – 15 hours total

Classroom Behavior Policy: The classroom should be a safe place; therefore, we expect students to respect the teaching/learning environment and each other. We do not tolerate any form of harassment.

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Electronic Devices and Social Media:

- **Electronic Devices:** In some instances the instructor might ask you to bring out your laptop or

personal electronic devices to help further the activity or discussion happening. That will be the **only** time when electronic devices are available for use. These devices can be distracting to other learners. Therefore, please make sure that your use of personal electronics does not disrupt other students. No streaming, checking emails, or using social media while in class. If you are doing this, you will be asked to put your laptop or device away. If you are asked more than once, this can be considered disruptive behavior and you can be asked to leave the classroom.

- Cell phones are not permitted during class session. If there is an important phone call you are waiting for, please keep devices on vibrate. If you must respond to a text or call, please step out of the classroom.
- **UA Statement on Social Media:** Social media offers opportunities to interact, build relationships, and enhance interpersonal and professional connections. As members of the University of Arizona community, we must be aware of the ways social media content may affect our personal and professional reputation and credibility and the way others perceive the University. The guidelines at <http://policy.arizona.edu/ua-social-media-guidelines> have been established to protect your interests as well as the University's interests when members use social media for either professional or personal purposes.

Threatening Behavior Policy: The UA Threatening Behavior by Students Policy, which prohibits threats of physical harm to any member of the University community,
<http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>:

The University seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. Threatening behavior can harm and disrupt the University, its community and its families.

“Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm.

Accessibility and Accommodations: At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268; drc.arizona.edu) to explore reasonable accommodation.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Code of Academic Integrity: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See:
<http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>:

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

Integrity is expected of every student in all academic work. All student's submitted work must be his or her own. It is expected that all papers and lesson plans be original (i.e., created by the student), typed, neat, proofread, and grammatically correct. Plagiarism in any form will not be tolerated. It is assumed that the Student Academic Code of Integrity will be adhered to. Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Academic dishonesty will not be tolerated under any circumstances, and will result in a failure to pass this course. Misrepresenting the words or ideas of another as your own is called plagiarism. The key to avoiding plagiarism is to develop good judgment in the fair attribution of words and ideas. You must credit the source whenever you (a) directly quote the words of another or (b) reference a specific idea, argument, or fact from a given source. You should err on the side of caution and cite the source of any specific ideas, concepts, or facts that you use. Conduct prohibited by the Code consists of all forms of academic dishonesty.

UA Nondiscrimination and Anti-harassment Policy: The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages anyone who believes he or she has been the subject of discrimination to report the matter immediately as described in the section below, "Reporting Discrimination, Harassment, or Retaliation." All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations. For more information: <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Additional Resources for Students:

- UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>
- Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records:

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Subject to Change Statement:

The information contained in the syllabus, other than grade and absence policies, is subject to change with advanced notice as deemed appropriate by, and at the discretion of the instructor.

The Anthropology of Childhood

TLS 495a/595

Spring 2019

Monday

4:15 pm – 6:45 pm

Education, Room 502

Instructor: Dr. Perry Gilmore

Office: Education 509

Office Hours: Wednesday, 2 – 4 pm; and by appointment

pgilmore@email.arizona.edu

Teaching Assistant: Xiao Yin

COURSE DESCRIPTION

This course will explore the *Anthropology of Childhood*. Unlike earlier studies of children and childhood which focused largely on the process by which culture was passed on from generation to generation, many contemporary anthropological studies of childhood differ by seeing children as social agents in their own right, actively participating in, contributing to, and shaping the social world they live in. Conceptions of childhood, including the experiences, functions and meanings of childhood, vary widely across time and place. The course will examine childhood historically, socio-culturally, economically, politically and personally. We will draw on local and global examples. The readings, assignments and discussions will explore such topics as: parents and family, peers and siblings; education and schooling, play and work; language socialization, gender and sexuality, digital childhoods, childhood and media, child advocacy and policy, et al. We will explore children's vulnerability, resistance and resilience in the context of contemporary challenges such as war, famine, illness, poverty, discrimination, and immigration.

The course will consider policies, practices and ethics in relation to the education, health and well-being of children from infancy to adolescence. Students will explore childhood through ethnographic studies and films, first-hand experiences and observations, interviews with adults about childhood memories, and the critical examination of media, films, books, games, toys, and art for and about children. This course will draw on disciplines including anthropology, education, sociology, family studies, public health, linguistics, psychology, medicine, law, and others.

GOALS AND OBJECTIVES

The overarching goals of the course are for students to (1) acquire and generate knowledge about the anthropology of childhood, and to (2) develop a critical perspective that will contribute to a deeper understanding of childhood in order to better address contemporary problems facing children in today's world.

OUTCOMES

Students will demonstrate their knowledge, insights and critical perspectives about the anthropology of childhood through their written assignments, class participation, and individual and group class presentations. Students will engage in research that generates new knowledge about children through personal reflections, interviews, and observations. These class data sets will be analyzed in small groups and shared in an in-class data workshop. Students will submit final papers that develop their own special interests in the field, demonstrate their command of the literature, and consider implications for improving the lives of children in contemporary society.

Task	Estimated Time to Complete:
Reading	6 – 7 hours per week
Watching Videos	@ 7 hours per semester
Discussions	1 -2 ½ hours per week
Quizzes (critical memos)	10 -15 hours per semester
Group Work	@10 hours per semester
Assignments	Data collection, analysis, papers, powerpoints @20 hours per semester

TEXTS

Required:

Kisisi (Our Language): The Story of Colin and Sadiki. Perry Gilmore, Wiley Press 2016
(Copies available at the UA Bookstore; cheaper copies are available on line.)

All other required readings will be posted on D2L. Additional supplemental and recommended readings are also posted on D2L.

Recommended:

(These texts are suggested for your permanent library on this topic and not necessary for purchase for class. All the required chapters from these volumes are available on D2L.)

The Anthropology of Childhood: Cherubs, Chattel and Changelings. David Lancy, Oxford Press 2008

An Introduction to Childhood: Anthropological Perspectives on Children's Lives. Heather Montgomery Wiley-Blackwell 2009

REQUIRED ASSIGNMENTS AND PAPERS

Assignments: Specific details for all the assignments will be provided and discussed in detail in class.

- 1. Weekly readings** – Individuals and small groups will be required to summarize weekly readings, raise questions for class discussions, and guide the weekly class meetings. Brief critical memos will sometimes be required. These one page memos will address issues, questions and critical reflections stimulated by the assigned readings. **TLS 595 graduate students will be responsible for additional supplementary readings posted on D2L and from other outside sources.**
- 2. Personal Memoir Assignment** – A brief personal two-page essay describing a vivid childhood experience. **Due January 28 (both submitted electronically to be posted on D2L and a hard copy to the professor).**
- 3. Childhood Memory Interview Assignment**– Conduct and record an interview with someone about their most vivid childhood memories. Transcribe the most compelling portion. Two to three pages. **Due February 18 (both submitted electronically to be posted on D2L and a hard copy to the professor).**
- 4. Child Observation Assignment** – Observation of a child (or children) in a natural setting. Describe in close detail what you observed. Two pages. **Due February 25 (both submitted electronically to be posted on D2L and a hard copy to the professor).**
- 5. Group Research Analysis of Data from Memoirs, Interviews and Observations** – Based on the data from class memoirs, interviews, and observations, groups (to be assigned by the professor) will analyze and share their analyses of the prominent themes that emerge in these data and how they are integrated with the class readings, films, and discussions. Groups will present and share their findings in class on **April 1.**
- 6. Final Papers/Presentations** – Topics to be approved by the professor. Individual presentations of these final papers will be presented in a class on **April 29.**

All final papers are due **April 29 (both submitted electronically to be posted on D2L and a hard copy to the professor).**

TLS 495a – Final papers should be 5 -6 pages not including the references.

TLS 595 – Final papers should be 20 – 25 pages not including the references.

GRADING POLICIES

Fulfill all class requirements including class participation, written assignments, weekly readings, outside of class activities (including interviews, observations, film viewing, etc.). All aspects of these requirements count equally. Peer and self-evaluation will be considered an important aspect of the holistic evaluation done by the professor.

University policy regarding grades and grading systems is available at <http://catalog.arizona.edu/policy/grades-and-grading-system>

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

THREATENING BEHAVIOR POLICY

Required language: The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

CLASSROOM BEHAVIOR POLICY

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

ATTENDANCE POLICIES

Be present, be engaged, be thoughtful, be critical; and be responsible for any missed work if unable to attend. Multiple absences (3 or more) will affect your grade.

According to university policy, regarding excused absences: Absence and Class Participation Policy

Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all class meetings. Absences may affect a student's final course grade. If you anticipate being absent, are unexpectedly absent, or are unable to participate in class online activities, please contact me as soon as possible.

To request a disability-related accommodation to this attendance policy, please contact the Disability Resource Center at (520) 621-3268 or drc-info@email.arizona.edu. If you

are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

POLICIES REGARDING EXPECTED CLASSROOM BEHAVIOR

In class your full mental presence is expected. Please turn off cell phones, pagers, alarms, Facebook, etc. before class. While in class, students may use a laptop or other electronic devices for course purposes. Civility, empathy, respect for each other and openness to learning will be the guidelines for all classroom discourse and interaction.

NOTIFICATION WARNING STUDENTS THAT SOME COURSE CONTENT MAY BE DEEMED OFFENSIVE BY SOME STUDENTS:

We will be reading about and discussing topics, concepts with which students might disagree or find offensive. An educated and professional response and engagement will be expected.

Students with Disabilities

If you anticipate issues related to the format or requirements of this course, please notify and meet with me as soon as possible so we can make a plan to accommodate your needs. If formal, disability-related accommodations are necessary, register with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations.

Students are expected to follow the UA code of academic integrity, posted at the following link:

<http://deanofstudents.arizona.edu/codeofacademicintegrity>

University of Arizona Policy on Plagiarism:

<http://dos.web.arizona.edu/uapolicies/UACAIpolicies.pdf>

University of Arizona Policy on Threatening Behavior:

<http://policy.web.arizona.edu/~policy/threaten.html>

TLS DEPARTMENT POSITION STATEMENT ON SOCIAL JUSTICE

https://www.coe.arizona.edu/sites/default/files/position_statement_on_social_justice_11-14.pdf

Adopted March 25, 2014

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

*We value and honor human diversity.

*We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.

*We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.

*We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.

*We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.

*Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macro aggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

COURSE OUTLINE
(tentative*)

**In order to be responsive to class needs, interests, and progress, this schedule may be modified by the instructor with adequate notice.*

Jan. 14

Introductions: Overview, syllabus, requirements, assignments
What is a child? What is the anthropology of childhood?

Film: Babies (In class viewing)

Recommended Video:

Bathing Babies in Three Cultures. Margaret Mead

<https://www.youtube.com/watch?v=c5NUoy0fMLQ>

Required Reading:

Dreams in a Time of War. Ngugi Wa Thiong'o (pp. 3 – 8)

Jan. 21

NO CLASS

Martin Luther King Day

Jan. 28

Conceptions of Childhood

Assignment Due: Childhood Memory - An Autobiographical essay to be shared/read/discussed in class and posted on D2L (2 pages) Choose a vivid memory that stands out from your childhood. The memory should be one that you are willing to share with the class. Describe the events so that we can see, feel and be there with you. Wa Thiongo's essay, *Dreams in a Time of War*, might give you some ideas about how to approach this assignment.

