

City College of San Francisco Phase III MIP  
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San Francisco, California

# **Ok, Ok...so how do I transform my curriculum?**

## **(A 2<sup>nd</sup> Whack at Critical Pedagogy)**

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Workshop Outline  
Multicultural Curriculum Transformation

- I. Introductions = Welcome and Overview of the Day
- II. Discussion of Readings:
  - Culture & Learning book
  - Cultural Competence book
- III. Review of A First Whack at Critical Pedagogy
  - A. Learning's from the first workshop. Any ah ha or....?
  - B. this workshop is not about giving you tools, techniques & websites (that you can research on your own) or beating you for what you've done or not done...rather I'd like to ask questions that may be guiding for the rest of our careers and I'd like to ask the kind of questions that will facilitate our becoming transformative educators. Therefore in small groups:
    - 1) How do I reflect on my own curriculum?
    - 2) How do I reflect on my own teaching/learning process?
    - 3) How do processes of exclusion work in society, and how do they manifest within my curriculum?
- IV. Process for Transformation
  - 1) What are some of the practices (steps) I go through now in determining the content of my class? (and which of these fosters inclusion? / fosters exclusion?)
  - 2) When I'm in class how do I "notice" that what I'm doing (content or process) may not be working for a particular students or group of students?
  - 3) How do I assess the things I notice?
  - 4) Then what do I do? (process and content)
  - 5) When I get stuck the question becomes where and how do I get stuck? And how do I go about getting unstuck (e.g. where do I go for help? What about my internal process?)
- V. What I'm taking away and 2 goals
  - Find a partner – and based on this model please come up with 2 goals...1) an immediate concrete step you can apply NOW or with VERY LITTLE effort and 2) come up with 1 intermediate or longer-term goal.
- VI. El Pico

## **Questions to ask of a piece of curriculum for multicultural infusion:**

### **1- What contributions have people from different groups made to this area of study?**

**Explanation:** Are there major contributors to this area of study from people from marginalized groups who have been left out?

**Example:** important mathematical discoveries made in non-Western societies.

### **2- Does this course help students to understand the multicultural context of society?**

**Explanation:** Much of the traditional curriculum avoids controversial issues and does not help students to better understand the social processes that have made the world what it is.

**Example:** An English class that studies “the classics” might look at who defines what counts as a classic, and how that idea has worked to keep marginalized people’s experience from being valued.

### **3- How does this area of study impact people of different groups differently?**

**Explanation:** People from different groups may have different experiences of the thing studied, and the perspective we teach from should be sensitive to these differences.

**Example:** Western Civilization has had impacts on the rest of the world that are different from its impacts within the West. In studying Western Civilization, the impact of the West on the rest of the world should be looked at.

### **4- Are questions being posed in ways that exclude?**

**Explanation:** Many academic disciplines are structured around questions that put the experience of dominant groups at the center of study and push the experiences of others to the margins.

**Example:** If Political Science is defined as the study of the actions of governments, then it will mostly look at what men from privileged groups have done. If it is defined as including the effects of the actions of governments, then everyone is included. If it is defined as the study of how power works in society, then many more types of activities that are of importance to people in marginalized groups are included.

**5- What have scholars who are interested in challenging marginalization in this area of study said about how it should be studied?**

**Explanation:** For the past twenty years people from marginalized groups have made many contributions to most fields of study and in the process have raised deep questions about how these fields should be transformed. The work of these scholars should be a part of our discussions.

**Example:** Women in Economics have questioned the very idea of economics as the study of the money economy, pointing out that much of what women contribute to society happens outside the money economy, but is economic in a deeper sense of the word.

**Suggestions for how to approach answering these questions:**

- \*Consult with your Multicultural transformation resource person, with people in Intercultural studies, and/or people Women's studies. There are many people on campus who have studied the issues you are working on.
- \*Find a multicultural bibliography for the area on which you are working.
- \*Know that real curriculum transformation takes time, and patience. Curriculum writers should see themselves as scholars who are willing to rethink their favorite ideas, and who are willing to put themselves into the vulnerable position of being students again.

Prepared by Cynthia Kaufman 10/00

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Refer to:

Multi-Cultural Instruction Inventory For Enhancing College-University Curriculum

(Cross-Racial, Multi-Ethnic, Bilingual, Non-Sexist)

A self-Improvement Inventory

Designed Toward Equitable

Regeneration of Teaching and Learning in Higher Education

For Instructors in: Colleges, Universities, Vocational Schools,  
Technical Institutes, Community Colleges, Liberal Arts Schools, Professional Schools  
and other Post-Secondary Institutions

By

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