EDUC 124-Conchas
Explanation of alignment of course and sample assignments and assessments to GE VII CLOs

This course strongly aligns to all four of the GE VII CLO’s by directly engaging students in lectures and assignments about the history and development of how various demographic, economic, historical, political, and social forces impact diverse populations with respect to their performance in schools (1,2,3) and how these systems have been challenged by marginalized groups (4).

As stated in the syllabus, particular emphasis is 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 is critically examined.

Students are assessed on all four GE VII CLOs through a mid-term and final that measure both understanding and ability to critically examine structures of domination and subordination and how these 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. In the poster assignment, for example, students critically reflect on how social and political structures impact student experiences and what possible solutions could be to positively change those experiences.
Multicultural Education in K-12 Schools

Course Syllabus

Days: Tuesdays and Thursdays  Time: 11:00 am – 12:20 am  Location: MPAA 330

Professor
Gilberto Q. Conchas (gconchas@uci.edu)
Office Hours: Tuesdays, 12:20-1:30 pm and by appointment
Location: Education Building, 3453

TA: Chris Stillwell
Email: cstillwe@uci.edu
Office Hours: by appointment

TA: Kristel Dupaya
Email: kdupaya@uci.edu
Office Hours: by appointment

Course Objectives
The purpose of this course is to address how demographic, economic, historical, political, and social forces impact diverse 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 students of diverse backgrounds, abilities, and orientations, (2) demonstrate basic competency in relation to the multicultural education research base; (3) participate in discussion (written and oral) about educational issues, problems and solutions we will study in this class.

In this class you will:
- Analyze contemporary race theories.
- Engage in a critical pedagogy of race.
- Explore alternative approaches to understanding the oppression of people of various backgrounds
Together, these objectives will lead to the following GE VII Course Specific Learning Outcomes:

- Demonstrate knowledge of the culture, history, and development of one or more historically.

- Demonstrate knowledge of differences in experience and inequities encountered by underrepresented or marginalized groups in CA and/or the US.

- Demonstrate the ability to recognize and critically analyze systems of oppression in CA and/or the US.

- Understand how underrepresented or marginalized groups in CA and/or the US challenge systems of oppression.

Class Expectations

- Class attendance and participation are crucial to successful learning and non-negotiable class requirements.
- All students will complete the week’s reading assignments before each class and be prepared to engage in the discussion of the reading and answer impromptu questions.
- In the first week of class, students will be assigned to groups. Students will sit in the same group during every class, for the sake of discussions, poster preparation, and other class activities.

Communication

- Grading questions and disputes must be addressed with the teaching assistants within one week of grade posting.
- Email communication will generally be answered within 24 hours, though emails sent after 3pm on Friday may not receive a response until Monday.
- The Professor and TAs will send announcements, reminders and other relevant information via email. It is your responsibility to keep your UCI account active and check it regularly.
- Announcements will also be made at beginning of class.

Add/Drop Policy

- Add/Drop cards will be signed until the end of Week 2. The professor will only sign drop cards after class, during office hours or if left in his box.
- Grade change requests (letter grade or P/NP) will be signed until the end of Week 3. No exceptions.

Conduct

Consideration for others in this class is paramount. Students who distract the professor and/or other students may be directed to leave, and participation/attendance grade will be
negatively impacted. The list below represents a sampling of disrespectful and distracting behaviors:

• arriving late/leaving early
• cell phone use
• texting
• side conversations
• recreational computer use (e.g., Facebook)
• headphone use
• sleeping

**Academic Honesty**
Cheating, plagiarism, dishonest conduct, and collusion will be taken seriously and handled according to the UCI Academic Senate Policies on Academic Honesty:  
[http://honesty.uci.edu/](http://honesty.uci.edu/)
Grade Weight/Description of Assignments

Participation 25%
- Readings are to be completed before each class. In addition, reading organizers will be assigned for most readings, to be submitted to the appropriate Dropbox by 11:59 pm on the night before class, in Word doc or pdf format. Organizer grades will receive 1 point for appropriate completion, or ½ point if inadequate. One missed organizer assignment may be excused.
- Class attendance/participation will be measured by observation and by collection of ‘quick writes’ and quizzes during class. These quick writes and quizzes will not be returned, so if you wish to keep a record of your work, you will need to take a picture before submitting.
- A loss of participation points can result from late arrival/early departure, and from distracted, off-topic use of electronic devices during class.
- Those who wish to earn up to 3 extra participation points can do an optional paper. This paper will be an analysis and synthesis of the content from Chapter 10 of Cracks in the Schoolyard, Chapter 9 of Inequality, Power and School Success, and the film Precious Knowledge (70 minutes) (available online, at: https://www.kanopystreaming.com/product/precious-knowledge.) The paper will demonstrate your knowledgeability and insight regarding the content of the sources, with references to at least two parts of the movie, two parts of chapter 10 of Cracks and two parts of chapter 9 of Inequality. Paper should be approximately 2 pages in length, 12-point font, 1” margins, double-spaced. The extra credit will be due on 2/23 via eee.

