

HHD 1005 Spring Term 2023
Teaching Globally and Locally in a Diverse World

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Course Description

In this course we will critically engage in discussions and assignments that help us to better understand the complex factors that impact education in the United States today, with an emphasis on Urban Education. A review of past teaching policies and practices will support a better understanding of the American schooling system in the 21st Century. In the Teaching Globally and Locally in a Diverse World class pre-service teachers will: (a) discuss strategies for teaching all children in a responsive, equitable manner, using culturally relevant sustaining education competencies, (b) learn to analyze the impact that marginalization has on children and their learning, (c) investigate the impact that race, culture, religion, language, gender and socioeconomic status have on a child's education, and (d) review school reform and policy practices that have created the various types of schools and educational opportunities available to students in the United States. Knowing that the landscape of education is changing in the United States we will discuss the globalization of schooling in our society, along with the need for a higher technological understanding to prepare children for success in today's world. This course helps to prepare students to apply knowledge specifically to their teaching practice as they begin their field experiences.

Course Objectives

Students will be able to identify literature and professional learning opportunities for themselves to understand more about the manifestations of racism and other biases at institutional and structural levels that can result in disadvantaging some groups of learners, educators, educational leaders, and families while privileging others.

Students will be able to recognize schools' history of inequities and institutional biases and the historical impact that this has on children, adolescents and families.

Students will be able to recognize that learners are connected to local and global communities and the events that influence and impact their learning and their relationship to, and understanding of, their social worlds.

Students will be able to challenge their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of dominant and nondominant social groups, thinking critically about the nuances of culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.

Students will be able to exhibit sensitivity to the ways in which BIPOC learners, educators, educational leaders, families, and guardians experience social and academic spaces.

DATE	Discussion Topics	Detail	Readings and Assignments
January 9 & 11 #1-2	Introduction to course/ Assignment Review Overview of the Spring text and how we will use it to inform us. Review of your requests for course content.	Pittsburgh and surrounding communities – Who are we? History of education in the U.S. Humanizing Pedagogies	In-class readings on January 9 Global Snapshot – Pittsburgh Brookings – 2020 Census Review Reading for January 11 A Humanizing Pedagogy: Maria del Carmen Salazar
January 18 #3	The U.S. Educational System Globalization Past, Present, and Future	Pitt School of Ed Mission-Vision Seeing Beyond Pittsburgh and PA	Readings: Spring, Chapter 1 Equity and Equality https://www.youtube.com/watch?v=VUJdUYfJT6A When Did Equity Become A Trigger Word?
January 23 & 25 #4 - 5	Deculturization of Native Americans	The History of the Native American Experience in U.S. Education.	Readings: Spring, Chapter 2 Assignment Due: Mission-Vision Reflection
January 30 & February 1 # 6-7	African Americans: Globalization and the African Diaspora	Slavery, Freedom, Segregation, and Citizenship	Readings: Spring, Chapter 3 TED Talks Linda Cliatt-Wayman Kandice Sumner Goodness Exchange
February 6 & 8 #8-9	Asian Americans: Exclusion and Segregation	Asian Diaspora to the United States	Readings: Spring, Chapter 4 OECD Anti-Asian Racism Missing History
February 13 & 15 # 10-11	The Latino/Hispanic Diaspora	Hispanic/Latino Americans:	Readings: Spring, Chapter 5

