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OFFICE HOURS: Tuesday, 3:00-4:00 & Wednesday, 3:00-4:00, and by appointment
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CLASS MEETING TIME: Wednesday, 5:30 - 8:15 p.m., UH 440

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 OF 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), the 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

Schooling in a Multicultural Society: 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 and 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. (2000). Reader. Schooling in a Multicultural Society. San Marcos, CA: Customized materials.

Devillar, R. A., Faltis, C. J. and Cummins, J. P. (1994). Cultural diversity in schools: From rhetoric to practice. Albany, NY: SUNY Press.

Spindler, G. D. (1997). Education and cultural process: anthropological approaches. Prospect Heights, Ill: Waveland Press.

RECOMMENDED TEXT

Perry, Theresa and James W. Fraser. Freedom's Plow. Routledge, New York and London.

COURSE REQUIREMENTS

Each student will be 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.

The Governance Community of the College of Education has adopted the following policy as of 12/19/97:

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.

ASSIGNMENTS

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

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Assignments may be submitted electronically as text messages or enclosures. Submit to both e-mail address indicated to ensure timely receipt and response.

1. **Introspections. (30 Points).**

Introspections consist of three reflective, analytical narratives which connect personal and professional experiences to course content. They may include synthesis of meaning from in-class activities, readings, outside resources and unresolved questions linked to the student's experience.

- A. **Introspection A: Analysis of Social and Cultural Location.** Reflectively analyze the significance of your personal history (era and location of your birth, first language and other languages in your home or acquired, ethnic/racial/national heritage, role of religion/faith system, family values, how family members relate to one another, family expression of culture, nurturing and familial relations including extended relations, and family traditions and heritage. Given this background, analyze how these factors affect your "personal" location at the present. What do you consider your cultural heritage to be, does your culture influence your interactions with others, and what do you value and in what do you believe? How does this location influence your interaction with others?

Due October 3

- B. **Introspection B: Analyze your affective response (beliefs, feelings, dispositions) to issues of diversity.** Discuss how you feel about the role of culture and schooling, how and why students succeed or fail, victimization of under-represented 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 our discussion and analysis with personal examples of dealing with the "isms" of diversity. **Due October 24.**

- C. **Introspection C: Describe and analyze the implications of what you believe/feel and what you have learned for classroom and/or school contexts.** Delineate how your values impact the way you interact with students, how you regard authority, expectations hold for students, yourself and professional colleagues, and how you expect students to communicate (verbally and nonverbally) with each other and with adults. Analyze approaches to multicultural education which seem to fit well with you and location, and how these are evident (or not) in your professional practice.

Due November 21.

2. **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 educator? 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 5 page write-up. **Due November 7.**

3. **Reading Discussion 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 15-20 minutes and there will be a maximum of 4 presentations per week. Each person will be responsible for one presentation (10 points) during the semester. Students may choose to work in pairs (amaximum of two people together) but in that case they will synthesize two articles or chapters. A sign up sheet will be available starting **September 12, 2000.**

4. **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 idata. 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.

5. **DUE DATE** **RESEARCH PAPER SECTION**

September 12. **Question/methodology:** 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.

Sept. 26 **Setting/sample:** In this section you will describe the class population and the specific group with which you will be working during your inquiry project.

Oct. 17 **Theoretical framework:** 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.

Oct. 15. **Methodology and instrument development:** 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. □□

October 31. Working draft: 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.

Nov. 14. Findings: In this section you will report the findings from the analysis of your data. □□

Nov. 21. Conclusions: 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? □□

Dec. 5. 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 10, 2000.** □□

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

DATE □

TOPIC □

REQUIRED READINGS AND ASSIGNMENTS □ □

8/29

Introduction/overview of social cultural context of education and schooling in a multicultural society; what is a context?

