

ED 124/CHC 189 • Multicultural Education in K-12 Schools

Course Syllabus

189
F 2008

Days: Tuesdays and Thursdays **Time:** 2:00-3:20 p.m. **Location:** RH 101

Professor

Dr. Leticia Oseguera oseguera@uci.edu 949-824-1230
Office Hours: Thursdays 3:30-4:30 and by appointment
Office Location: Berkeley Place (BP) North # 2084

Teaching Assistants

Joyce Roys jroys@uci.edu
Office Hours: Tuesdays 1:00-2:00 and by appointment
Office Location: BP North #3359

Irene Vega ivega@uci.edu
Office Hours: Tuesdays 1:00-2:00 and by appointment
Office Location: BP North #3359

Course Objectives

The purpose of this course is to address how demographic, economic, historical, political, and social forces impact race and ethnic populations with respect to their performance in schools. Particular emphasis will be placed on understanding the educational plight of low-income Asian Americans, African Americans, and Chicano/Latinos in urban school contexts. The experiences of these groups in schooling 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 "cultural practices" of distinct student populations. Special attention is given to the transformative practices that enable students to dismantle inequality and struggle for a more democratic society.

Students who have successfully completed this course should be able to: (1) demonstrate theoretical and practical understanding of the forces contributing to educational inequity and strategies for reforming the educational opportunities afforded low-income minority youth; (2) demonstrate basic competency in observation in relation to the multicultural education research base; (3) conduct an informed and informing discussion (written and oral) about educational issues, problems and solutions we will study in this class.

Purpose of and Student Expectations for Lecture

Purpose and Content: Lecture in this course is a forum for discussing and deepening your understanding of, and appreciation for, the challenges of educating a diverse student population. Students are expected to engage in frequent peer discussions. Select content from the readings will be emphasized and extended with new information. Videos will also be used to enrich student understanding of course content.

Preparation: Students are expected to come to lecture having finished the assigned reading and online assignment, and prepared to respond to impromptu questions and participate in discussion when directed. Bringing the assigned text to class is recommended. Thoughtful questions are appreciated and encouraged!

Communication

- Please try to contact the Professor or Teaching Assistants immediately after lecture or during office hours. Questions by email will be answered on a regular basis but not immediately.
- The Professor and TAs will send announcements, reminders and other relevant information via email. Please keep your UCI account active and check it regularly.
- Questions about grading must be resolved with your TA within one week of posting.

Add/Drop Policy

The fieldwork requirement for this class makes it imperative that students commit or withdraw promptly.

- Add/Drop cards will be signed until the end of Week 2. ***No exceptions.***
- Grade change requests (letter grade or P/NP) will be signed until the end of Week 6. ***No exceptions.***

Conduct

Due to the size of the class, consideration for others is paramount. Students who distract the professor and/or other students may be questioned and/or directed to leave. The list below represents a sampling of disrespectful and distracting behaviors:

- arriving late/leaving early
 - cell phone use
 - side conversations
 - recreational computer use
 - headphone use
 - sleeping
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Required Texts

Available as the student store and also on reserve.

Conchas, Gilberto Q. 2006. *The Color of Success: Race and High-Achieving Urban Youth*. NY: Teachers College Press.

Lee, Stacey. 1996. *Unraveling the Model Minority Stereotype: Listening to Asian American Youth*. NY: Teachers College Press.

Kozol, Jonathan. 1992. *Savage Inequalities. Children in America's Schools*. New York: New York : HarperPerennial

Vigil, James D. 2002. *Personas Mexicanas: Chicano High Schoolers in a Changing Los Angeles*. Belmont, Ca: Wadsworth Custom Publishing.

Additional and Recommended Readings

Additional course readings including journal articles and book chapters are accessible online through the Course Readings page on the course website.

Grade Weight/Description of Assignments

25% Midterm: Consisting of open-ended and multiple-choice questions. No make up exams will be given. Questions will be released online at 11:00 a.m. on October 28th and answers must be submitted to your assigned TA's drop box on EEE before 12:00 midnight on October 28th. Late exams will not be accepted.

