

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

EDUC 602 Schooling in a Multicultural Society Fall 2005

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College of Education 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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

COURSE DESCRIPTION

This course focuses on an introduction to issues of schooling in a multicultural society. It includes an overview of multicultural education and addresses areas of study such as; culture and cognition, diversity and exceptionality, intercultural communication, cross-cultural competence, the psychology of personal prejudice, and curriculum and teaching in multicultural contexts.

Course Objectives

The purposes of this course are fourfold:

- Expand and nuance students' knowledge about the diversity represented in today's schools and the communities in which we live;
- Provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- Prepare educators to provide equitable educational opportunities to all students;
- Provide support to all students who represent national, state, and regional diversity.

GENERAL CONSIDERATIONS

Authorization to Teach English Learners

The credential program at CSUSM has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by the CCTC in SB 2042 Programs Standards, August, 2002).

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 are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Please note, attendance for half of a class session is recorded as half credit.

What this means for our class

You are expected to attend all class sessions and participate actively in discussions and activities. In order to do so, you are expected to complete all required readings by the assigned date. **Missing more than one class session will result in the reduction of your grade.**

Being consistently late and/or leaving class early can also lower your grade. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic, and career-ladder priorities. Therefore, these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

COURSE REQUIREMENTS

This course is structured as a graduate-level seminar. The success of a seminar is dependent upon each and every participant being prepared. My role will be to "facilitate" and to intervene as necessary to prompt a topic. I do not intend to lecture each week, or to be the focus of the class. You will work to develop your **knowledge base** through the readings, discussions and presentations.

Required Texts

Nieto, S. (2003). *What Keeps Teachers Going?* New York, NY: Teachers College Press.

Pang, V. (2001). *Multicultural Education: A Caring-Centered, Reflective Approach* New York, NY: McGraw-Hill Higher Education. 2nd Edition

Wink, J. (2000). *Critical Pedagogy: Notes From the Real World*. New York, NY: Addison-Wesley Longman. Third Edition

Grading Policy

All assignments are due on the dates indicated below. Assignments turned in late will not receive full credit. Please manage your time and plan accordingly. Assignments must be typewritten, double-spaced and with standard margins unless completed in class. It is expected that all assignments will reflect university level composition.

The following grading scale will be used:

110-104	A;	96-93	B;
103-99	A-;	92-88	B-
98-97	B+;	87-below	Failing

DESCRIPTION OF ASSIGNMENTS

Please note, I reserve the right to change, add to, or delete any material or assignment from the course

Reading Responses/Questions (10 Points)

For each week's readings, you will need to complete a **one-page typed reflection** which will be due at the start of each class. Your reading responses should explore your interactions with the text that you read AND include one high level question for each entry. While your reading responses should not be more than one-page in length, it is important that each entry is insightful and reflective in its work. *In addition, you will need one question that could be used to begin a class discussion or to support discussion on the readings.*

History of Your own Identity Formation (10 Points)

The first major theme of our class is focused on identity formation. Our readings, activities, and class discussions are designed to develop a better understanding of how one's identity is formed and how it shapes how we "read the world." In order to do this, you are being asked to complete a **two-page paper** exploring the history of your own identity formation. Things to consider: When was the first time you noticed you were different? Which identities have been most prominent in your life? Why? When? Which identities provide the most privilege? Which cause the most problems? *Our first class sessions will help facilitate this paper.*

Discussion Leader (20 Points)

With a partner students will lead a class discussion on assigned readings, choosing the aspects they wish to highlight in the readings for the discussion. **Your team will turn in written questions, lesson plan, or outline they will use to lead their discussion.** Students may be asked to be discussion leaders multiple times during the semester (approximately 30-40 minutes). When planning for your role as discussion leader, consider ways to get out class **actively engaged** in the readings. Your role is to facilitate the discussion of our readings so that our class can go to a deeper level with the material.

DUE: Throughout the semester

“Hot Topics” in Education (20 Points)

With a partner, you will choose a hot topic in education that connects to topics of our class. You might consider a hot topic that is going on at your school site (For example, the achievement gap) and briefly look at what is being said about this topic through different organizations. The intention of these presentations is to help our class see multicultural education from multiple vantage points. The information provided might help members of the class clarify the direction of their annotated bibliography or impact their social justice action plan. Please consider what makes for an effective presentation (interactivity, handouts, video clips, etc. etc.) (approximately 25 minutes). You and your partner will need to turn in your notes and material to me after your presentation.