		History, Segregation and Bilingualism US 2020 Census	Comimos quesadillas y despues jugamos Pew Research/Racing Bar Graph
February 20 & 22 # 12 -13	Leadership and Teaching in Successful Schools that Welcome All	Lesson planning using CRSE competencies. Connecting Baldwin's message and the CRSE competencies.	Readings: James Baldwin A Talk to Teachers https://www.spps.org/cms/lib010/MN01910242/Centricity/Domain/125/baldwin_atalktoteachers_1_2.pdf Assignment Due: Reflection on Baldwin's Talk Tenacity in Leadership CRSE competencies
February 27 & March 1 # 14-15	Civil Rights Movements and the New Culture Wars	Fair Housing Act Highway Infrastructure Redlining The negative impact of Brown v Board of Education	Readings: Spring, Chapters 6 and 7 Assignment Due: TED Talk (Individual)
Week of March 6	Spring Break	No Classes	No Readings/Assignments
March 13 & 15 # 16-17	Education Spaces in the U.S.	Rural, Urban, Suburban Lesson planning using CRSE competencies.	Readings: Bias in K-12 Rankings School Funding
March 20 & 22 # 18-19	What do successful education systems look like around the world?	What makes a schooling system successful? How is success measured? Using global models for our schools	Readings: Finland's School System Singapore's School System Canada's School System

<p>March 27 & 29 #20-21</p>	<p>Educating Girls and Women around the world</p>	<p>Review of women's education and rights in the U.S.</p> <p>Protests in Iran Ousting girls and women from schools in Afghanistan</p>	<p>Readings: Girls Opportunity Alliance Malala</p> <p>UN Women</p>
<p>April 3 & 5 # 22-23</p>	<p>Family Structures Parenting Styles</p> <p>Impact that parents have on their children and school districts.</p>	<p>Impact that the CRSE competencies have on respecting all families.</p> <p>Teachers, schools, and family collaboration.</p>	<p>Readings: Positive Parenting https://positivepsychology.com/positive-parenting/</p> <p>Parenting Styles https://www.verywellmind.com/parenting-styles-2795072</p> <p>Assignment Due: TED Talk Group Feedback Session</p>
<p>April 10 & April 12 #24-25</p>	<p>How do teachers support all students?</p>	<p>Impact that the CRSE competencies have on respecting all families.</p>	<p>Readings: Cultural Responsive Teaching https://www.nationalequityproject.org/culturally-responsive-teaching?gclid=Cj0KCQjwryjBhD0ARIsAMLvnF8t4sB79usJ5xSHr-zpAOopCcB0Ct5GNGQwYbJUkE3fXdYtvojqwGocaAsEmEALw_wcB</p> <p>Zaretta Hammond Readings https://www.learningforjustice.org/author/zaretta-hammond?gclid=Cj0KCQjwryjBhD0ARIsAMLvnF-_NmcS-vtaLMx1tddXV6-fn-9PluWFrVIE0D4qCud3PNMuMRa2X4aAkITEALw_wcB</p>
<p>April 17 & 19 #26-27</p>	<p>Issues in 2020-2023 that impacted schools, teaching, students, and families</p>	<p>Educational Survival</p>	<p>Readings: Bettina Love Talk Danger of a Single Story</p>

Required Reading

Deculturalization and the Struggle for Equality, 8th Edition, Spring (2016)

Assignments

Reflection on Baldwin's Talk – 20 points. After reading and discussing James Baldwin's A Talk to Teachers reflect in a two-page paper any impact that it had on your own thoughts of becoming a teacher, what resonated with you, what do you agree or disagree with and how could his words support education in the U.S. Lastly, include one section of the CRSE competencies and analyze how Baldwin's message can be connected to the competencies and the need for these in PA schools.

TED Talk/Paper – 25 points, includes your talk and your paper. Choose a topic connected to our course that interests you and that you want research in more depth. Prepare a 10-minute talk discussing your views of the topic. This can be an informal conversation that includes personal opinion. However, your presentation must be based on facts and credible resources. A two-page, double spaced paper should accompany your talk. You will record your talk and post on Canvas. I will split the group into smaller groups who will share their videos, then give feedback to the speaker. **Due: February 23**

TED Talk Feedback Groups – 20 points, includes you watching the TED Talk of everyone in your group, recording feedback/question notes that you will take into your feedback group meeting, and then the group video which is submitted on Canvas. You will be a part of a feedback group for a set of videos. Each person will view the TED Talk videos of each member of the group. After viewing the videos, you will write two questions for the presenter and 2 pieces of feedback. Lastly, you will come together as a group and videotape the feedback section. The feedback video will be uploaded to Canvas. The questions and feedback need not be submitted in a paper, these are for your reference only in support of the group video.

