
University of South Carolina
College of Education
Department of Instruction & Teacher Education
Course Syllabus
EDCS 820 – Advanced Study of Diversity and Curriculum
Spring 2022

I. Descriptive Information

- A. Course number and title: EDCS 820 – Advanced Study of Diversity and Curriculum
- B. Catalogue description: The formulation and use of interpretive frameworks to study and understand the relationships among human diversity, school structures, and the curriculum.
- C. Course credit: Three graduate hours
- D. Prerequisite: Admission to Graduate School
- E. Instructor: Dr. Terrance McAdoo
Wardlaw Room 107
Voice: 704.561.1894
Fax: 803.777.3193
Email: TMCADOO@mailbox.sc.edu

II. Statement of Course Overview and Learning Outcomes

- A. Overview: The course is intended to explore a variety of interpretive frameworks used in liberal arts education. This exploration will assist in understanding the links between the interpretive frameworks, human diversity and the established curricula of liberal arts education which transfers into the professional and personal spheres.
- B. Learning Outcomes/Objectives: The student will:
 - 1. deconstruct interpretive frameworks in a general educational setting;
 - 2. identify the relationship of the frameworks to human diversity; and
 - 3. analyze the impact of the noted relationships upon established curricula.

III. Required Texts

- A. **Joseph, P., Bravmann, S., Windschitl, M., Mikel, E., & Green, N.** (2011). *Cultures of Curriculum*. Mahwah, NJ: Lawrence Erlbaum.
- B. **Gorski, P. C., & Pothini, S. G.** (2013). *Case studies on diversity and social justice education*. Routledge.
- C. Readings: Distributed by the Instructor
- D. Readings available via USC Libraries. Select: 1) University Libraries, 2) Locate Online Journals by Title, 3) Input Log Information and 4) Search for journal title.

IV. Course Requirements

1. **Critical Race Theory ESSAY.** After reading and viewing the course content for the week, you are responsible for (a) summarizing the main points from each reading/film, any definitions, historical timelines, etc. and your thoughts (b) synthesizing the work (what are some overlapping concepts, what new learning have you gained)
SUBMIT IN ASSIGNMENTS LINK ON BLACKBOARD MENU. (800 - 900 words)
Due: WEEK TWO
2. **Content Knowledge Discussion Post:** On the Discussion Board, provide a brief summary of the information learned and provide your thoughts on What ideas from the text are currently integrated into your personal sphere of diversity and curriculum knowledge and/or what ideas are new territory for you? OR To what extent are the ideas as presented in the text acknowledged and integrated into the theoretical mindsets, practical decisions and policy documents in your professional setting? (500 -700 words)
Due: WEEKS FOUR & FIVE
3. **Final Paper** Write (1) *three-page essay*. It should address the following concerns: 1) Content Critique – How do the various aspects of theory, practice and policy impact the level of diversity content knowledge integration into the curriculum? How does the cyclical nature of theory, practice and policy manifest in the development, use and codification of diversity in curriculum matters? 2) Conclusion – What do you see as next steps in your progression of the use of diversity content knowledge into the curriculum of your professional practice?
Due: WEEK EIGHT
4. **Class Participation (10%):** Prompt response to emails and other electronic communication events is expected. Students are required to complete assigned readings and other class activities including any session(s) that may be scheduled and other class assignments as necessary. If any emergencies arise that will preclude you being involved in the course, please contact the instructor as soon as you can.

V. Evaluation and Grading

Letter Grade

1. CRT ESSAY Statement – 20%	A = 100-93	C = 79-77
2. Content Knowledge Post – 40%	B+ = 92-87	D+ = 76-74
3. Final Paper – 30%	B = 86-84	D = 73-70
4. Class Participation - 10%	C+ = 83-80	F = 69-0

VI. Administrative Course Requirements

1. Written assignments should be typed, double-spaced, free of spelling and grammatical errors, completed within the suggested page length, attentive to the criteria, and submitted by the due date unless other arrangements have been made.

2. Assignments including information from other sources should include proper documentation using APA or other appropriate style as your discipline dictates.
-

VII. Schedule & Assignments

WEEK ONE: Historical & Contemporary Contexts of Curriculum (Critical Race Theory)

PRE-READING: Before we even address curriculum, we must begin with ourselves and investigate the ideologies we bring into our classrooms (teachers) and schools (administrators). [Drawing from the work of Yolanda Sealey-Ruiz, “in order to teach someone, in order to be open to someone, you have to know your own story” \(2018, np\).](#) She classifies this as an *archaeology of self*, which entails the peeling back of layers to explore who you are. This means examining your multiple identities in terms of race, ethnicity, gender, class, language, sexual orientation, religion, ability, age, and so forth. In your summary of your Two-Pager (800 words) this week, describe your multiple identities and how this impacts your teaching/leadership. Also, address if there is anything from the video that resonated with you?

