

CALIFORNIA STATE UNIVERSITY SAN MARCOS

EDUC 602

Schooling in a Multicultural Society

Fall, 2000

INSTRUCTOR: Sharon H. Ulanoff, Ph.D.
OFFICE: University Hall 425
TELEPHONE: 750-4289
OFFICE HOURS: Tuesdays, 2:30-4:00 p.m. and 7:30-8:30 p.m.; Wednesdays, 2-3 p.m.
E-MAIL ADDRESS: sulanoff@csusm.edu
FAX: 310-390-5512

CLASS MEETING TIME Wednesdays, 4 p.m. to 6:45 p.m., Poway Federation of Teachers Office

MISSION STATEMENT: The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance. (*adopted by COE Governance Community October, 1997*).

ALIGNMENT STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT

LEARNING: In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE), and Interstate New Teacher Assessment and Support Consortium (INTASC), the National Board for Professional Teaching Standards (NBPTS), and the California Commission on Teacher Credentialing (CCTC).

COURSE DESCRIPTION: This course provides an introduction into issues of schooling in a multicultural society. This course will include an overview of multicultural education and address areas of study such as: culture and cognition, diversity, exceptionality, intercultural communication, cross-cultural competence, the psychology of personal prejudice, and curriculum and teaching in multicultural contexts.

OBJECTIVES: Students completing EDUC 602 will be able to demonstrate:

- Understanding of the meaning (including causes and effects) of racism, sexism, and other forms of bias;
- Knowledge of individual and personal response to these forms of bias;
- Understanding of multiple models of multicultural education and their resulting implications for curriculum, instruction and educational policy;
- Understanding of the intersection of multilingual and multicultural education including sociolinguistics, and intercultural communication as well as their implications for practice;
- Knowledge, skills and dispositions required to transform educational systems and practices from monocultural to multicultural education;
- Understanding of the historical experience of various ethnic groups in American schools and schooling;
- Discuss school-level strategies targeted toward more just and equitable education
- Ability to report, interpret, analyze and synthesize complex information, and
- University-level competence in information literacy, use of technology and oral and written communication.

REQUIRED TEXTS:

Castaneda, L. V. (1999). *Reader, Schooling in a Multicultural Society*. San Marcos, CA: Customized materials.

Philips, S. U. (1983). *The invisible culture: Communication in classroom and community on the Warm Springs Indian Reservation*. Prospect Heights, ILL: Waveland.

Spindler, G. D. (1997). *Education and Cultural Process: Anthropological Approaches*. Prospect Heights, ILL: Waveland Press.

COURSE REQUIREMENTS: All students are expected to **attend class regularly** and participate in class discussions. More than three unexcused absences may result in the student being dropped from the course. Reading should be completed before the class meeting. Assignments must be typed and double spaced. Please note: In order to receive a grade of A or B students may miss no more than 2 classes and must turn all assignments in on time.

- 3 introspections 30 points
- 1 community description 25 points
- Readers’ workshop leadership presentation 10 points
- 1 research paper/presentation 25 points
- Attendance and participation 10 points
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Attendance Policy: Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, College Policy is amplified as follows: 1. Missing more than 2 class meetings will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be negotiated on a case-by-case basis. Students are expected to establish appropriate personal, academic and career-ladder priorities. These measures should not be considered punitive. Rather, they should be viewed as taking appropriate individual responsibility for one’s own learning in a democratic, collaborative and reciprocal-learning environment.

GRADING: (plus or minus grades at the discretion of the instructors):

- A = 100–90
- B = 89–80
- C = 79–70

ASSIGNMENTS:

Introspection A–Describe your **social and cultural** “location.” Consider discussing where you were born, what language(s) were spoken in your home, where you grew up (describe your neighborhood), ethnic/racial heritage, role of religion in your upbringing, family makeup, family traditions, family

values, how family members relate to one another, how love is expressed, and how culture is expressed in the family. Then describe your **personal** "location." Think about discussing what you consider your cultural heritage to be, how it influences how you understand and interact with others, what you value and believe, how these values/beliefs influence how you interact with others. This introspection is due **October 4, 2000.**

Introspection B—Describe and analyze your "affective" response to issues of diversity. Discuss how you feel about the role of culture and schooling, how and why students succeed or fail, victimization of underrepresented populations in schooling, affirmative responses to inequity, and issues of segregation, integration and re-segregation, on a professional as well as personal level. You are encouraged to amplify your discussion and analysis with personal examples of dealing with the "isms" of diversity. This introspection is due **October 25, 2000.**

Introspection C—Describe and analyze implications of what you believe/feel and what you've learned for classroom and/or school contexts. Delineate how your values impact the way you interact with students, how you regard authority, what expectations you have about students as they interact with adults, how you expect students to communicate (verbally and nonverbally) with each other and with adults, what approach to multicultural education is right for you, how this does (or does not) show itself in the "spaces" where you find yourself, etc. This introspection is due **November 29, 2000.**