Notes on the Context for Learning (Morimoto)

Reader Response Groups □

In-Class: Freire, Letter to North American Teachers ; □ □

9/5

Cultural diversity and educational equity

When is a context? Determining context, social situation, and meaning;

□

Read: McDermott, Social Relations as Contexts for Learning in Schooling & Delpit, The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children (in reader);

9/12 □

Education and Anthropology

□

Read: Spindlers, Chapters 1 & 2;

Geertz, Clifford. Deep Play: Notes on a Balinese Cock Fight (In reader);

DeVillar, Introduction & Ch 1;

Question Due

9/19 □

Culture, Communication and Schooling

Social, cultural, linguistic, and historical context;

Read: Trueba, Culturally-based Analysis of Racist Behavior in Schools: The Cultural Conflict Behind Academic Behavior. (In reader);

Read: Spindler, Beth Anne - A Case Study of Culturally Defined Adjustment and Teacher Perceptions (in Spindler) & McDermott (in Spindler), Achieving School Failure 1972-1997;

DeVillar, Ch. 2 & 3;

****In class: Carrasco, Lupita Tape (In reader);

□ □

9/26

Consideration of "other" students

Setting/Sample due.

DeVillar, Chs. 4, 5, 8

Kissen, The Last Closet, The Real Lives of Lesbian and Gay Teachers (in reader);

Harvard Educational Review; Special Issue: Lesbian, Gay, Bisexual, and Transgender People in Education (Reader);

10/3 □

Theories of school achievement
Principles of Social Structure and Organization;

In Class: Mehan, Structuring School Structure (in reader); Read: Firth, Some Principles of Social Organization & Florio-Ruane, Social Organization of Classes and Schools, (in reader);

Introspection A Due!
Theoretical Framework Due.

10/10□

The “isms.” Examining stereotypes
Social Structure and Organization of Classes & Schools & Expectations

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In Class: Rist, Student Social Class and Teacher Expectations (to be provided by Castaneda);
Read: Carrasco et al. Aspects of Bilingual Students' Communicative Competence in the Classroom: A Case Study (in reader); Spindler, Chapter 6, Why Have Minority Groups in North America Been Disadvantaged by Their Schools?

10/17

Toward affirming diversity
Cultural and Linguistic Competence & Perception;

Read: Spindler, Beth Anne - A Case Study of Culturally Defined Adjustment and Teacher Perceptions (in Spindler) & McDermott (in Spindler), Achieving School Failure. (discussion)
Methodology/Instrumentation Due.

10/24□

Learning from students;
The Home Context; Educational Technology.

Devillar, Chs. 11, 12, 13, 14

Introspection B Due.

10/31

Multicultural Education: Practice through theory
From Home to School; Bilingual Education/Second Language Acquisition; □

Read: Trueba and Delgado-Gaitan, Socialization of Mexican Children for Cooperation and Competition (in reader); DeVillar, Ch. 7 & 10;
Working Draft Due.

11/7□**Multicultural Education & School Reform;**
From Community to School;

Read: Hammond in Spindler, Ch. 11, Teaching and Learning Through Mien Culture: A Case Study in Community-School Relations (in Spindler);

Community Description Due.
Findings/Conclusions due.

□□

11/14

Impact of Context in Curriculum, Instruction & Policy

Read: Giroux, H.A. , Democracy, Border Pedagogy and the Politics of Difference; Hirsch, E.D., Address to California State Board of Education (In reader);
Findings Due.

11/21 □

The Politics of Schooling; □

Read: Wills & Mehan, Recognizing Diversity Within a Common Historical Narrative: The Challenge to Teaching History and Social Studies; Crawford, Hold Your Tongue: Bilingualism and the Politics of English Only; (In reader); (Jigsaw)

Introspection C Due.

Conclusions Due.

□ □

11/28 □

The Politics of Schooling

Research presentations □ Freeman & Freeman, California's Reading Revolution: A Review and Analysis; Language Arts, A Talk with Carole Edelsky About Politics and Literacy; Tepleton, New Trends in an Historical Perspective: The "What" and "Why" of Skills Instruction in Literacy; Shannon, Learning Literacy Lessons (In reader);(Jigsaw)

12/5

Final paper due and present in-class

12/12 □

Recap and closure

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