Required Reading:

What is a child? Heather Montgomery

Supplemental Readings:

Childhood within Anthropology. Heather Montgomery

The Discovery of Childhood. Philippe Ariés

The Invention of Childhood. Helen Schwartzman

Feb. 4

Nonhuman Primates, Feral Children, and a Child's Worth

Required Readings:

A Child's Worth. David Lancy

Videos:

The Wild Child, Francois Truffaut, France 1970 (French with English subtitles)

Secret of the Wild Child – Genie <https://www.dailymotion.com/video/x3i5x05>

Supplemental Reading:

A New View of Mothers. Sarah B. Hrdy

Skill Learning for Survival in Nonhuman Primates. Kerry Ossi-Lupo

Feb. 11

Cross cultural studies

Required Readings:

Lessons from China and Japan for Preschool Practice in the United States. Yi Che, Akiko Hayashi and Joseph Tobin

Keeping Slug Woman Alive. Greg Sarris

Supplemental Readings:

The Cross-Cultural Study of Children's Learning and Socialization. Munroe and Gauvain Swadling, Cradleboard and Development. Chisholm

Children: Ethnographic Encounters. Allerton (ed.) (Chapters TBA)

Video: Preschool in Three Cultures (Tobin, Hsueh, Karasawa)

Feb. 18

Family, Friends and Community

Assignment Due: Childhood Memory Interview (2-3 pages). Conduct an interview with someone outside of our class about a vivid and powerful childhood memory they are willing to share. Briefly describe the interviewee (e.g., age, gender, ethnicity, nationality, education, etc.) Transcribe the interview (or the most relevant part of it) verbatim. You can include description of gestures, expressions or tone of voice but do not edit, explain or interpret their words. Let the transcribed words tell their own story.

Required Readings:

Family, Friends and Peers. Heather Montgomery

Talking, Playing and Working. Heather Montgomery

Of Marbles and Morals. David Lancy
Honoring our Role as Fathers. Jeremy Garcia

Supplemental Readings:

Whose Child? Parenting and Custody. Mason

Funds of Knowledge in Child-Headed Households: A Uganda Case Study. Kendrick and Kakuru

Social Dimensions of a Popular Girls' Cliques. M. Goodwin

Feb. 25

Children's Language, Creativity, Play and Folklore

Assignment Due: Child Observations (4 pages). Observe a child (or children) in a natural setting (e.g., playground, restaurant, community, school, home, etc.). (Take notes but do not record the interactions.) Describe in detail the specific behaviors and interactions you observe. Do not use evaluative or interpretive language (e.g., smart, mean, happy). Capture as much of the actual language used in interactions as you can. The observation assignment will be shared/discussed in class and posted on D2L.

Required Readings:

Kisisi (Our Language): The Story of Colin and Sadiki. Gilmore, Wiley 2016

Supplemental Readings:

A Linguistic Genius. K. Chukovsky

The Lore and Language of Schoolchildren. Opie and Opie

The Ethnography of Children's Folklore. R. Bauman

Play Theory of the Rich and for the Poor. Brian Sutton-Smith.

March 4

SPRING BREAK

March 11

Language and Literacy Socialization

Required Readings:

Obituary. Lois Ann Yamanaka

Video: Pidgin: The Voice of Hawaii

Supplemental Readings:

The Acquisition of Register Variation by Anglo- Americans. E. Anderson

No Kinda Sense. Lisa Delpit
Language Acquisition and Socialization: Three Developmental Stories. E. Ochs
and B. Schieffelin

March 18

Children's Language and Literacy

Guest Presenter – Xiao Yin, Ph.D. TA and Doctoral Candidate, LRC, *Preschool language and Literacy Socialization in a Village in Yunan Province, China*

Required Readings:

What No Bedtime Story Means? Shirley Brice Heath

Teasing: Verbal Play in Two Mexicano Homes. Ann R. Eisenberg

The Acquisition of Communicative Style in Japanese. Patricia Clancy

Supplemental Readings:

Teasing as Language Socialization and Verbal Play in a White Working-class Community.
Peggy Miller

Playing with Languages. Amy Paugh

Voices of Play. Amanda Minks

Becoming Translators. Garcia-Sanchez

March 25

Rites of passage and schooling

Required Readings:

Adolescence and Initiation. H. Montgomery

Responsibility in Childhood. Ochs and Izquierdo

Ten is the New Fourteen. Lasseonde

You lazy bastard. T. Lomawaima

Homesick. J. Larkin-Gilmore (possible skype visit)

Supplemental Readings:

Initiation Rites. Van Gennep

Seven-Up [<http://www.newyorker.com/culture/culture-desk/what-56-up-reveals>]

April 1

Group Presentations: Data Analysis Workshop

Groups (to be assigned) will present their research findings. Groups will identify and analyze themes and patterns in the class data that was collected in the personal memoirs, interviews, and observations. They will integrate these findings with the class readings, materials, discussions and films.

April 8

Digital Childhoods, Childhood and the Media

Readings:

Children's Rights in a digital age – UNICEF

Growing up digital

http://robert.heverly.org/Documents/heverly_growing-up-digital.pdf

Accents and Stereotypes:

<https://www.theatlantic.com/education/archive/2018/01/why-do-cartoon-villains-speak-in-foreign-accents/549527/>

Films Reviews:

Coco-

<https://www.nytimes.com/2017/11/19/movies/coco-pixar-politics.html?action=click&contentCollection=Movies&module=RelatedCoverage®ion=Marginalia&pgtype=article>

Moana-

<http://nypost.com/2016/11/30/why-moana-is-drawing-criticism-in-the-south-pacific/>
<http://www.nbcnews.com/news/asian-america/critics-accuse-disney-culture-theft-ahead-moana-release-n685866>
<http://e-tangata.co.nz/news/teresia-teaiwa-i-was-once-seduced-by-disney>

Frozen-

<http://www.newyorker.com/science/maria-konnikova/how-frozen-took-over-the-world>

Harry Potter -

http://www.stern.nyu.edu/sites/default/files/assets/documents/con_043282.pdf
<http://www.amazon.com/Harry-Potter-Global-Business-Phenomenon/dp/023020323X>

Harry Potterization: The Global Phenomenon Explained. Sonali Patel (2006)

Never Alone Video Game-<http://www.newyorker.com/culture/culture-desk/the-video-game-that-attempts-to-preserve-native-alaskan-culture?intcid=mod-latest>

April 15

Children in Struggle and Crisis

Readings:

Suffer the children. David Lancy

Childhood deployed. Susan Shepler (excerpt)

Disrupting Heteronormativity – Quinlivan

Map of Gender Diversity:

http://www.pbs.org/independentlens/content/two-spirits_map-html/

Supplemental Readings:

What is a Border? Christou and Stryou

Children, Literacy and Mass Trauma. Denny Taylor

http://www.hofstra.edu/pdf/Academics/ICEC/Publications/icec_pub_childliteracytrauma.pdf

Recommended Films:

The Good Lie

Rabbit Proof Fence

Returned: Child Soldiers of Nepal's Maoist Army

April 22

Education and Schooling; Changes in Changing Times

Readings:

The Culture of Competition in American Schools. S. Goldman and R. McDermott

Changing Face of Children's Culture. Mintz

Supplemental Readings:

Gimme Room. P. Gilmore

Sub-Rosa Literacy: Peers, Play and Ownership. P. Gilmore

Midwives, Tailors, Quartermasters, Butchers. J. Lave and E. Wenger

Video: Shelley McDermott's design Learning project:

<https://dloft.stanford.edu/video-design-time>

April 29

Final Presentations/Reflections

Final papers/presentations are due in class. (Both an electronic and a hard copy should be submitted to the professor.)

TLS 495a – Final papers should be 5 -6 pages not including the references.

TLS 595 – Final papers should be 20 – 25 pages not including the references.

The Anthropology of Childhood Survey
TLS 495a/595

Name:

Phone:

Email:

Student Status (Year? Program? Major?):

Brief Biographical Sketch:

Why are you taking this class?

What are you hoping to gain from the class?

How would you define a “child”?

What is an “anthropology of childhood”?

University of Arizona/College of Education
Department of Teaching, Learning & Sociocultural Studies – Fall 2017

TLS 496c, Section 001
Poetry, Politics and Pedagogy:
The Role of Art, Activism and Performance in Education

Instructor: Dr. Mary Carol Combs
Class Location: College of Education, Room 530
Schedule: Mondays & Wednesdays, 12:30-1:45 p.m.
Email: *combs@email.arizona.edu* (best way to contact me)
Telephone: 520-626-3771
Office Hours: After class and by appointment

Online Catalogue Description

The development and exchange of scholarship information, usually in a small group setting. The scope of work shall consist of research by course registrants, with the exchange of the results of such research through discussion, reports, and/or papers.

Extended Course Description

This course explores how K-12 teachers and others interested in education can engage students in dialogue and academic projects about contemporary social and political issues through arts-based pedagogies. Arts-based approaches include performance, drama, the spoken word, visual arts, film and music. These approaches represent unique and engaging ways to study complex and often baffling global events.

Our theoretical and pedagogical approach in this course views art-based education as a multifaceted phenomenon. That is, it is many things at once: academic, experimental, political, emotional, democratic and subversive. Just as important, arts-based education is dialogic, meaning that interactions about art – whether verbal or visual -- involve more than a single voice, and those interactions are always embedded in the social and cultural worlds of individuals and groups. In classroom settings, students and teachers can collaboratively experience and negotiate their own “truths” about the meaning of art and how art might speak to or “transform” the world.

The course will begin with an exploration of what arts-based education looks like “on the ground.” We will consider a variety of creative arts activities that teachers can integrate into their curriculum (for example, poetry, short stories, music, dance, drama and performance, cooking or baking, drawing, painting, and mixed media projects). If their schedules permit, we will also hear from several Tucson-based artists about their own work with schools and communities.

This course has a field component. The City of Tucson has a very strong arts scene and you should take advantage of it. Therefore, you should attend at least three community based art experiences during the semester. These experiences can include art exhibitions, theatre or music performances, local poetry slams, neighborhood art and mural walks, and other available opportunities. Although some of these experiences require the purchase of tickets, many others are free of charge. You will be required to cover the costs of these events yourself. If possible, we will also explore ways as a class to collaborate with arts-based projects on the University of Arizona campus or in the Tucson community, including the Tucson Youth Poetry Slam, Spoken Futures, La Pilita Cultural Center, Borderlands Theater, Tucson Mural Arts Program, Tucson Folk Festival, and other organizations.

Course assignments include formal and informal student writing and reflections, maintaining a journal for written and visual ideas, questions, and descriptions of art experiences. Students will engage in spoken word and drama performances in class, and complete several shorting writing projects

General Course Goals

- To introduce students to a range of arts-based activities that teachers can use in their classrooms.
- To consider how art, as a pedagogical practice, can provide a unique lens for viewing the world and events within the world.
- To explore how arts-based approaches to K-12 teaching can engage students in the process of constructing knowledge about a variety of important issues and topics.

Specific Course Goals

- To build a classroom community through dialogue and collaborative arts-based activities.
- To recognize that productive dialogue and discussion sometimes require “creative tension.”¹
- To model arts-based approaches that teachers can use in K-12 settings.
- To help teachers develop an appreciation of the important role of art in teaching content areas to students in K-12 settings.
- To challenge students’ comfort levels about art and drama, that is, to help students embrace instructional risk and creativity (and not fear them).
- To introduce students to arts, music, poetry and drama projects and opportunities on the University of Arizona campus as well as in the wider Tucson community.


