

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDUC 602 **Schooling in a Multicultural Society**
Summer 2010
CRN: 30025
TR 6:00-10:10 pm
June 1-July 6
UH 444

Professor: John Halcón, PhD
Phone: (760) 750-4278
E-Mail: jhalcon@csusm.edu
Office: University Hall-420
Office Hours: By Appointment Only

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

Course Objectives

The purposes of this course are to:

- enhance and *nuance* students' knowledge about the diversity that is a part of today's schools and communities;
- provide opportunities for reflection and discussion of the complex ways in which cultural and linguistic diversity is a part of educational contexts;
- provide support to students who represent national, state, and regional diversity;

- prepare teachers to provide equitable educational opportunities to all students.

This course is aligned to the following standard for the California Teachers of English Learners (CTEL) Program leading to CLAD certification:

Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement

The program develops a broad and deep understanding of contemporary and historical concepts and issues related to culture and cultural diversity in California and the United States. The course addresses concepts and definitions of culture, including universal features of cultures (e.g., ethnocentrism, acculturation, cultural pluralism, intra-group and intergroup differences, impact of geography on cultural forms and practices). The course explores cross-cultural contact and acculturation and how they are affected by power and status, psychological and social-emotional issues, and by social and economic factors. The program requires candidates to develop an understanding of major demographic trends related to linguistic and cultural diversity, as well as current trends and features of migration and immigration in California and in the United States. You will develop a conceptual understanding and an ability to demonstrate applied knowledge of cultural similarities and differences in communication styles, strategies for fostering positive cross-cultural interactions among culturally diverse students, and challenges involved in cultural contact. The course also requires candidates to analyze how this knowledge can be directly applied to instruction of English Learners in order to support student development and learning.

Standard 10: Culturally Inclusive Instruction

The class provides candidates with conceptual understanding of culturally inclusive instruction and the important role that culture plays in schools and classroom settings. The class addresses in-depth knowledge of English learners' home cultures and cultural background. The course requires candidates to examine their own cultural beliefs, attitudes, and assumptions and how they impact student learning and achievement. The class demonstrates how to apply this knowledge to create culturally inclusive learning environments in the classroom and school (e.g., setting high expectations for all students, and respect for cultural and linguistic diversity). Candidates apply knowledge of English learners' cultural backgrounds and experiences to instructional planning and implementation.

GENERAL CONSIDERATIONS

Authorization to Teach English Learners

The credential program at CSUSM is designed to prepare teachers for the diversity of languages encountered in California public school classrooms. 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 Program Standards, August, 2002).

Professional Disposition & Behavior

The College of Education mission statement and professional standards are the driving force behind all readings and activity related to this class. This course **WILL** address sensitive and controversial topics. We will explore these topics together and strive to expand our perspectives as we consider the diverse lenses through which we view educational issues.

All students are expected to behave professionally at all times. Professional behavior is defined herein as one that *consistently* demonstrates integrity, responsibility, tolerance, and respect for self and others. All students are expected to listen to different opinions, consider and reflect on other points of view, and deal proactively with constructive criticism. Unprofessional behavior is grounds for process and review of the candidate's continued participation in this course and/or program progress.

Outcomes and Standards

This course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.) Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS).

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 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 Dean, COE, or 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 reminded that very effort will be made to accommodate special needs and 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.

Attendance Policy

Due to the dynamic and interactive nature of the course 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*).

FOR THIS CLASS: 1. *If you miss two (2) class sessions or 8 hours total, you cannot receive a passing grade for the class.* 2. *I will consider makeup assignments for absences due to professional obligations, illnesses, emergencies, etc. on a case-by- case basis. Do talk to me at the earliest opportunity if you plan to / need to make up absences.* 3. *Do strive for punctuality, and be mindful of late arrivals and early departures.*

COURSE REQUIREMENTS

Class Structure

This course is a graduate-level seminar. Success in this course is dependent upon your being well prepared for discussion. My role will be to “facilitate” and to intervene or redirect class discussions as necessary, rather than to lecture on a weekly basis. You will work to develop your knowledge base through the readings, discussions, presentations and assignments.

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., Readings Discussion Leaders) and online work. Team leaders will facilitate class discussion each class

meeting based on online postings of week's readings on *Moodle*. Each group will lead class discussions once for two hours.

