|  |
| --- |
| **AUBURN UNIVERSITY**  Course Syllabus |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1.** | **Course Number:** | FOUN 3000-D03 | **Course Title:** | Diversity of Learners and Settings |
|  | **Credit Hours:** | 3 semester hours | **Prerequisites:** | Sophomore standing |
|  | **Time and Location:** | Wednesday, 9-11:50 a.m. via Zoom | **Office Hours and Location:** | Tuesday 4-5 p.m. (Virtual)  Wednesdays 4-5 p.m. (Virtual)  and by appointment |
|  | **Instructors:** | Dr. Dionne Lazenby  [dth0002@auburn.edu](mailto:dth0002@auburn.edu)  478-449-4555 (cell) | **Service-Learning** | Brittany Foster  bdf0016@auburn.edu  Office: Haley Center 4036 |

1. **DATE SYLLABUS PREPARED:** August 2021
2. **REQUIRED MATERIALS:**

Adams, M., Blumenfeld, W. J., Castañeda, C., Hackman, H. W., Peters, M. L., & Zúñiga, X. (Eds.) (2013). *Readings for diversity and social justice*. (3rd ed.). New York: Routledge. (You’ll need a hard copy of this book.)

Gollnick, D. M., & Chinn, P. C. (2017). *Multicultural education in a pluralistic society*. (10th ed.). New York: Pearson. (This book is available digitally via All Access.)

**4. COURSE DESCRIPTION:** We will explore socio-cultural and individual differences. We will work to understand diversity and communicating with students with differing cultural backgrounds, abilities, and values. This class combines class-based as well as community-based discovery learning, known as service learning, that links theory and practice and involves students in active participation in a local agency or service center.

1. **COURSE ORGANIZATION:** Our work together this semester will be organized around the Teaching Tolerance Social Justice Standards domains: Identity, Diversity, Justice, and Action. Our work will also be aligned to the AU College of Education conceptual framework and the Alabama Quality Teaching Standards, specifically standards 4 and 5: Diversity and Professionalism, respectively.
2. **COURSE GOALS AND OBJECTIVES:**

**Goals**

1. To learn about the historical, philosophical, legal, ethical, and social issues associated with the extensive range of differences among learners;

2. To build awareness, acquire knowledge, and develop skills in communicating and interacting with students, parents, and colleagues of differing backgrounds and perspectives. Such backgrounds and perspectives include attention to: ethnicity, culture, language, socioeconomic status, gender and gender expression, sexuality, religion, age, and ability;

3. To examine students’ motivation for seeking a career in Education and the ways in which their backgrounds and experiences affect their worldview and their view of education;

4. To examine students’ assumptions about diverse learners, diverse settings, and the roles of schools and education in society;

5. To develop skills related to productive reflection and self-regulation; and

6. To engage in appropriate, challenging, and supportive learning opportunities through participation in service learning.

**Objectives:** Students will…

1. Develop positive social identities based on their membership in multiple groups in society;
2. Develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups;
3. Recognize that people’s multiple identities interact and create unique and complex individuals;
4. Express pride, confidence, and healthy self-esteem without denying the value and dignity of other people;
5. Recognize the traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces;
6. Express comfort with people who are both similar to and different from them and engage respectfully with all people;
7. Develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups;
8. Respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way;
9. Respond to diversity by building empathy, respect, understanding, and connection;
10. Examine diversity in social, cultural, political, and historical contexts rather than in ways that are superficial or oversimplified;
11. Recognize stereotypes and relate to people as individuals rather than representatives of groups;
12. Recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination);
13. Analyze the harmful impact of bias and injustice on the world, historically and today;
14. Recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they have been affected by those dynamics;
15. Identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world;
16. Express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias;
17. Recognize their own responsibility to stand up to exclusion, prejudice, and injustice;
18. Speak up with courage and respect when they or someone else has been hurt or wronged by bias;
19. Make principles decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure;
20. Plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective; and
21. Articulate and follow a semester-long plan to successfully achieve an individually determined learning goal.

