Foundations for Education II:
Human Development and Learning
UTEP 35502
Winter Quarter 2019

Instructors:
Brian Colar   bcolar3@uic.edu
Dr. Kay Fujiyoshi   kayf@uchicago.edu   office: 773.702.7758

Office Hours: Available upon request
Class time: Wednesday: 9:00 am--2:30pm
Room: Carter G. Woodson, Room 329, or as otherwise noted

WINTER QUARTER OVERVIEW

This course will challenge us to develop a better understanding of our roles as educators as we delve into the complexity of human development and to think deeply about honoring humanity. Drawing upon autumn quarter, we will continue to engage in systems thinking as it pertains to the ecological systems of human development. Throughout the quarter we have a variety of guest speakers who will help us explore concepts to critically examine human development in the context of urban space. They will help guide us through the following topics: a phenomenological variant of ecological systems theory; the school to prison pipeline; and trauma responsive schooling.

Simultaneously, we will be exploring identity development, and examining the self in relationship to the multiple systems that impact human development. We will be challenged to reflect on the course content in relation to the physical and emotional navigation of the world. This is an opportunity to delve into the construct of identity and to understand our socialization with the rest of the world. By unpacking our understanding of self in relation to systemic structures, we will develop the tools necessary to help us better understand ourselves, our experiences, and our perceptions of the world. As we engage with the readings, we will reflect on our past experiences while challenging ourselves to be honest with who we are in our current moment, who we think we are, and who we are becoming.

ESSENTIAL QUESTIONS
- What does it mean to be human?
- Who am I?
- How do I understand the development of my humanity through a lens of privilege/oppression?
- Who are my prospective students and what influences who they are and what they will/can become?
- What role do various systems (families, schools, communities) play in the development of children and their success in educational contexts?
- What lenses and contexts influence my work as an educator?
- How will you hold yourself accountable to a way of being?

LEARNING OBJECTIVES
- Exercise a practice of self-reflection
- Develop a greater understanding of developmental theories and personal identity constructs

- Increase understanding of the impact of ecological systems on development
- Understand how privilege functions in the stratification of our society
- Develop a sense of responsibility to students in the development of their humanity
- Create a system of accountability to hold yourself to your beliefs

We will work toward these goals through a variety of learning experiences. Resources will include the readings, your experiences and reflections, and our time together. Some class sessions will be lecture based, while other class sessions will be active, facilitated working sessions. Students are expected to come to class having completed the readings and ready to work collaboratively.

Course Readings
All readings will be posted to the online Year 1 Files at the UTEP Google website, as either a weblink or PDF.

Course Texts
- Laura, C. (2014). Being bad: My baby brother and the school to prison pipeline. Teachers College: New York.
- Nakkula, M. J. & Toshalis, E. (2006). *Understanding youth: Adolescent development for educators*. Harvard Education Press: Cambridge, MA.

GRADING SUMMARY AND ASSIGNMENTS
- Adhere to the Professional Code of Conduct (10)
- In class assignments and homework (20)
- Critical Reflection Logs (20)
- Reflection paper (20)
- Autoethnography (30)

Teaching Collaboration
In groups of 5, you will lead one 45 min afternoon class session during weeks 5-9 of Spring Quarter on identity. Please sign up on the google doc by January 11th. Your group will be responsible for the following:
- Groups will meet to discuss and identify a vision and supporting readings for discussion.
- Develop and submit a lesson plan for your session a week prior to your facilitation date.
- Facilitate a discussion/activities proposing key questions to deepen analysis around identity and education.
- Groups will create an exit slip that pose 1-2 questions for pedagogical discussion. The larger class will be given 10 minutes to discuss in the format of the group's choosing (partners, table groups, large group).
- Conclude the discussion with the teachers having the "last word" or closure to lesson.