READ:

*Note: Before you start reading the articles below, write on a separate sheet of paper what you already know about Critical Race Theory (CRT). This brainstorming will help you along the way.

Delgado, R., & Stefancic J. (2001). An Introduction-Critical Race Theory
[DELGADO and STEFNACIC Introduction to Critical Race Theory \(squarespace.com\)](#)

Tate, W. (1997). Critical race theory and education: History, theory, and implications. *Review of Research in Education*, 22(1), 195–247. <https://doi.org/10.3102/0091732X022001195>

Ladson-Billings, G. (2019). Just what is critical race theory, and what’s it doing in a nice field like education?. In *Race is... race isn’t* (pp. 7-30). Routledge.

WATCH:

[Marc Lamont Hill](#)
[Kimberly Crenshaw](#)

WEEK TWO: Exploring Curriculum & Diversity Platforms

READING: POLICY - Rules of diversity

Lesko, N. & Bloom, L. R. (2000). The haunting of multicultural epistemology and pedagogy. In R. Mahalingam & C. McCarthy (Eds.) *Multicultural curriculum: New directions for social theory, practice, and policy*. (pp. 242-260). New York: Routledge.

Skerrett, A. (2009). Responding to student diversity amidst tested traditions and testing standards. *Teaching Education*, 20(3), 277-90.

Banks, C. (2008). A comparative view of diversity in the United States and Canada. *Social Education*, 72(6), 319-21.

CRITICAL RACE THEORY ESSAY Due: end of Week TWO

WEEK THREE: Exploring Curriculum & Diversity Platforms

READING: THEORY - Thinking about diversity

Platt, T. (2002) Desegregating multiculturalism: Problems in the theory and pedagogy of diversity education. *Social Justice*, 29(4), 41-46.

Picower, B. (2011). Resisting compliance: Learning to teach for social justice in a neoliberal context. *Teachers College Record*, 113(5), 1105-1134.

READING: PRACTICE - Doing diversity

McCarthy, C. & Dimitriadis, G. (2000). Globalizing pedagogies: Power, resentment and the renarration of difference. In R. Mahalingam & C. McCarthy (Eds.) *Multicultural curriculum: New directions for social theory, practice, and policy*. (pp. 70-83). New York: Routledge.

Garza, E. (2007). Becoming a border pedagogy educator: Rooting practice in paradox. *Multicultural Education*, 15(1), 2-7.

Exploring Curriculum Frameworks

READING:

Joseph, P. et. al. (2011). *Cultures of Curriculum*. Mahwah, NJ: Lawrence Erlbaum. (Chapters 1-5)

VIDEO LECTURE:

Wise, T. (2016). Using racism to divide and conquer, from the 1600s to Donald Trump. Federation of Teachers 74th annual statewide convention.

<https://www.youtube.com/watch?v=477QqWOVBHw>

Zoom meeting (6 or 7pm EST)

WEEK FOUR: Language, Diversity, & Curriculum

PRE-READ:

[Accents](#)

[Three Ways to Speak English](#)

READ:

Johnson, L. L., Bryan, N., & Boutte, G. (2019). Show us the love: Revolutionary teaching in (un) critical times. *The Urban Review*, 51(1), 46-64.

[Show Us the Love: Revolutionary Teaching in \(Un\)Critical Times | SpringerLink](#)

Ryan, C. L., Patraw, J. M., & Bednar, M. (2013). Discussing princess boys and pregnant men: Teaching about gender diversity and transgender experiences within an elementary school curriculum. *Journal of LGBT Youth*, 10(1-2), 83-105.