**Auburn University College of Education Conceptual Framework, Candidate Proficiencies, which are aligned to the Alabama Quality Teaching Standards**

***Competent professionals . . .***

1. understand the central concepts, tools of inquiry, and structures of the content they teach or practice.
2. create learning experiences that make the content they teach or practice meaningful for individuals.
3. understand how individuals differ in their approaches to learning and create instruction or implement other professional practices adapted to this diversity.
4. use knowledge of how individuals learn and develop to provide educational opportunities that support intellectual, social, and personal development.
5. understand and use a variety of evidence-based professional practices in reasoned and flexible ways to encourage individual development of critical thinking, problem solving, and performance skills.
6. use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. use knowledge of effective verbal and non-verbal communication to foster active inquiry, collaboration, and supportive interaction in learning environments.
8. plan professional practices based upon knowledge of subject matter, individuals, the community, and identified goals.
9. understand and use formal and informal assessment strategies to evaluate and ensure continuous progress toward identified goals.
10. use technology in appropriate ways.

***Committed professionals . .*** *.*

1. engage in responsible and ethical professional practices.
2. contribute to collaborative learning communities.
3. demonstrate a commitment to diversity.
4. model and nurture intellectual vitality.

***Reflective professionals . .*** *.*

1. analyze past practices to stimulate ongoing improvement of future practices.

\* Highlighted proficiencies are those that are explicitly assessed in FOUN 3000.

**7. COURSE REQUIREMENTS/ASSESSMENT:**

**Lab and Service-Learning**

Teacher education core courses with a service-learning component use a 1:3 ratio for lab credit hours to lab clock hours per week. The three hours of lab per week consists of service learning at the assigned site, lab activities in the campus classroom, or online activities. Lab hours must include a minimum of 25 clock hours in your assigned service-learning placement. These 25 service hours are part of the total number of field experience hours mandated by the Alabama State Department of Education. You will not receive credit for this course until these 25 hours have been completed.

**\*Note: Each student must complete the daily Health Screening survey in Canvas before going to the Field Placement site. A “green” screen indicates the individual can proceed to the site. A “red” screen indicates the individual should not proceed to the site.**

Service Learning will be assessed as **Satisfactory** or **Unsatisfactory**. Students must receive an assessment of **Satisfactory** to complete FOUN 3000. Students must complete all service-learning assignments, fulfill a minimum of 25 hours at the service-learning site, and satisfy the performance criteria set by the service learning coordinator (Dr. Bevin Roue). **Reflection papers must address the role of service learning in preparing teachers for committed service to the community in which they reside** (see the service learning syllabus for more details)**.**

Students who fail to complete the requirements or receive an assessment of Unsatisfactory for Service Learning will receive a grade of **Incomplete for FOUN 3000.** Students who receive a grade of Incomplete must again attempt service learning the next semester. If a student fails to receive a satisfactory assessment or fails to complete all of the requirements of service learning for a second time, he or she will receive a grade of “F” for FOUN 3000.

**ALABAMA CERTIFICATION REQUIREMENTS:**

**Reminder**: To satisfy the Alabama State Department of Education’s requirements for certification, all professional studies courses [FOUN 3000 is a professional studies course] must be passed at least as the level of “C” or better. Students who do not pass all professional studies courses at the level of “C” or better will not be eligible to be recommended for certification in the State of Alabama or any other state.

**EVALUATION METHODS:** Your grades will be derived from the following:

Attendance & Participation: 15%

Reading Quizzes: 15%

Reflective Writing: 15%

Student Advocacy Groups: 15%

Inquiry & Active Learning Tasks: 40%

Service-Learning Tasks: Satisfactory/Unsatisfactory

Total: 100%

**Grading Scale:**

Your grade in this course will be based on the following grading scale:

A = 90-100% of possible points

B = 80-89% of possible points

C = 70-79% of possible points

F = <70% of possible points

\*.5 and above rounds up to the next number. For example, 69.5 rounds to 70%.

