



EDF 6883

Sociopolitical Foundations of Multicultural Education

85218 001

Fall 2026

Instructor Name

Lauren Braunstein

University Course Description

Lecture/discussion course, open to both majors and non-majors; address both fundamental concepts and timely issues in multicultural education and working with culturally diverse students.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This course is structured into 10 modules, Each module covers one broad topic and includes an introductory video or interactive presentation and several readings. The course meets five times over the course of the semester for real time interaction and dialogue on course topics.

Student Learning Outcomes

1. Trace the history of racism in the U.S. and how race/ethnicity-based inequalities intersect with gender, socioeconomic class, sexual orientation, language, religion, and ability.
2. Express your understanding of personal, social, and cultural identities and how they interact with others of similar and different social locations.
3. Discuss the political, economic, historical, and social implications of public education as a central institution in the United States.
4. Identify and analyze the socio-cultural context of schooling in the United States, and the

character of the school population as culturally diverse with the subsequent implications for

the provision of educational equity and opportunity in the classroom.

1. Describe and interpret the debates within multicultural education and its elasticity with respect

to the inclusion of issues of race, gender, socioeconomic class, sexual orientation, language, religion, ability, and intersectionality.

Course Objectives

1. Examine the historical foundations of multicultural education, including key movements, theories, and social contexts that have shaped its development.

1. Analyze contemporary issues and frameworks in multicultural education, with attention to how diverse cultural histories, values, beliefs, and perspectives are represented in educational settings.

1. Develop a critical understanding of education through a multicultural lens, recognizing how culture, identity, and power influence teaching, learning, and educational outcomes.

1. Apply multicultural perspectives to educational practice and academic study, using insights from the course to inform broader coursework and culturally responsive educational practices.

Required Texts and/or Readings and Course Materials

Eve. L. Ewing (2026). *Origins Sins: The (Mis)education of Black and Native Children and the Construction of American Racism*. New York: One World Publishing. ISBN: 978-0593243725

Select Chapters from Smedley, A. & Smedley, B. (2012). *Race in North America: Origin and Evolution of a Worldview* (4th ed.). Boulder, CO: Westview Press, Inc. ISBN-13: 978-0813345543

Nieto, S. (2017). Re-imagining multicultural education: New visions, new possibilities. *Multicultural Education Review*, 9(1), 1–10. <https://doi.org/10.1080/2005615X.2016>.

Ray, S., & Love, B. L. (2025). “It’s gonna be a beautiful thing”: Abolitionist teaching in practice. *Social Research: An International Quarterly*, 92(4), 1097–1115. <https://doi.org/10.1353/sor.2025.a981030>

Tittler, M. V., Lannin, D. G., Han, S., & Wolf, L. J. (2022). Why personal values matter: Values, colorblindness, and social justice action orientation. *Current Psychology*, 41, 5075–5087. <https://doi.org/10.1007/s12144-020-01006-6>

Annamma, S. A., Ferri, B. A., & Connor, D. J. (2018). Disability critical race theory: Exploring the intersectional lineage, emergence, and potential futures of DisCrit in education. *Review of Research in Education*, 42, 46–71. <https://doi.org/10.3102/0091732X18759041>

Díaz, H. L. (2024). LatCrit: Where is the Afro in LatCrit? *Journal of Latinos and Education*, 23(2), 914–919. <https://doi.org/10.1080/15348431.2023.2180364>

Still, C. M., Faris, B., Begaye, M., & Pasque, P. A. (2024). “Oh, it’s just them Indians”: Indigenous case study toward interrupting the manifestations of native student oppression. *International Journal of Qualitative Studies in Education*.

Felkey, J., & Graham, S. (2022). Racial/ethnic discrimination, cultural mistrust, and psychological maladjustment among Asian American and Latino adolescent language brokers. *Cultural Diversity and Ethnic Minority Psychology*, 28(1), 125–131. <https://doi.org/10.1037/cdp0000502>

Esteban-Guitart, M. (2021). Advancing the funds of identity theory: A critical and unfinished dialogue. *Mind, Culture, and Activity*, 28(2), 169–179. <https://doi.org/10.1080/10749039.2021.1913751>

Saco, S., Bajaj, M., Cervantes-Soon, C. G., Delgado Bernal, D., Kohli, R., & Kumashiro, K. K. (2022). “We are here...because you were there”: A kitchen-table talk on anti-oppressive and critical (immigrant) education. *Equity & Excellence in Education*, 55(1–2), 6–18. <https://doi.org/10.1080/10665684.2022.206433>

Kim, H. U. (2017). Reflecting on a daughter’s bilingualism and disability narratively. *International Journal of Whole Schooling*, 13(1), 21–34.

