

California State University, San Marcos
College of Education
EDUC 602-01-Schooling in a Multicultural Society
Spring 2004

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Meeting Times: Mondays 5:30-8:15 p.m.
Classroom: University Hall 337, with 5 WebCT sessions
Office Hours: most Monday or Tuesday afternoons / by appointment

Course Description

This course focuses on the pluralistic nature of society reflected in the contemporary school. A variety of approaches will facilitate students' learning about the multifaceted aspects of pluralism.

Mission Statement of the College of Education at CSUSM

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.

Course Objectives

The purposes of this course are fourfold:

- to expand and nuance students' knowledge about the diversity that is a part of today's school and communities;
- to provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- to provide support to all students who represent national, state, and regional diversity;
- to facilitate thinking about ways in which diversity issues influence leadership and accomplished teaching.

College of Education 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. The instructor will determine procedures should the student have extenuating circumstances. (*adopted by the COE Governance Community, December, 1997*). **NOTE:** *This means that if you miss three (3) classes you cannot receive a passing grade for the class!*

GENERAL CONSIDERATIONS

Professional Disposition

All students are expected to behave in a professional manner at all times. Professional manner is defined herein as behavior that *consistently* demonstrates integrity, responsibility, tolerance, and respect for self and others. All students are expected to listen to different opinions, consider and reflect in depth on other points of view, and deal proactively with constructive criticism. Students are reminded that all instruction and behavior in this class are to be aligned with the College of Education mission statement. Any unprofessional behavior is grounds for process and review of the candidate's continued participation in this course.

Academic Honesty

Each student is expected to do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. Cite all references and original authors. If there are questions about academic honesty, consult the University catalog.

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult the Associate Dean.

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students who require reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, Room 5025a, and can be reached at (760) 750-4905 or (760) 750-4909 (TDD users).

COURSE REQUIREMENTS

Class Structure

Multiple approaches, methods, and teaching experiences are necessary strategies to accommodate various learning styles. Class formats and learning structures will vary and include whole and small group discussion, pair work (e.g., weekly discussion leaders), and online work. Each week, two discussion leaders will facilitate online discussion of the week's readings on WebCT **prior to** class sessions. Discussion leaders need to: 1. post one to two questions three to four days before class, and periodically summarize the student responses.

The use of technology will be an important part of this course and is integrated into instruction and assessment of your learning. Students are expected to use WebCT to use coursemail, discussion board, and other content modules. All student presentations will be done in PowerPoint.

GRADING POLICY

Grading Scale:

A=93+, A- =92-90, B+=89-88, B = 87-83, B- = 82 - 80, C+=79-78, C=77-73, C-=72-70, D+=69-68, D=67-63, D-=62-60, F=59 or lower. Students must receive a C+ or higher in all coursework in order to be eligible for or remain in Education programs.

Submission Schedule

All required work needs to be submitted on time. Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

Grading Emphasis

Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or www.apastyle.org/index.html

Assignments

Your performance in class will be assessed along the following criteria. **There are 1000 points possible:**

1. **Attendance and Participation (100 points)** –It is expected that you will attend all class sessions and participate actively in class discussions. Each absence equals minus 50 points. If you miss three classes, you will be dropped from the class. Attendance at WebCT sessions will be taken via Chat.
2. **Asynchronous Discussions (100 points)**--Students are required to participate in class discussions via WEBCT. Your discussions should be analytical, not just descriptive, and address issues, experiences, ideas, discussions, readings, & current events, related to the class. A minimum of one substantial entry per week is required.
3. **Social Justice Personal Reflections (200 points + 100 points = 300 points total)**
 - a. **Social Justice Personal Reflections: (50 points x 4 = 200 points)**- In these papers, you will reflect on the relevant topic, with attention to readings, class activities and discussions. You will focus on how the course materials influence your personal identity, and/or how the course materials influence you as an educator, with attention to the role and responsibility you have in facilitating social justice in the classroom (or beyond). You may respond to a theme or series of quotes from the texts for a given topic. For example, for the Personal Reflection on Race, Ethnicity, and Culture, you may write a personal narrative modeled after Howard's Chapter 1 or Chapter 4. The recommended length of a Personal Reflection is two pages, single spaced. Alternatively, a matrix format is highly recommended, and will be modeled in class. Personal reflections will be turned in at the

end of the semester and will not be returned, so do keep copies of all your work.

b. Final Social Justice Reflection/Outcome Assessment: (100 points)

The final reflection/outcome assessment piece will summarize the four periodic social justice personal reflections. The final piece will also explicitly state what you learned about each topic, and explicitly state what led to your learning (e.g., a particular reading, event, discussion, reflection writing, etc.).

