

EDEE 1010.004: Teaching as Advocacy for Equity  
Spring 2023  
University of North Texas  
Department of Teacher Education and Administration



*Youth activism organized by the Abundant Beginnings Collective in Oakland, CA*

Instructor: Ranita Cheruvu. [pronouns: she/her/hers]  
*Pronounced Ruh-nee-tha Chair-a-vu*  
Course Meets: Thursdays 3:30-6:20, BLB 073  
Office: Matthews Hall 205D  
Office Hours: Thursdays 11:30-1:30pm or by appointment  
E-mail: [Ranita.Chervu@unt.edu](mailto:Ranita.Chervu@unt.edu) (allow 24 hours for response)  
Note on email: \*\*When you email, include **course number** in the subject line.

### BRIEF OVERVIEW

This course is devoted to exploring the relationships between education, culture, and society. It will focus on structures of social and educational inequality, as they relate to race, class, and gender; processes of power and control in education, as they are expressed in curriculum, policy, and pedagogy; education as a process of social and cultural reproduction; and teaching as a form of intervention in these processes.

## COURSE GOALS

1. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation work to create relations that privilege some and deny opportunity to others.
2. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues.
3. Understand how cultural groups and students' cultural identities affect language learning and school achievement.
4. Develop teaching strategies that challenge unjust social structures and allow all young people to learn and grow into citizens who will be actively involved in this democracy.

## TEXTS

### Recommended but not required

This Book is Anti-Racist by Tiffany Jewell

Stamped (for Kids) by Jason Reynolds and Ibram X. Kendi, adapted by Sonja Cherry-Paul

## COURSE ASSIGNMENTS

Further details will be provided about the assignments during the semester.

**Assignments:** You will have the following assignments during the course. More information will be provided closer to the deadlines, but these assignments include:

- *Reflection journal with Critical Reflective Responses* (15%): During certain class sessions students will need to complete a journal reflection on the readings. Students will also be expected to respond to classmates' reflections and engage in a critical dialogue over course content and discussions.
- *Unpacking My Identity* (15%): At the start of the semester, students will unpack their multiple identities.
- *Inquiry Design* (15%): Students will create an inquiry unit plan with activities that require action, activism, and abolitionist principles for resistance and liberation for their desired content and grade level.
- *We'll take the lead* (10%): With a small group, you will select one of our class topics and *lead a class discussion* on the topic, *focusing on the class required reading for that topic*. This will require you to deeply read the assigned articles for that session in order to generate questions and activities to enhance your classmates' understanding of the readings, and their application to schools and society. Think of other sources – be it media, print, art, etc. – you can use as supplements to the readings, enhancing your

classmates' understanding or offering a nuanced way to think about the topic. You should expect to facilitate approximately 30-45 minutes of discussion via questions, supporting activities, or other creative means of engaging the class in the readings. It is *critical* that you ENGAGE the class for this assignment!

- *Final Un-learning Presentation* (15%): Starting from and related to the readings and discussions, reflect on what you have learned this semester.
- *Participation* (30%): Conduct throughout the semester as well as completing each assignment, activity, and readings.

### STUDENT EVALUATION

Reflection Journal	15%
Unpacking My Identity	15%
We'll take the lead	10%
Inquiry Design	15%
Final Un-Learning Presentation	15%
Participation and Professionalism	30%
Total	100%

### Course Grading Scale

Students earn points for various asynchronous assignments and activities throughout the semester. Points translate into the following grading scale:

A	B	C	D	F
90-100	80-89	70-79	69-60	59 and below

**Note on late assignments:** *All written assignments should be completed on time. I will accept all assignments up to 24 hours after the due date with no questions asked or explanations needed. I encourage you to use this grace period as needed, but at the same time to not plan around the grace period. If you are unable to turn in your assignment beyond the grace period, please make arrangements with me ahead of time (not on the due date/grace period). Without prior arrangements, five percentage points will be deducted for each day late beyond the due date. If you turn assignments in late, I reserve the right to only provide a grade and zero to few comments. Late assignments may be subject to grade reduction.*