Community Description . Select a community that you wish to study. The community should reflect some aspect of cultural diversity. Take a "tour" of the community. What do you observe? Take notes of the types of stores, homes, streets, signs, advertisements, that you observe. Based on your tour, begin to form some questions about this community. What kind of a "feel" do you get of this community? What is the "culture" of the community? Define the community. Provide a detailed description, as if drawing a picture. Pose at least 3 questions which deal with some aspect of culture: e.g., the nature of culture, perceptions culture, historical perspectives, demography, to name a few. Address each question in your paper, and write beyond the "observable" to address deeper notions concerning culture. *You are encouraged to discuss your questions with the professor, who will be able to guide you in your discussion.* Discussion of your questions (analysis) should be integrated with readings and activities specifically associated with your participation in the culture modules. Please provide the appropriate citation within the text and reference section. All papers should be double-spaced. Overall, your study of the community should address this question: *Given what I have learned in this community study, what can I plan for as an individual entering the field of education?* You will also identify a specific resource which may aide other educators in addressing the needs of a specific cultural group. Describe the resource (e.g., program, curriculum, research, book) and write up a one page summary which provides pertinent information for teachers. Include your notes and any other information concerning the community in an appendix. Minimum 8 page write-up. Please use the following time line to help you with your paper. **This paper is due November 8, 2000.**

Readers' Workshop Leadership Presentation. During each class session one student will be responsible for leading a discussion on one of the readings for the week. The readers' workshop leader will be expected to present the salient ideas surrounding the reading, pose 2-3 critical questions to the class, and relate it to a larger class discussion. Be sure to come prepared for the presentations. Leaders may use overheads, posters, etc., and will present the rest of the class with a summary handout of your presentation. Each presentation will last approximately 10-15 minutes and there will be a maximum of 4 presentations per week. Each person will be responsible for one presentations during the semester. Students may choose to work in pairs (a maximum of two people together) but in that case they can either synthesize two articles or chapters since each person is responsible for one of the readings. A sign up sheet will be available **September 13.**

Research paper/presentation. Students are asked to think about a problem, issue, question, or concern that you would like to examine in relation to the education of the students in our schools. This assignment is

intended to be open-ended, in order to allow you the flexibility to explore issues of personal interest. We will brainstorm ideas in class and students will be able to discuss issues, problems and progress in their weekly writing group meetings. Students are encouraged to collaborate on a research question.

After you have settled on a question or problem, you will design some way to begin to answer the question. This can involve interviews with students or teachers, observations of individuals or groups, or any other means of gathering "data."

While there is no specific format for your paper and you will examine various examples in class, each paper must contain specific sections. You will work in writing groups to conference, give and receive peer feedback regarding your research project. The following is a summary of the component parts and due dates for each section of the research paper.

DUE DATE	RESEARCH PAPER SECTION
9/27	<u>Question/methodology</u> : This is a one page paper that states the question your are asking and how you intend to go about answering the question, e.g. will you use a survey/questionnaire, observe students, interview students, etc.
10/4	<u>Setting/sample</u> : In this section you will describe the class population and the specific group with which you will be working during your inquiry project.
10/11	<u>Theoretical framework</u> : In this section you will summarize six to ten articles related to your question in order to situate your research within the context of existing literature. After you summarize the articles, you will need to write a coherent summary integrating the findings to serve as your theoretical framework. Please bring to class the six to ten articles with summaries.
10/18	<u>Methodology and instrument development</u> : In this section you will describe the methodology you will use in detail, including any questionnaire, survey, interview questions, observational checklist, or whatever other instrument or tool you will use to collect your data. Be sure to bring a copy of your instrument to class.
11/1	<u>Working draft</u> : For this section you will put together your question, theoretical framework and methodology including your setting/sample and how you are conducting your research. You also need to bring all your "stuff," that is field notes, interviews, surveys, etc., all the data you have collected so far, and a description of how you will analyze this data. You are not expected to have your data analyzed and you may bring scraps of paper, if necessary. Remember that there is no specific format for your paper.
11/8	<u>Findings</u> : In this section you will report the findings from the analysis of your data.
11/15	<u>Conclusions</u> : In this section you will report your conclusions based on your findings. Be sure to tie them into your theoretical framework. Do your findings agree or disagree with those studies you read?
11/29	<u>Rough draft</u> : Here is where you tie all the sections together. Bring a draft of your entire inquiry for process work in your writing group.
12/6	Final draft : Turn in the final draft of your research paper. Turn in two copies of your paper. Prepare a 1 page synopsis of your findings to distribute to your classmates, and be prepared to give a brief presentation.

Be sure to bring two copies of each section to class each week, one to turn in and one for process work in your writing group that you will take home in order to use peer feedback on subsequent sections. **This assignment is due December 6, 2000**

TENTATIVE COURSE OUTLINE: Readings are expected to be done prior to class meeting.