**Attendance, Participation, and Preparedness:** Teaching is a profession. As such, you are conduct yourself as a professional. This includes coming to each class meeting, completing required readings so you are prepared to contribute, and participating in class discussions. You may earn up to 8 points in each class by showing up on time, keeping your camera on and being actively engaged, participating in ways that are substantive (i.e., inciting your instructor and classmates to think about the material differently by posing thought-provoking comments and/or questions that relate to the reading and/or your student advocacy groups), and submitting the Kickstarter and Exit Pass activities in Canvas. Obviously, you must attend class to earn points for participation and preparedness. Missing more than 20% of our class meetings (3 meetings) unexcused will result in a failing grade. Being more than 10 minutes late for class (unexcused) or leaving class early will count as an absence.

**Reading Quizzes:** It’s important to read for understanding. Each week, for which reading is assigned, there will be a reading quiz in Canvas. You will have 2 opportunities to complete the quiz, and your scores will be averaged. Quizzes must be completely prior to the start of class.

**Reflective Writing:** Reflective writing will consist of productive reflections, current events, and Equity event attendance & reflection.

Productive Reflections: For each module, you must complete ONE reflection. This means you will choose one week within that module to reflect on our class meeting. Your reflection will be 2 pages, and follow the instructions outline in Canvas. You will submit a total of 4 reflections.

Current Events: For each module, you will also choose one topic to complete a current event. You will find an article from the last year that pertains to the topic and write a summary and reflection. You will present your current event in class. You must complete one current event per module, for a total of 4. Your current event will be 1 page, and follow the instructions outlined in Canvas.

Equity Event Attendance: I will post several events throughout the semester that you have the option to attend. You must attend at least 2 events and complete a written reflection following the instructions outlined in Canvas. You will have the option to attend online events if you prefer.

**Student Advocacy Groups:** As a way to focus your efforts this semester, each of you will be assigned to a team of four to five future teachers. These groups will be based, when possible, on your major age group (early childhood, elementary, secondary). Each team will be assigned a set of five fictitious students with characteristics similar to children who may one day be in your class. Your responsibility throughout the semester is to advocate for your students in and out of class. You should consider their perspectives in combination with your own when you share in class. You will receive a beginning description as well as three periodic updates about each of your students. This information should also influence your contributions in class as well as the content of your other written assignments. Your student advocacy group will be responsible for three assignments related to your assigned students. The requirements for these assignments are outlined in Canvas. Your groups will have the opportunity to meet during at least six of our class meetings. One person from your group will submit meeting notes as outlined in Canvas. You will also need to schedule time outside of class to complete the required tasks. At the end of the semester, each student will have an opportunity to evaluate their group members’ contributions.

**Inquiry & Active Learning Tasks:** You will be assigned several inquiry and active learning tasks throughout the semester. These tasks are design for you to learn through your own research and engaging in learning tasks designed to encourage critical thought, reflection, activism, and advocacy. Details on these assignments are available in Canvas.

**8. CLASS POLICY STATEMENTS:**

**Late Assignments: All assignments are due at the start of class, unless otherwise indicated.** Quizzes will not be accepted late. However, all other assignments will be accepted up to 3 days late, with a 10% penalty per day.

**Attendance**: Attendance is required; students are expected to attend all classes and will be held responsible for any content covered in the event of an absence. You cannot earn participation and preparedness points if you do not attend; Furthermore, you are ineligible to write a reflection for a class you did not attend. Missing more than 20% of our class meetings (3 meetings) unexcused will result in a failing grade. Being more than 10 minutes late for class (unexcused) or leaving class early will count as an absence.