Social Justice in Education Fair 15% (April 25, 2017)
- Groups of 4 will make posters focused on issues and controversies related to social justice in education. These posters offer you a chance to make a difference, to inform your peers, and to persuade them to engage on an issue of importance.
- A list of suggested topics will be provided in the first week of class.
- See the “Social Justice Poster Fair Rubric” for details on the assignment and how it will be graded.
- Posters will be ‘presented’. Group members will work in pairs to summarize their work orally to classmates.
- Students will be required to provide written feedback on the posters of their peers.

In-Class Exam 20% (May 04, 2017)
The exam questions will be based on content from readings, lectures, videos and class activities from the first segment of the course (Weeks 1-3). Exam will include questions that require responses of approximately one paragraph in length. Blue books are not required. No notes allowed. Students who arrive late will not be given additional time. No make-ups, no exceptions.

Analytic poster 15% (June 06, 2017)
Students will be provided a list of key terms or phrases from the entire length of the course. Working in teams of 4, students will create a poster that draws on those terms. The poster should evidence an understanding of course content. A rubric will be provided.

In-Class Final Exam 25% (June 08, 2017)
The final exam is not cumulative. The questions are based on readings, lectures, videos and class activities from the second half of the course (Weeks 5-9). Exam will include questions that require responses of approximately one paragraph in length. Blue books are not required. No notes allowed. Students who arrive late will not be given additional time. No make-ups, no exceptions.

Grading Scale
A+ 97-100%  A 94-96.5%  A- 90-93.5%  B+ 87-89%  B 84-86.5%  B- 80-83.5%
C+ 77-79%  C 74-76.5%  C- 70-73.5%  D+ 67-69%  D 64-66.6%  D- 60-63.5%
F < 60%
Required Texts
1. Weeks 1-4: Readings will be in a class Dropbox.

Accessibility
University of California, Irvine is committed to providing reasonable accommodations for all persons with permanent and temporary disabilities. Any student with a documented disability needing academic adjustments, auxiliary aides or services is encouraged to register with the Disability Services Center. All discussions with DSC Staff will remain confidential. Please contact the Disability Services Center, located in Building 313, 949-824-7494 or apply online at www.dsc.uci.edu.