Cohen, S. S., Duarte, B. J., & Ross, J. (2023). Finding home in a hopeless place: Schools as sites of heteronormativity. *Equity & Excellence in Education*, 56(1–2), 100–113. <https://doi.org/10.1080/10665684.2022.2158394>

Gorski, P. C., & Parekh, G. (2020). Supporting critical multicultural teacher educators: Transformative teaching, social justice education, and perceptions of institutional support. *Intercultural Education*, 31(3), 265–285. <https://doi.org/10.1080/14675986.2020.1728497>

Warren, C. A. (2017). Empathy, teacher dispositions, and preparation for culturally responsive pedagogy. *Journal of Teacher Education*. <https://doi.org/10.1177/0022487117712487>

Sebastian, R. (2023). “If you want to go far”: A case study of culturally sustaining co-teaching. *The Urban Review*, 55, 27–49. <https://doi.org/10.1007/s11256-022-00639-0>

How to Succeed in this Course

This course is designed to develop and enhance students’ critical examination of multicultural education from a variety of disciplinary perspectives. These perspectives will support students’ comprehension of their educational experiences, assumptions, and goals. Success in the course is based in part on the following:

1. Persistence
2. Effective time management
3. Good student habits and environment
4. Basic technical skills
5. Effective and appropriate communication skills
6. Reading and writing skills
7. Critical thinking skills
8. Motivation and independence

9. Equity-minded mindset

Grading Scale

Grading Scale (%)

90-100 A

80 - 89 B

70 - 79 C

60 - 69 D

0 - 59 F

Grade Categories and Weights

Grades Categories and Weights

Grades Categories and Weights	Percent of Final Grade
Assessment	
Attendance and Engagement	20%
Analytical Reaction Paper (Smedley & Smedley)	15%
Biographical Sketch	15%
Critical Annotated Bibliography (Collab) Part I: Model Article Analysis (5%) Part II: Critical Annotated Bib (15%)	20%
Theory to Action Project (Collab)	30%
Total	100%

Instructor Feedback Policy & Grade Dissemination

Instructor Feedback Policy & Grade Dissemination

By accessing the Grade Center on Canvas, you can see the status of each assignment or product you have submitted. The instructor will post the points you earned for each within two weeks of assignment submission. You are encouraged to check this area periodically

Major Topics and Course Schedule

Course Schedule

Course Schedule	Reading, Presentations, and Lectures	Assignments
	Readings, presentations, & lectures to complete	Assignments due (See Canvas for guidelines & deadlines)
Week 1 (May 18–24) Module 1: Course & Community Introductions (Asynchronous)	Read Syllabus Read M1 Articles: Nieto, S. (2017) and Ray and Love (2025) Chapter 1 Smedley and Smedley	M1 Task: 1st Day Attendance Discussion
Week 2 (May 25–31) In-Person May 27 Module 2: Sociopolitical Foundations (In-Person)	Read Smedley & Smedley Chapters 2-4 Read M2 Article: Tittler, et al (2022)	

Course Schedule	Reading, Presentations, and Lectures	Assignments
Week 3 (June 1–7) In-Person June 3 Module 3: Social Constructions Race & Racism (In-Person)	View M3 Documentary: Race: The Power of an Illusion Complete Smedley and Smedley Chapter 5-9	M3 Task: Race The Power of an Illusion – post on your assigned episode Complete your Smedley and Smedley slide for assigned chapter. M3 Assignment: Analytical Reaction Paper (Smedley & Smedley) – Due June 8th
Week 4 (June 8–14) Module 4: Critical Social Theories (Asynchronous)	Read M4 Readings (See Canvas) View M4 lecture	M4 Article Analysis (Due June 10)
Week 5 (June 15–21) In-Person June 17 Module 5: Power & Oppression (In-Person)	Read/View M5 Lecture Notes and Video Interactive Lecture(s): Jane Elliot and The Other	M5: Model Article Analysis (Due June 19)

Course Schedule	Reading, Presentations, and Lectures	Assignments
Week 6 (June 22–28) Module 6: Positionality and Funds of Knowledge (Asynchronous)	Readings / Lectures: Read M6 Readings (Canvas)	Review Guidelines for Biographical Sketch M6 Assignment: Biographical Sketch (Due June 28)
Week 7 (June 29–July 5) The CR's in education: Culturally Relevant, Responsive, Responsible and Resonant (Asynchronous Week)	Read M7 Readings (Canvas) Watch M7 Video Ladson-Billings	M7 Discussion: Applications of Culturally Responsive Pedagogy
Week 8 (July 6–12) In-Person July 8 Module 8: Civil Rights and Social Movements and implications for higher education (In Person)	Read M8 Readings (See Canvas)	Presentation of Biographical Sketch for class and Where I'm From Poem

Course Schedule	Reading, Presentations, and Lectures	Assignments
Week 9 (July 13–19) Module 9 Language and Linguistic Diversity (Asynchronous Week)	Read M9 Readings (See Canvas) Watch M9 Videos with Dr. Gloria Ladson-Billings and Dr Gevena Gay.	Work on Annotated Bib with collaborators M8: Critical Annotated Bibliography Due July 10
Week 10 (July 20–26) In-Person July 22 Topic: Social Justice and Equity Praxis	Read M10 Chapter (See Canvas)	M10: Presentation of Theory to Action Culminating Project (In Class) Final Theory to Action Project Due July 24 th .

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Late Work Policy: Turn all work in on time. Late papers will be accepted up until 1 week past the due date and will receive a 20% deduction. After 1 week no late papers will be accepted. Please communicate with me if you will be submitting your paper late.

Extra Credit Policy: Extra credit opportunities will be offered at the discretion of the instructor and will be announced after Midterm grades are released.

Grades of "Incomplete": An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two

semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Essay Commentary Policy: Commentary on essays will be delivered through Canvas. However, upon request, an alternate delivery method can be used. If desired, instructor comments will be made verbally and delivered to the student as an mp3 through Canvas. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp3 feedback must state so when the essay is turned in.

Group Work Policy: Everyone must take part in groupwork. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score.

Final Examinations Policy: There is no final exam for this course.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's

assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made

available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)