4. Action Plans (300 points + 200 points = 500 points total)

a. Individual Anti-Bias Action Plans (75 points x 4 = 300 points)-Each student will submit an Action Plan on four of the five topics covered in this course. Action Plans will consider the application of course topics in the classroom, and may include artifacts from your teaching such as samples of student writing, tests, etc. as applicable. For example, you may use p. 15 in *Anti-Bias Curriculum* and document the process of selecting anti-bias materials for your classroom. Another example is to use pp. 18-19 in *Anti-Bias Curriculum* as a guide to develop and implement anti-bias stories for use in the classroom.

b. Final Comprehensive Anti-Bias Action Plan & Group Presentation (200 points)-Students will work in groups of five members. Each member will contribute an action plan of his/her choice from 4a above. The group will submit a Comprehensive Action Plan on all five major topics, but present on one assigned topic. The group will also make a 30 minute PowerPoint presentation for the class, with artifacts and evidence from the classroom. The group will distribute a printout of PowerPoint outlines of their Comprehensive Action Plan for all members of the class.

Required Texts:

Delpit, L. (1993). Other people's children: Cultural conflict in the classroom. New York: The New York Press. ISBN: 1-56584-179-4.

Derman-Sparks, L. (1989). Anti-Bias Curriculum: Tools for Empowering Young Children. Washington, D. C.: National Association for the Education of Young Children. ISBN: 0-935989-20-X.

Howard, G. (1999). We can't teach what we don't know: White teachers, multiracial schools. New York: Teachers College Press. ISBN: 0-8077-3800-X.

Krashen, S. D. (1999). Condemned Without a Trial: Bogus Arguments Against Bilingual Education. Portsmouth, NH: Heinemann.

Course Reader: Available @ CopyServe (San Marcos/Rancho Santa Fe) 760-599-9923.

Schedule of Classes

Note: The instructors reserve the right to modify all syllabi content.

Week 1 January 26 Introduction

Introductions, Course Overview, Discussion Leader Signups,
WebCT Overview/Lab UH 273,
Activity: What do you know?/What do you want to know?

Week 2 February 2 Race, Ethnicity, Culture

Gary Howard's White Educator Narrative and Preparing an Anti-Bias Curriculum

1. We Can't Teach What We Don't Know: Chapters 1 - 4
2. Anti-Bias: Ch. 1, Why an Anti-Bias Curriculum?
Ch. 2 Creating an Anti-Bias Environment
Ch. 3 Beginnings: Working With 2-Year-Olds
Ch. 10, Holiday Activities in an Anti-Bias Curriculum

Week 3 February 9 Race, Ethnicity, Culture

Racial Formation and White Identity Model and Other Models and Facilitating Student Learning about Race, Culture, and Stereotypes

1. We Can't Teach What We Don't Know: Chapter 5
2. Course Reader: Tse, 1998: Ethnic Identity Formation and Its Implications for Heritage Language Development
3. Anti-Bias: Ch. 4, Learning about Racial Differences and Similarities

Ch. 7, Learning about Cultural Differences and Similarities

4 February 16 Holiday - President's Day

5 February 23 Race, Ethnicity, Culture

Social Justice at Structural and Individual Levels:
Fighting Racism and
Resisting Stereotyping

1. Course Reader: Briggs, H. E. and Paulson, R. I. (1996). "Racism." In Finding solutions to social problems (Mattaini & Thyer, Eds.).
2. Anti-Bias: Ch. 8, Learning to Resist Stereotyping and Discriminatory Behavior

6 March 1 Language [*WebCT Session]

Linguistic Diversity: Language Policy, Past and Present

1. Course Reader: Ricento, T. (1996). A Brief History of Language Restrictionism
2. Course Reader: Crawford, J. (2000). At War with Diversity excerpts:
 - a. Anatomy of the English Only Movement pp. 4-30
 - b. Native American Language Loss pp. 53-83 (includes Seven Hypotheses on Language Loss, p. 66-83)
 - c. Language Rights pp. 98-103.
3. WebCT work/bring in next session: Find information on programs for English Learners of Asian/Pacific Islander/Native American language backgrounds in your school or district.

DUE: Race, Ethnicity, Culture Personal Reflection / Action Plan, via WebCT AND paper version to UH428.

