

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

EDUC 602 Schooling in a Multicultural Society Spring 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.

COURSE REQUIREMENTS

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.

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

Howard, G. (1999). *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*. New York, NY: Teachers College Press. ISBN 0-8077-3801-8

Nieto, S. (2003). *What Keeps Teachers Going?* New York, NY: Teachers College Press. ISBN 0-8077-4311-9

Pang, V. (2001). *Multicultural Education: A Caring-Centered, Reflective Approach* New York, NY: McGraw-Hill Higher Education. ISBN 0-07-236953-1

Wink, J. (2000). *Critical Pedagogy: Notes From the Real World*. New York, NY: Addison-Wesley Longman. ISBN 0-8013-3257-5

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:

93 – 100	A;	83 – 87	B;
90 – 92	A-;	80 – 82	B-
88 - 89	B+;	79-below	Failing

DESCRIPTION OF ASSIGNMENTS

- 1. Attendance and Class Participation **10 points****
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.
- 2. Discussion Leader **20 points****
Individually or in pairs, students will lead a class discussion on assigned readings, choosing the aspects they wish to highlight in the readings for the discussion. ***Each student or pair of students will turn in written questions they will use to lead their discussion.*** Students may be asked to be discussion leaders multiple times during the semester (approximately 30 minutes).
DUE: Throughout the semester
- 3. “Hot Topics” in Education **20 points****
Each student will have the opportunity to present a “hot topic” in education of his/her choosing to the class. Each student will present their topic and then guide a short discussion with the class (approximately 15 minutes).
DUE: Throughout the semester
- 4. Multicultural Resources / Annotated Bibliographies **30 points****
Students will work individually or in pairs to collect multicultural resources related to your area of emphasis. The multicultural resources you collect 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 student or pair will prepare a 20-30 minute presentation and discussion for the class based on the selected resources.

5. **Critical Pedagogy/Social Justice Action Plan** **20 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. The first will be a 2-3 page action plan **proposal** based on our discussions of critical pedagogy. Your final product will consist of a 2-3 page **final paper** discussing this action plan. Our final session will consist of a presentation of these action plans.

WEEKLY READINGS / TOPICS

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

Jan. 18	Multicultural Education: Issues and Concepts
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Introductions / Syllabus Overview/Community Building/Key Concepts Reviewed and Explored
Please download the syllabus from the COE Website

Jan 25	White Teachers, Multiracial Schools
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Due Howard: Chapters 1-3

Feb 1	White Teachers, Multiracial Schools
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White Privilege
Expressing and Respecting Multiple Perspectives

Due Howard: Chapters 4-7

Feb 8	White Teachers, Multiracial Schools
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Personal Approaches to Teaching
Teaching students from Diverse Backgrounds

Due Wink: Chapters 1-3

Hot Topics Presentations

Feb 15	Critical Pedagogy
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Critical Pedagogy – What is it?

Due Wink: Chapters 4-5

Hot Topics Presentations

Feb 22	Critical Pedagogy
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Critical Pedagogy – Putting Theory into Action

Due Pang: Chapters 1-4

Hot Topics Presentations

March 1 Teaching for Social Justice

Teaching as a Political Act
Color Blindness

Due Pang: Chapters 5-8

Hot Topics Presentations

March 8 Teaching for Social Justice

How to Teach for Social Justice

Due Pang: Chapters 9-11

Hot Topics Presentations

March 15 Teaching for Social Justice

Multiple Perspectives of Multicultural Education
Due: Nieto: Chapters 1-3

Critical Pedagogy/ Social Justice Action Plan Proposal Due

March 22 Educational Equity

Creating Equitable Classroom Environments
Effective Teacher Practices

Due: Nieto: Chapters 4-6

Hot Topics Presentations

March 28-April 1 Spring Break

April 5 Educational Equity

Exploring Who We Are As Teachers

Due: Nieto: Chapters 7-9

Hot Topics Presentations

April 12 No Class Session

Prepare for Multicultural Resources/Annotated Bibliographies Presentations and Final Action Plan

April 19 Research Week

Multicultural Resources/Annotated Bibliographies Presentations

April 26 Multicultural Education in Practice

Critical Pedagogy/Social Justice Action Plan Presentations

May 3 Multicultural Education in Practice

Critical Pedagogy/Social Justice Action Plan Presentations

Class Closing