DATE	TOPIC	REQUIRED READINGS AND ASSIGNMENTS
8/30	Introduction/overview of social cultural context of education and schooling in a multicultural society; What is a context?	In Class: Cultural Pursuit/examining demographics; Reading and quickwrite
9/6	Cultural diversity and educational equity When is a context? Determining context, social situation, and meaning;	Philips, Chapters 1 & 2; Erickson (in class); Spindlers, Ch. 6
9/13	Education and Anthropology	Spindlers, Chapters 1 & 2; Geertz, (In reader)
9/20	Culture, Communication and Schooling Social, cultural, linguistic, and historical context	Read: Trueba, (In reader); Spindler, Beth Anne (in reader) and Spindlers Ch. 7
9/27	Consideration of "other" students	Delpit, (in class); Kissen (in reader); Harvard Ed Review (in reader); Question/methodology due!
10/4	Theories of school achievement; Principles of Social Structure and Organization	Mehan (in reader); Firth, (in reader) Florio-Ruane, (in reader); Spindlers, Ch. 5; Philips, Ch. 3: Introspect. A; Setting/sample due!
10/11	The "isms." Examining stereotypes Social Structure and Organization of Classes & Schools & Expectations;	Rist, (in reader); Carrasco, et. al. (in reader); Ooka Pang (in reader); Spindlers, Ch. 13; Philips, Ch. 4; Theoretical framework due!
10/18	Toward affirming diversity; Cultural and Linguistic Competence & Perception	Spindlers, Chapter 6, 13; Philips, Part III; Methodology due!
10/25	Learning from students; The home context;	Andrade; Mercado (instructor) Spindlers, Ch. 24; Philips, Ch. 5; Introspection B due!
11/1	Multicultural Ed.: Practice through theory; From Home to School; Bilingual Ed., L2 acquisition	Trueba and Delgado Gaitán (in reader); Moll et. al. (to be handed out); Working draft due!
11/8	Multicultural Education & School Reform; From Community to School;	Spindlers, Ch. 11; Community description due! Findings due!
11/15	Impact of Context in Curriculum, Instruction & Policy	Giroux, (in reader); Hirsch, E.D., (In reader); Conclusions due!
11/22	Working session	
11/29	The Politics of Schooling	Read: Wills & Mehan (in reader); Crawford, (In reader) ; Spindlers, Ch. 14, 16; Rough draft due!
12/6	The Politics of Schooling Research presentations	Freeman & Freeman(in reader); A Talk with Carole Edelsky About Politics and Literacy; Tepleton (in reader); Shannon, (in reader) ; Spindlers, Ch. 23, 25; Final Paper Due!

12/13 Recap and closure

Scoring Rubric for Inquiry Paper (adapted from Hafner and Ulanoff, 1994)

This paper will be holistically scored according to the following rubric. In order to receive 30 points, papers must receive a score of 5 or 6.

6 = The paper contains all required sections and attempts to answer the inquiry question posed by the author. The author demonstrates ease and facility in expressing ideas, observations, and feelings. The writing flows smoothly and naturally, and is understandable. The author remains generally on topic, but may digress and shifts in thought are logical and can be easily followed. The writing shows development of ideas that are interesting or provocative and creates a vivid image of thoughts or feelings through the use of details. The writing demonstrates insightful and reflective thinking that is implied or stated. The author uses lively and concrete language appropriate to the paper's purpose.

5 = The paper contains all required sections and attempts to answer the inquiry question posed by the author. The author demonstrates ease and facility in expressing ideas, observations, and feelings. The writing flows smoothly and naturally, and is understandable. The author remains generally on topic, but may digress and shifts in thought may not be easily followed. The writing shows development of ideas that are interesting or provocative but may not create a vivid image of thoughts or feelings. The author explores ideas, but may be unwilling to take risks or to reshape his or her thoughts. The writing may demonstrate insightful and reflective thinking that is implied or stated. The author uses lively and concrete language appropriate to the paper's purpose. The writing is conversational and natural.

4 = The paper contains all required sections and attempts to answer the inquiry question posed by the author. The author demonstrates proficiency in expressing ideas, observations, and feelings. The writing is generally understandable and coherent, but lacks complete control. The main idea may shift and be difficult to follow. He or she develops ideas in a somewhat predictable fashion but shows some exploration of thoughts. The author may attempt to convey interesting ideas or vivid images, but fails to develop ideas fully. The writing may show some evidence of insightful and reflective thinking.

3 = The paper contains some of the required sections and attempts to answer the inquiry question posed by the author. The author develops few ideas and thoughts, and has difficulty expressing his or her ideas in a fluent manner. The author may construct rambling sentences or lists of ideas, is sometimes confused, and frequently presents an unfocused collection of generalized details. He or she makes weak or ineffective attempts to explore or create vivid impressions. The writing rarely shows evidence of insightful or reflective thinking.

2 = There is limited evidence that the paper contains some of the required sections and attempts to answer the inquiry question posed by the author. The author demonstrates halting, fragmented expression of ideas resulting in unconnected and somewhat incoherent writing. It is brief, thin or insubstantial. Ideas and thoughts are barely developed and the author often relies on merely the title or a single word. There is little or no exploration of ideas. The author shows little or no evidence of insightful or reflective thinking.

1 = There is little or no evidence that the paper contains some of the required sections and attempts to answer the inquiry question posed by the author. The author demonstrates little or no evidence of fluency and little or no coherence. The writing may be garbled and impossible to understand, except for occasional words or phrases. The author relies on the title or a single word without development of ideas or thoughts.