

Syllabus
EDUC 124: Multicultural Education in K-12 Education
University of California, Irvine
Fall Quarter, 2018

Instructor

Professor: Shane Goodridge
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Office hours: By Appointment
Location: 3217

COURSE WEBSITE

We will be using EEE for most course related needs.

COURSE INFORMATION

Class meeting time: **SEC A:** Tue/Thurs: 12:30-1:50
 SEC B: Tues/Thurs: 3:30 – 4:50

Location: MPAA 320/330

REQUIRED COURSE TEXT AND MATERIALS

There is no text for this course; required readings will be posted to the course website.

COURSE DESCRIPTION.

The purpose of this course is to address how demographic, economic, historical, political, and social forces affects diverse populations and how these variables work to impact education. It is important to remember that multicultural education has not evolved in a vacuum; rather, it has emerged in reaction to intergenerational societal shifts. These shifts have worked to become part of the normative terrain of our evolving society and have found expression in public education. A significant component of time will be dedicated to examining the trajectory of American society. Particular emphasis will be placed on understanding the educational plight of African Americans, and Chicano/Latinos in American public k-12 schools. The experiences of these groups and their attempts to gain social mobility will be critically assessed. The aim is to examine how structures of domination and subordination are reproduced and resisted through the workings of distinct populations. We will use an historical theoretical lens to lend coherence to our exploration of multicultural education.

In this class, you will:

1. Analyze contemporary theories of divergence.
2. Analyze and discuss how the theory we explore is made manifest in the media and current political/ideological events.
3. Historicize the policy process that has resulted in the current climate of oppression/resistance in American public education

Readings must be absorbed and assessed prior to class. I do NOT lecture directly from the readings. You are responsible for the content of the lectures as well as the course readings.

Attendance Policy:

You are allowed **2** absences to cover possible emergencies or illness. Absences beyond two will lower your grade by **1% point per absence**. Any health related absences require documentation from your healthcare provider. Excessive absences are grounds for failure.

*****Please note*** you must attend and take all tests in the section that you are registered in. If you attend and sign in during a section other than yours, you will be marked absent.**

Late Assignments:

Late submissions will be penalized **5 points per day**. I consider extensions due to legitimate challenges; however, please communicate issues well in advance of due dates.

There are NO extra credit assignments for this course.

Evaluation and Grading:

Media Analysis 1:	5 %	(October 11 th)
Media Analysis 2:	5 %	(November 1)
Test: 1	25%	(October 18 th)
Test 2	25%	(November 13 th)
Test 3	25%	(December 4 th)
Attendance:	15%	

Consistent with UCI policy, letter grades in this class have the following meaning:

A+ (96.5); A (93.5); A- (90); B+(86.5); B (83.5); B-(80); C+(76.5); C (73.5); C- (70); D+ (66.5); D (63.5); D- (60); F

Course Requirements:

Media Analysis (2 X 5%)

On two occasions, you will select a story from a news outlet of your choice – for example, CNN, Huffington Post, Buzz Feed, etc. – you will read the piece and write a one page, double-spaced, critique of the contents of the story and the implications it might carry for multicultural education. You will upload the story along with your analysis to your drop box. The story may be concerned with policy, politics, pedagogy, culture etc. It does NOT have to be explicitly concerned with education. Most variables that affect education begin as broad societal issues and make their way into the classroom.

Tests:

You will write three tests: in class & *non-cumulative*, each worth 25% of your final grade. All 3 assessments will consist of the following

1. Multiple Choice questions
2. Short Answer

Questions will be drawn from **lectures, readings & video clips**. Again, I do NOT lecture exclusively from the readings. The readings and lectures *will* overlap thematically, and will work to catalyze class discussions. With this in mind, please be aware that you are responsible for reading and absorbing all course material.

Active Participation

Students are expected to attend regularly & read ALL required readings, prepare for class sessions and participate actively in class discussions and activities.

Students with Disabilities

If there are students with disabilities in need of reasonable modifications, special assistance or accommodations in this course, please arrange a time to meet with me in the first week of April.