**Excused Absences**: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor, in advance of the absence whenever possible, to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the university policy on class attendance posted in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) ) for more information regarding excused absences. (<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>)

**Academic Honesty Policy**: All portions of the Auburn University student academic honesty code (Title XII) will apply to this course (see <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf> as posted in the Student Policy eHandbook, (see [www.auburn.edu/studentpolicies](https://sites.auburn.edu/admin/universitypolicies/default.aspx)). All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and in-text citations should be used (Author, year, page). If the material is paraphrased, (Author, year) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class (past or present) is also a violation of the Code. **Finally, you may not submit the work of someone else or work that you have submitted previously, for another class or for FOUN 3000, to satisfy a requirement of FOUN 3000.**

**Disability Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by email. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Course Contingency**: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Civility Statement:** Rude, sarcastic, obscene, or disrespectful speech and disruptive behavior have a negative impact on everyone's learning. Because this class needs to be a participatory community if students are to fulfill their potential for learning, individuals who disrupt the community will be removed from the class and their enrollment will be terminated.

Disruptive behavior includes, but is not limited to, the following: receiving and sending phone calls, texts, or other messages during class, leaving class early or coming to class late, disrupting instructional discourse, doing assignments for other classes, sleeping, and engaging in other activities that detract from the classroom learning experience. Because this class meets via Zoom, it is important that your workspace be appropriate for classroom instruction and free from all visual, auditory, and any other distractions. (I do understand that life happens, and some things are beyond our control. However, as a general practice we will follow these guidelines.) See the University Policy on Classroom Behavior (<https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>) posted on the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information.

**Professionalism**: As faculty, staff, and students interact in professional settings, we are expected to demonstrate professional behaviors as defined in the Auburn University College of Education’s conceptual framework. These professional commitments or dispositions are listed below:

• Engage in responsible and ethical professional practices

• Contribute to collaborative learning communities

• Demonstrate a commitment to diversity

• Model and nurture intellectual vitality

**Respect for Diversity**: *Auburn University Diversity Statement:* Diversity at Auburn University encompasses the whole human experience and includes such human qualities as race, gender, and ethnicity, physical ability, nationality, age, religion, sexual orientation, economic status and veteran status. These and other socially and historically important attributes reflect the complexity of our increasingly diverse student body, local community, and national population. It is expected that all students in this course abide by and respect the AU Diversity Statement when working and interacting with classmates and the instructor.

**Instructor Assistance:** The instructor’s purpose is to help students do the very best they can at this point in their professional development. Please allow me to assist in any way possible including, but certainly not limited to: listening, providing feedback, answering questions, sharing and addressing concerns, brainstorming, clarifying course content or expectations, and mediating or facilitating work with collaborating peers. Always feel free to contact me by phone or by email. Although I rarely require it, please allow two days for me to respond to emails. If you have an urgent concern or question, it may be best to contact me by phone. Text messages are an acceptable form of communication. However, please be mindful of the time and manner in which you are texting.

**Statement of Student Rights:** This course syllabus may be viewed as a flexible contract between me and you. As such, students have the right to expect that the instructor will, to the greatest extent possible, remain true to the syllabus regarding course content, objectives, schedule, requirements, and assessment. Students do, however, move through content at different paces and it may be necessary to make modifications to this syllabus to accommodate individual students’ and the class’ needs. In this event, students will be notified in advance of any changes to the syllabus that may affect their preparation for class or an assessment.

**Statement of Student Responsibilities:** Given that the course syllabus may be viewed as an agreement between instructor and student, it outlines not only what can be expected of the instructor but also what is expected of students. Therefore, it is the responsibility of the student to attempt to understand its contents, seek any needed clarification, and accept the requirements and assessments outlined therein. Furthermore, it is the responsibility of students to seek assistance in meeting course objectives and completing course assignments whenever, and preferably as soon as, needed.

