

## EdHD 3002 Course Schedule, Spring 2016

Session	Readings and Assignments	Due
<p><b>Session 1</b></p> <p>Course overview Service-Learning in Context</p> <p><i>How do our every day acts help promote a more equitable society?</i></p>	<p><b>Course logistics and overview</b></p> <ul style="list-style-type: none"> <li>• Service-learning: Reflection and goal setting</li> <li>• Group introductions and assignments</li> </ul> <p><b>Textbook:</b></p> <ul style="list-style-type: none"> <li>• Pollock, M. (Ed.) (2008). <i>Everyday Antiracism: Getting Real About Race in School</i>. New York: The New Press.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Blogs - sharing tips and strategies</li> <li>• <a href="#">The Complete Guide to Twitter Hashtags for Education</a></li> </ul>	
<p><b>Session 2</b></p> <p>Anti-racist education; the prevalence of race in society</p> <p><i>When does treating students as racial and ethnic group members help? When does it harm?</i></p>	<p><b>Readings Due</b></p> <ul style="list-style-type: none"> <li>• Pollock, M. (Ed.) (2008). <i>Everyday Antiracism</i>: Section A, pp. 1-74</li> <li>• Milner, H. R. (2015). Excerpt: Getting Real About Race. <i>Teaching Tolerance</i>, 51. Fall 2015 <a href="http://www.tolerance.org/magazine/number-51-fall-2015/feature/excerpt-getting-real-about-race">http://www.tolerance.org/magazine/number-51-fall-2015/feature/excerpt-getting-real-about-race</a></li> </ul>	<p><b>Due</b></p> <p><b>Before/After Reflection</b> (on Moodle under Additional Course Resources)</p> <p><b>Blog post</b></p> <p><b>Group A</b> Anti-racist education; teaching current events</p>
<p><b>Session 3</b></p> <p>Culturally responsive teaching</p>	<p><b>Readings Due</b></p> <ul style="list-style-type: none"> <li>• Pollock, M. (Ed.) (2008). <i>Everyday Antiracism</i>: Section B, pp. 75-138</li> <li>• **Milner, H.R. (2010). White Male Teacher, Diverse Urban School. From</li> </ul>	<p><b>DUE</b></p> <p><b>Structured Journal Protocol</b></p> <p><b>Field Notes#1</b></p>

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<p><i>How can educators acknowledge and engage with lived experiences of identity?</i></p>	<p><i>Start where you are, but don't stay there. Understanding diversity, opportunity gaps, and teaching in today's classrooms.</i> (chapter 2) Cambridge, MA. Harvard Education Press - AVAILABLE on MOODLE</p>	<p><b>Group B</b> Culturally relevant/responsive teaching</p>
<p>SPRING BREAK!</p>		
<p><b>Session 4</b> The role of socio-economic and immigrant status in teaching and learning</p> <p><i>How can educators counter unequal expectations students may have already experienced because of their identities?</i></p>	<p><b>Readings Due</b></p> <ul style="list-style-type: none"> <li>• Pollock, M. (Ed.) (2008). <i>Everyday Antiracism</i>: Section C, pp. 139-208</li> <li>• Layton, L. (2015). <a href="#">Majority of US School Children are in Poverty</a>, Washington Post, 1/16/15</li> </ul>	<p><b>DUE</b> <b>3-2-1 reflection</b></p> <p><b>Blog Post</b></p> <p><b>Group C</b> Immigrant status and English language learners; socio-economic status</p>
<p>SPRING BREAK!</p>		
<p><b>Session 5</b> Creating inclusive settings; gender and sexual orientation</p> <p><i>What responsibilities come with teaching in diverse classrooms?</i></p>	<p><b>Readings Due</b></p> <ul style="list-style-type: none"> <li>• Pollock, M. (Ed.) (2008). <i>Everyday Antiracism</i>: Section D, pp. 209-290</li> <li>• Sokolower-Shain, E. (2009). <i>When the Gender Boxes Don't Fit. Rethinking Schools</i>, 24(1) On Moodle</li> <li>• Sokolower, J. (2010). <i>My Teacher is a Lesbian. Rethinking Schools</i>, 25 (2). On Moodle</li> </ul>	<p><b>DUE</b> <b>Making connections</b></p> <p><b>Field Notes #2</b></p> <p><b>Group D</b> Creating inclusive settings; gender and sexual orientation - what are the considerations?</p>

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<p><b>Session 6</b> Engaging students, engaging communities; religion in schools</p>	<p><b>Readings Due</b></p> <ul style="list-style-type: none"> <li>● Pollock, M. (Ed.) (2008). <i>Everyday Antiracism</i>: Section E, pp. 291- 324</li> <li>● Joshi, K. (2007, Fall). <i>Because I had a Turban. Teaching Tolerance</i>, 32. Fall 2007. On Moodle</li> <li>● Lindberg, M. (2015). Religion vs. Equality? A Social Studies Dilemma. <i>Teaching Tolerance</i>, 51. Fall 2015 <a href="http://www.tolerance.org/magazine/number-51-fall-2015/feature/religion-versus-equality">http://www.tolerance.org/magazine/number-51-fall-2015/feature/religion-versus-equality</a></li> <li>● van der Valk, A. (2015). <i>Extreme Prejudice. Teaching Tolerance</i>, 51. Fall 2015 <a href="http://www.tolerance.org/magazine/number-51-fall-2015/feature/extreme-prejudice">http://www.tolerance.org/magazine/number-51-fall-2015/feature/extreme-prejudice</a></li> </ul>	<p><b>DUE</b> <b>Circle, Square Triangle</b></p> <p><b>Blog post</b> <b>Group E</b> Engaging students, engaging communities; religion in schools <b>Group F</b> Teacher advocacy; disrupting the school-to-prison pipeline</p>
<p><b>Session 7</b> Teacher advocacy; disrupting the school to prison pipeline <i>How can we effectively teach all students? Why teach?</i></p>	<p><b>Readings Due</b></p> <ul style="list-style-type: none"> <li>● Pollock, M. (Ed.) (2008). <i>Everyday Antiracism</i>: Section F, pp. 325-342</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>● Deal, J. (2010). Lotus: A Pedagogy of Listening. from Scherf, L. &amp; Spector, K. (eds.) (2010). <i>Culturally Relevant Pedagogy: Clashes and Confrontations</i>. pp. 113-117 (available on Moodle)</li> <li>● <a href="#">What a Teacher Powered School Looks Like</a></li> </ul>	<p><b>DUE</b> <b>Question for panelists</b></p>
		<p><b>DUE</b> Final reflection due Tuesday, <b>May 10</b></p>