## CALENDAR

*\*The readings and assignments on this calendar are subject to revision.*

Date	Inquiry Question	Readings	Assignment
<b>Core Commitment Focus: IDENTITY</b> <b>We are</b> individuals with cultural histories, knowledge, talents, and interests that we use as resources in our teaching.			
Weeks 1&2 Jan 19 & 25	Introductions & Community Building	Tatum (2000) Thomason (2017) Torres (2015)	Unpacking My Identity Map Due February 8  To Do: Sign up for We'll take the lead
Week 3 February 2	Unpacking our identities	Sensoy & DiAngelo (2017) Oluo (2018)	
Week 4 February 9	Understanding Race	Watch <a href="#">Race the power of an illusion, episode 1 The Difference between us</a>  Watch <a href="#">Race the power of an illusion, episode 2 The Story We Tell</a>	
Week 5 February 16	Gender and Sexuality in Education	Baum & Westheimer (2015) Miller (2019) Queer People Have Always Existed-Teach Like It	We'll Take the Lead (1)
Week 6 February 23	Language Matters	Anzaldua (1987) hooks (1994) Davey (2019)	Critical Reflective Response #1 Due  We'll Take the Lead (2)
<b>Core Commitment Focus: COMMUNITY</b> <b>We are</b> members of multiple communities- connected in ways that make our successes intertwined.			
Week 7 March 2	Historic and Contemporary Discourses in U.S. Education	Read: A century of trauma at U.S. boarding schools for Native American children  Listen: In Canada, The Pope Delivers An Apology To Indigenous Peoples (13 minute listen)	We'll Take the Lead (3)



Week 8 March 9	School and Segregation	Listen: Jones, N. H (2015). The Problem we all live with. This American Life. Prologue (11 minutes) Act 1 (30 minutes) Act 2 (14 minutes)	We'll Take the Lead (4)  Critical Reflective Response #2 Due
<b>Spring Break- No class March 15<sup>th</sup></b>			
Week 10 March 23	Immigration and Xenophobia	Suarez-Orozco (2001)  Jigsaw: FAQ for Educators on Immigrant Students in Public Schools  How to talk about immigration in your classroom (or anywhere!)  Immigrant and Refugee Children: A Guide for Educators and School Support Staff  Ten Strategies for Supporting Immigrant Students and Families	We'll Take the Lead (5)
Week 10 March 30	Pushed out: Rethinking School Discipline	Read Elias, M. (2013). School- to-Prison Pipeline. Learning for Justice  Read/listen to Why Black lives matter wants police out of schools (4 minute listen)	We'll Take the Lead (6)
<b>Core Commitment Focus: INQUIRY</b> <b>We are</b> intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.			
Week 11 April 6	Social class and privilege	Read Gorski (2007)  Read Chiariello (2016)	We'll Take the Lead (7)  Critical Reflective Response #3 Due

<b>Core Commitment Focus: ADVOCACY &amp; ACTIVISM</b> <b>We are</b> activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.			
Week 12 April 13	Restorative Justice and Trauma Informed Pedagogy	Read Collins 2021  Read Davidson (2014)	We'll Take the Lead (8)
Week 13 April 20	Teaching kindness isn't enough	Seitz (2006) Mikes & Duffy (2022)	We'll Take the Lead (9)
Week 14 April 27	Inquiry Design Workshop	Halls & Wien (2013) Valasek (2022)	Inquiry Design Proposal Due Tuesday, May 2 <sup>nd</sup> <i>Note: we will do most if not all of this in class on 4/47</i>
Week 15 May 4	Un-learning Workshop	Khon (2021)	
Final Un-learning Project Due May 9th			

<b>IMPORTANT DATES</b>	
01/17 - First day of class 01/31 -Last day to drop a course & receive a full refund 03/13 - 03/18 - Spring Break 04/07 - Last day to drop with a W 04/08 - First day to request incomplete (eligible if you are passing at the time of the request) 05/04 - Last class meeting day 05/12 - Last day of session 05/17 - Grades posted	

## NOTEWORTHY

### Land and Labor Acknowledgement

We would like to acknowledge this university sits on unceded Indigenous land and pay our respects to the, "Wichita, Caddo, Kickapoo, Tawakoni, Waco and Keechi land", and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, as UNT was built on this sacred ground. Land acknowledgements are a small step toward unlearning the stories and practices that erase Indigenous histories and the ongoing presence of Indigenous peoples today. As teacher educators, researchers, and scholars, we are often complicit in this harm, and it is imperative that we recognize, support, and advocate for the sovereignty of Native nations in our work.