Technology is integrated into both the instruction and assessment components of this course. You are expected to use *Moodle* and its modules such as coursemail, discussion board, resources, assignments, and occasionally other content modules. All student presentations need to be done in PowerPoint. Technology support is available in the Kellogg Library (ground floor) at the Academic Technology Help Desk @ 750-6505.

Required Text(s):

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

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

**González, N., L. Moll & C. Amanti (2005). Funds of knowledge: Theorizing practices in households, communities, and classrooms. Routledge. New York. ISBN:0-8058-4918-1.

**Reyes, M. & J. Halcón (2001). The best for our children: Critical perspectives on literacy for latino students. Teachers College Press. New York. ISBN: 0-8077-4006-3.

**Spring, Joel (2010). Deculturalization and the struggle for equality: A brief history of dominated cultures in the United States. (6th Ed). McGraw-Hill. Boston. ISBN: 978-0-07-337873-2.

All Rights Reserved

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

GRADING POLICY

Due to the short time we have together this summer, required work must be submitted on time. You will lose one complete grade for late submissions. All work needs to reflect university level composition. 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.

Performance Assessment

***Groupings** -Class will be divided into 5 groups of 3 persons. Each group member will be responsible for all group work delineated below. You will all be graded the same for the quality of the work submitted and discussions lead.

There are 1000 points possible. Your performance in class will be assessed along the following criteria (*denotes a group project):

1. **Attendance (100 points)** -First is the expectation that you will attend all class sessions. If you miss two class sessions, you will be dropped from the class.
2. **Participation in Class Discussions (100 points)**-Second, you are expected to participate actively in class discussions.
3. **Asynchronous Discussions (200 points)**--Students are required to participate in the class Bulletin Board (Moodle). Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, & current events, related to the class. **NO LESS** than ten (10) substantial entries are required for a passing grade.
4. ***Hot Topics (200 points)**-Each group will bring a "hot topic" to class to discuss, argue, debate in class-30-45 minutes each. Prepare a short (4-5 slides) Power Point for each presentation.
5. **Group Presentations (300 points)**-Each group will be responsible for two presentations on class readings. These should lead class discussion for an hour and half and be prepared to respond to clarifying and/or challenging questions.
6. **Final Exam (200 points)**-There will be a written final essay exam.

Schedule of Classes

T/R: 6:00 pm-10:15 pm

| | | |
|------------------|---------------|---------------------------------|
| Meeting 1 | June 1 | Introductions/Discussion |
|------------------|---------------|---------------------------------|

| | | | |
|------------------|---------------|--------------------|----------------------------------|
| Meeting 2 | June 3 | Joel Spring | The Struggle for Equality |
|------------------|---------------|--------------------|----------------------------------|

For Meeting 2, Read:

1. Spring: Chapter 1: "*Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans.*" Pp. 2-18.
2. Spring: Chapter 2: "*Native Americans: Deculturalization, Schooling and Globalization.*" Pp. 20-37.

3. Spring: Chapter 3: "*African Americans: Deculturalization, Transformation and Segregation.*" Pp. 41-65.
4. Spring: Chapter 4: "*Asian Americans: Exclusion and Segregation.*" Pp. 68-81.
5. Spring: Chapter 5: "*Hispanic/Latino Americans: Exclusion and Segregation.*" Pp. 84-108.
6. Spring: Chapter 6: "*The Great Civil Rights Movement and the New Culture Wars.*" Pp. 111-136.
7. Spring: Chapter 7: "*Twenty-First Century: Post Racial Society?*" Pp. 141-158.

| | | | |
|------------------|---------------|--------------------|--|
| Meeting 3 | June 8 | Gary Howard | We Can't Teach What We Don't Know |
|------------------|---------------|--------------------|--|

For Meeting 3, Read:

1. Howard: Chapter 1: "*Introduction.*" Pp. 1-9.
2. Howard: Chapter 2: "*White Man Dancing: A Story of Personal Transformation.*" Pp. 10-23.
3. Howard: Chapter 3: "*Decoding the Dominance Paradigm.*" Pp. 49-64
4. Howard: Chapter 4: "*White Educators and the River of Change.*" Pp. 65-82.

| | | | |
|------------------|----------------|--------------------|--|
| Meeting 4 | June 10 | Gary Howard | We Can't Teach What We Don't Know |
|------------------|----------------|--------------------|--|

