

**UNIVERSITY OF CALIFORNIA, IRVINE
SCHOOL OF EDUCATION**

CHICANO/LATINO STUDIES 183/EDUCATION 124: MULTICULTURAL EDUCATION
WINTER QUARTER, 2019
UNITS: 4

Instructor: Diane Nevárez, Ph.D.
Email: nevared1@uci.edu
Office hours: Thursday, 2:00–2:30PM, EDUC 3300
Course Website: <https://ucirvine.instructure.com/courses/13293>
Meeting Time: 12:30-1:50PM, MPAA 320-330

Teacher's Assistant: Kristel C. Dupaya
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Catalogue Description:

Provides a theoretical and empirical overview of educational issues affecting low-income immigrant and U.S. born minority student populations in an increasingly diverse and changing society.

Course Purpose:

The purpose of this course is to engage you in reflecting on, analyzing, writing about, and dialoguing around issues of race, class, gender, sexuality, size and ability in education (and the intersections thereof). We will learn about “multicultural education” and challenge ourselves to go beyond nice discussions about celebrating diversity by reflecting on the roots of educational inequality and our role(s) in pushing for “culturally sustaining” education.

About the Course:

- You are likely to experience discomfort given that the issues presented are often controversial and even personal. It is not easy to take something you love, accept as truth, or just feel you understand, and hold it up for criticism and analysis. For many of us, these issues are a very salient part of our everyday existence. For others, it will take work (and humility) to begin to understand inequality and its effects on minoritized students. In order to envision and to work towards equality in education we must begin with the courage to confront such issues. Know that if you are open to it, and if you are willing to challenge yourself, you will also find new perspective, insight, and awareness.
- This is not a how-to course. Sociocultural theory, as well as critical pedagogy (which we will discuss) tell us that we need to know our students and the contexts we are teaching in, in order to best serve these students. In other words, the aim of this course is to provide you with a theoretical foundation and with conceptual tools to guide equity-minded teaching but only **you** will know your students and how you can best create lessons that validate and celebrate student background and background knowledge (what they bring to the class) to facilitate learning and achievement.

Course Objectives:

At the end of this course, students will have gained the following:

- An understanding of the connection between past historical injustice(s) and current educational inequities.
- Knowledge of various theories, frameworks, and perspectives that guide equity-minded teaching for diverse student populations.
- Guidance in understanding and analyzing foundational as well as newly emerging theoretical and empirical studies centering diverse student populations.
- A developing awareness of one's role in (1) disrupting oppressive schooling practices and environments and, (2) working to transform inequity and serve as an advocate for students.
- A developing knowledge of key terms and concepts in the study of equity, diversity, and education.

Required Materials:

- Course readings (academic journal articles will be available on EEE for download). Please bring readings to class for our discussions.

Course Expectations:

- Attend all class meetings and arrive on time.
- **Late assignments:** You have up to a week after original due date to submit the assignment. You will receive a 10% automatic deduction for each day your assignment is late.
- Please refrain from using electronic devices during class. Texting, engagement in social media, and computer/phone usage that is unrelated to class activities will be noted and will adversely affect your participation grade. It's also really distracting and disrespectful to professors/speakers/peers.

Course Requirements:

Attendance and Participation (10%)
 (8) Critical Responses (40%)
 Midterm Exam (20%)
 Final: Letter (30%)

Grading Criteria:

A+ ≥ 98 > A ≥ 93.50 > A- ≥ 90.00, B+ ≥ 86.50 > B ≥ 83.50 > B- ≥ 80.00, C+ ≥ 76.50 > C ≥ 73.50 > C- ≥ 70.00, D+ ≥ 66.50 > D ≥ 63.50 > D- ≥ 60.00 > F

Course Assignments:❖ **Attendance and Participation (10%)**

You must be present, awake, and actively involved in the class to earn full participation points. Included in participation points is your vocal participation during class discussions as well as your participation in in-class activities (e.g., written work and group work). Participation points may also be affected by random mini-quizzes and assignments which help determine whether or not you are completing the readings and engaging in class. Note that I will not take attendance though I encourage you to attend class as I will NOT post lecture slides and will not allow lectures to be recorded.