Lesson Plan using CRSE competencies – 25 points. Students will use the Pitt lesson plan template to build a lesson that will incorporate CRSE competencies. Include 2 children's books in your plan that either lead the lesson or complement it. You must include a minimum of 3 competencies in your plan. A brief share of your lesson plan will happen in class.

Attendance and participation in discussions – Total of 10 points

As you move forward in the program it is increasingly important for you to have a voice and to be heard in our classroom discussions. This will benefit you now as a student, and as you enter into student teaching next year and eventually when you are a teacher in your own classroom. You are expected to contribute to small and whole group discussions.

Pitt School of Education Mission-Vision

We ignite learning. We strive for well-being for all. **We teach.** We commit to student, family, and community success. **We commit to educational equity.** We advocate. We work for justice. **We cultivate relationships.** We forge engaged partnerships. **We collaborate.** We learn with and from communities. **We innovate and agitate.** We pursue and produce knowledge. We research. **We disrupt and transform inequitable educational structures.** We approach learning as intertwined with health, wellness, and human development. We address how national, global, social, and technological change impacts learning. **We shape practice and policy.** We teach with and for dignity. We think. We dream. **We lead with integrity.** We are the School of Education at the University of Pittsburgh.

Your Well-being Matters

College/Graduate school can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. *You are encouraged to visit Thrive@Pitt to learn more about well-being and the many campus resources available to help you thrive.*

If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources.

The University Counseling Center is also here for you. You can call 412-648-7930 at any time to connect with a clinician. If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact the Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

Academic Integrity. Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services. *If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.*

Pitt Pantry

<https://www.studentaffairs.pitt.edu/pittserves/the-pitt-pantry/about-the-pantry/>

PittServes is committed to ensuring that all students have regular access to healthy food options. In partnership with the Bellefield Presbyterian Church (4001 Fifth Ave), members of the Pitt community can visit the Pitt Pantry to select items of need. The Pitt Pantry was created in spring 2015 with the generous support of University of Pittsburgh Housing, Sodexo, and donations from the university staff and greater Pittsburgh community.

Additional Student Resources

- *Technology/Computer Help Desk*: 412-624-4357 (<http://technology.pitt.edu/Links to an external site.>)
- *Student Health Services*: 412-383-1800 (<http://www.studhlth.pitt.edu/Links to an external site.>)
- *Counseling Center*: 412-648-7930 (<http://www.counseling.pitt.edu/Links to an external site.>)
- *The Writing Center*: 412-624-6556 (<http://www.writingcenter.pitt.edu/Links to an external site.>)
- *Disability Resources and Services*: 412-648-7890 (<http://www.drs.pitt.edu/Links to an external site.>)
- *Office of International Services*: 412-624-7120 (<http://www.ois.pitt.edu/Links to an external site.>)

A Little About Me

I would like to take a moment to share a little about me and what brought me to teaching at the University of Pittsburgh. I am proud to be a Pitt Alumni having earned both my B.S. in English Writing and Communications, as well as my Ph.D. at the university. I earned my M.Ed. in Reading and Bilingual Education at Texas Woman's University.

My first career was in marketing and sales, working for two professional soccer teams in Pittsburgh and in Dallas. I am a career changer and went back to school for a teaching certification and M.Ed., then spent 15 years working for Carrollton Farmers Branch ISD in Dallas. I taught Grades PK-4. My mentor teacher told me that her best advice was to not teach only one grade in your teaching career. I took that advice and learning about different ages and grade levels had a big impact on my teaching career. In 2005, my family moved back to Pittsburgh, and I worked on my Ph.D. at Pitt and was hired to coordinate the CASE teacher prep program and teach in the Department of Health and Human Development in 2010.

My husband is from Mexico City and splits his retirement time between Pittsburgh and our home in Mexico. We have two sons, Michael who lives in Pittsburgh and works for in technology start-ups and Andrew, who is a 7th grade math teacher in Denver.