Critical Reflection Logs
The Critical Reflection Log is an important component of your journey towards becoming an urban educator, and will document your understanding of who you are and how you want to be in the world. Paolo Freire defines the term praxis as *reflection and action directed at the structures to be transformed*. In the CRL you will critically examine your process of learning towards personal transformation and growth based on your ongoing analysis, questioning, reframing, and reflection of your thinking and meaning making of the academic

readings and field experiences. Reflection requires time, effort and a willingness to question underlying beliefs and values, actions, and to consider multiple perspectives and viewpoints.

During Spring Quarter the CRLs should be reflections based on the ideas and analyses you've been grappling with as it pertains to identity development.

Reflection paper:
3-4 pages, double-spaced
Identify the home, school, and community context you grew up in. Describe the salient aspects of this setting, including any risk and protective factors you have identified (~1 ½ - 2 pages). Then, **analyze** and discuss how this setting supported and/or detracted from your development (~2- 2 ½ pages). Issues to include (but are not limited to): student support services, behavioral structure of the school, neighborhood characteristics of the school and/or the students who attend the school, known traumas or potential for trauma. Be sure to consider the connections, or lack thereof, between micro-, meso-, exo-, and macrosystems and apply them where applicable.

Autoethnography
As a culminating assessment, you will tell your story to demonstrate what life experiences have influenced your decision to be a teacher through the self-examination that you have engaged in over the course of foundations year thus far. To develop your narrative, you will examine identity constructs and social group memberships (categories include but are not limited to race, ethnicity, language, class, sex, gender, sexual orientation, ability, religion/spirituality, and their intersections), for the purpose of understanding your navigation of the world. Autoethnography involves more than just storytelling and should include description, analysis, interpretation, and reflection.

See description in the Autoethnography project description Google doc for further details.

OVERVIEW OF CLASS SESSIONS

Date	Topic	
Session 1: **January 9** *9:00—11:30 a.m.* *CGW 329*	**Week 1: Introduction, Goals, and Course Overview** ● Biopoems	
12:30-2:30 p.m.	**Theories of development** ● Bronfenbrenner, U. (1994). Ecological models of human development. In M. Gauvain & M. Cole (Eds.) *Readings on the*	

	development of children (2nd ed., pp. 37-43). NY: Freeman. ● Santrock (2014). Child Development. The Science of Child Development, Chapter 1, pps. 18-28. ● Nakkula, M. J. & Toshalis, E. (2006). *Understanding youth: Adolescent development for educators* (Chapters 1 & 2, pp 1-39) ● Harris, P.L. (2008). Understanding emotion. In M. Lewis & J. M. Haviland-Jones (Eds.) *Handbook of Emotions* 3rd edition. New York: Guilford Press, 320-331.	
Session 2: **January 16** *9:00—11:30 a.m.* *CGW 329*	**Diversity and Development** ● Engle, P. L., & Black, M. M. (2008). The effect of poverty on child development and educational outcomes. *Annals of the New York Academy of Sciences*, *1136*(1), 243-256. ● Onchwari, G., Onchwari, J. A., & Keengwe, J. (2008). Teaching the immigrant child: Application of child development theories. *Early Childhood Education Journal*, *36*(3), 267-273.	**CRL 1 due** **January** **19th at 6pm**
12:30-2:30 p.m.	**Privilege, oppression, and difference** ● Johnson, A. G. (2001). *Privilege, power, and difference.* Boston: McGraw-Hill. (Chapter 2, pp. 12-40). ● Steele, C. M. (1992). Race and the schooling of Black Americans. *The Atlantic Monthly, 269*(4), 68-78.	
Session 3: **January 23** *9:00—11:30 a.m.* *CGW 329*	**Structural Racism, Sexism, & Identity** ● Bailey, E. K. (2015). Postcolonial "Pre-conditioning": Understanding the Academic Achievement Gap between White and Minority Students in the USA. *Journal of Education and Social Policy, 2 (1)*, 1-7. ● Bonilla-Silva, E. (2017). *Racism without racists: Color-blind racism and the persistence of racial inequality in America*. Rowman & Littlefield. [Upload Ch3] ● Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational researcher*, *35*(7), 3-12.	
12:30-2:30 p.m.	**Identity Development: A Phenomenological Variant of Ecological Systems Theory** *GUEST – Dr. Margaret Beale Spencer, Marshall Field IV Professor of Urban Education, Department of Comparative Human Development* **Readings:**	