DUE: Throughout the semester

Some possible resources:

San Diego Union Tribune www.signonsandiego.com	Education Week www.edweek.com
North County Times www.nctimes.com	California Department of Education www.cde.ca.gov
Rethinking Schools www.rethinkingschools.com	Teaching Tolerance www.tolerance.org

Annotated Bibliographies (20 points)

Students will work individually or in pairs to collect annotated bibliographies centered on multicultural topics in education. The annotated bibliography you collect should be from peer reviewed journals and can be used as a basis for your thesis or project, or can focus on a specified topic which you and your colleagues can use in your classrooms, schools, and communities. **Students will write an annotated bibliography for each resource using APA-style reference format, and including a brief summary. Each student** will collect 5-6 resources (minimum), and share his/her annotations with everyone in the class (either electronically or in hardcopy). Each pair of students will present their annotated bibliography in a poster session. You will turn in your completed annotated bibliography on the day of our poster sessions. Remember, an annotated bibliography is an answer to a general question that you have. In this case, this question should be centered on multicultural education.

Critical Pedagogy/Social Justice Action Plan (30 Points)

Your final project is to develop an individual professional action that specifically addresses your new understandings of critical pedagogy in relation to schooling in a multicultural society. Hopefully our readings of critical pedagogy will bring to the table new questions and concerns about your classroom, your students, your school, your district, or your overall professional work. Based on these questions, develop a specific action plan that you could enact in your professional role.

Your action plan will be broken up into two parts:

Part 1 (Written Proposal):

The first will be a 2-3 page action plan **proposal** based on our discussions of critical pedagogy. The proposal is intended to provide a vehicle from which you will be able to get feedback from your colleagues as well as from me.

Part 2 (Photography Presentation/Final Typed Written Action Plan):

The second part of your action plan will be a photographic representation of your action plan. You will need to take pictures that you will share with the class that will be used as a vehicle for presenting your action plan. Your pictures must include the following:

1. A picture that represents your definition of social justice
2. A picture that represents your definition of critical pedagogy
3. A picture that represents your understanding of multiculturalism
4. A picture that represents your understanding of your identity formation
5. A picture that represents what you are “naming” for your social justice action plan
6. The rest of the pictures will represent your action plan (however you want to do this). **Be creative!** Use the pictures to help us understand your plan and what you hope to accomplish.

At the end of the session, you will turn in your final social justice action plan with the proposal (as a packet). I would also like some of your pictures...so if you can, please make extra copies!

WEEKLY READINGS / TOPICS/Tentative Schedule

NOTE: Assigned readings MUST be brought to ALL class sessions.

THEME ONE: Identity Formation

Sept. 1 Multicultural Education: Issues and Concepts

Introductions / Syllabus Overview/Community Building/Key Concepts Reviewed and Explored
Please download the syllabus from the COE Website

Sept. 8 Identity Formation

Due Pang: 1-3 Discussion Leaders _____

Sept. 15 Identity Molecules

Due Pang: 4-6 Discussion Leaders _____

Guest Speaker: Scott Gross. **Use your experience with him to write your history paper.**

Sept. 22 White Teachers, Multiracial Schools

Due Pang: 7-8 Discussion Leaders _____

Hot Topics Presentations

- **History of your own identity formation paper due**

Sept. 29 Multicultural Education

Due Pang: 10-12 Discussion Leaders _____

Hot Topics Presentations

THEME TWO: What can I do?

Oct. 6 No Class Session –Research Week

Prepare for Annotated Bibliographies Poster Sessions

Oct. 13 Annotated Bibliography poster sessions

Annotated Bibliographies Presentations

Oct. 20 Critical Pedagogy

Critical Pedagogy – What is it?

Due Wink: 1-3 (to page 46) Discussion Leaders _____

Hot Topics Presentations

Oct. 27 Critical Pedagogy-How do we read the world?

Due Wink: Chapter 3 (p. 47-63) Discussion Leaders _____

Hot Topics Presentations

Nov. 3 Teaching for Social Justice

How to Teach for Social Justice?

Due Wink: Chapter 4 and 6 Discussion Leaders _____

Hot Topics Presentations

THEME THREE: What others are doing

Nov. 10 Teaching for Social Justice

“We Teach Who We Are”

Due: Nieto: Chapters 1-3 Discussion Leaders _____

Critical Pedagogy/ Social Justice Action Plan Proposal Due

Nov. 17 Educational Equity

Due: Nieto: Chapters 4-6 Discussion Leaders _____

Hot Topics Presentations

Dec. 1 Critical Pedagogy in Action

Exploring Who We Are As Teachers

Due: Nieto: Chapters 7-9 Discussion Leaders _____

Hot Topics Presentations

Dec. 8

Multicultural Education in Practice

Critical Pedagogy/Social Justice Action Plan Presentations

Class Closing