7 March 8 Language

The Role of Research in Language Policy

1. Condemned without a Trial: Bogus Arguments Against Bilingual Education:

- Chapter 1: Bilingual Education is Responsible for the High Hispanic Dropout Rate
- Chapter 2: Most Immigrants Succeeded without BE
- Chapter 4: BE Failed in CA
- Chapter 5: Public Opinion is Against BE.
- Chapter 6: A Note on Greene's "A Meta-analysis of BE"
- 2. Course Reader: Krashen, Park, and Seldin (2000): Bilingual Education in Arizona

8 March 8 Language

Linguistic Diversity Around the World / Across the Nation
 [In class: **American Tongues clip**]

1. Condemned without a Trial: Bogus Arguments Against Bilingual Education: Chapter 3: The U.S. is the Only Country that Promotes BE
2. Delpit: Chapter 3: Language Diversity and Learning, pp. 48-76.
3. Course Reader: Rickford (1999): African American Vernacular English
 - a. Chapter 1: Phonological and Grammatical Features of African American Vernacular English (AAVE)
 - b. Chapter 15: Suite for Ebony and Phonics

9 March 15 Listening to and Collaborating with Diverse Community Members

African American/Native American/Asian American Perspectives

1. Delpit: Chapter 1: "Skills and Other Dilemmas of a Progressive Black Educator." Pp. 11-21.
 Chapter 2: "The Silenced Dialogue." Pp. 21-47.
 Chapter 5: "Hello, Grandfather." Pp. 91-104.
 Chapter 6: "Teachers' Voices." Pp. 105-134.
2. Course Reader: Pang, V. O. (1998): Educating the Whole Child
3. Anti-Bias: Ch. 11, Working with Parents

DUE: Language Personal Reflection / Action Plan, via WebCT AND paper version to UH428.

10 March 22 Diversity in Learning and Assessment

**History of Testing and
Review of Multiple Intelligences Theory and Applications and
Facilitating Sensitivity Toward Children with Special Needs**

1. In class lecture: History of Testing.
 2. In class film: How are Kids Smart? / Howard Gardner's MI Theory
 3. Anti-Bias: Ch. 5: Disabilities.
- **Bring in samples of tests that you use for assessment or program placement.

DUE: Collaboration Personal Reflection / Action Plan, via WebCT AND paper version to UH428.

10 March 29 Spring Break

11 April 5 Diversity in Learning and Assessment [*WebCT Session]

**Learning Styles and
Empowering Students and Teachers**

1. Course Reader: Park, C. (2000). Learning Style Preferences of Armenian, African, Hispanic, Hmong, Korean, Mexican, and White Students in Secondary Schools. And Park, C. (1997). Learning Style Presences of Asian American Students in Secondary Schools.
2. Anti-Bias: Ch. 9, Activism with Young Children
Ch. 12, Getting Started: A Self-Education Guide

12 April 12 Gender

**Diversity in Gender Roles and Sexual Identity and
Interacting with Caregivers / Diverse Family Structures**

1. **Bring in samples of books and films addressing diversity in gender roles, sexual identity, and family structures.
2. Anti-Bias: Chapter 6: Learning about Gender Identity.

DUE: Diversity in Learning and Assessment Personal Reflection / Action Plan, via WebCT AND paper version to UH428.

13 April 19 TBA

DUE: Gender Personal Reflection / Action Plan, via WebCT AND paper version to UH428.

1. Outcome Assessments?

Final Comprehensive Action Plan Group Presentations

**DUE: 1. Final Anti-Bias Comprehensive Action Plan
2. Final Social Justice Reflection / Outcome Assessment
via WebCT AND paper version to UH428.**

Course Reader

Education 602

Schooling In A Multicultural Society

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Table Of Contents

1. Tse, L. (1998). Ethnic Identity Formation and Its Implications for Heritage Language Development
2. Briggs, H. E. and Paulson, R. I. (1996). "Racism." In Mattaini & Thyer, Eds., Finding solutions to social problems.
3. Ricento, T. (1996). A Brief History of Language Restrictionism in the United States.
4. Crawford, J. (2000). At War with Diversity excerpts:
 - a. Anatomy of the English Only Movement pp. 4-30
 - b. Native American Language Loss pp. 53-83 (**includes** *Seven Hypotheses on Language Loss*, p. 66-83)
 - c. Language Rights pp. 98-103.
5. Krashen, Park, and Seldin (2000): Bilingual Education in Arizona
6. Rickford. (1999). African American Vernacular English
 - a. Chapter 1: Phonological and Grammatical Features of African American Vernacular English (AAVE)
 - b. Chapter 15: Suite for Ebony and Phonics
7. Pang, V. O. (1998): Educating the Whole Child

8. Park, C. (2000). Learning Style Preferences of Armenian, African, Hispanic, Hmong, Korean, Mexican, and White Students in Secondary Schools.
9. Park, C. (1997). Learning Style Presences of Asian American Students in Secondary Schools.
10. Anti-Bias Bibliography for Teachers