1. **COURSE CONTENT AND SCHEDULE:**

|  |  |
| --- | --- |
| **TOPICS** | **READINGS, ASSIGNMENTS, & ESSENTIAL QUESTIONS** |
| **Module A: Identity & Intersectionality** | |
| **Week 1**  **August 18th**  Orientation & Naming | **Readings:**   * Kohli & Solórzano (2012)   **Due:**   * Week 1 reading quiz   **Essential Question(s):** Who are we and what are we here to do? |
| **Week 2**  **August 25th**  Identity & Intersectionality | **Readings**:   * Chapter 1 in ME * Chapters 1, 2, 3, 6, 27, 74, & 129 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 67-69   **Due:**   * Week 2 Reading Quiz * Who I Am Graphic Organizer (bring to class)   **Essential Question(s):** What shapes our identities? How does intersectionality shape the ways in which we walk through and are seen in the world? How do our cultural backgrounds influence our work as teachers and advocates? |
| **Week 3**  **September 1st**  Privilege & (Implicit) Bias | **Readings:**   * Chapters 11, 41, 44, 62, 79, 93, 98, & 114 in RDSJ * *Diversity vs. White Privilege: An Interview with Christine Sleeter* (available on Canvas)   **Due:**   * Week 3 reading quiz (in class) * Reflection on Identity & Intersectionality (week 2) * Common Beliefs Exploration 1   **Essential Question(s):** What is privilege? Who is privileged? What is bias? How is it implicit and explicit? How do privilege and bias affect your role as an educator? |
| **September 3rd** | Last day to drop with the possibility of a refund and no grade assignment |
| **Module B: Educational Foundations & Policy** | |
| **Week 4**  **September 8th**  School Funding & Zoning | **Readings:**   * Good school, rich school; bad school, poor school: The inequality at the heart of America’s education system (<https://www.theatlantic.com/business/archive/2016/08/property-taxes-and-unequal-schools/497333/>) * Alabama school finance formula outdated, unfair, experts say (<http://www.al.com/news/index.ssf/2016/11/alabamas_school_finance_formul.html>) * Chapter 3 in ME * Chapters 33 & 42 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 34-38   **Due:**   * Week 4 reading quiz * Reflection on Privilege & (Implicit) Bias (Week 3)   **Essential Question(s):** How are decisions about where students go to school made? What are the repercussions of those decisions? What is the financial reality of public schooling? |
| **Week 5**  **September 15th**  Policy Barriers | **Readings:**   * Chapter 9 in ME * Chapters 24, 31, 51, 90, 109, 124, 130, & 131 in RDSJ   **Due:**   * Week 5 reading quiz * Reflection on School Funding and Zoning (week 4) * SNAP Challenge   **Essential Question(s):** In what ways do state and federal policies drive school practice? In what ways do those policies create barriers? In what ways do they create possibilities? |
| **Week 6**  **September 22nd**  Teachers’ Rights & Responsibilities | **Readings:**   * Chapter 10 in ME * Chapters 23, 37, 45, & 113 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 16-21 * *Taking Multicultural, Anti-Racist Education Seriously* (available on Canvas)   **Due:**   * Week 6 reading quiz * Reflection on Policy Barriers (week 5) * Common Beliefs Exploration 2   **Essential Question(s):** What is the work of teachers for teachers, for students, in schools, in communities, and in the policy landscape? |
| **Week 7**  **September 29th**    Curriculum | **Readings:**   * Chapter 11 in ME * Chapters 4, 9, 49, 58, & 82 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 132-133 * *Those Awful Texas Social Studies Standards. And What About Yours?* (available on Canvas)   **Due:**   * Week 7 reading quiz * Reflection on Teachers’ Rights & Responsibilities (week 6) * Student Advocacy Group Report: Part 1   **Essential Question(s):** What is/should be the curriculum? Who should decide? Who should it reflect? |
| **Midterm Grade Conferences: All students not making satisfactory progress are required to meet with me prior to next week’s class for a grade conference**. Please complete the conference form located in Canvas and return it via email at least 24 hours prior to out meeting.  *\*Any student may request a conference during this time (or at any point during the semester), no matter your academic standing.* | |
| **Module C: Exceptional Students & Circumstances** | |