We also want to honor Black bodies. Many parts of the United States were built by enslaved Africans and their enslaved descendants, and only within the past generation were Black people afforded full rights. Today, Black individuals and people of Color disproportionately work as service staff and essential workers across the country. This community is largely responsible for the maintenance of our daily lives, the food, food services, childcare, health care, and many other basic necessities that make our lives easy.

### Gender Pronouns

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. As instructors, we will do our best to address and refer to all students accordingly and support classmates in doing so as well.

**University Mental Health Services:** This is undoubtedly an incredibly difficult time for everyone, and for some students, current and ongoing events may be challenging your fortitude. Please know that UNT has resources to support students who may find it difficult to find joy at this time: <https://studentaffairs.unt.edu/student-health-and-wellness-center/>. You can also contact the center at 940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu). For mental health resources, please refer to the following website: <https://speakout.unt.edu/content/mental-health-resources>

**Food/Housing Insecurity:** The UNT Food Pantry is open for curbside deliveries. Please visit the website for more details: <https://deanofstudents.unt.edu/resources/food-pantry>. A student with difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, is urged to contact the Dean of Students, Suite 409 at the University Union.

**Title IX Services:** Sexual discrimination, harassment, & assault: The federal Title IX law makes it clear that violence and harassment based on sex and gender are civil rights violations. UNT's Dean of Students' website offers a range of resources to help support survivors, based on their needs: <http://deanofstudents.unt.edu/resources>. Renee McNamara is UNT's Student Advocate and she can be reached via email at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students' office at 940-565-2648.



## POLICIES

**Attendance.** Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

**Incompletes:** All assignments need to have been completed for a grade to be issued.

**Assignments:** Submit assignments via Canvas. *If you turn an assignment in late, you will receive zero to little feedback. I reserve the right to simply give a grade in the case of a late assignment.*

**Technology.** *Please put your cell phones/laptops away during class.* If you are on-call for work or home, please keep the ringer off and let the instructor know that you may need to leave the room to take a call. Computers are only allowed as needed for appropriate class assignments.

**Integrity:** Students who submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records will be subject to charges. **Any infraction of this nature, whether it be a phrase or more, can result in a grade of a 0 (zero) for the assignment.** Please also see the UNT policies below for more on this.

**Course Materials for Remote Instruction.** Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone - faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>

## UNT'S STANDARD SYLLABUS STATEMENTS

**Academic Integrity Standards and Consequences.** According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**ADA Accommodation Statement.** UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu). (UNT Policy 16.001)

**Emergency Notification & Procedures.** UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course.

**Student Evaluation Administration Dates.** Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at [www.spot.unt.edu](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648.

**Acceptable Student Behavior.** Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student

Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct).

### **Educator Standards Addressed in this Course**

The UNT Educator Preparation Program curriculum includes alignment to standards identified by the Texas State Board of Educator Certification (SBEC) for beginning educators. These standards are addressed throughout your preparation and assessed through the TExES Certification exams required for your teaching certificate. Additionally, the Commissioner of TEA has adopted these rules pertaining to Texas teaching standards:

Texas Teaching Standards:

Standards required for all Texas beginning teachers fall into the following 6 broad categories:

Standard 1--Instructional Planning and Delivery. Standard 1Ai,ii,iv; 1Bi,ii (Lesson design)

Standard 2--Knowledge of Students and Student Learning

Standard 3--Content Knowledge and Expertise

Standard 4--Learning Environment

Standard 5--Data-Driven Practice

Standard 6--Professional Practices and Responsibilities

EC-12 Professional Pedagogy and Responsibilities (PPR) Standards

The beginning EC-12 teacher knows and understands:

- Competency 001: human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs
- Competency 002: student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning
- Competency 005: how to establish a classroom climate that fosters learning, equity and excellence and USES this knowledge to create a physical and emotional environment that is safe and productive
- Competence 007: principles and strategies for communicating effectively in varied teaching and learning contexts.

