

California State University, San Marcos
College of Education
EDUC 602-01-Schooling in a Multicultural Society * CRN# 41592
Fall 2004

Instructor: Dr. Grace P. McField
Office: University Hall 428
Telephone: (760) 750-8511
E-mail: *use WebCT coursemail first! /backup gmcfield@csusm.edu
Meeting Times: Tuesdays 5:30-8:15 p.m.
Classroom: University Hall 444, with 3 WebCT sessions
Office Hours: 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. (*adopted by COE Governance Community October, 1997*)

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 ****before class**, and 2. summarize the student responses once or twice ****before class**.

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 700 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 cannot receive a passing grade for the class!* (See attendance policy.)

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.

2. Social Justice Personal Reflections (150 points + 100 points = 250 points total)

- a. **Social Justice Personal Reflections: (50 points x 3 = 150 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, or see samples on WebCT Resources. 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.
- b. **Final Social Justice Reflection/Outcome Assessment: (100 points)** For the final reflection/outcome assessment piece, you will include two sections as follows: ***address explicitly how you met the four course goals (e.g., what you learned about each topic – you can refer to any of the four periodic social justice personal reflections from the semester. BE SURE TO explicitly state what led to your learning (e.g., a particular reading, event, discussion, reflection writing, etc.); and ***address the 4 goals and 5 steps as outlined in Ch. 12 of Anti-Bias.

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.

2. **Action Plans (225 points + 125 points = 350 points total)**
 - a. **Individual Anti-Bias Action Plans (75 points x 3 = 225 points)**-Each student will submit an Action Plan on three 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 Guide & Group Presentation (125 points)**- The purpose of this assignment is to have students reflect on the major action plans they have prepared during this semester; to allow for the study and discussion of other students' action plans; and to facilitate the implementation of action plans in the future. *****Students will work in groups of about five members. Each member will contribute an action plan of his/her choice from previous individual action plans. The group members need to 1. sequence; 2. combine and extend; 3. format; 4. edit and revise individual action plans into a one streamlined and final Comprehensive Action Plan Guide. The group will submit a Comprehensive Action Plan Guide on all major topics represented by the group members. The # of members needs to equal at least the # of Action Plans in the Guide.
 - c. **** Presentation:** The group will prepare a 20 minute PowerPoint presentation for the class. The group will provide a brief overview of the various action plans in your group plan, but just pick one to present in depth. The group will present with appropriate visual guides for the audience (e.g., You can just show your PowerPoint or Word file on the projection screen since we have a Smart Classroom. Be sure to have an electronic file accessible through either WebCT or a zip disk or your email for projection.).

- d. **Optional Extra Credit:** ***The group's presentation will include artifacts and evidence from the classroom in which an Action Plan was implemented successfully; AND ***The group will agree to distribute the PowerPoint outline of their Comprehensive Action Plan on WebCT for access by all members of the class, and educators at large (all authors will be given appropriate credit unless anonymity is expressly requested) pursuant to grading and approval for dissemination by the professor.

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. [If hard cover @ campus bookstore, they are being sold at paperback prices.]
- * 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.
- * 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.

*Optional Text: 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.

Schedule of Classes

Note: The instructor reserves the right to modify all syllabi content.

Session 1 8/31/04 Introduction

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

Session 2 9/7/04 Race, Ethnicity, Culture

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

1. Reader/Peggy McIntosh (optional reading: We Can't Teach What We Don't Know/ Howard Chapter)
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

Session 3 9/14/04 Race, Ethnicity, Culture

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

1. Course Reader: Tse, 1998: Ethnic Identity Formation and Its Implications for Heritage Language Development
2. Anti-Bias: Ch. 4, Learning about Racial Differences and Similarities
Ch. 7, Learning about Cultural Differences and Similarities

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

Session 4 9/21/04 Race, Ethnicity, Culture [*WebCT Session]

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

Session 5 9/28/04 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: Find information on programs for English Learners of Asian/Pacific Islander/Native American/AAVE language backgrounds in your school or district.

Session 6 10/5/04 Language

[In class: **American Tongues video clip & nonverbal comm. activity**]

Linguistic Diversity Around the World / Across the Nation

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

Session 7 10/12/04 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 [****cont'd on next page!!**]
 - 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

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

Session 8 10/19/04 Diversity in Learning and Assessment I
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.

Session 9 10/26/04 Diversity in Learning and Assessment II

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.
2. Course Reader: Park, C. (1997). Learning Style Presences of Asian American Students in Secondary Schools.

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

Session 10 11/2/04 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: Gender Personal Reflection / Action Plan, via WebCT AND paper version.

**Session 11 11/9/04 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
Anti-Bias: Ch. 11, Working with Parents

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

Session 12 11/16/04 Making Change Happen

1. Anti-Bias, Ch. 9, Activism with Young Children
2. Anti-Bias, Ch. 12, Getting Started: A Self-Education Guide

Session 13 11/23/04 No Class / Thanksgiving week

**[Optional: Group work on Comprehensive Action Plan Guide and
Presentations.]**

Session 14 11/30/04 WebCT Session

**Group work on Comprehensive Action Plan Guide and
Presentations.**

Session 15 12/7/04 Group Presentations and Wrap-up

Final Comprehensive Action Plan Group Presentations

**DUE: 1. Final Anti-Bias Comprehensive Action Plan (Group work)
2. Final Social Justice Reflection / Outcome Assessment
(Individual work)
Both via WebCT AND paper version.**

Course Reader
Education 602
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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)
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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