Academic Dishonesty

Students who engage in dishonest behavior will face significant consequences, including the possibility of campus-wide sanctions. Students have responsibility to: (1) refrain from cheating and plagiarism; (2) refuse to aid or abet any form of academic dishonesty; and (3) notify professors and/or appropriate administrative officials about observed incidents of academic misconduct. The anonymity of a student reporting an incident of academic dishonesty will be protected.

Copying text from Internet sources without properly quoting and citing the source IS academic dishonesty. If you are unsure how to use/cite a source, both your TA and professor are glad to help you during regular office hours.

For further information, please consult the UCI Academic Senate Policies on Academic Honesty in the UCI General Catalogue: <http://catalogue.uci.edu/appendix/#academichonestytext>

Dropping the course

According to UCI Department of Education policy, no drops are allowed after the second week of instruction.

Tentative Course Schedule

Required readings are due before class. You will be expected to come to class prepared to share your thoughts. *This calendar is subject to change and there will likely be more readings added.*

WK:	Date	Theme/Topic	Reading/Assignments
1	Thursday Sept. 27	Welcome!	Read over the <i>Syllabus</i> : formulate any questions etc.
2	Tuesday Oct. 2	What are we doing here?	Alvarez, 2017. <i>Conversing over the dynamics of Multiculturalism</i> Volokh, 2017. <i>The American Tradition of Multiculturalism</i>
	Thursday Oct. 4	What we talk about when we talk about Multiculturalism	What Multiculturalism Can do for Everyone - Chris Jackson Banks, <i>MC Education: Historical Development</i>
3	Tuesday Oct. 9	Application of MC Education	Sleeter, 2015. <i>Multicultural Education vs Factory Model Education</i>
	Thursday Oct. 11	MC Education VS. Traditional Ed.	Ledesma & Calderon, 2015. <i>Critical Race Theory in Education: A Review of Past Literature & a Look to the Future.</i> <u>Media Analysis 1 – Due to Drop box</u>
4	Tuesday Oct. 16	Quiz prep ☺	<i>Class Discussion – small group roundtables</i>
	Thursday Oct. 18	<u>QUIZ 1</u>	<u>***QUIZ 1***</u>
5	Tuesday Oct. 23	A Pedagogy of Healing	Saathoff, 2017. <i>Healing Systemic Fragmentation in Education Through MC Education</i>
	Thursday Oct. 25	Integrating MC	Childs, 2017. <i>Integrating Multiculturalism in education for the 2020 classroom: moving beyond the “melting pot”</i>
6	Tuesday Oct. 30	CRT as pedagogical lens	Vasquez & Altshuler, 2017. <i>A Critical Examination of K-12 Ethnic Studies: Transforming and Liberating Praxis</i>
	Thursday Nov. 1	TBA	Alismail, 2016. <i>MC Ed: Teachers’ Perceptions and Preparation</i> <u>Media Analysis 2 Due to Drop Box</u>
7	Tuesday Nov. 6	Teacher Ed.	Tarbutton, 2017. <i>Leveraging 21C Technology to Create Caring Diverse Classroom Cultures.</i>
	Thursday Nov. 8	Quiz prep ☺	<i>Class Discussion – small group roundtables</i>
8	Tuesday Nov. 13	<u>QUIZ 2</u>	<u>***QUIZ 2***</u>
	Thursday Nov 15	Of Politics & Policy	Salam, 2018. <u>The Next Populist Revolution Will be Latino</u> , <i>The Atlantic</i>
9	Tuesday Nov. 20	Arizona: A Case Study	Phippen, 2015. <i>How One Law Banning Ethnic Studies Led to its Rise</i>
	Thursday Nov. 22	NO CLASS	****Thanksgiving****
10	Tuesday Nov. 27	The intersection of Culture & Education	Coates, 2017. <u>My President was Black</u> , <i>The Atlantic</i> Matias, 2016. “ <i>Why do You make me hate Myself?</i> ” <i>Re-Teaching whiteness, Abuse and Love in Urban Teacher Education</i> **Optional** Coates, 2014. <u>The Case for Reparations</u> , <i>The Atlantic</i>

	Thursday Nov. 29	Quiz prep ☺	<i>Class Discussion – small group roundtables</i>
11	Tuesday Dec. 4	<u>QUIZ 3</u>	<u>***QUIZ 3***</u>
	Thursday Dec. 6	ANOB	CLASS CHOICE....