❖ **Critical Response to the Readings (40%) 8 total**

Every Thursday (Week 2-9 except week of midterms) you will submit a “critical response” to the week’s readings (via EEE Canvas). For full credit, please refer to the rubric below. Remember to use correct APA format for citations. For example:

- When you include direct quotes, make sure to cite them using APA format. For example:
Yosso and Solorzano (2006) challenge the narrative of “resilience” when stating that “Chicana/o students and families should not have to compensate for the failure of the United States to educate all of its students equally” (p. 2).
- When making reference to the author’s ideas or are paraphrasing just include the name and year:
According to Freire (1970), praxis is the idea that thoughtful reflection precedes action, but that both are required in order to bring about liberatory education. Indeed, theory is just as valuable as practice (Freire, 1970).

	Accomplished 4	Developing 3	Beginning 2	Total Points
Identifies key arguments or ideas (5-7 sentences)	Accurately and thoughtfully identifies both articles’ key arguments and ideas. Writes clearly and uses specific examples. Concludes by answering any of the following: *How do the readings relate to one another? *What do you think about the ideas presented in the readings? *How does this relate to your life and/or schooling experiences? *What questions do you have?	Identifies both of the article’s key arguments or ideas. Writing is mostly clear with some specific examples. Answers at least one of the questions in the first category.	Attempts to identify both articles’ key arguments and ideas. Attempts to answer at least one of the questions listed in the first category. Writing is a bit unclear.	
APA Format	1 point for correct APA citations			
Final score				/5

❖ **Midterm Exam (20%)**

The midterm exam is comprised of multiple choice, fill-in, and short-response questions. Questions are based on lectures and readings from Week 1-4. **Exam will likely be administered via EEE Canvas.**

❖ **Final Paper: Letter to the Principal (30%)**

As educators, community members, and/or parents we all play a role in disrupting problematic school practices. In this final assignment you will identify one problematic practice in education and, (1) describe the problem (historical context), (2) explain why it is harmful to students, and (3) offer solutions. The assignment will be written in the form of a letter to a school principal or school board. You must use at least 3 reputable sources, such as, academic articles, books, news articles, and/or data, to support your argument. I provide a few examples of topics you may choose (see below) but you may choose any topic that interests you. **If you have questions about your topic you can email me or we can discuss.** Also, please refer to the rubric to earn full points for the assignment.

Letter Format

Top, right: First and Last name

First line: Dear Principal or Dear School Board

Body: Single-spaced

Font: 12 point

Margins: 1” all sides

Problematic practices (that perpetuate inequality) in education:

- Thanksgiving celebrations where children dress up as pilgrims and Native Americans (grades pre-kinder—1st)
- School tracking: Tracking students into general/remedial and honors/AP courses (grades K-12)
- Tracking/pushing students of color into vocational education (versus college-track).
- Overrepresentation of students of color in special education
- Under representation of students of color in gifted, honors, and AP classes
- Lack of school counselors (especially in school districts serving low-income, students of color)
- Lack of mental health professionals (especially in school districts serving low-income, students of color)
- Underrepresentation of teachers of color, teachers with disabilities, and teachers who identify as LGBTQ+
- White-centered, male-centered, hetero-centric curriculum
- Police or Military presence on campus (especially in school districts serving low-income, students of color)
- Limited or surface-level inclusions of diversity such as multicultural potlucks
- Absence of bilingual education (and/or absence of qualified bilingual educators)
- Absence of support or resources for students who are undocumented
- Punitive disciplinary practices (especially against low-income, students of color)
- Heteronormative schooling practices (e.g., school dances, sports, bathrooms...)

Rubric for Final Assignment: Letter to the Principal

	Beginning 4	Developing 6	Accomplished 8	Score
Part 1: What is the problem? What is the historical context?	<ul style="list-style-type: none"> • Attempts to identify a problematic practice in education. • Provides historical background. • References reputable sources, such as course readings. 	<ul style="list-style-type: none"> • Mostly identifies a problematic practice in education. • Provides historical background. • References reputable sources, such as course readings. 	<ul style="list-style-type: none"> • Accurately identifies a problematic practice in education. • Provides historical background. • References reputable sources, such as course readings. 	/8
Part 2: How does the problem harm/negatively affect students?	<ul style="list-style-type: none"> • Provides a somewhat thoughtful explanation of the ways the practice is problematic and harmful to students. • Attempts to answer questions such as: How does the practice reinforce inequalities in education? How does the practice 	<ul style="list-style-type: none"> • Provides a largely thoughtful explanation of the ways the practice is problematic and harmful to students. • Seems to answer questions such as: How does the practice reinforce inequalities in education? How does the practice 	<ul style="list-style-type: none"> • Thoughtfully explains why and how the problematic practices is harmful to students. • Answers questions such as: How does the practice reinforce inequalities in education? How does the practice perpetuate institutional oppression? 	/8