	● Spencer, M. B., Dupree, D., & Hartmann, T. (1997). A phenomenological variant of ecological systems theory (PVEST): A self-organization perspective in context. *Development and psychopathology*, *9*(04), 817-833.	
Session 4: January 30 *9:00—11:30 a.m. CGW 329*	**The Maintenance of Whiteness & the Creation of Otherness** ● Lipsitz, G. (1995). The possessive investment in whiteness: Racialized social democracy and the "white" problem in American studies. *American Quarterly*, *47*(3), 369-387. ● Biko_Black Consciousness and the Quest for True Humanity.	**CRL 2 February 2nd at 6pm**
12:30-2:30 p.m.	**The Social Construct of Race and Gender** ● Lipman, P. (2018). Segregation, the "Black Spatial Imagination," and Radical Social Transformation. *Democracy and Education*, *26*(2), 9. ● Lorber, J. (2004). Night to his day: The social construction of gender, 54-65. ● Lorde, A. (1980). Age, race, class, and sex: Women redefining difference. *Women in Culture: An intersectional anthology for gender and women's study,* 16-22. ● Omi, M., & Winant, H. (2006). Racial formations. *The social construction of difference and inequality: Race, class, gender, and sexuality*, 19-29.	
Session 5: February 6 *9:00—11:30 a.m. CGW 329*	**The Importance of Developing Relationships** ● Nakkula, M. J. & Toshalis, E. (2006). *Understanding youth: Adolescent development for educators* (Chapter 5, pp. 79-98). ● Hilliard, A. G. (1992). Behavioral style, culture, and teaching and learning. *The Journal of Negro Education*, *61*(3), 370-377. ● Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin?. *Educational Researcher*, *39*(1), 59-68 ● Skiba, R. J., Horner, R. H., Chung, C. G., Rausch, M. K., May, S. L., & Tobin, T. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review*, *40*(1), 85.	
12:30-2:30 p.m.	**Group 1: Racial Identity Development** ● Nakkula, M. J. & Toshalis, E. (2006). *Understanding youth: Adolescent development for educators* (Chapter 7-8, pp. 119-176). ● Martinez, T. A. (2002). The Double-Consciousness of Du Bois & The" Mestiza Consciousness" of Anzaldúa. *Race, Gender & Class*,	

	158-176.	
Session 6: **February 13** *9:00—11:30 a.m.* *CGW 329*	**The intersection of mental health, trauma, and educational development** ● McGee, E. O., & Stovall, D. (2015). Reimagining critical race theory in education: Mental health, healing, and the pathway to liberatory praxis. *Educational Theory*, *65*(5), 491-511. ● Garbarino, J. (2008). *Children and the dark side of the human experience: Confronting global realities and rethinking child development*. Spring Science & Business Media, Chapter 1 and 2: pp 1-27 ● Dumas, M. J. (2016). Shutting Ish Down: Black lives matter as a challenge to the field of education. *Black Lives Matter Black Lives Matter*, 7. ● Hines-Datiri, D., & Carter Andrews, D. J. (2017). The effects of zero tolerance policies on Black girls: Using critical race feminism and figured worlds to examine school discipline. *Urban Education*	**CRL 3** **February** **16th at 6pm**
12:30-2:30 p.m.	**Group 2: Gender** ● Nakkula, M. J. & Toshalis, E. (2006). *Understanding youth: Adolescent development for educators* (Chapter 6, pp 99-118)	
Session 7: **February 20** *9:00—11:30 a.m.* *CGW 329*	**Trauma-responsive classroom management** **GUEST: Dr. Micere Keels, Associate professor in the Department of Comparative Human Development** **Readings** ● Dumas, M. J. (2014). 'Losing an arm': Schooling as a site of black suffering. *Race Ethnicity and Education*, *17*(1), 1-29. ● West, S. s., Day, A. a., Somers, C. c., & Baroni, B. b. (2014). Student perspectives on how trauma experiences manifest in the classroom: Engaging court-involved youth in the development of a trauma-informed teaching curriculum. *Children & Youth Services Review*, *38*58-65. ● Chang, M. L., & Davis, H. A. (2009). Understanding the role of teacher appraisals in shaping the dynamics of their relationships with students: Deconstructing teachers' judgments of disruptive behavior/students. In *Advances in teacher emotion research* (pp. 95-127). ● Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and teacher education*, *16*(8), 811-826.	