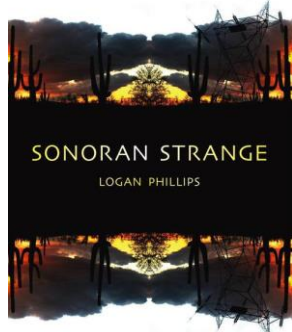


Augusto Boal, Theater of the Oppressed (<https://www.pinterest.com/pin/126593439505537451/?lp=true>)

¹ The phrase “creative tension” comes from Martin Luther King, Jr.’s *Letter from a Birmingham Jail* (1963): “Nonviolent direct action seeks to create such a crisis and establish such **creative tension** that a community that has consistently refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. I just referred to the **creation of tension** as a part of the work of the nonviolent resister. This may sound rather shocking. But I must confess that I am not afraid of the word “tension.” I have earnestly worked and preached against violent tension, but there is a type of constructive nonviolent tension that is necessary for growth. Just as Socrates felt that it was necessary to create a tension in the mind so that individuals could rise from the bondage of myths and half-truths to the unfettered realm of creative analysis and objective appraisal, we must see the need of having nonviolent gadflies to create the kind of tension in society that will help men to rise from the dark depths of prejudice and racism to the majestic heights of understanding and brotherhood.”

Textbooks

In addition to articles and documents available on our course D2L site, there two **required textbooks**, available from the book publisher or Amazon.com.

Required Books	
<p>Cahnmann-Taylor, Melisa & Souto-Manning, Mariana (2010). <i>Teachers Act Up! Creating Multicultural Learning Communities Through Theater</i>. New York: Teachers College Press.</p> <p>ISBN: 978-0-8077-5073-5</p> <p>This book is available in electronic form (\$23.96) or in paperback (\$29.95) from Teachers College Press: https://www.tcpres.com/teachers-act-up-creating-multicultural-learning-communities-through-theatre-9780807750735</p> <p>A paperback version is also available from Amazon.com for slightly less (\$25.33) though you will need to pay an additional amount for shipping: https://www.amazon.com/Teachers-Act-Up-Multicultural-Communities/dp/0807750735/ref=sr_1_1?s=books&ie=UTF8&qid=1501889011&sr=1-1&keywords=Teachers+act+up</p>	
<p>Phillips, L. (2015). <i>Sonoran strange</i>. Albuquerque, NM: West End Press.</p> <p>ISBN: 978-0-9910742-5-9</p> <p>This book is available for \$15.95 from West End Press. http://www.westendpress.org/store/book/sonoran-strange/</p> <p>You can also order it for the same price directly from the author: http://www.dirtyverbs.com/store/sonoran-strange</p>	

Course Format

This course will combine lecture, small group and whole-class discussion of readings, individual and collaborative work, student presentations and performance activities, reflective reading and writing and films. Our emphasis throughout will be participatory. Please use all of these activities to share your thoughts and reactions, to learn from each other, to grow intellectually and professionally, and to understand the relationship between poetry, theater and art and the kinds of pedagogical possibilities available to teachers or others interested in engaging students. Our hope is that you learn something new each and every time you participate in a discussion or activity. Your colleagues will be depending on your insights and encouragement, your questions and suggestions, your ability to make connections and find parallels between and among the issues we consider, your sense of humor, “goofiness,” and your sincerity.

Overview of Course Rules, Procedures and Policies

Attendance/Participation Policy (please read carefully). Participation means coming to class on time, prepared and contributing regularly to class discussions and activities. Attendance literally means “being present” and is critical for two principal reasons. First, this course is highly interactive; if you miss a class you may be missing participation points (which would be difficult to make up). Second, learning is a social endeavor and each class focuses on a range of topics related to creative arts pedagogies. It is my policy to deduct 1 point per absence. Four absences (2 weeks) will automatically reduce your grade by one letter. After six absences, I will drop you from the class. There are only three exceptions to this policy:

- Holidays or special events observed by organized religions for those students who show affiliation with that particular religion.
<http://policy.arizona.edu/human-resources/religious-accommodation-policy>.
- Medical or health emergencies (please note: you must provide documentation).
- Student-athletes who miss class because of out-of-town competition. However, please note that University of Arizona policy requires that student-athletes provide their instructors with official written prior approval from the Office of the Dean of Students in advance of any classes they will miss due to team travel for competition. I will make accommodations for any missed class work, quizzes or assignments but you must provide me with the written approval ahead of time, otherwise your absence will be considered unexcused. <http://arizona ftp.sidearmsports.com/pdf/2013-14 StudentHandbook Update.pdf>

Tardiness. Please come to class on time. It is my practice to begin classes immediately, rather than waiting until everyone has arrived. Because each class meets for only 1 hour and 15 minutes, **if you are more than 30 minutes late to a class, this will constitute a full absence.**

Policy on late assignments. I appreciate receiving assignments on time. I also realize that life and unforeseen circumstances intervene on occasion. I accept late assignments but I have two conditions:

- Any late assignments will receive only half credit.
- You must submit the late assignment within one week of its original due date. I will not accept any late assignments after 7 days. **There are no exceptions to this policy.**

Disruptive Behavior in an Instructional Setting. “Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor’s appropriate classroom rules or instructions, or interferes with the normal operations of the University... Instructional rules may include, but not be limited to, prohibitions on cell phone use, refusing to be seated, talking during lectures, sleeping, eating, newspaper reading, entering the classroom late or leaving early without authorization, etc. <http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting>

Finally, cell phones must be put away unless their use is required for a class activity. Similarly, laptop computers are fine IF you are taking notes, reading D2L assignments, or looking up something on the internet related to the course. Surfing through Facebook, other internet sites, or reading your email during class is not appropriate (it is also disrespectful).



Incompletes. The University of Arizona’s policy on the granting of an incomplete is quite strict. I intend to follow it <https://www.registrar.arizona.edu/grades/incomplete-i-grade>:

"The grade of **I** may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of **I** is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than **I** must be assigned."

Beyond this official policy, incompletes are difficult for me *and* for you; they tend to haunt students for many months, even years. Therefore, I strongly discourage them and will grant them only for extreme emergencies (with documentation). Students who receive incompletes can expect to earn only a grade of B or below.

Academic Integrity. Students are expected to adhere to the Code of Academic Integrity, which addresses issues such as cheating, fabrication, facilitating academic dishonesty, and plagiarism. The Code of Academic Integrity can be found on the Dean of Students website: <http://deanofstudents.arizona.edu/codeofacademicintegrity>

Plagiarism: Cheating, fabrication, facilitating academic dishonesty, and plagiarism is defined in the Student Code of Conduct, ABOR Policy 5-308-E.6, E.10, and F.1. Plagiarism typically means attributing and submitting an item of academic work that is not your own, but for which you have taken credit. In some cases, it also means not citing primary or secondary sources in your written academic work. My experience is that most students submit work in good faith, but may not know how to cite their sources. If you have questions about citation styles, please be sure to ask me (do not be shy, I consider helping you to avoid possible plagiarism is part of my job). However, if you hand in a written assignment without proper citations, I will ask you to redo it. If you would like more information about plagiarism and how to avoid it, the Strategic Alternative Learning Techniques (SALT) Center (1010 N. Highland Avenue, 621-1242) provides a useful definition at its website: <http://salt.arizona.edu/sites/salt.arizona.edu/files/tutoringfiles/handouts/Plagiarism.pdf>

Safe Zone. I intend to support a classroom space that respects all aspects of an individual’s identity, including (but not limited to) race, ethnicity, gender expression, sexual orientation, social class, age, religion, size, and ability. Please see more information at <http://lgbtq.arizona.edu/safe-zone>.

Codes of Conduct. Students should be familiar with the UA Code of Conduct. The Dean of Students Office has developed information about policies, procedures, rights and responsibilities that are expected to be followed by students. The UA Code of Conduct can be found at <https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>.

Equity. The College of Education joins in the University of Arizona’s commitment to an environment free of discrimination, harassment and retaliation based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or other protected characteristics. If you have questions or concerns about possible discrimination or harassment, please contact the University’s Office of Institutional Equity, 520-621-9449. <http://equity.arizona.edu>.

Non-Discrimination and Anti-Harassment. The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages anyone who believes he or she has been the subject of discrimination to report the matter immediately as described in the section below, “Reporting Discrimination, Harassment, or Retaliation.” All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations. <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

Students with Disabilities

If you anticipate challenges related to the requirements of this course, I would be happy to meet with you to discuss ways to ensure your full participation. If formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268) and that you notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. <http://drc.arizona.edu>

TLSS Position Statement on Social Justice. On March 24, 2014, faculty and staff of the Department of Teaching, Learning and Social Justice unanimously adopted a position statement on social justice principles. The statement articulates the department’s commitment to providing equal opportunity and to nurturing an academic climate dedicated to social justice (attached to our syllabus as a separate document). The principles it advances are especially timely given that immigrant communities, refugees, Indigenous groups and English language learners in Arizona experience serious political and social challenges in schools and communities.

https://www.coe.arizona.edu/sites/coe/files/position_statement_on_social_justice_11-14.pdf

Note: Information contained in this syllabus with the exception of the attendance and grading policies may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.

Overview of Course Expectations & Assignments

- 1. Attendance & participation** (please review attendance policy on p. 4). **10 pts.**
- 2. Campus and community arts events** (you should attend at least three of these – please see the list of events occurring this semester compiled for you in our D2L site). As soon after the event as possible, provide a brief description on the D2L discussion page, including the following information: name of the event, location, sponsor, purpose, who attended and how many, what you learned from the event and how you might adapt the experience for students in K-12 settings. It will be helpful for you to take detailed notes about each experience, not only for the discussion posts, but also for your final reflective paper on arts-based education. Please note: Do not wait until the end of the semester to attend these events. **15 pts.**
- 3. In-class group and individual projects.** We will engage in many group and individual activities throughout the semester. There are participation points attached to some of these activities: **35 pts.** (7 projects @ 5 pts. each)
 - a. “Me” poster
 - b. Group debate about funding for the arts
 - c. Graphic organizer for spoken word artists
 - d. Small group presentations on the work of Bettina Love

- e. Group rap/hip hop lyrics
 - f. Lesson plan to teach the work of Logan Phillips
 - g. Collage about a world event
- 4. Teaching/leading a class session on drama activities from the course textbook (*Teachers Act up!*).** You can do this in pairs or triads. Essentially, this means you get to be the instructor for about an hour, leading the rest of us in drama games. Your lesson should include a PowerPoint or other visual support in which you present the theoretical purpose for each drama game, what emotions the game taps into, directions for engaging in the drama games, and a debriefing session afterwards. **10 pts.**
- 5. Pre-teaching a documentary film.** Select a documentary film and prepare an introduction to it in chart or table format. Your introduction to the film should include key points to pre-teach to students, an explanation of new vocabulary words or academic concepts, identification and names of major players and specific locations (with maps). Finally, develop three or four organizing questions for discussion. These should be questions you would want your own students to discuss and answer. **10 pts.**
- 6. Short paper on teaching the film *Sleep Dealer*** as part of a social studies unit on immigration and globalization. In this short paper, discuss the multiple messages that this film conveys as you understand them. Identify the main protagonists and their particular emotional struggles, as well as the various locations of the scenes. If you were teaching a social studies unit on immigration and globalization, discuss how you would use the film to supplement the unit. The film has a PG-13 rating, so you might also want to think about how you would justify -- to parents or your school principal -- showing the film to your high school juniors and seniors. Finally, create a small group activity for your class to help students interrogate the provocative issues in the film. Be sure to include any internet sites about the film in a bibliography. (4-5 pages) **10 pts.**
- 7. Final Reflection.** This is not a conventional end-of-semester reflection. I am much more interested in your thoughts about the role of arts-based pedagogical activities. Most of us would agree that including art in K-12 classrooms is important, but relatively few of us are given the opportunity to articulate why art is important and how teachers can make use of it as part of their pedagogy. Discuss this point and think about answering additional questions: How have you evolved or grown during the semester as an “arts pedagogue”? Are there any internal struggles you are still experiencing about arts-based teaching? How would you help your students make sense of the frequently baffling political upheaval the world is going through currently? What is the role of the arts in bringing these discussions into public school classrooms? Please use at least three of the articles or chapters you have read during the semester, and include a bibliography (4-5 pages). **10 pts.**

Assignments		Grading Structure	
Attendance & participation	10 pts.	91-100	A
Campus & community arts events (3 @ 5 pts. each)	15 pts	81-90	B
In class arts-based activities (7 @ 5 pts. each)	35 pts.	71-80	C
Group teaching/leading a class session	10 pts	61-70	D
Pre-teaching a documentary film	10 pts.	Below 61	E
Short paper about <i>Sleep Dealer</i>	10 pts.		
Final reflection	10 pts		
Total Points	100 pts.		