	<ul style="list-style-type: none"> perpetuate institutional oppression? Uses outside research and/or references to support the argument. Provides some examples. 	<ul style="list-style-type: none"> perpetuate institutional oppression? Uses outside research and/or references to support the argument. Mostly provides clear examples. 	<ul style="list-style-type: none"> Uses outside research and/or references to support the argument. Provides clear examples. 	
Part 3: What are the solutions? What can we do to end or change this practice?	<ul style="list-style-type: none"> Provides somewhat thoughtful, and relevant solutions. Supports ideas with outside research, data, or relevant experiential knowledge. Identifies at least one relevant resource for school principal or board member (such as, books, websites, news articles, films...). 	<ul style="list-style-type: none"> Provides mostly thoughtful, relevant solutions. Supports ideas with outside research, data, or relevant experiential knowledge. Identifies a couple of relevant resources for school principal or board member (such as, books, websites, news articles, films...). 	<ul style="list-style-type: none"> Provides thoughtful, relevant solutions. Supports ideas with outside research, data, or relevant experiential knowledge. Identifies several, specific resources for school principal or board member (such as, books, websites, news articles, films...). 	/8
	Beginning 1	Developing 2	Accomplished 3	Score
APA Format	<ul style="list-style-type: none"> Some sources are accurately cited (APA format) and listed on the references page using APA style. Does not cite and reference at least 3 outside sources. 	<ul style="list-style-type: none"> Most sources are accurately cited (APA format) and listed on the references page using APA style. Student cites (and includes in references) 3 outside sources. 	<ul style="list-style-type: none"> All sources are accurately cited (APA format) and listed on the references page using APA style. Student cites (and includes in references) 3 outside sources. 	/3
Grammar and Writing	<ul style="list-style-type: none"> The letter is somewhat free of grammatical and spelling errors. The writing is somewhat clear and organized with attention to word-choice and overall flow and cohesion. 	<ul style="list-style-type: none"> The letter is mostly free of grammatical and spelling errors. The writing is mostly clear and organized with attention to word-choice and overall flow and cohesion. 	<ul style="list-style-type: none"> The letter is free of grammatical and spelling errors. The writing is clear and organized with attention to word-choice and overall flow and cohesion. 	/3
Final score				/30

Sexual Violence Prevention & Response:

The University of California, Irvine is committed to creating and maintaining an environment in which all persons who live, work, and learn in our campus community can be free of all forms of sexual assault, sexual misconduct, domestic violence, dating violence, stalking, and retaliation. Every member of the University community should be aware that sex offenses are prohibited by law as well as our University policy and will not be tolerated. See UCI's Sexual Violence & Prevention Response homepage for support options <http://soinfo.uci.edu/gethelpnow.html>

Names and Pronouns: Please let me know if you go by a different name or gender pronoun than the one under which you are officially enrolled. Students are expected to refer to each other by preferred names and pronouns during class discussions.

Accommodations:

If you qualify for accommodations because of a disability, please contact me as soon as possible via email or in person so your needs can be met accordingly. Disability Services determines accommodations based on documented disabilities. Information can be found at: <http://disability.uci.edu/>

Policy on Children in Class (adapted from Dr. Cheyney, Oregon State):

- All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are

welcome in class.

- For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents and older siblings in the position of having to choose between missing class to stay home with a child and leaving them with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Note that many of you are paving the way for younger siblings/students in your communities. As such, if you would like to bring these young people into the classroom to familiarize them with the college-setting please know that they are welcome to join us. I appreciate if you let me know in advance. Thank you!

Academic Honesty:

Evidence of any violations of the tenets of Academic Integrity (cheating and intentional plagiarism, for example), will lead to sanctions and handled according to the UCI Academic Senate Policies on Academic Honesty.