| **Week 8**  **October 6th**  School Integration & Inclusion | **Readings:**   * Chapters 2 & 6 in ME * Chapters 11, 52, 95, & 135 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 103-108   **Due:**   * Week 8 reading quiz * Reflection on Curriculum (week 7) * Eyes on the Prize Movie Notes & Reflection   **Essential Question(s):** What is the history of school integration and inclusion? What is the present state of school integration and inclusion? What should the future hold? |
| **Week 9**  **October 13th**  Achievement, Discipline, & Opportunity Gaps | **Readings:**   * Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U.S. schools. *Educational Researcher, 35*(7), 3-12. (available on Canvas) * Chapters 25, 66, & 100 in RDSJ * *Schools and the New Jim Crow* (available on Canvas)   **Due:**   * Week 9 reading quiz * Reflection on School Integration & Inclusion (week 8) * Citizenship Test   **Essential Question(s):** What does it mean when schools systematically work better for some students than for others? |
| **Week 10**  **October 20th**  Students as Individuals | **Readings:**   * Chapters 4, & 5 in ME * Chapters 61, 64, 80, & 99 in RDSJ * *You’re Asian. How Could You Fail Math? Unmasking the Myth of the Model Minority* (available on Canvas). * *Putting Out the Linguistic Welcome Mat* (available on Canvas)   **Due:**   * Week 10 reading quiz * Reflection on Achievement, Discipline, & Opportunity Gaps (week 9) * Movie Test   **Essential Question(s):** How do students’ individual identities shaped the way they are perceived and received in the school environment? |
| **Week 11**  **October 27th**  Intersectionality Revisited | **Readings:**   * Chapter 8 in ME * Chapters 44 & 45 in RDSJ   **Due:**   * Week 11 reading quiz * Reflection on Students as Individuals (week 10) * Anti-heteronormative/Gender Nonconforming Book Review   **Essential Question(s):** How does intersectionality shape the ways in which we walk through and are seen in the world? |
| **Module D: Social Justice, Advocacy, & Multicultural Education** | |
| **Week 12**  **November 3rd**  Exploitation & Powerlessness | **Readings:**   * Chapters 5, 7, 8, 10, 26, & 116 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 81-83 * *Putting a Human Face on the Immigration Debate* (available on Canvas)   **Due:**   * Week 12 reading quiz * Reflection on Intersectionality Revisited (week 11) * Common Beliefs Exploration 3   **Essential Question(s):** What are exploitation and powerlessness? Who is exploited? Who is rendered powerless? What is the role of education in perpetuating exploitation and the deprivation of power? What is the role of education in interrupting these systems? |
| **Week 13**  **November 10th**  Marginalization & Cultural Imperialism | **Readings:**   * Revisit Chapter 5 in RDSJ * Chapters 14, 43, 77, & 94 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 54-56 * *We Need to Know This! Student Power & Curriculum* (available on Canvas)   **Due:**   * Week 13 reading quiz * Reflection on Exploitation and Powerlessness (week 12)   **Essential Question(s):** What are marginalization and cultural imperialism? Who is marginalized? How does imperialism work in the world? What is the role of education in perpetuating marginalization and cultural imperialism? What is the role of education in interrupting these systems? |
| **Week 14**  **November 17th**  (Micro)Aggressions & Violence | **Readings:**   * Revisit Chapter 61 in RDSJ * Chapters 64, 71, 88, 99, & 115 in RDSJ * Choose one “Voices” Chapter in RDSJ, Chapters 120-122 * *Burned Out of Homes and History: Unearthing the Silenced Voices of the Tulsa Race Riot* (available on Canvas) * *From Snarling Dogs to Bloody Sunday* (available on Canvas)   **Due:**   * Week 14 reading quiz * Reflection on Marginalization and Cultural Imperialism (week 13)   **Essential Question(s):** How do microaggression, aggression, and violence shape communities, cultures, and schools? |
| **November 19th** | Last day to withdraw with no grade penalty |
| **NOVEMBER 22ND -26TH THANKSGIVING BREAK** | |
| **Week 15**  **December 1st**  Wrapping Up  (Teachers’ Rights & Responsibilities Revisited) | **Due:**   * Reflection on Microaggressions & Violence (week 14) * Student Advocacy Group Report: Part 3 |
| **Finals Week December 6th – 10th** | **Be sure you have completed all service-learning requirements.**  **Final Grade Conferences will be held if necessary.** |