TLS 496c (Fall 2017): Course Schedule

AUGUST

INTRODUCTION TO ARTS-BASED EDUCATION

Mon 21 **Introduction to the Course**
Overview of course (assignments, expectations, etc.)
Student and instructor introductions
Course paperwork (completed in class)

Wed 23 **Defining Terms**
Organizing Questions for Today
●What is arts-based education?
●How is arts-based education linked to theories of learning?
●Does arts-based education provide an intellectual “hook” for students?

Required Reading
Eisner, “What can education learn from the arts about the practice of education?”

Arts Activity: “Me” poster

Please bring to class today:

- ▶ **1 poster or mounting board** (22” x 28 inches” or “15 x 20 inches”), available at the U of A bookstore for \$1.29 and \$3.89, respectively. You may also be able to find it for less at Walgreen’s, Target or Walmart.
- ▶ **5 words that describe YOU** (as student/teacher, son/daughter, brother/sister, father/mother, worker/boss, athlete/coach potato, etc.)
- ▶ **Visual representations of each word** (from magazines, photographs, etc)
- ▶ Finally, think about how each word might be represented **mathematically** (i.e., through symbols), **musically** (a piece of music, song, rap, singer, group, etc.), or **dramatically** (how would you “act out” your words?).

I will bring glue, scissors, paints, markers, and other material for this activity.

Mon 28 **Arts-Based Approaches in K-12 Settings**
Organizing Questions for Today
●What does it mean to be a “culturally and linguistically responsive” teacher?
●Why is arts-based education particularly important to use with students of color or English language learners?
●What are some of the pedagogical approaches we can take to incorporate art activities into our teaching?

Required Reading
Chappell & Faltis, “Knowing your students: Becoming a culturally and linguistically responsive teacher”

Wed 30

Teaching Controversy in the Classroom

Organizing Questions for Today

- Should public school students have an absolute right to free speech?
- How can arts-based approaches contribute to a democratic education?
- What are effective ways to engage young people in “high-quality” public talk about controversial political issues?

Required Reading

Hess, “Why democracy demands controversy”

Video Presentation: TED TALK with Guillermo Gómez-Peña, “Radical art, radical communities, and radical dreams” (<https://www.youtube.com/watch?v=x1KkjVpc5Go>)

SEPTEMBER

MUSIC AND THE POWER OF THE SPOKEN WORD

Mon 4

Labor Day – No Class

Wed 6

Fear, Trepidation and Push Back

Organizing Questions for Today

- Why are teachers and administrators sometimes reluctant to talk about politics?
- Are there consequences from incorporating poetry and politics into your teaching?
- Are there consequences from NOT incorporating poetry and politics into your teaching?

Required Reading

Baily & Katradis, “Pretty much fear!!” Rationalizing teacher (dis)engagement in social justice education

HB 2281 (Abolishing Mexican American Studies in the Tucson Unified School District)

Mon 11

Public Funding of the Arts

Organizing Questions for Today

- Should the government have a role in funding local and individual art projects?
- What are other potential sources of funding?
- Why don't public schools prioritize art and music? Should they?

Required Reading

Ewing, “Why authoritarians attack the arts”

Kennicott & McGlone, “Trump wants to cut the NEA and NEH”

Symmes, “Why Trump will be good for the arts”

Will, “The NEA is a government frill that should be shorn”

Debating: Who should fund the arts?

Wed 13

Being and Becoming “Spect-actors”

Organizing Questions for Today

- In terms of one’s intellectual or pedagogical development, why is the word “struggle” often perceived positively, rather than negatively?
- Is it important for teachers to “act up” in their pedagogical practices? (And what does acting up mean anyway?)
- What does it mean for us to “perform ourselves” in different contexts?

Required Reading

Cahnman-Taylor & Souto-Manning, “Introduction to Teachers Act Up!”

Mon 18

The Power of Performance

Organizing Questions for Today

- What are aspects of these spoken word performances that engage you?
- What messages did these performers convey to you?
- How would you use these performances in a classroom?

Video Clips of Spoken Word Artists

Guillermo Gómez-Peña, “White on White”

https://www.youtube.com/watch?v=OusOJ_7fyMY

Javon Johnson, “Cuz he’s black”

https://www.youtube.com/watch?v=u9Wf8y_5Yn4

Denise Frohman, “Accents”

<https://www.youtube.com/watch?v=qtOXiNx4jgQ>

Neil Hilborn, “OCD”

<https://www.youtube.com/watch?v=vnKZ4pdSU-s>

Logan Phillips, “South Tucson”

https://www.youtube.com/watch?v=n_0rF-jh56E

Required Reading

Please view each of these short clips on YouTube before class, write answers to the questions above and others on the graphic organizer provided for you at our D2L site (module for today). Bring your notes to class for discussion.

Wed 20

Hip Hop and Youth Culture: Emancipation and Empowerment

Guest Lecturer: Dr. Curtis Acosta, University of Arizona

Organizing Questions for Today

- What is critical consciousness?
- How does “resistance literature” help students and teachers develop a critical consciousness?
- What does the [evolving] story of TUSD’s Mexican American Studies tell us about student engagement in learning and in life?

Required Reading (select one)

Acosta, “Developing critical consciousness: Resistance literature in a Chicano literature class”

Acosta, “Huitzilopochtli: The will and resiliency of Tucson Youth to keep Mexican American Studies alive”

Final Graphic Organizer from Monday’s discussion due today at 11:30 p.m. (D2L)

Mon 25

Hip Hop Pedagogy and the Academic Scholarship of Bettina Love

Organizing Questions for Today

- According to Love, what is hip-hop pedagogy?
- Why is hip-hop an especially good approach to addressing social, cultural and political issues?
- How can hip-hop pedagogy be used effectively in early childhood and elementary education classrooms?

Required Reading (select one)

Love, “Complex personhood of hip-hop & the sensibilities of the culture that fosters knowledge of self & self-determination”

Love, “Good kids, mad cities: Kendrick Lamar and finding inner resistance in response to Ferguson USA”

Love, “What is hip-hop-based education doing in nice fields such as early childhood and elementary education?”

Group Presentations on Love’s Works

Wed 27

The Art and Science of Hip Hop

Organizing Questions for Today

- What are some of the literary/lyrical features of hip-hop and rap?
- What are the structural features of hip-hop?
- Similarly, what are some of the different rhyming schemes in hip-hop?

Required Reading

Reyes, “Rap”

Please also review several internet sites for how to write hip-hop lyrics and music (there are some good ones). A few suggestions:

http://www.lacantinaproductions.com/ten_secrets_for_writing_top_class_lyrics.php

<https://www.musicindustryhowto.com/how-to-write-better-rap-lyrics-5-big-tips/>

<https://www.flocabulary.com/warp/hip-hop-songwriting/>

<http://www.wikihow.com/Write-Rap-Lyrics>

Optional Viewing

“View Rap: Looking for the perfect beat”

[https://fod.infobase.com/p_ViewVideo.aspx?xtid=10526]

Interactive Workshop: Writing and Performing Hip-Hop Lyrics

OCTOBER

DRAMA AND THEATER GAMES FOR K-12 STUDENTS

- Mon 2 **“Goofiness” Pedagogies and English Language Learners**
Organizing Questions for Today
- What is “goofiness” pedagogy? Are there drawbacks to its use?
 - How is goofiness pedagogy for English language learners theoretically sound?
 - How can this particular approach be helpful in teacher education?
- Required Reading
Combs, “‘Performing goofiness’ in teacher education for emergent bilingual students”
- Collaborative Rap Lyrics are due today on D2L by 11:30 p.m.**
-
- Wed 4 **Teaching in Multicultural Settings: Becoming a Culturally Responsive Teacher**
Organizing Questions
- What does it mean to teach in multicultural setting within a “monocultural norm”?
 - Just as no schools are ever “culture free,” how is it that no curriculum is ever “objective”?
 - Reviewing what you read on August 28 about culturally responsive teaching, how does arts-based education contribute?
- Required Reading
Cahnmann-Taylor & Souto-Manning, Chapter 1 (“Pushing the chairs aside: How and why we got started”)
-
- Mon 9 **Exploring Augusto Boal’s “Theater of the Oppressed”**
Organizing Questions
- How do you define the word “oppression”? Thinking both globally and locally, who is oppressed and who does the oppressing?
 - Who is Augusto Boal? Why has his work with “spect-actors” been so influential in communities experiencing political and social oppression?
 - What the components of Boal’s theater of the oppressed (e.g., invisible theater, image theater, legislative theater)?
- Required Reading (Chapter 2 and select one of the Boal essays below)
Cahnmann-Taylor & Souto-Manning, Chapter 2 (“The oppressed or the oppressor? How much power does the teacher have?”)
- Boal, “Experiments with the people’s theater in Peru”
Boal, “Development of the Arena Theater of São Paulo, Brazil”
-
- Wed 11 **Pair/Group #1 – Teaching Our Class Today**
Required Reading
Cahnmann-Taylor & Souto-Manning, Chapter 3 (“Liberating the body: More than fun in games”)
- Pair/Group #1 Leadership in Drama Activities**

Mon 16 **Pair/Group #2 – Teaching Our Class Today**
Required Reading
Cahnmann-Taylor & Souto-Manning, Chapter 4 (“Seeing is believing: Image theatre is worth a thousand words”)

Pair/Group #2 Leadership in Drama Activities

Wed 18 **Pair/Group #3 – Teaching Our Class Today**
Required Reading
Cahnmann-Taylor & Souto-Manning, Chapter 5 (“Forum theatre: Telling stories of teacher conflict and rehearsing change”)

Pair/Group #3 Leadership in Drama Activities

Mon 23 **Pair/Group #4 – Teaching Our Class Today**
Required Reading
Cahnmann-Taylor & Souto-Manning, Chapter 6 (“Troubling Oppressions, seeking change: Rainbow of desire, invisible and legislative theatre”)

Pair/Group #4 Leadership in Drama Activities

Wed 25 **Pair/Group #5 – Teaching Our Class Today**
Required Reading
Cahnmann-Taylor & Souto-Manning, Conclusion (“Implications across contexts”)

Pair/Group #5 Leadership in Drama Activities

Mon 30 **Augusto Boal’s Concept of the ”Cop in the Head”**
Organizing Questions

- How do you understand the expression “cop in the head”?
- What does Augusto Boal mean by “osmosis” as a means of acquiring a particular ideology? Similarly, what is “metaxis”?
- Why does theater of the oppressed intentionally blur the boundary between auditorium and stage (in other words, between the spectators and the actors)?

