

**George Mason University
Graduate School of Education
Spring 2013**

Syllabus

EDUC 400/500: Seeking Educational Equity and Diversity (S.E.E.D. I)

Credits: 2 Undergraduate/Graduate Credits

Location: Carlin Springs Elementary School
5995 S. 5th Road
Arlington, Virginia 22204
Room 209

Time: 4:15 p.m. – 7:15 p.m.

Dates: Tuesdays

October 9	March 14
November 13	April 9
December 11	May 14
January 8	May 28
February 12	*Field Trip (TBD)

Instructors: Dr. Sue Sarber	x2111	sue.sarber@apsva.us
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Course Purpose and Intended Audience

This seminar is designed to increase awareness of the challenges and advantages of the many kinds of diversity in our lives and their impact on school culture. The course is open to all educational professionals who seek to promote equity and achievement in their school setting.

Course Description

Participants will engage in interactive activities and read or view materials relating to gender, race, class, privilege, and oppression. Literature, research and personal stories will be used as the basis for group discussions on these topics. Throughout the seminar, emphasis will be placed on listening closely to different perspectives for an increased understanding of issues related to diversity and education.

Course Objectives

- To raise participants' awareness of the impact of discrimination due to race, gender, age, class, and sexual orientation.
- To expose participants to their own biases with regard to race, gender, age, class, and sexual orientation.
- To explore the dynamics of the concepts of voice, otherness, identity, and oppression as they relate to life inside and outside the school setting.
- To explore strategies for dealing successfully with the dynamics of voice, otherness, identity, and oppression.
- To understand the concept of 'privilege'.
- To explore how we can address these issues in a positive way in our school setting.

Course Readings

Bauer, Marion Dane. Am I Blue? Come Out from the Silence. New York, New York: Harper Trophy, 1994.

Fisher, Antwone and Rivas, Mim. Finding Fish. New York, New York: Harper Torch, 2002.

Nelson, Cathy L. and Wilson, Kim A. Seeding the Process of Multicultural Education: An Anthology. Plymouth, Minnesota: Minnesota Inclusiveness Program, 1998.

Tatum, Beverly Daniel. "Why Are All the Black Kids Sitting Together in the Cafeteria?" New York, New York: Basic Books, 2003.

You will also be provided with instructor-selected articles and excerpts on current research in the field of multicultural education from a variety of sources such as *Teaching Tolerance* magazine.

Course Format

Each seminar will begin with a discussion of the assigned readings. Students will then participate in a variety of activities geared toward the topic of the session. Participants will be given time to reflect on the topic of the session through journal-writing and encouraged to share their thoughts with the class.

Course Requirements

ATTENDANCE [25 points]

The expectation is that you will attend all classes. Active and respectful participation of all class members is crucial to the success of this course. While we all have our own professional responsibilities, please keep in mind that class discussions and activities cannot be reproduced. Therefore, participants in this class must be in attendance and on time for the entire class session in order to actively contribute to the enhancement of each session.

PARTICIPATION [25 points]

Complete all assigned readings prior to class and participate actively in all discussions and activities.

JAMAICA KINCAID'S *GIRL* Piece [5 points]

Students will write a narrative on the messages they received as children about their gender.

PERSONAL ARTIFACT [5 points]

Students will share an item(s) with the rest of the class that expresses something about their personal and cultural background.

REFLECTION PAPERS [10 points each]

Students will write reflection papers on topics assigned by the instructors. Journals should be typed and double-spaced with a 12-point font. Entries should be a minimum of 400 words (approximately two pages).

Response to "White Privilege" article and *Color of Fear* video

Reflection on GLBT session and readings

Reflection on cultural field trip experience

FINAL PRESENTATION [10 points]

Due May 28, 2013

The final assignment is to write a two-page letter to yourself about what knowledge you have gained through S.E.E.D. and what you plan to do with that knowledge with regard to the following themes: voice, otherness, class, wealth and poverty, racial identity, GLBT, privilege, and curriculum. The paper will answer the question "How will what you have learned impact your interactions with colleagues, families and students?"

Formula for Grading

A+ = 98-100

A = 93-97

A- = 90-92

B+ = 87-89

B = 80-86

C = 70-79

F = did not meet course requirements

Class Sessions

Session 1 [Voice]

Share Boy/Girl Piece

Introduction to Course

Syllabus Review/GMU paperwork/APS payment

Ground Rules for Discussion

Activity: "What's in a Name?"

Activity: Apple Activity

Pass Around Food Sign-Up Sheet

Reflection: How will what I have learned today impact my interactions with students, families, and colleagues?

Home Assignment: Personal Artifact (see agenda for instructions)

Reading: “The Green Banana” by Donald Batchelder, “An Indian Father’s Plea” by Robert Lake (Medicine Grizzlybear), *Part I – A Definition of Terms* from “Why Are All the Black Kids Sitting Together in the Cafeteria?” by Beverly Daniel Tatum, and selected articles on *Voice & Identity* from Seeding the Process of Multicultural Education

Session 2 [Otherness]

Sharing of Personal Artifacts

Activity: Star Pattern/Circle of Our Multicultural Selves

Discussion: Debrief “The Green Banana”, “An Indian Father’s Plea”, *A Definition of Terms*, and selected articles on *Voice & Identity*

Complete and share “Where I AM From . . .” poem

Video: *My Brown Eyes*

Reflection: How will what I have learned today impact my interactions with students, families, and colleagues?