	● Sutherland, K. S., & Morgan, P. L. (2003). Implications of transactional processes in classrooms for students with emotional/behavioral disorders. *Preventing school failure: alternative education for children and youth*, *48*(1), 32-37.	
12:30-2:30 p.m.	**Group 3: Sexual Orientation** ● Nakkula, M. J. & Toshalis, E. (2006). *Understanding youth: Adolescent development for educators* (Chapter 9, pp 177-200).	
Session 8: **February 27** *9:00—11:30 a.m.* *CGW 329*	**Trauma Responsive Classroom Management** **GUEST: Dr. Micere Keels, Associate professor in the Department** **of Comparative Human Development** **Readings:** ● Hambacher, E. (2017). Resisting punitive school discipline: perspectives and practices of exemplary urban elementary teachers. *International Journal of Qualitative Studies in Education*, 1-17. ● Dods, J. (2013). Enhancing Understanding of the Nature of Supportive School-based Relationships for Youth who have Experienced Trauma. *Canadian Journal Of Education*, *36*(1), 71-95. ● Brunzell, T., Stokes, H., & Waters, L. (2016). Trauma-informed positive education: Using positive psychology to strengthen vulnerable students. Contemporary School Psychology, 20(1), 63-83. ● Rosario, M., Salzinger, S., Feldman, R. S., & Ng-Mak, D. S. (2008). Intervening processes between youths' exposure to community violence and internalizing symptoms over time: The roles of social support and coping. *American Journal of Community Psychology*, *41*(1-2), 43-62. ● Steele, W., & Kuban, C. (2011). Trauma-informed resilience and posttraumatic growth (PTG). *Reclaiming Children and Youth*, *20*(3), 44. http://www.csub.edu/~rhewett/english99/Steele.pdf	**Reflection Paper due March 2nd at 6pm**
12:30-2:30 p.m.	**Group 4: Development of Meaning** ● Nakkula, M. J. & Toshalis, E. (2006). *Understanding youth: Adolescent development for educators* (Chapter 10, pp 201). ● bell hooks - Valuing Ourselves Rightly	

Session 9: **March 6** *9:00—11:30 a.m.* *Chapin 112*	**Exclusionary discipline and the school to prison pipeline** **Guest: Dr. Crystal Laura, Associate professor of Education at** **Chicago State University** • Laura, C. (2014). *Being bad: My baby brother and the school to prison pipeline.* Teachers College: New York. • Leone, P. & Weinberg, L. (2010). *Addressing the unmet educational needs of children and youth in the juvenile justice and child welfare systems.* Center for Juvenile Justice Reform: Georgetown University. Read pp 5-22 and 33-40; other sections optional	
12:30-2:30 p.m.	**Group 5: Hope** • Duncan-Andrade, J. (2009). Note to educators: Hope required when growing roses in concrete. *Harvard Educational Review*, *79*(2), 181-194. • Guy, C. From The Lives of the Mouths That Matter. *Black Lives Matter Black Lives Matter*, 34. • Stovall, D. (2018). Are We Ready for 'School' Abolition?: Thoughts and Practices of Radical Imaginary in Education. *Taboo: The Journal of Culture and Education*, *17*(1), 6.	
Session 10: **March 13** *9:00—2:30 p.m.* *CGW 329*	**Autoethnography Presentations** **Final Papers Due March 18th at 6pm**	