Required Reading
Boal & Epstein, “The cop in the head: Three hypotheses”

NOVEMBER

ADDRESSING HISTORICAL AND CONTEMPORARY POLITICAL EVENTS THROUGH THE ARTS

Wed 1 **The Role of Museum Exhibitions in Arts-Based Education**

Guest Lecturer: Dr. Lisa Falk, University of Arizona

Organizing Questions

- What does it mean to consider visual images, culture and art as a kind of literacy?
- How can teachers use a museum visit to supplement their content area teaching?
- What kind of museum-related writing activities can teachers create for their students either before or after a museum visit?

Required Reading (Please select 2 articles)

Falk, “Expressing and reading identity through photographs)

Falk, “Paintings and stories: Making Connections”

Falk & Juan, “Native eyes film showcase”

Mon 6 **Class Field Trip to the Arizona State Museum**

Guest Facilitator: Dr. Lisa Falk, University of Arizona

No required reading for today. Use the time to catch up or read ahead.

Wed 8 **The Poetry and Politics of Bilingual Spoken Word Artist Logan Phillips**

Organizing Questions for Today

- Why do you think Phillips has situated his poetry in the Sonoran Desert? Why call the collection *Sonoran Strange*, in your view?
- Is bilingual poetry different from monolingual poetry?
- Even if teachers are not bilingual themselves, how might they use bilingual poetry with their students?

Required Reading (Please select 4 or 5 poems you especially liked or found compelling)

Logan Phillips – *Sonoran Strange*

In pairs, agree on a poem to teach; create a lesson with collaborative arts-based activities to teach it to students in grades 6-12. Upload your lesson by 11:30 p.m. on D2L.

Mon 13

Exploring National and International Political Developments through Contemporary Collage

Organizing Questions

- What is collage? What are various forms of collage?
- The artists portrayed in the reading are primarily artists of color who have visually interpreted examples of racial injustice in North America. What are some of these examples?
- How might image, pattern, form and color condemn racial injustice more effectively than verbal expressions of injustice?

Required Reading

Frank, "Welcome to the radical world of contemporary collage"

(http://www.huffingtonpost.com/entry/cut-n-mix-contemporary-collage-us_56142ccde4b022a4ce5fdc97)

Waterkotte, "Vicarious expression: Collage and disaster"

Please bring to today's class:

► **1 poster or mounting board** (22" x 28 inches" or "15 x 20 inches"), available at the U of A bookstore for \$1.29 and \$3.89, respectively. You may also be able to find it for less at Walgreen's, Target or Walmart.

► **Visual representations of contemporary or historical events** (from magazines, photographs, etc). Images could be directly or indirectly to a particular issue, for example, global warming, the war in Syria, US-North Korea war of words, white supremacist rallies in Virginia, the killing of Michael Brown in Ferguson, Missouri or Trayvon Martin in Sanford, Florida, racism/sexism/homophobia on college campuses, President Trump, etc.).

► **Think about how you would incorporate text into your collage** (letters, words, phrases that are related to your subject).

I will bring glue, scissors, paints and markers, and other material for this activity.

Collage expressing a significant historical or contemporary national or global event

Wed 15

Using Documentary Film to Explore Political Issues

Organizing Questions

- How are documentary films an effective way of exploring the world with students?
- What makes a documentary film just as or more compelling than a standard text, for example?
- How can teachers introduce or "scaffold" a film for students (including English language learners, for instance)?

Required Viewing (before class!)

Select a documentary film from any of the following websites:

Films on Demand: https://fod.infobase.com/p_Home.aspx

Frontline: <http://www.pbs.org/wgbh/frontline/>

Kanopy: <https://www.kanopystreaming.com/>

National Geographic: <http://channel.nationalgeographic.com/>

Nature: <http://www.pbs.org/show/nature/>

Nova: <http://www.pbs.org/wgbh/nova/>
Point of View: <http://www.pbs.org/show/pov/>

Pre-teaching a Documentary Film. Using the graphic organizer available on D2L, make notes and bring them to class for discussion.

Due on or before Sunday, November 19 at 11:30, D2L.

Mon 20

Using Feature Films to Explore Contemporary or Historical Political Issues

Organizing Questions

- Why are feature films useful as a way to supplement a content area lesson?
- How do teachers decide which films are appropriate or compelling?
- How can teachers help students become critical viewers of film?

As a class, we will be discussing the award-winning film *Sleep Dealer* (in Spanish with English subtitles). Please make sure that you view it before class.



This film, by Alex Rivera, combines the science fiction genre with contemporary issues of globalization and migration. Here's a brief description from the movie's website: "Sleep Dealer is a Sundance award-winning sci-fi thriller packed with stunning visuals and strong social and political themes. Memo Cruz (played by Luis Fernando Peña) is a young man in near-future Mexico. When his family becomes the victim of a misguided drone attack, he finds himself with no option but to head north, towards the U.S./Mexico border. But migrant workers cannot cross

this new world border – it's been sealed off. Instead, Memo ends up in a strange digital factory in Mexico where he connects his body to a robot in America. Memo's search for a better future leads him to love, loss, and a confrontation with a mysterious figure from his past" (<http://www.sleepdealer.com/>).

Organizing Collaborative Activities and Discussions for Students about a Feature Film (Sleep Dealer)

Due on or before Sunday, November 26 at 11:30, D2L.

Wed 22

No Class (Day before Thanksgiving)

Mon 27

Using the Arts and Education for Social Justice

Organizing Questions for Today

- What is “disobedience-based” arts education?
- How is it a form of social justice pedagogy?
- If you were to organize a similar project, what contemporary political event would you connect your project to?

Required

Kotin et al, “Speak out. Act up. Move forward”

Wed 29

Debriefing on Arts-Based Visits across the Tucson Community and U of A Campus
(Half of the class)

DECEMBER

WRAP UP AND REVIEW

Mon 4

Debriefing on Arts-Based Visits across the Tucson Community and U of A Campus
(Half of the class)

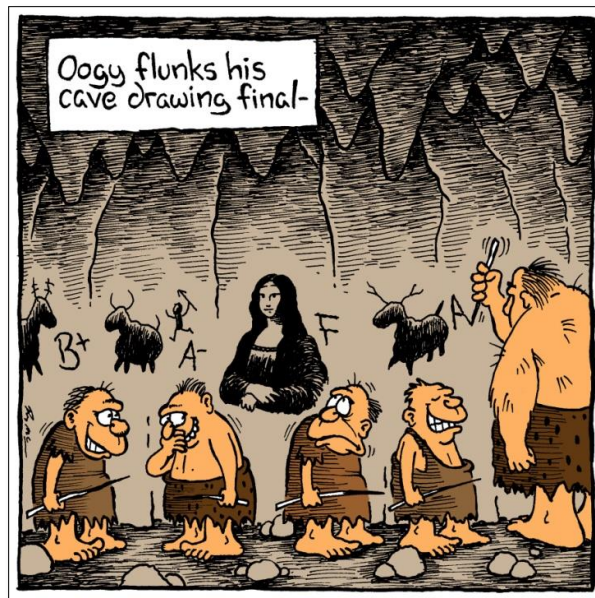
Wed 6

Last day of class – Where have we been, and where do we go from here?

Mon 11

Scheduled final examination time (1:00-3:00 p.m.)

Final Reflection Due – 1:00 p.m. on D2L



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Course Title – TLS 482, Children’s Literature in the Bilingual/Multilingual Classroom

Course Description: This course is a survey of children’s literature during which we will explore, through reading and discussion, a wide range of genres and issues related to bilingual/multilingual children’s books in classrooms. A portion of the course will be delivered bilingually.

Prerequisite courses – None, does require Intermediate Spanish proficiency since course will be taught bilingually and involve reading children’s books in Spanish

Expanded Course Description

The purpose of this course is to give participants an opportunity to explore the many excellent books available for bilingual/multilingual children; the authors, illustrators, and poets who write for children; and the resources available on children’s literature. The course focuses on books available in the first language of a child and books in English to support educators who are preparing to teach in a bilingual, dual language, or ESL classroom. The course experiences will provide a foundation for using children’s literature in a bilingual or multilingual classroom.

The primary learning intent of this course is to facilitate your exploration of literature for children in a way that is personally meaningful to you. Strategies for using literature will be experienced as we interact with books and each other rather than being the focus for the course. This course is primarily a survey course of children’s literature and resource materials related to that literature, rather than a curriculum or methods course. Within the basic framework for the course, what you learn and how much you learn will depend on the choices you make during each class period and in your independent reading and projects

Course objectives

During this course, students will have the opportunity to:

- Gain a better understanding of themselves as readers, their cultural identities, and how to engage in personal and critical response to literature in two languages.
- Develop a broad knowledge of the various genres and types of books for children, including the major authors and illustrators of these books, with an emphasis on books and authors that reflect cultural and linguistic diversity.
- Develop criteria to evaluate the literary quality and appropriateness of children’s books, with an emphasis on bilingual/multicultural books that connect to children’s own cultural identities and open their minds to cultures that differ from their own.
- Become familiar with the literary, artistic, and linguistic elements and how they interact to create effective books for bilingual and culturally diverse children.
- Become familiar with the reference sources for information on children’s literature, including references to access books in languages other than English and bilingual books.
- Examine the role of literature in the lives of children who are bicultural and biliterate.
- Explore ways to engage children with literature for personal, cultural, linguistic, and academic purposes relevant to a culturally responsive and sustaining pedagogy.
- Develop an awareness of social, multicultural and global issues as they connect to literature for children.
- Explore reading and responding to bilingual and culturally relevant children’s books.

- Examine the historical and political issues involved in the publication of Latinx, bilingual, and multilingual children’s literature.

Learning Outcomes

Upon completion of the course, students will be able to

- Reflect on themselves as readers and engage in personal and critical response to bilingual and culturally relevant literature.
- Identify and evaluate books from different genres as well as identify the major authors and illustrators for each genre, paying special attention to diverse authors.
- Identify bilingual books and culturally relevant books and develop experiences to integrate these books into the classroom.
- Evaluate the literary quality and appropriateness of specific bilingual and culturally relevant children’s books.
- Identify the literary and artistic elements and how they interact within a book to influence meaning-making.
- Use reference sources for information on children’s literature.
- Discuss social, multicultural and international issues as they connect to literature for children.

Audience

This course will be a required course for undergraduate elementary education majors who are seeking a bilingual endorsement so that audience is assured. The course will also be open to students from other majors and departments who want to learn more about bilingual and multicultural literature for children, such as students in the L3 major and students from the School of Information as well as the College of Humanities.

Course Assignments:

Weekly Assignments

1. Read two professional readings each week (chapters from the two textbooks or a chapter and an article), be prepared for class discussion and activities related to the reading by bringing two AHAs prior to class.

2. Read at least 5 picture books each week, for a total of 65 minimum. This number includes a variety of genres and will be recorded in your Reading Records. These records may include books we read together in class. Please include poetry books.

3. Read at least one novel or informational book per week, totaling 15 minimum. One must be listened to in audio book format and one must be a graphic novel. You will need to read some novels on your own time (outside of the novels listed on the syllabus) to reach your minimum goal of 15 novels.