[\(2\) \(PDF\) Discussing Princess Boys and Pregnant Men: Teaching About Gender Diversity and Transgender Experiences Within an Elementary School Curriculum \(researchgate.net\)](#)

READING:

Joseph, P. et. al. (2000). *Cultures of Curriculum*. Mahwah, NJ: Lawrence Erlbaum. (Chapters 6-9)

Content Knowledge Discussion Post Due: Week FOUR

WEEK FIVE: Case Study on Diversity and Social Justice Education

READING:

Gorski, P. C., & Pothini, S. G. (2013). *Case studies on diversity and social justice education*. Routledge.
(Sections 1-3)

VIDEO LECTURE:

Gillborn, D. (2014). A Conversation on Race (Poverty) and Education.
<https://www.youtube.com/watch?v=iLaC4zHmgBo&t=11s>

Content Knowledge Discussion Post Due: WEEK FIVE

WEEK SIX: Case Study on Diversity and Social Justice Education

READING:

Gorski, P. C., & Pothini, S. G. (2013). *Case studies on diversity and social justice education*. Routledge.
(Sections 4-6)

VIDEO LECTURE: (Choose one)

Roses, T. (2015). How Structural Racism Works (start at minute 7)
<https://www.youtube.com/watch?v=KT1vsOJctMk&t=9s>

Wise, T. (2011). Beyond Diversity: The Hidden Curriculum of Privilege (Parts 1-14).
The Center for Academic Technology Support and Faculty Development Workshop.
Eastern Illinois University. <https://www.youtube.com/watch?v=wf8iWKtHsn0>

Focus on preparing for your Final Paper

WEEK SEVEN: Case Study on Diversity and Social Justice Education

READING:

Gorski, P. C., & Pothini, S. G. (2013). *Case studies on diversity and social justice education*. Routledge.
(Sections 7-9)

VIDEO LECTURE:

Gupta, S. (2011). Civil Rights Groups Plan To Sue Minnesota School District Over Curriculum Policy on Sexual Orientation. Cable News Network.
<https://www.youtube.com/watch?v=ufcnZg8a6IE>

Zoom meeting (possible meeting TBA)

WEEK EIGHT: Case Study on Diversity and Social Justice Education

READING:

Independent reading as determined by individual project

Final Project Paper Due

Carolina Creed:

The community of scholars at the University of South Carolina is dedicated to personal and academic excellence. Choosing to join the community obligates each member to the Carolinian Creed. Academic dialogue and civil discourse are the cornerstone of the educational system and crucial to individual growth. Students are encouraged to practice personal and academic integrity, respect the rights and dignity of all persons, respect the rights and property of others, discourage bigotry, while striving to learn from differences in people, ideas, and opinions, and demonstrate concern for others, their feelings, and their need for conditions which support their work and development.

To our students in Curriculum Studies:

As we renew our commitment to social justice, the Curriculum Studies faculty embrace the College of Education's vision and mission to manifest these tenets in multiple ways. In particular, we want to ensure you emerge from your EdD experience prepared to function as an education activist in your professional position by addressing issues of diversity, equity, and inclusivity, especially by countering racism and anti-Blackness in schools and communities. This has long been a commitment of the Curriculum Studies program, and we write to reinforce this emphasis, your role in its actualization, and our commitment to foregrounding these goals across our program. Our collaboration with the Carnegie Project on the Education Doctorate (CPED) has also supported our work to define and enact principles that drive activism through the EdD degree program (Becton et al., 2020). The Curriculum Studies program faculty have defined activism as choosing to engage in service to, for, and/or with others for the purpose of promoting equity to improve the lived experience of a group or an individual. The CPED Framework and Design Principles further guide the Curriculum Studies program's commitment to social justice and obligation to eradicate racism and anti-Blackness in education through the reaffirmation of the first and third guiding principles of the CPED Framework: The leadership of CPED stands in solidarity with Black and Brown communities, and we grieve with them for the injustices they have and continue to face.equity, justice, and ethics [form] the first principle upon which EdD programs should be designed to prepare educational leaders. The third CPED principle focuses on teaching educational leaders "to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships." We must make th[ese] principles a priority in our programs if we are to provide our practitioners with transformational skills. (CPED, 2019) As curriculum leaders, we are indeed fortunate to be able to assist each other and the students we teach so we all grow in ways that can lead to a better tomorrow. We have an immense capacity to positively influence curriculum on many levels and welcome you

into the process. As you enter this new academic journey, please sign below to confirm you have reviewed this document and are ready to engage in this work with a spirit of justice and love.

Sincerely,

The University of South Carolina Curriculum Studies Faculty: Dr. Yasha Becton, Dr. Chris Bogiages, Dr. Elizabeth Currin, Dr. Leigh D'Amico, Dr. Rhonda Jeffries, Dr. James Kirylo, Dr. Todd Lilly, Dr. Terrance McAdoo, Dr. Susan Schramm, Dr. Linda Silvernail & Dr. Suha Tamim