

**THE UNIVERSITY OF MISSISSIPPI  
DEPARTMENT OF TEACHER EDUCATION**

- I. COURSE:** EDXX XXX: Culturally Sustaining Pedagogy. This course explores the theoretical grounding and the practical implications of pedagogical practices that are designed to explore, utilize, sustain, and expand the cultural practices of traditionally marginalized student populations. (3 hours)

**INSTRUCTOR(S):**

Name	Office #	Phone	Email
TBD			

**II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**



**A. Mission & Vision Statement**

**Mission** - The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond. (Approved November 7, 2014)

**Vision** - We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others. (Approved October 10, 2014)

**B. Unit Major (M) and Minor (m) Themes/Outcomes**

1. **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. (M)
2. **Problem solvers** who develop solutions to improve the educational environment for all students. (M)
3. **Effective communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (m)
4. **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m)
5. **Advocates for diverse learners** who appreciate diverse context and promote and model the values of diversity. (M)

**III. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES**

- T** - Thinking and problem solving (m)
- E** - Equality and respect for diversity (M)
- A** - Appropriate teaching strategies (M)
- C** - Communication and cooperation (M)
- H** - Human development and curriculum (m)
- E** - Esteem, autonomy, and lifelong learning (m)
- R** - Relevance: Social and global (M)
- S** - Supervision, management, and guidance (m)

#### IV. PROFESSIONAL DISPOSITION FOR CANDIDATES

Teacher Ed Dispositions	NBPTS	Imagine, Innovate, Inspire	Conceptual Framework
The candidate:			
demonstrates an expectation that all students can learn and are a vital part of the learning community.	1.4	Caring Equality	Advocates for Diverse Learners Effective Communicators
displays sensitivity to students' needs.	1.1; 1.3	Professionalism Collaboration Excellence	Advocates for Diverse Learners Problem Solvers Effective Communicators
works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning.	5.1; 5.3	Professionalism Leadership	Effective Communicators Problem Solvers Users of Technology

#### V. REFERENCES

##### A. Primary Text:

Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.

##### B. Supplemental Text(s):

Emdin, C. (2016). *For white folks who teach in the hood...and the rest of y'all: Reality pedagogy and urban education*. Boston: Beacon Press.

Ladson-Billings, G. (1994). *The Dreamkeepers: Successful teachers of african american children*. San Francisco, CA: Jossey-Bass.

Ladson-Billings, G. (2001). *Crossing over to Canaan: The journey of new teachers in diverse classrooms*. San Francisco, CA: Jossey-Bass.

**C. Assigned Readings:**

*To be determined by instructor.*

**VI. PURPOSES OF THE COURSE:**

The purpose of this course is to explore culturally sustaining pedagogy, pedagogical practices that are designed to explore, utilize, sustain, and expand the cultural practices of traditionally marginalized student populations in order “to perpetuate and foster— to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling”. Graduate candidates will explore both the theoretical foundations and practical implications of culturally sustaining pedagogy within authentic teaching contexts.

**VII. COURSE OBJECTIVES:**

Each objective is aligned with the Core Propositions from the National Board for Professional Teaching Standards Core Propositions (see [nbpts.org](http://nbpts.org))

Candidates will be able to:

1. Define Culturally Sustaining Pedagogy, it’s theoretical foundations, and current applications. (Proposition 5)
2. Notice how cultural differences can be seen in the process of teaching and learning and consider how to respond. (Proposition 1, 3, & 4)
3. Compare the theoretical tenets of Culturally Sustaining Pedagogy with other critical theories of instruction. (Proposition 5)
4. Design pedagogical product(s) using the theoretical tenets of Culturally Sustaining Pedagogy (Proposition 1, 2, & 4)
5. Create written product(s) that investigates, articulates, and advances the implications of Culturally Sustaining Pedagogy on student learning. (Proposition 1, 2, & 4)

**VIII. COURSE OUTLINE:** *See appendix for course schedule***IX.****COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES**

## **A. Course Requirements**

### **Reflective Papers (10 Points)**

Candidates will write periodic reflective papers on the assigned readings for the course. (Objective 1 & 3)