***30-50% of your books must be bilingual or Spanish (both picturebooks and novels)**

Personal Literacy Memoir

Describe key formative biliteracy experiences, both positive and negative, inside and outside of school that have shaped your attitudes and abilities as a reader - in 1 to 2 pages.

Consider which of these books were mirrors that reflected your life and which were windows that took you outside of your life to other places, times and cultures.

Select a book from your childhood and describe any non-White or non-mainstream characters. What role did they play in the story? What did they look like? What was their character/personality?

Reading Records

- Extensive and intensive reading of children's books is the primary focus of this course. Record your reading in a format that works for you-e.g. data base, journal, index cards. One option to consider is LibraryThing.com on your library page. Your records will vary from brief annotations or categorizations to more extensive annotations and analysis of your reading. The major function of the record is for you to write down information you want for the future.
- The information you provide about books should include:
 - bibliographic information (author, title, illustrator, publisher, date, number of pages). Also note the language (English, Spanish, bilingual).
 - type of book format and literary genre
 - short summary of the main plot
 - tags or subject headings that describe the content and the themes of the book
 - your response to the book (comments on connections, strengths, or concerns).
 - Note: it is NOT appropriate to copy comments and summaries from sites like amazon, goodreads, etc.
- The reading for this course should be done weekly. There may be some weeks when you read fewer books, but this is not a project that you put off until it is due. This course is based on continuous reading of children's literature and you will greatly decrease your learning and participation in this class if you are not reading regularly throughout the course.
- Include poetry books in your reading record since poetry is so often overlooked in classrooms and libraries.
- Your reading records need to include at least one book in Audiobook format, one graphic novel, one pop-up book and one magazine.
- You are expected to read a minimum of 80 books in a combination of picture books (minimum of 65) and chapter books (minimum of 15), reflecting a range of genres, age levels, and cultures. 30-50% of the books must be bilingual or Spanish.
- You will turn in your Reading Records four times during the semester along with an analysis sheet of your books.
- The purpose of the course is to introduce you to new literature so try to read books that are new to you, not only old favorites.
- If you are reading a series count only one of the books as part of your 80 books. Additional books in the series can count as 'above and beyond' the 80 required.
- Focus on books for children and young teens.

Reflection Papers

The focus is on personal responses to books and learning activities. This is a chance for you to dig deep and reflect on what you read or experienced.

Reflections include:

- your personal learning goals (revised mid-semester)
- responses to books and articles to be discussed in literature circles (so you are ready to contribute to the discussion – classmates do not appreciate students who are not prepared!)
- Article and/or video responses
- self evaluations
- read aloud evaluations

Read-Aloud

- Listen to or read Mem Fox on reading aloud to children. www.memfox.com: How to Read Aloud (Introduction, And Do It Like This, Ten Read-Aloud Commandments). Write a reflection about the primary things you learned from listening to Mem Fox. Then choose two of Mem Fox's Read Alouds to watch for evidence of her ten commandments.
- Compare her recommendations with those of Alma Flor Ada in *A Magical Encounter*
- Each student will read aloud twice to a bilingual group of children (group = at least 3-5 kids), once at the beginning of the semester and then again towards the end of the course. *The reading can be a single picture book or a chapter from a novel. The audience can be any group from toddlers to teens.* Practice so you can read it WELL. Write a reflection about the Read-Aloud experiences, paying attention to verbal and non-verbal feedback from your audience.

Library Exercises

Complete the library orientation provided by the university. Visit the library and complete the exercises as assigned during the semester. The links to the exercises can be accessed through D2L or by going to the following page: http://libguides.library.arizona.edu/LRC_480

Author/Illustrator profiles

You will do two profiles of an author or illustrator

- Create a profile of an author, illustrator or poet who is an old favorite, someone you remember reading as a child or who has a long history within the field. Gather their books, research their biographical information, and determine why their books have stood the test of time and been read by generations of readers. Prepare a display of that person's work and be ready to share in a small group about why their books remain significant. Check the chapter on the history of Latinx literature to select this person.
- Create a profile of a Latinx author, illustrator or poet who writes literature for and about Latinx communities and experiences and has a body of work for children. Include basic biographical information, major works, and why he/she is important to children as readers. Also include why you picked this person. Discover why this author or illustrator writes or illustrates what he/she does. You will briefly present your biographical background sketch to classmates (small group) and plan a display plus an invitation for your classmates, so they can experience a writing or the artistic technique of your person. This engagement should be experiential rather than merely a discussion of the author and illustrator's work.

Text Set and Mini-Conference

Work in a small group to create a text set of books that are related by our class theme. Record the

bibliographic information, summary and your rationale for why this book is worthy of being in the text set. The books should reflect a range of cultures, genres, languages, and thematic connections. This set should include 10-20 books that you are able to bring for a book browse.

You and your group will create a display table for the mini-conference. This display will include the text set of books, artifacts, a poster, and an invitation for others to experience. The invitation should engage classmates with the themes and issues related to your text set. The texts sets and invitations will be presented in class and during the mini-conference to the other TLS-480 sections. Attendance at the mini-conference, where the text sets are presented, and an author speaks, is required.

Collaborative Latinx Bibliography and Critical Book Review

The collaborative bibliography involves selecting 3 Latinx books from your reading record that you want to highly recommend to your classmates. You will create an annotation for each book – title, author, publisher, number of pages, language, genre, brief summary of the plot, and a short sentence on why you selected this book. Submit your three books and their annotations to the class collaborative bib (google drive).

You will also select one book, originally published in Spanish, and write a critical book review of that book to be published in *WOW Libros*. Your book must be approved by the instructor and the review must follow the format outlined in the call for submission on the wowlit.org website. The purpose of this assignment is for you to apply your knowledge of children’s literature in Spanish into writing a critical review for publication and to share a book you consider exemplary with educators searching for Spanish children’s literature. The book can be published anywhere in the world, as long as it was originally written in Spanish.

***Children’s Literature Resource Portfolio (Benchmark Assignment)**

ALL of the learning exercises will go into a notebook or expanding file folders (whatever format will be useful for you). Include all the handouts and the syllabus. Take photos of your group work to include as artifacts.

- The purpose of the portfolio is to gather and organize the projects and resources from this class according to the course objectives.
- The portfolio should include a reflection for each section indicating how the artifacts demonstrate how you have met the course objectives related to that section.
- You will use your portfolio as the basis for your final examination (in-class exam) and it will act as a final evaluation of whether or not you have met the course objectives.
- Include a Table of Contents for each section.
- The sections of your portfolio will include:

Responding as a Reader

- Projects and handouts in which you reflect on yourself as a reader and in-depth personal responses to the books you have read in this class.
- Possible artifacts include your reflective journals with your personal responses to literature, Book Clubs, etc.
- Course objective: You will gain a better understanding of yourself as a reader and of how to engage in personal and critical response to literature.

Knowledge of Children’s Literature

- Projects and handouts that reflect your knowledge of children's books and ability to evaluate the literary quality and appropriateness of these books. Includes the range of books which you read as part of the class and your ability to organize text sets of conceptually related books.
- Possible artifacts include your reading records and inventories of your records, chapter AHAs, genres project, text sets, etc.
- Course objectives: You will develop a broad knowledge of the various genres and types of books for children, including the major authors and illustrators of these books. You will be able to evaluate the literary quality and appropriateness of specific children's books. You will be familiar with the literary and artistic elements and how they interact to create an effective book for children.

Reference Sources and Resources

- Projects and handouts that reflect your knowledge and use of reference sources on children's literature and how to locate information on authors, illustrators, and poets as well as books on particular themes or topics.
- Possible artifacts include library exercises, library guides, author/illustrator/poet projects and handouts, professional articles that focus on children's literature as a field, poetry handouts. .
- Course objective: You will be familiar with the reference sources for information on children's literature.

Literature Engagements with Children

- Projects and handouts that reflect ways in which culturally relevant and bilingual literature can be used with children.
- Possible artifacts include read-aloud reflections, literature response strategies, professional articles or handouts on the use of books with children, professional conference reflections.
- Course objectives: You will examine the role of literature in the lives of children. You will explore ways to engage children with literature for both personal and academic purposes.

Social and Cultural Issues in Children's Literature

- Projects and handouts that focus on specific cultural and social issues in children's literature such as censorship, stereotypes, and controversial books.
- Possible artifacts include reflective journal entries and professional articles, projects or papers on these issues.
- Course objective: You will develop an awareness of social, multicultural and international issues as they connect to literature for children.

Attendance Policy

Participating in class sessions and other course events are vital to the learning process. As such, attendance is required at all class meetings. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences. Because courses are preparation for your career as teachers, being dependable, responsible, and punctual are behaviors that you must exhibit. The children whom we teach as well as their families and the community expect this of us when we are in schools, and so the faculty in the College of Education expect this of you during the semesters you are in the program. Being

dependable, responsible and punctual are signs of the professional behavior we expect you to demonstrate while at the College of Education and throughout your professional career. We have high expectations of you, possibly higher than you have experienced before the program.

In accordance with the University of Arizona Academic Policy for class attendance, the following guidelines are in place:

- Plan to be in class every day scheduled.
 - Any personal events you have, such as doctor's appointments, vacations, family events, or hours at work, should be planned after your course meeting times. Personal events should not conflict with class sessions.
 - All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.
 - These absences, as well as other excused absences, require that you contact your instructor *ahead of the class session* to provide an explanation of why the absence merits exception.
 - Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored (for example, absences required of athletes).
 - Arriving to class on time and being prepared are professional behaviors. We will start class promptly each day. If you arrive more than 5 minutes late, or leave more than 5 minutes early, this will be noted.
 - Three or more late arrivals or early departures **will** constitute an unexcused absence.
 - We know that unexpected events occur. You are allowed **two** excused absence from class for illness or personal emergency. The reason for the excused absence must be justifiable and verifiable by a third party and for the most part unplanned and unavoidable, for example a car accident or an unexpected illness that results in an emergency room visit.
1. In order for an absence to be excused, you must:
 - notify your instructor as soon as possible.
 - make arrangements for another student to gather handouts and take notes for you if you are missing coursework. You are responsible for catching up on any missed material and completing a make-up assignment within one week of the absence.
 2. Multiple absences may indicate issues that need to be addressed because they may reflect a lack of professionalism. More than two excused or any unexcused absences will result in a conference with the instructor.
 3. Multiple—more than two—unexcused absences **will** result in lowering your grade by one full letter. For example, if you were receiving an A in the course, the highest grade you could receive is a B.
 4. Multiple unexcused absences may result in a failing grade for the course, unless a valid and justifiable reason has been provided, or as per University policy, “excessive or extended absences from class are sufficient reasons for the instructor to recommend that the student be administratively dropped from the course.”

Grading Policies

- Self-evaluation is an integral part of this course. You will be asked to submit an initial statement of goals for this semester. For selected projects, you will be asked to turn in a self-

evaluation in which you state your goals for that particular project and evaluate the process you went through in reaching those goals. You will receive evaluative comments for each of your projects based on your goals and the project intent. You may resubmit projects that are not satisfactory in meeting the goals and intent. At mid-semester, you will revise your goals for the course and evaluate your learning at that point in the semester and will receive evaluative comments from me. At the end of the class, you will write an overall self-evaluation of your learning throughout the class.