20% In-Class Writing Exercises/Quizzes (2-3 throughout the quarter): Consisting of open-ended and/or multiple-choice questions. Dates will NOT be announced. No make up quizzes will be given.

20% Fieldwork: Students must complete 20 hours of supervised field experience through THINK Together. Coordinators at each site will take roll and report on your attendance and participation to verify activity. Full credit for this component requires that you do a thorough and thoughtful job with your important responsibilities on site. At all times, you should demonstrate professional behavior and engage in the work assignments given to you on site. You will also be asked to submit 2 journal entries about your on-site experiences. If you cannot complete the fieldwork, you should drop this class. All hours must be logged by the end of 10th week (Friday, December 5th). All students are asked to have at least 5 hours logged by the end of week 5 to avoid cramming in all 20 hours during the final weeks of classes.

35% Final Exam: Consisting of open-ended, short essay, and/or multiple choice questions. Questions will be released online at the end of class lecture on Thursday, December 4th. Responses are due to your assigned TA's drop box on EEE by 3:00 p.m. on Friday, December 5th.

NOTE: All exams and writing exercises are open book/open note. However, you are not to discuss your responses with your classmates before the exams are submitted. You are expected to complete these exams on your own.

Extra Credit: 5% Extra Credit: You may earn 1 percentage point for each additional hour of fieldwork completed, up to 5 hours total.

Academic Honesty

Cheating, Plagiarism, Dishonest Conduct and Collusion will be taken seriously and handled according to the UCI Academic Senate Policies on Academic Honesty.

General Overview

Goals and Rationale of Course

Theories of Academic Achievement

Social Inequality and Education: Past and Present

Education and Social Context

Schooling and Social Reproduction

Immigration and Education

Explaining Racial/Ethnic Differences in School Achievement

Creating an Empowering School Structure and Culture

Implications and Conclusion

CLASSES BEGIN ON THURSDAY, SEPTEMBER 25, 2008

Course Schedule

Week	Date	Topic and Content	Reading
1	T 9/30	Overview of Course Introduction: What is Multicultural Education?	Conchas, Intro & 1 Lee, 1 & 6 Vigil, 1 & 2 Ogbu & Simons article
	Th 10/2	Theories of Academic Achievement	
2	T 10/7	Social Inequality and Education: Past and Present	Kozol, 3, 5, & 6
	Th 10/9	Film: <i>School Colors</i> Part 1	
3	T 10/14	Film: <i>School Colors</i> Part 2	Kozol, 1, 2, & 4 Noguera, <i>City Schools and the American Dream</i> , 1 & 2
	Th 10/16	Education and Social Context: Is there a Crisis?	
4	T 10/21	Within School Context and Institutional Mechanisms that Mediate Educational Achievement	Conchas, 2 & 6 Stanton-Salazar article
	Th 10/23	Social Capital	
5	T 10/28	Midterm exam distributed online (25%): No Class	Fieldwork!!!
	Th 10/30	Field Day: No Class	
6	T 11/4	Film: <i>Monkey Dance</i>	Conchas, 5 Lee, 2, 3, 4, & 5
	Th 11/6	Explaining Asian School Achievement	
7	T 11/11	Veteran's Day Holiday-No Class	Feliciano article Zhou & Kim article
	Th 11/13	Immigration and Education	
8	T 11/18	Promoting Latino School Engagement	Conchas, 4 Vigil, 3, 4, 5, 6
	Th 11/20	Culture Change, Acculturation, and Identity Guest Lecture: Dr. Diego Vigil	
9	T 11/25	Promoting African American School Achievement Clip: <i>The College Track</i>	Vigil, 7; Conchas, 3 Carter article Ladson-Billings, <i>The Dreamkeepers</i> , 5 & 6
	Th 11/27	Thanksgiving Day Holiday-No Class	
10	T 12/2	In Class Review Class Evaluations	Kozol, all Conchas, 7 Lee, all Vigil, 8
	Th 12/4	Implications for College Access Final Exam Released Online (35%)	Ladson-Billings, <i>The Dreamkeepers</i> , 7 Astin & Oseguera article