### **Cultural Inquiry Process Paper (20 Points)**

Candidates will investigate a “puzzling” instructional scenario using the Cultural Inquiry Process to advance student learning (see <http://cehdclass.gmu.edu/cip/g/gs/gs-top.htm>). This assignment will involve interacting with a school aged child in a formal or informal learning situation. (Objective 2)

### **Culturally Sustaining Pedagogical Product (25 Points)**

Candidates will create a product for use in a classroom that is accompanied by a paper that describes how the pedagogical product embodies the tenets of Culturally Sustaining Pedagogy (Objective 4)

### **Advancing Culturally Sustaining Pedagogy Written Product (25 Points)**

Candidates will choose a product for advancing the theory and practice of Culturally Sustaining Pedagogy. Candidates may produce a manuscript, a grant application, a conference proposal, or other products deemed appropriate by the instructor. (Objective 5)

### **Culturally Sustaining Pedagogy Symposia (20 Points)**

Candidates will share an artifact of their learning within a formal presentation setting. (Objective 1 & 3)

**B. Assessment Procedure**

Products will be used to determine candidate achievement of the course objectives. All required assignments will be given a specific grade. Grades will be computed using the following scale:

- A = 92 - 100%
- B = 83 - 91%
- C = 74 - 82%
- D = 65 - 73%
- F = below 65%

**C. Field Experience and Clinical Practice –  
Field Experience Hours: None****D. Instructional Strategies**

A variety of instructional methods, strategies, and student groupings will be used, including:

- Seminar
- Class discussion
- Instructor and student presentations
- Cooperative & Independent research

**E. Attendance Policy**

Attendance and participation in class are expected. This is a seminar that requires participation, thus attendance is not only required but necessary. Candidates who are responsible for all material when absent.

**F. Disability Access and Inclusion:**

The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content or the use of non-captioned or non-transcribed video and audio files. Students must also contact Student Disability Services at 662-915-7128 so that office can 1) provide you with an Instructor Notification form, 2) facilitate the removal of curricular barriers, and 3) ensure you have equal access to the same opportunities for success that are available to all students.

**X. SPECIAL CONSIDERATIONS**

### A. Recommended Reading List

Gutstein, E. (2017). “ Our issues, our people — math as our weapon”: Critical mathematics in a Chicago neighborhood high school. *Journal for Research in Mathematics Education*, 47(5), 454–504.

Emdin, C. (2013). The rap cypher, the battle, and reality pedagogy: Developing communication and argumentation in urban science education. In M. L. Hill & E. Petchauer (Eds.), *Schooling hip hop: Expanding hip-hop based education across the curriculum* (pp. 11–27). New York: Teachers College Press.

Jacob, E., Johnson, B. K., Finley, J., Gurski, J. C., & Lavine, R. S. (1996). One student at a time: The cultural inquiry process. *Middle School Journal*, 27, 29–35.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491.

Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. *Harvard Educational Review*, 84(1), 74–85.

Mcarty, T. L., & Lee, T. S. (2014). Critically culturally sustaining/revitalizing pedagogy and indigenous education sovereignty. *Harvard Educational Review*, 84(1), 101–125.

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93–97. <http://doi.org/10.3102/0013189X12441244>

Paris, D., & Alim, H. S. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. *Harvard Educational Review*, 84(1), 85–100. Retrieved from <http://www.scopus.com/inward/record.url?eid=2-s2.0-84897067481&partnerID=40&md5=07b92a79c98f81cec4e55afb1dbc69a1>

Tate, W. F. (1997). Critical Race Theory and Education: History, Theory, and Implications. *Review of Research in Education*, 22, 195–247.



**B. Required Reading List**

Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world*. Teachers College Press.

**C. Academic Integrity and Honesty**

Students are expected to follow the honor code as outlined in *The University of Mississippi Policy Directory*, which can be found online at <http://secure4.olemiss.edu/umpolicyopen/index.jsp>. Plagiarism, as defined in the honor code, will not be tolerated.

**D. Flexibility Clause**

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.