- Your final grade will be based holistically on both my evaluation and your self-evaluation of your growth and learning related to the course objectives, the quality of your written work, and your attendance, participation, and preparation for class sessions. *While you can negotiate the ways in which you define and complete class projects, you must complete all of these projects to fulfill course requirements and your final grade for the course will be based on the thoughtfulness and quality of this work with a B reflecting the completion of all course projects at a satisfactory level. You must exceed those requirements to receive an A by selecting a class assignment to which you propose to add an 10 additional hours of work. You must submit a written proposal to your instructor for these additional hours.*
- Your mid-term evaluation will include a discussion of the grade for your work completed as of that date so that you can establish goals for maintaining or improving your final grade for the course. The instructor will not give Incompletes for the course except in extreme situations and only with prior approval.
- Late assignments without a valid excuse will affect your final grade.

A - Complete all assignments for the course at a satisfactory level and meet attendance and class participation requirements. In addition, complete one or more Choice Inquiries for a final project (negotiated with instructor).

B - Complete all assignments for the course at a satisfactory level and meet attendance and class participation requirements.

C – Issues with several missing or incomplete assignments or attendance, tardiness, leaving class early, or participation in class sessions

D – Unsatisfactory in multiple areas related to assignments, attendance and participation.

E – Failure to complete multiple assignments at a satisfactory level and/or multiple absences from class.

Course Readings:

Required readings:

- 80 or more children’s books (at least 15 of which are chapter books)
30-50% of the books must be bilingual or in a language other than English.
- Whole Class Novels
- Articles on d21
- Culturally relevant and bilingual children’s books for weekly literature circles

Required Text:

- Ada, Alma For (2016). *A Magical Encounter: Latino Children's Literature in the Classroom*, 3rd Ed.
- Short, K. Lynch-Brown, C., Tomlinson, C (2017). *Essentials of Children's Literature*, 9th ed.
- See list of articles at the end of the syllabus

Course Outline:

Introduction to the class
 History of bilingual/multilingual and multicultural children's literature
 Revisiting favorite books and bilingual stories from childhood
 Learning about story and bilingual literature
 Learning about diverse children and culturally relevant literature
 Multilingual Poetry
 Traditional literature
 Fantasy and science fiction
 Realistic fiction
 Historical fiction
 Nonfiction: Biography and informational books
 Picturebooks and graphic novels
 Literature for a diverse society and multilingual students
 Literature in bilingual, dual language, and ESL classrooms
 Engaging diverse children with bilingual and culturally relevant literature

University Policies

Accessibility and Accommodations

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (i.e. texting, chatting, reading a newspaper, making phone calls, web surfing, etc).

- Personal computers may be used for class note taking and activities but should not be used for personal reasons during class.

- Cell phone use is not permitted during class and phones should not be turned on. If there is an unexpected need to receive a call during class, please inform me ahead of time.
- Please limit trips to the bathroom during class.
- NOTE: Drinks are permitted as long as they are in a covered container.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one's self. See:

<http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity: <https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

The University Libraries have some excellent tips for avoiding plagiarism available at: http://www.library.arizona.edu/tutorials/accidental_plagiarism/

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination, <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>. Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students

UA Student Code of Conduct

<https://public.azregents.edu/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>

Student Assistance and Advocacy information is available at:

<http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Standards Addressed

Students in the Elementary Education Program are assessed on the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the International Society for Technology in Education National Educational Technology Standards for Teachers (ISTE NETS-Teacher), and the University of Arizona Teacher Preparation Programs Professional Standards. The Standards work in concert. By addressing them, graduates of the Elementary Education Program demonstrate that they are professionals and are prepared to participate in the very important process of educating young children.

Arizona Professional Teaching Standards: InTASC Standards

•**Standard #1: Learner Development.** The teacher understands how learners grow and develop,

recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

•**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

•**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

•**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

•**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

NETS-T

•**#3: Model Digital Age Work and Learning.** Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.

•**#4: Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

University of Arizona Professional Standards

Teacher candidates at the University of Arizona demonstrate a commitment to their academic program and to education by:

- attending, being on time, and being prepared for scheduled classes and field experiences;
- having a professional appearance;
- communicating professionally and respectfully orally and in writing with peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members;
- looking beyond self and respecting differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation;
- accepting and acting upon reasonable criticism;
- understanding and respecting others' perspectives;
- questioning and testing their assumptions about teaching and learning;
- separating personal and professional issues;
- exhibiting their knowledge through inquiry, critical analysis, and synthesis of the subject;
- maintaining or exceeding the minimum grade point average of 2.5 G.P.A.

TLS Position Statement on Social Justice (3/25/2014)

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice. Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These

hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

- We value and honor human diversity.
- We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
- We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
- We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
- We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.
- Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions. We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macro aggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one other and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social

TLS 482—Children’s Literature in the Bilingual Classroom

Required Course Textbooks:

Ada, A. F. (2016). *A Magical Encounter: Latino Children’s Literature in the Classroom*, 3rd Ed.

Short, K. Lynch-Brown, C., Tomlinson, C (2017). *Essentials of Children’s Literature*, 9th ed.

Additional recommended course textbooks for reference:

Clark, E. R., Flores, B., Smith, H., & Gonzalez, D. (Eds). (2016). *Multicultural Literature for Latino Bilingual Children: Their Words, Their Worlds*. Lanham: Rowman & Littlefield.

Henderson, L. (2015). *The Américas Award: Honoring Latino/a Children's and Young Adult Literature of the Americas*. Lanham: Lexington Books.

Mlawer, T. & Beullens-Maoui, N. (Eds). (2016). *The Pura Belpré Award 1996-2016: 20 Years of Outstanding Latino Children’s Literature*. Rosen Publishing Group.

Naidoo, J. C. (Ed). (2011). *Celebrating Cuentos: Promoting Latino Children’s Literature and Literacy in Classrooms and Libraries*. Santa Barbara, California: Libraries Unlimited.

Sneddon, R. (2009). *Bilingual Books, Biliterate Children: Learning to Read through Dual Language Books*.

Articles:

Acevedo, M. (2015). The Portrayal of Puerto Ricans in Children’s Literature. *Bookbird: A Journal of International Children's Literature*, 53 (2), 4-11.

Agosto, D. (1997). Bilingual Picture Books: Libros Para Todos. *School Library Journal*, 43.8:38.

Alamillo, L., & Arenas, R. (2012). Chicano Children’s Literature: Using Bilingual Children’s Books to Promote Equity in the Classroom. *Multicultural Education*.19 (4), 53–62.

Alamillo, L. (2007). Selecting Chicano Children’s Literature in a Bilingual Classroom: Investigating Issues of Cultural Authenticity and Avoiding Stereotypes. *Association of Mexican American Educators Journal* 1 (1), 26–32.

Arenas, R. A. (2008). Telling Our Stories Using Chicano Literature for Children and Young Adults as a Means of Promoting Cultural Awareness and Self-Worth. *Association of Mexican American Educators Journal* 2.1, 10–15.

Arizpe, E. (2007). Finding a Voice: The Development of Mexican Children's Literature, Part I *Bookbird*, 45(1), 5-14.

Arizpe, E. (2007). Finding a Voice: The Development of Mexican Children's Literature, Part II

Bookbird, 45 (2), 29-38.

Barrera, R., Liguori, O., and Salas, L. (1993). Ideas a literature can grow on. V. Harris (Ed.), *Teaching Multicultural Children's Literature in Grades K-8* (203-241). Norwood, CT: Christopher-Gordon..

Bejarle, M. B. (2014). Learning in Francisco Hinojosa's Children's Fiction. *Bookbird*, 52 (3), 13-21.

Canedo, G. V. (2014). Young Adult Literature in Boliva. *Bookbird*, 52 (3), 91-93.

Centurion, H. (1997). La Literatura Infantil En Espanol En La Clase Bilingue (Children's Literature in Spanish in the Bilingual Class).

Chappell, S., & Faltis, C. (2007). Spanglish, bilingualism, culture and identity in Latino children's literature. *Children's Literature in Education*, 38(4), 253-262.

Colomer, T. (2010). The Evolution of Children's and Young Adult Literature in Spain. *Bookbird*. 48 (3), 1-8.

Cummins, A. (2013). Border crossings: Undocumented migration between Mexico and the united states in contemporary young adult literature. *Children's Literature in Education*, 44(1), 57-73.

Davila, D. (2014). Pat Mora: Transcending the Continental Divide One Book at a Time. *Bookbird*, 52 (3), 1-12.

Escamilla, K., & Nathenson-Mejía, S. (2003). Preparing culturally responsive teachers: Using Latino children's literature in teacher education. Special issue: Partnering for equity. *Equity & Excellence in Education*, 36(3), 238-248.

Ghiso, M. & Campano, G. (2013). Ideologies of Language and Identity in U.S. Children's Literature. *Bookbird: A Journal of International Children's Literature*. 51 (3), 47-55.

Gonzalez-Jensen, M. (1997). The Status of Children's Fiction Literature Written in Spanish by U.S. Authors. *Bilingual Research Journal*, 21 (2-3), 203-12.

Hadaway, N. & Young, T. (2013). Celebrating and Revitalizing Language: Indigenous Bilingual Children's Books. *Bookbird*, 51(3), 56-68.

Jans-Thomas, S. (2009). Beyond tamales, tacos, and our southern neighbors: Exploring Latino culture in child and young adult literature. *Making Connections*, 11(1), 33.

Kummerling-Meibauer, K. (2013). Code-Switching in Multilingual Picturebooks. *Bookbird*. 51 (3), 12-21.

- Lohfink, G., & Loya, J. (2010). The nature of Mexican American third graders' engagement with culturally relevant picture books. *Bilingual Research Journal*, 33(3), 346-363.
- López-Robertson, J. (2012). "Esta Página Me Recordó": Young Latinas using personal life stories as tools for meaning-making. *Bilingual Research Journal*, 35(2), 217-233.
- Martinez-Roldan, C. (2013). The Representation of Latinos and the Use of Spanish: A Critical Content Analysis of Skippyjon Jones. *Journal of Children's Literature*, 39 (1), pp. 5-14.
- Martinez-Roldan, C., & Lopez-Robertson, J. (2000). Initiating Literature Circles in a First-Grade Bilingual Classroom. *Reading Teacher*, 53 (4), 270–81.
- Millan, I. (2015). Contested children's literature: Que(e)ries into Chicana and Central American Autofantasias. *Signs*, 41(1), 199-224.
- Montelongo, J. A., Hernández, A. C., & Herter, R. J. (2014). English-Spanish cognates and the pura belpré children's award books: Reading the word and the world. *Multicultural Perspectives*, 16(3), 170-177.
- Naidoo, J. & Lopez-Robertson, J. (2007). Descubriendo El Sabor: Spanish Bilingual Book Publishing and Cultural Authenticity. *Multicultural Review* 4.
- Overall, P. M. (2014). Developing cultural competence and a better understanding of Latino language and culture through literature: What a Latino author tells us. *Children and Libraries*, 12(2), 27.
- Pease-Alvarez, L. & Winsler, A. (1994). Cuando El Maestro No Habla Español: Children's Bilingual Language Practices in the Classroom. *TESOL Quarterly* 28 (3), pp. 507– 535.
- Perriconi, G. (2006). Sugerencias de Lectura Para Niños Y Adolescentes Y Jóvenes También. *Lectura y Vida* 27.2
- Peralta-Nash, C. (2003). Literature Circles in a Bilingual Classroom: The Power of Language Choice. *The New Advocate* 16 (1), 57–61.
- Poole, R. J. (2016). Boys kissing in the desert: Benjamin Alire Sáenz's Aristotle and Dante Discover the Secrets of the Universe. *The Explicator*, 74(2), 125-128.
- Rodríguez-Valls, F. (2008). Círculos Literarios, Cooperativas de Lectura: Leer Para Transformar. *Lectura y Vida* 29 (2), pp. 56–63.
- Rogero, N.M. & Valle, L. V. (2010). The Construction of Identity in Picturebooks in Spanish. *Bookbird*. 48 (3), 9-17.
- Schon, I. (2008). Recomendaciones Para La Selección de Literatura Para Niños Y Adolescentes Hispanoamericanos e Hispanohablantes En Los Estados Unidos. *Lectura y Vida*, 29 (1), 64–67.