EC-12 Tech Apps Standards

The beginning EC-12 teacher knows and understands how to:

- Standard I. use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products
- Standard II. collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.
- Standard III. make informed decisions by applying critical-thinking and problem solving skills.

## Department of Teacher Education and Administration

The Department of Teacher Education and Administration seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

**Mission.** The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

**Vision:** We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

### UNT Teacher Education Program Commitments

While teaching has always been a relational and intellectual endeavor, we acknowledge that *teaching is also both an ethical and a political act*. We recognize that many of the practices and traditions in schools today perpetuate long-seated historical and social oppressions. These social inequities are structural *and* socially constructed along dimensions of intersecting identities, including, but not limited to, race, color, ethnicity, national origin and identity, dis/ability, gender identity and expression, sex, sexual orientation, religion, immigration status, language, social class, age, and genetic orientation.

It is through our radical imaginations that we can create spaces for critical inquiry and engagement in schools at multiple levels: intellectual, ethical, physical, social, emotional, ecological, and aesthetic. We envision classrooms to be inclusive places that serve as complex and just ecosystems that allow for multiple identities, modes of expression, and ways of engagement to thrive together. We do this because we are committed to dismantling oppression. Teachers play an important role in this movement. Our teacher education program supports the development of core values related to:

- **Identity.** Preparing teachers who have agency and critically reflect on their lived experiences and identities as a way of informing their professional knowledge and humanizing pedagogies.
- **Inquiry.** Preparing teachers who value and inquire into the complex identities, as well as intellectual and transformational capacities, of children and youth.
- **Activism.** Preparing teachers who create curriculum that responds to children's and youth's inquiries and identities, as well as the sociopolitical and socioeconomic conditions of the world outside of schools—in neighborhoods, communities, and society-at-large.
- **Community.** Preparing teachers who recognize and honor the unique sociocultural experiences and communities of children and youth with whom they work.

We commit to teaching and teacher preparation that takes a transformative stance toward school change. We believe—acting in solidarity with teachers, children, youth, school leaders, and communities—we can radically reimagine and reconstruct schools and, thus, our society.

### Teacher Preparation at The University of North Texas: Core Commitments

Commitments	As Teachers	To Children and Youth	In our Practice	To Radically Imagine
<b>Identity</b>	<b>We are</b> individuals with cultural histories, knowledges, talents, and interests that we use as resources in our teaching.	<b>We value</b> and nurture the love, grace, humor, compassion, creativity, patience, joy, and peace young people bring into our teaching spaces.	<b>We practice</b> humanizing pedagogies that are asset-based, equitable, and appreciative of who we are and who we are becoming.	<b>We imagine</b> schools as spaces where teachers are encouraged and given space to be different in what they do with young people and their communities.
<b>Inquiry</b>	<b>We are</b> intellectuals with a deep understanding of academic content, curriculum development, and flexible pedagogies.	<b>We value</b> young people's knowledge, creativity, curiosity, aesthetics, imagination, and embodied ways of being as essential, educative and liberating	<b>We practice</b> curriculum as critical inquiry and research where children and youth are positioned as capable, knowledgeable and social agents for change.	<b>We imagine</b> a curriculum in schools that is shaped by societal goals and influenced daily by events unfolding in the world around us.
<b>Advocacy &amp; Activism</b>	<b>We are</b> activists working against injustice for young people, teachers, and communities rooted in racism and other forms of discrimination.	<b>We value</b> and embody caring in all its forms – personal, social, cultural, linguistic, and ecological – as essential to growing a positive learning and living environment.	<b>We practice</b> activism in the curriculum by engaging children and youth in work that contributes to the creation of more just, more caring, and more peaceful world.	<b>We imagine</b> metaphors for schools as nurturing spaces for the whole individual rather than as efficient factories or businesses that produce products and profit.
<b>Communities</b>	<b>We are</b> members of multiple communities – connected in ways that make our successes intertwined.	<b>We value</b> inclusive learning communities that connect us within and outside of our classrooms.	<b>We practice</b> humility through our vulnerability; hope in the face of adversity; and resilience in response to our efforts that have fallen short.	<b>We imagine</b> schools as sustaining intersecting ways of being, knowing, and languaging.