For Meeting 4, Read:

1. Howard: Chapter 5: "*Mapping the Journey of White Identity Development.*" Pp. 83-96.
2. Howard: Chapter 6: "*Ways of Being White: A Practitioner's Approach to Multicultural Growth.*" Pp. 97-108.
3. Howard: Chapter 7: "*Our Unfinished Work: White Educators and La Tierra Transformativa.*" pp. 113-122.

| | | |
|------------------|----------------|--|
| Meeting 5 | June 15 | Reyes and Halcón, <i>The Best for Our Children: Critical Perspectives on Literacy for Latino Students</i> |
|------------------|----------------|--|

For Meeting 5, Read:

1. Introduction. María de la Luz Reyes & John J. Halcón, Pp. 1-12.
2. Chapter 1: Luis Moll: "*The Diversity of Schooling: A Cultural-Historical Approach.*" Pp. 13-28.
3. Chapter 2: Esteban Díaz & Bárbara Flores: "*Teacher as Sociocultural, Sociohistorical Mediator: Teaching to the Potential.*" Pp. 29-47.
4. Chapter 3: Lilia I. Bartolomé & María V. Balderama: "*The Need for Educators with Political and Ideological Clarity: Providing Our Children with 'the Best'.*" Pp. 48-64.
5. Chapter 4: John J. Halcón, "*Mainstream Ideology and Literacy Instruction for Spanish-Speaking Children.*" Pp. 65-80.
6. Chapter 5: María Echiburru Berzins & Alice E. López, "*Starting Off Right: Planting the Seeds for Biliteracy.*" Pp. 81-95.
7. Chapter 6: María de la Luz Reyes, "*Unleashing Possibilities: Biliteracy in the Primary Grades.*" Pp. 96-121.
8. Chapter 7: Kris Gutiérrez, et. al. , "*Literacy as Hybridity: Moving Beyond Bilingualism in Urban Classrooms.*" Pp. 122-141.

| | | |
|------------------|----------------|--|
| Meeting 6 | June 17 | Reyes and Halcón, <i>The Best for Our Children: Critical Perspectives on Literacy for Latino Students</i> |
|------------------|----------------|--|

For Meeting 6, Read:

1. Chapter 8: Eloise Andrade Laliberty, "Hooked on Writing: Linking Literacy to Students' Lived Experiences." Pp. 142-152.
2. Chapter 9: Robert T. Jiménez, "Strategic Reading for Language-Related Disabilities: the Case of a Bilingual Latina Student." Pp. 153-167.
3. Chapter 10: Carmen I. Mercado, "Reflections on the Power of Spanish: Confessions from the Field." Pp. 168-183.
4. Chapter 11: Roberta Maldonado, "Reading Adolescents/ Adolescents Reading: Toward Critically Literate Latino Youth." Pp. 184-197.
5. Chapter 12: Bobbi Ciriza Houtchens: "Literacy Development of Latino Students: Using Our Present Realities to Shaper Our Futures." Pp. 198-212.
6. Chapter 13: María E. Fránquiz, "It's About YOUth!: Chicano High School Students Revisioning Their Academic Identity." P. 213-228.
7. Chapter 14: Alma Flor Ada & Rosa Zubizarreta, "Parent Narratives: The Cultural Bridge Between Latino Parents and Their Children." Pp. 229-244.
8. Afterword: María de la Luz Reyes, "Re/constructing a New Reality." Pp. 245-248.

| | | | |
|------------------|----------------|--------------------|---------------------------------------|
| Meeting 7 | June 22 | Lisa Delpit | <i>Other People's Children</i> |
|------------------|----------------|--------------------|---------------------------------------|

For Meeting 7, Read:

1. Chapter 1. "Skills and Other Dilemmas of a Progressive Black Educator." Pp. 1-
2. Chapter 2. "The Silenced Dialogue." Pp. 21-47.
3. Chapter 3: "Language Diversity and Learning." Pp. 48-76.
4. Chapter 4: "The Vilis Tokples Schools of Papua New Guinea." Pp. 77-90