Reading: “White Privilege” by Peggy McIntosh from Seeding the Process of Multicultural Education and *Part II – Understanding Blackness in a White Context* from “Why Are All the Black Kids Sitting Together in the Cafeteria?” by Beverly Daniel Tatum

Session 3 [Privilege]

Activity: Privilege Walk

Discussion: Debrief “White Privilege” and *Understanding Blackness in a White Context*

Activity: Ally, Colluder, or Oppressor

Activity: Passing Notes “Race and Me”

Reflection: How will what I have learned today impact my interactions with students, families, and colleagues?

Reading: “The Fear of Anger: Still on the Plantation” by Dottie Burt-Markowitz and Angela R. Carter, “Ivory Tower” by Dottie Blais, and *Part III – Understanding Whiteness in a White Context* from “Why Are All the Black Kids Sitting Together in the Cafeteria?” by Beverly Daniel Tatum

Session 4 [Racial Identity]

Activity: Cultural Bingo

Film: *The Color of Fear*

Discussion: Debrief *The Color of Fear* and “The Fear of Anger: Still on the Plantation”

Reflection: How will what I have learned today impact my interactions with students, families, and colleagues?

Reading: *Part IV – Beyond Black & White* from “Why Are All the Black Kids Sitting Together in the Cafeteria?” by Beverly Daniel Tatum

Home Assignment: Reflect on the following questions in a journal response to be turned in at the next session. How do “White Privilege” and *The Color of Fear* relate to each other and to your life? What emotions did you experience while watching *The Color of Fear* and what prompted those feelings?

Session 5 [Racial Identity]

Activity: Microlabs on Conflict

Discussion: “Stages of Racial Identity” by Beverly Daniel Tatum, and “Stages of Racialized and Ethnic Identity Development” by William Cross. Where do you think you are on these models?

Activity: Personal History Sharing

Activity: Speak Out

Reflection: How will what I have learned today impact my interactions with students, families, and colleagues?

Readings: Selections from Am I Blue? Coming Out from the Silence and “So Are You Gay” by Michael White and “Targets of Oppression: GLBT Students” by Michael Williams, Matt Nielsen, and Janet Bystrom from Seeding the Process of Multicultural Education: An Anthology

Session 6 [Gay, Lesbian, Bisexual, Transgendered]

Activity: Here I Stand

GLBT statistical analysis, definition of terms, resources

Pyramid of Hate

Activity: GLBT issues in contemporary society

Video: *Gay Youth*

Discussion: Debrief Am I Blue? Coming Out from the Silence, “So Are You Gay”, and “Targets of Oppression: GLBT Students”. What pressures do students who are gay or have gay parents face? How do you support these students and families?

Reflection: How will what I have learned today impact my interactions with students, families, and colleagues?

Home Assignment: Reflect upon GLBT issues in a journal response to be turned in at the next session.

Reading: Finding Fish Be prepared to respond to the following questions during our next session. How was Antwone oppressed? What factors limited his social and academic development? How did the ‘institutions’ serve Antwone’s needs? How did he cope?

Session 7 [Class, Wealth, and Poverty]

Submit GLBT response

Discussion: Finding Fish

Activity: Barnga

Review of Arlington County Statistics

Video: *People Like Us: Social Class in America* “Most Likely to Succeed”

Reflection: How will what I have learned today impact my interactions with students, families, and colleagues?

Readings: Selections from *Framing Multicultural Education, Teaching & Learning*, and *Building Community in Seeding the Process of Multicultural Education: An Anthology* and *Part V – Breaking the Silence* from “Why Are All the Black Kids Sitting Together in the Cafeteria?” by Beverly Daniel Tatum

Session 8 [Curriculum]

Activity: “Curriculum as Windows and Mirrors”

Activity: Jigsaw analysis of recent articles on cultural competence

Activity: Two-person dialogue poems

Pass out “Speak Up! Responding to Everyday Bigotry” booklets from *Teaching Tolerance*

Reflection: How will what I have learned today impact my interactions with students, families, and colleagues?

Home Assignment: Complete Session 10 Reflection and Final Presentation

Session 9 [Change Agents]

Pot Luck Dinner!

Discussion: Share Session 10 Experiences – Field Trip/Cultural Exploration

Activity: “...and nobody said anything” – Uncomfortable Conversations About Diversity

Share and submit Final Presentation: “How will what I have learned in this course impact my interactions with students, families, and colleagues?”

Activity: Closing Wheel

Assessing your grades

G.M.U. evaluations

Session 10 Field Trip on your own/Cultural Exploration

Students will explore another culture by participating in a cultural event and then sharing their experiences with the class. You are encouraged to select an event that will provide you with an opportunity to interact with members of a culture different from your own. Please write a brief description of your exploration and answer the following questions:

- What was the purpose of the event?
- Why did you choose it?
- What were your impressions of the experience?
- How were the cultural characteristics you observed similar to your own and how were they different?
- What are the advantages and disadvantages of having limited knowledge of another group/culture?

This activity should be written as a journal assignment to be turned in no later than the final day of class.