CHICANO/LATINO STUDIES 183/EDUCATION 124: MULTICULTURAL EDUCATION			
CLASS CALENDAR (NOTE: SUBJECT TO CHANGE)			
Week	Date	Topic	Readings/Assignments Due
Week 1	Tues 1/8	Introduction: Course Overview	
	Thurs 1/10	Introduction continued: Multiculturalism, culture, diversity	<input type="checkbox"/> Student Questionnaire (to be submitted online)
Week 2	Tues 1/15	Diversity and Inclusion	<input type="checkbox"/> Kohli, R., & Solórzano, D. G. (2012). Teachers, please learn our names!: Racial microaggressions and the K-12 classroom. <i>Race Ethnicity and Education</i> , 15(4), 441-462.
	Thurs 1/17	Diversity and Inclusion: Structural Inequality	<input type="checkbox"/> Kohli, R., Pizarro, M., & Nevárez, A. (2017). The “new racism” of K–12 schools: Centering critical research on racism. <i>Review of Research in Education</i> , 41(1), 182-202. <input type="checkbox"/> Critical Response (post by 12:00pm)
Week 3	Tues 1/22	Stereotypes	<input type="checkbox"/> Chang, B., & Au, W. (2007). You’re Asian, how could you fail math. <i>Unmasking the myth of the model minority. Rethinking Schools</i> , 22(2), 15-18.
	Thurs 1/24	Stereotypes and Discipline	<input type="checkbox"/> Carter, P. L., Skiba, R., Arredondo, M. I., & Pollock, M. (2017). You can’t fix what you don’t look at: Acknowledging race in addressing racial discipline disparities. <i>Urban education</i> , 52(2), 207-235. <input type="checkbox"/> Critical Response (post by 12:00pm)
Week 4	Tues 1/29	School Tracking	
	Thurs 1/31	Black Student Experiences ~ Black Heritage Month	<input type="checkbox"/> Dumas, M. J. (2014). ‘Losing an arm’: schooling as a site of black suffering. <i>Race Ethnicity and Education</i> , 17(1), 1-29. <input type="checkbox"/> Critical Response (post by 12:00pm)
Week 5	Tues 2/5	Midterm Review and/or Catch-up day	
	Thurs 2/7		<input type="checkbox"/> Midterm Exam on readings and key terms
Week 6	Tues	Beyond Multiculturalism:	

	2/12	Asset-Based Pedagogies	
	Thurs 2/14	Beyond Multiculturalism: Culturally Relevant Pedagogy	<input type="checkbox"/> Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. <i>Theory into practice</i> , 34(3), 159-165 <input type="checkbox"/> Critical Response (post by 12:00pm)
Week 7	Tues 2/19	Beyond Multiculturalism: Theories & Pedagogies – Ethnic Studies	
	Thurs 2/21	Beyond Multiculturalism: Culturally Sustaining Pedagogy	<input type="checkbox"/> Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. <i>Educational Researcher</i> , 41(3), 93-97. <input type="checkbox"/> Critical Response (post by 12:00pm)
Week 8	Tues 2/26	Self-Care Day	
	Thurs 2/28	Serving distinct populations: LGBTQ+	<input type="checkbox"/> Bryan, J. (2012). <i>From the dress-up corner to the senior prom: Navigating gender and sexuality diversity in preK-12 schools</i> . R&L Education. Chapter 2, 3 (pp.39-76). <input type="checkbox"/> Critical Response (post by 12:00pm)
Week 9	Tues 3/5	Serving distinct populations: Bilingual/Multilingual Students	<input type="checkbox"/> Orellana, M. F., Dorner, L., & Pulido, L. (2003). Accessing assets: Immigrant youth's work as family translators or paraphrasers. <i>Social problems</i> , 50(4), 505-524.
	Thurs 3/7	Serving distinct populations: Undocumented Students	<input type="checkbox"/> Jefferies, J., & Dabach, D. B. (2015). Breaking the silence: Facing undocumented issues in teacher practice. <i>Association of Mexican American Educators Journal</i> , 8(1). <input type="checkbox"/> Critical Response (post by 12:00pm)
Week 10	Tues 3/12	Serving distinct populations: Size and Ability	<input type="checkbox"/> Storey, K. (2007). Combating ableism in schools. <i>Preventing School Failure: Alternative Education for Children and Youth</i> , 52(1), 56-58.
	Thurs 3/14	Closing	<input type="checkbox"/> hooks, b. (1994). "Teaching in a Multicultural World" <i>from to transgress: Education as the practice of freedom</i> . Chapter 3 (pp.35-44) <input type="checkbox"/> Critical Response (post by 12:00pm)
Fi na ls	3/16-3/22	Finals Week	<input type="checkbox"/> Final due by 3/19 midnight