Stuart, D., & Volk, D. (2002). Collaboration in a culturally responsive literacy pedagogy: Educating teachers and Latino children. *Literacy*, 36(3), 127-134.

Sullivan, M. A. (2007). Mango street and malnourished readers: Politics and realities in an "at-risk" middle school. *Journal of Latinos and Education*, 6(2), 151-175.

Torres-Rivera, C.M. (2104). Puerto Rican Children's Literature and the Need for Afro-Puerto Rican Stories. *Bookbird*, 52 (3), 81-85.

Online resources:

<https://guides.lib.ku.edu/spanishchildrenlit>

The University of Arizona
The College of Education
Department of Teaching, Learning and Sociocultural Studies
Language, Reading and Culture Program

LRC 694b: Practicum in Literacy Settings

Catalogue Description: Opportunity to practice literacy leadership in school settings for systemic change. Meets Arizona State Department of Education requirement for a supervised field practicum. (3 to 6 units)

The Course:

This is a field base course and is the capstone experience for teachers seeking endorsement as Arizona reading specialists. This practicum, with appropriate documentation described below, may also serve as the exit option for the LRC Masters of Arts Degree.

Each student plans the practicum with his/her advisor. Students who are employed in a school or district may design a practicum experience in the school/district in which they work. Students who are not employed in a school or district will be placed by the LRC advisor.

The practicum experience consists of a literacy project intended to make systemic change in the school or district. The project may focus on any one or combination of the dimensions of literacy leadership: curriculum development, assessment of students, evaluation of teachers, teacher professional development, administrator professional development, procurement of resources, etc.

- a) The project undertaken at each school/district is negotiated by the advisor, leadership of the school/district, and each participating student. A contract is written and signed by all parties as to the goals of the field experience, the expectations of all parties, and the expected outcomes. This practicum is an individualized experience and is to provide opportunities in leadership activity that could lead to systemic change in the school or district.
- b) Meet with advisor to arrange for the practicum course; submit a proposal for the project including the purpose, background information or literature, the methods or procedures to be followed including the kinds of data to be collected and analyzed to demonstrate effectiveness of the project, a description of the setting, the potential significance or impact of the project, and a timeline for completing the project. An advisor may adjust these requirements. The proposal should be submitted during the first three weeks of the semester (6 to 10 pages).

- c) Student and advisor make arrangements for regular contact. Regular contact may include but is not limited to a field note journal (submitted either by email or at regular face to face meetings); regularly scheduled meetings; site visits by the advisor; and/or group meetings with others doing the practicum. The advisor may arrange occasional class meetings for sharing resources, reviewing progress or for any other mutually beneficial reasons. Advisor and student meet a minimum of 10 hours.
- d) Students in this course, seeking the K-8 endorsement do their field work in an elementary or middle school and register for 3 units (45 hours work expected). Students seeking the grade 6-12 endorsement do their field work in a middle or high school and register for 3 units. Students seeking the K-12 endorsement do their field work in schools/districts at both the K-8 and grade 6-12 levels and register for 6 units. The advisor and the student agree upon expectations similar to those above for the 3 units, but expectations are that the practicum experience account for 90 hours of work and span the K-12 grades.
- e) Prepare a Final Report of Project (20-30 page report) and a corresponding presentation for a conference or other professional group.

Text Resources:

None recommended; however the texts used in the prerequisite course, LRC 526, “Curricular Leadership in Literacy and Language” and the other texts used in the reading endorsement and MA program are good resources.

Course Requirements:

Specifics are negotiated among the university advisor, school leader, and student. Minimal expectations include the following:

- a) Negotiate an agreement (contract) between student, advisor, and school leadership (See Attachment A for example)
- b) Project Proposal (see Attachment B for a standard proposal outline)
- c) Report of Final Project (see Attachment C for a standard final project outline)
- d) Prepare and present project at LRC Colloquy or at another appropriate professional development event.

Grading Policy:

Grades are decided according to standard professional practices agreed upon by the participating parties. The negotiated agreement (see Attachment A) includes grade expectations. The advisor seeks input from student and school leadership in allocating final grade. Grades are S for superior, P for pass, or C, D, or F for performance below passing. Students for whom this

practicum is also the LRC Exit Option, need to meet the deadlines and expectations of the exit option experience.

Recommended Faculty:

LRC advising faculty

Calendar:

First week of semester: Meet with advisor; make arrangements for completing the contract.

Third week of semester: Submit contract to advisor; copies distributed to student and school contact person. Submit Project Proposal to advisor, revise as necessary, copy distributed to student, advisor and school contact person. Advisor and student make arrangements for regular contact.

Seventh week of semester: Review and revise proposal as necessary.

Twelfth week of semester: Submit final project to advisor

College and University Policies

This practicum requires professional behavior and norms of all participants. In addition to normal professional standards, relevant university policies are listed below.

Code of Academic Integrity

Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. Students shall observe the provisions of the Code whether or not faculty members establish special rules of academic integrity for particular classes. Failure of faculty to prevent cheating does not excuse students from compliance with the Code.

Conduct prohibited by the Code consists of all forms of academic dishonesty, including, but not limited to: cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Code of Conduct, modifying any academic work to obtain additional credit in the same class unless approved in advance by a faculty member; failure to observe rules of academic integrity established by the faculty member for a particular course; and attempting to commit any act prohibited by this Code. Any attempt to commit an act prohibited by these rules shall be subject to sanctions to the same extent as completed acts.

Note: The full version of the Code of Academic Integrity can be found at the website <http://w3.arizona.edu/~studpubs/policies/cacaint.htm> or at the Dean of Students Office, Room 203 Old Main.

Special Needs and Accommodations Statement

Students who need special accommodation or services should contact the Disability Resources Center, 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268, FAX (520) 621-9423, email: uadrc@email.arizona.edu, <http://drc.arizona.edu/>. **You must register and request** that the Center or DRC send me **official notification** of your accommodations needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. *The need for accommodations must be documented by the appropriate office.*

Confidentiality of Student Records

<http://www.registrar.arizona.edu/ferpa/default.htm>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Incomplete Grade Policy

Occasionally, otherwise successful students meet with unfortunate and/or unforeseen circumstances that disrupt their academic progress. According to university policy, students must have completed all but a minor portion of the course requirements; otherwise it is the students' responsibility to withdraw.

The student must request the incomplete grade in person before the last day of class. The student needs to be prepared to discuss the circumstances of the request and why s/he should be considered eligible for the incomplete grade.

The assignment of an incomplete grade is at the discretion of the instructor (advisor). The incomplete grade will not be given to simply allow the student to raise a grade or if the deadlines are personally inconvenient. The LRC department has an agreement form that needs to be completed and filed in the main office before the "I" is filed.

ATTACHMENT A
SAMPLE AGREEMENT

Name of student:
Contact information:

Date of agreement:
Semester:
of units:

Name of advisor:
Contact information:

Name of school official:
School, district:
Contact information:

Title:

Student goals/objectives:

Proposed Project Title:

Timeline for project:

Plans for evaluation of student:

Other considerations:

Signatures:

Advisor: _____

Student: _____

School/district Official: _____

ATTACHMENT B
Research/Project Proposal for LRC 694b
Practicum in LITERACY SETTINGS

I. INTRODUCTION

What project am I proposing? What is the basis of my interest in this project? What am I trying to learn? What systemic change would I like to bring about? Why do I think this is an important project?

What experiences have I had that will contribute to this project? What do I need to acquire or learn in order to do this project/study?

What questions, related to my own professional development, do I hope to answer by doing this study/project?

II. BACKGROUND FOR THE PROJECT/REVIEW OF RELATED LITERATURE:
WHY?

What professional literature is relevant to this project/study? Is there a consensus in the literature or are there several different perspectives? What are they? How does this project/study fit with similar projects/studies?

III. DESCRIPTION OF THE PROJECT CONTEXT: WHERE? AND WHO?

Where am I conducting this study/project? Where will I gather the data?

What is the specific context? i.e., the school population; the district, school, and/or classroom environment; curriculum (grade levels, subject matter), teachers (ages, experience, content area, grade level, gender, location(s)). Describe geography and population.

Who will participate in this project/study? How many? How will the participants be selected? What is your relationship with the participants?

Do I need to gain permission (“informed consent”) from parents, guardians, or others? If so, how will I gain the consent? How will I assure participants that they are protected from harm and that they are not exposed to risks?

IV. METHODS FOR DATA COLLECTION AND ANALYSIS: HOW?

What is my general approach to the design of this project (evaluative, case study, qualitative, experimental, etc.) What did I choose this approach?

What important kinds of data will I explore? What specific methods of data collection will I use (e.g., field notes, teaching journal, field notes, interviews, collection of artifacts, etc.):

What are my tentative plans for data analysis? How do I plan to organize and analyze data?

What is my timeline?

V. IMPORTANCE AND POTENTIAL SIGNIFICANCE OR IMPACT OF THE STUDY/PROJECT: WHO WILL CARE?

Whose interests are served by this project? Who benefits?

What is the potential significance for my professional development? For the school/district with whom I am working? For education as a whole? For society?

Where and with whom I might share the findings/outcomes of this project?

VI. REFERENCES

Which style manual (for references and citations within the text of the research report or other presentations) will I use in reporting my study?

ATTACHMENT C

Report of Final Project

INTRODUCTION

What was the focus of my project/study? What was the basis of my interest in this project? What was I trying to learn about and understand? What were my overall goals?

What experiences in my history led me to be interested in this project?

What were the specific objectives or goals of this project?

BACKGROUND FOR THE PROJECT/ REVIEW OF RELATED LITERATURE

What scholarly/professional literature provides a background of this project? What is the context of previous work that is related to this project?

How can I situate this project within related professional literature? What is the theoretical framework that I bring to this project? What are the areas of research and specific research studies that relate to my project? What are the theoretical, research, and/or practice references that inform me?

DESCRIPTION OF THE RESEARCH/PROJECT CONTEXT

Where was the project/study conducted and the data gathered?

What is the specific context in which the project was carried out?

Who participated in this project?

Did I gain permission? How?

DATA COLLECTION AND ANALYSIS/EVALUATION PLAN

What is my general approach (teacher research, case study, evaluative qualitative, etc.)

What data did I collect? How did I collect the data? How trustworthy/credible or valid/reliable do I believe the data to be? How do I know this?

How did I analyze the data?

What was my timeline?

FINDINGS

What did I learn? What are the major findings? What examples support these findings?

DISCUSSION/IMPLICATIONS

So what? What are the possible implications of these findings for your own participants, other teachers, students, researchers, literacy leaders? What sense to you make of this study? What are you taking away for yourself and for others?

Whose interests were served by this project? Who benefited? What is the project's potential for systemic change?

What new questions emerged from this study/project? What needs to be done next?

CONCLUSIONS

Summary of the project and concluding remarks that you want to leave with the reader—the major insights or wonderings you are taking from the study.

APPENDICES

Forms used in the research (e.g., copies of research permission form, written surveys, interview questions, etc.)