ED 124 Multicultural Education in K-12 Schools
Syllabus, Winter 2014

Instructional Team
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Course Website: https://eee.uci.edu/14w/12200

This course introduces students to contemporary issues in American public schools, and to the ways issues regarding non-dominant students are conceived, discussed and examined. Students will become familiar with existing research on the educational experiences of different social, national, immigrant, and racial groups. Lectures draw on popular media to support the readings and illustrate key course concepts. No pre-requisites.

OBJECTIVES
Students who have successfully completed this course will: (1) demonstrate an understanding of issues related to historically marginalized youth in school that hinder or support their advancement; (2) understand multicultural education as a project of transforming opportunities, and identify how it serves as a social, political and pedagogical project; (3) conduct an informed and informing discussion about the issues studied in class.

COMMUNICATION
• Please contact the instructional team during office hours, or by email. Email is answered on a regular basis but not immediately.
• All announcements will be sent via email – students are expected to read emails thoroughly.
• Grading concerns must be resolved with TAs within one week of posting. No exceptions.

ADD/DROP AND GRADING POLICY
• Add/Drop cards will be signed until the end of Week 2. No exceptions.
• Students on the waitlist can enroll in the class on a space available basis.
• Grade change requests (letter grade or P/NP) will be signed until the end of Week 2 also. No exceptions.

CONDUCT
Due to the size of the class, consideration for others is paramount. Students who engage in disrespectful or distracting behaviors may be directed to leave. This includes: sleeping, arriving late/leaving early; recreational computer or mobile device use; headphone use. Please be considerate and professional when emailing the instructional team.

A NOTE ON PLAGIARISM: 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.

¹ Emails sent between 3pm Friday and Sunday will not be returned until Monday
EVALUATION

Participation (20%)
I strongly encourage participation in class. Students will need an iClicker for this class. Students are expected to read before class and bring readings with them. Students are eligible for 2 points per session – 1 point for an in-class activity based on readings (e.g., group work, individual quickwrite, responses to iClicker questions).

Paper 1 (25%): Minimum 2 full pages; maximum 4 pages Due Tuesday, January 28th
We will provide a series of articles explaining the educational success or failure of a cultural group. Using Figure 2 from Solorzano & Yosso (2001, p. 5), explain which theoretical perspective(s) are used in attributing responsibility for the success or failure of the group, and/or in articulating the solution that best fits the “problem.” Your objective is to demonstrate an understanding of framing problems in education in the context of a popular media portrayal of educational inequality. Papers should be uploaded to EEE before the start of class.

Paper 2 (25%): Minimum 2 full pages; maximum 4 pages Due Tuesday, March 4th
Select two articles from Weeks 6-9 in order to compare and contrast their arguments. Imagine, for example, the authors are having dinner and discussing how their articles relate to each other and the bigger goal of educational equality. For example, When would they be agreeing or adding to each other’s thoughts in terms of their theoretical perspectives, findings, or recommendations? How might they their recommendations on what needs to change be different? Your objective is to demonstrate a deep understanding of how the case studies in this class relate to one another and the broader ideas of multiculturalism and educational equity. Papers should be uploaded to EEE before the start of class.

Formatting Guidelines
All papers are graded using rubrics, which include a score for formatting (see below). All papers will be graded within 7-10 days of submission.

Right Side, 1st Page: First and Last name

Font: Times New Roman, 11 point (not 12!!!)
Spacing: Double-spaced; no extra spacing between paragraphs
Margin: 1” all around
Footer: “Last Name, First Initial, Page #”
Title: None

Short Response Exams (2 x 15%): February 11th and March 13th
The first exam’s questions will be based on content from readings, lectures, videos and class activities from the first half of the course (Weeks 1-5); the second exam’s questions are based on Weeks 6-9. Students who arrive late will not be given additional time. Allow one week for posting exam scores on EEE. No make-ups.

Course Grading Scale
A+ ≥ 99 > A ≥ 95 > A- ≥ 90
B+ ≥ 88 > B ≥ 84 > B- ≥ 80
C+ ≥ 78 > C ≥ 74 > C- ≥ 70
D+ ≥ 68 > D ≥ 64 > D- ≥ 60 > F
Framing the “Problem”

(Week 1) Tuesday January 7
Course introduction.

Thursday January 9

(Week 2) Tuesday January 14

Thursday, January 16

Privilege, Power, and Pedagogy

(Week 3) Tuesday January 21


Thursday, January 23

(Week 4) Tuesday January 28 (Paper 1 due to Dropbox before class)

Thursday January 30

(Week 5) Tuesday February 4

Thursday February 6

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Instructor reserves the right to modify syllabus as needed.
Structures of Inequality in Schools: Case Studies

(Week 6) Tuesday February 11

Short Response Exam 1

Thursday February 13


(Week 7) Tuesday February 18


Thursday February 20


(Week 8) Tuesday February 25


Thursday February 27


(Week 9) Tuesday March 4 (Paper 2 due to Dropbox before class)


Thursday March 6


(Week 10) Tuesday March 11

To be determined.

Thursday March 13

Short Response Exam 2