5. Chapter 5: "Hello, Grandfather." Pp. 91-104.
6. Chapter 6: "Teachers' Voices." Pp. 105-134.
7. Chapter 7: "Cross-cultural Confusions in Teacher Assessment." Pp. 135-151.
8. Chapter 8: "The Politics of Teaching Literate Discourse." Pp. 152-166.
9. Chapter 9: "Education in a Multicultural Society." Pp. 167-184.

| | | | |
|------------------|----------------|------------------------------------|--|
| Meeting 8 | June 24 | González, Moll & Amanti | <i>Funds of Knowledge: Theorizing Practices in Households, Communities & Classrooms</i> |
|------------------|----------------|------------------------------------|--|

For Meeting 9, Read:

1. Chapter 1. González, Moll & Amanti. "Introducion: Theorizing Practices: pp. 1-28.
2. Chapter 2. Norma González. "Beyond Culture: The Hybridity of Funds of Knowledge." pp. 29-47.

June 1 **Introductions**

6:00-7:30 Introductions
 7:30-7:45 Break
 7:45-8:00 ***Hot Topics-me***
 8:00-9:00 Mission Statement & Syllabus
 9:00-9:15 Break
 9:15-10:15 Discussion

June 3 **The Struggle for Equality**

6:00-6:30 Introduction to the Topic
 6:30-7:30 ***Hot Topics-me***

http://www.pbs.org/wgbh/pages/frontline/collegeinc/view/?utm_campaign=viewpage&utm_medium=grid&utm_source=grid

7:30-7:45 Break
 7:45-9:00 *Struggle for Equality* Presentation-Group # 1
 9:00-9:15 Break
 9:15-10:15 Discussion

June 8 **We Can't Teach What We Don't Know (Part I)**

6:00-6:30 Introduction to the Topic
 6:30-7:30 ***Hot Topics***-Group #1
 7:30-7:45 Break
 7:45-9:00 *We Can't Teach What We Don't Know*- Presentation-Group # 2
 9:00-9:15 Break
 9:15-10:15 Discussion

June 10 **We Can't Teach What We Don't Know (Part II)**

6:00-6:30 Introduction to the Topic
 6:30-7:30 ***Hot Topics***-Group #2
 7:30-7:45 Break
 7:45-9:00 *We Can't Teach What We Don't Know*- Presentation-Group # 4
 9:00-9:15 Break
 9:15-10:15 Discussion

June 15 The Best For Our Children (Part I)

6:00-6:30 Introduction to the Topic
 6:30-7:30 ***Hot Topics***-Group #4
 7:30-7:45 Break
 7:45-9:00 *The Best For Our Children*- Presentation-Group # 3
 9:00-9:15 Break
 9:15-10:15 Discussion

June 17 The Best For Our Children (Part II)

6:00-6:30 Introduction to the Topic
 6:30-7:30 ***Hot Topics***-Group #3
 7:30-7:45 Break
 7:45-9:00 *The Best For Our Children*- Presentation-Group # 1
 9:00-9:15 Break
 9:15-10:15 Discussion

June 22 Other People's Children (Part I)

6:00-6:30 Introduction to the Topic
 6:30-7:30 ***Hot Topics***-Group #1
 7:30-7:45 Break
 7:45-9:00 *Other People's Children*- Presentation-Group # 2
 9:00-9:15 Break
 9:15-10:15 Discussion

June 24 Other People's Children (Part II)

6:00-6:30 Introduction to the Topic
 6:30-7:30 ***Hot Topics***-Group #2
 7:30-7:45 Break
 7:45-9:00 *Other People's Children*- Presentation-Group # 4
 9:00-9:15 Break
 9:15-10:15 Discussion

June 29 Funds of Knowledge

6:00-6:30 Introduction to the Topic

6:30-7:30 **Hot Topics**-Group #4
 7:30-7:45 Break
 7:45-9:00 **Funds of Knowledge**-Presentation-Group # 3
 9:00-9:15 Break
 9:15-10:15 Discussion

July 1 Funds of Knowledge (Part II) (On-Line)

- 1. Last Half of Book Discussion-All Respond On-line**
- 2. Complete Asynchronous Discussions**

July 3 Schooling in a Multicultural Society (On-Line)

Work on One Week Lesson Plan

July 6 Schooling in a Multicultural Society (On-Line)

Work on One Week Lesson Plan

Sources:

<http://www.insidehighered.com/news/2010/05/25/qt#228343>