Course Schedule

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<th>Week</th>
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<td>1</td>
<td>T 4/04</td>
<td>Introduction</td>
<td>Before class: Read syllabus and Social Justice Poster Rubric. Consult list of poster topics, decide which ones interest you most.</td>
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<td>Th 4/06</td>
<td>Syllabus Overview, and Organizing Your Studies</td>
<td>Due before class (Wed, 11:59 pm): Reading organizer Wells to class Dropbox</td>
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<td>Theoretical Perspectives on Minority Schooling Lecture</td>
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<td>Challenging Deficit Views of Non-Dominant Students, Families &amp; Communities</td>
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<td>Reading: H.G. Wells' Country of the Blind</td>
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<td>In-Class Activity: Join Poster Groups</td>
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<td>Due before class (Weds, 11:59 pm): Reading organizer Wells to class Dropbox</td>
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<td>T 4/11</td>
<td>Reading: McDermott &amp; Varenne's (1995) Culture as Disability (focus on pp. 324-338)</td>
<td>Due before class (Mon, 11:59 pm): Reading organizer McD&amp;V to class Dropbox. Bring ideas for poster to class, including 3 good sources.</td>
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<td>In-Class: Sit in new pods, using seating chart</td>
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<td>Discuss social justice poster plans</td>
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<td>Th 4/13</td>
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<td>Due before class (Wed, 11:59 pm): Reading organizer Flores to class Dropbox</td>
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<td>In class: Poster idea exchange</td>
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<td>T 4/18</td>
<td>Reading: Solorzano, D. G., &amp; Yosso, T. J. (2001). From racial stereotyping and deficit discourse toward a critical race theory in teacher education.</td>
<td>Due before class (Mon, 11:59 pm): Reading organizer S&amp;Y to class Dropbox</td>
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<td><strong>Social Justice Poster Fair</strong></td>
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<td>Th 4/27</td>
<td><strong>In-Class Midterm</strong></td>
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<td>Week 5</td>
<td>T 5/02</td>
<td>&quot;Critical Race Case Study on College Choice: Racialization in School Culture and Climate&quot; Guest speaker: Nancy Acevedo-Gil</td>
<td>Due before class (Mon, 11:59 pm): <strong>Reading organizer Acevedo-Gil</strong> to class Dropbox</td>
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<td><strong>Reading: Cracks, Chapter 3</strong></td>
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<td>Th 5/04</td>
<td><strong>Cracks in the Schoolyard—Confronting Latino Educational Inequality</strong> Reading: <em>Cracks in the Schoolyard</em>, Foreword &amp; Chapter 1</td>
<td>Due before class (Wed, 11:59 pm): <strong>Reading organizer Conchas1</strong> to class Dropbox</td>
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<td>Week 6</td>
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<td><strong>Fear and Learning at Hoover Elementary</strong></td>
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<td>Th 5/11</td>
<td><strong>Personas Mexicanas</strong> Guest speaker: Diego Vigil <strong>Reading: “Acculturation and School Success”</strong></td>
<td>Due before class (Wed, 11:59 pm): <strong>Reading organizer Vigil</strong> to class Dropbox</td>
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<td>Week 7</td>
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<td>&quot;Yes, We Care!: Understanding the Role of Community-Based Organizations and Latina/o Parent Cultural Wealth in a Large Urban City Center&quot; Guest speaker: Alejandra Albarran Reading: <em>Cracks</em>, Chapter 7</td>
<td>Due before class (Mon, 11:59 pm): <strong>Reading organizer Albarran</strong> to class Dropbox</td>
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<td>Th 5/18</td>
<td>&quot;Uncertain Futures: Educational Attainment and the Children of Undocumented Mexican Immigrants in the Greater Los Angeles Area&quot; Guest speaker: Leo Chavez Reading: <em>Cracks</em>, Chapter 9</td>
<td>Due before class (Wed, 11:59 pm): <strong>Reading organizer Chavez</strong> to class Dropbox</td>
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<td>Week 8</td>
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<td>&quot;Listen to Us&quot;: Using Participatory Action Research to Engage Latina/o High School Intellectuals in Transforming Race and School Inequality&quot; Guest speaker: Louie F. Rodriguez Reading: <em>Cracks</em>, Chapter 5</td>
<td>Due before class (Mon, 11:59 pm): <strong>Reading organizer Rodriguez</strong> to class Dropbox</td>
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<td>Th 5/25</td>
<td>&quot;The Promise and Reality of Plyler V. Doe: Community Resistance to the School-to-Deportation Pipeline&quot; Guest speaker: Edelina M. Burciaga Reading: <em>Cracks</em>, Chapter 10</td>
<td>Due before class (Wed, 11:59 pm): <strong>Reading organizer Burciaga</strong> to class Dropbox</td>
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<td><em>Stolen Education</em></td>
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<td>Critical Hope in Education Reading: <em>Cracks</em>, Conclusion</td>
<td>Due before class (Wed, 11:59 pm): <strong>Reading organizer Conclusion</strong> to class Dropbox</td>
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<td>Poster Fair</td>
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<td>In-Class Final</td>
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MULTIPLE CHOICE QUESTIONS (3pts Each)
Directions: Please circle, check, or mark whichever answer you think is most correct.

1. According to Alejandra Albarran, a community-based organization... 
   a. ...can be an essential source of social capital for minority parents.
   b. ...can act independent of the school.
   c. ...provides families with resources, including physical resources.
   d. All of the above.
   e. None of the above.

2. What is wrong with tracking (i.e. having a college-track and a vocational-track), according to Acevedo-Gill? 
   a. Tracking often segregates students by race and poverty.
   b. Students believe their placement was entirely a result of their ability.
   c. Lower tracts are treated as though there are no alternative pathways into higher education.
   d. All of the above.
   e. None of the above.

3. A student having parents who know school counselors who provided them with the knowledge about how to obtain financial aid would be an example of... 
   a. Cultural Capital.
   b. Social Capital.
   c. Fiscal Capital.
   d. Only B and C are true.
   e. None of the above.

4. If a student is provided information about their post-graduation goals from a high school counselor, that high school counselor 
   a. is providing the student social capital.
   b. should take the student aspirations into consideration.
   c. is acting as an institutional agent.
   d. All of the above.
   e. Only A and B are true.

5. According to the Conchas lecture on Racial Formation, which of the follow is NOT a characteristic of Race: 
   a. genetic or biological
   b. a concept that signifies and symbolizes social conflicts and interests by referring to different types of human bodies
   c. a Social construct
   d. All of the above
   e. None of the above

6. In the documentary Beyond Brown, the No Child Left Behind Act was used as an example of
a. reform aiming to help the 1.5 generation attain citizenship
b. students of color being provided separate and unequal opportunities compared to White and Asian students.
c. a socially constructed system of classifying individuals according to the phenotypical characteristics that are genetically determined.
d. All of the above.
e. None of the above.

7. What is a tenet of Critical Race Theory, according to Acevedo-Gil:
   a. It challenges the dominant perspective
   b. It is committed to social Justice
   c. It is centralized race and racism
   d. All of the above.
   e. None of the above.

8. Throughout Cracks in the Schoolyard, Latinx achievement in schools is examined in terms of which 3 key themes?
   a. 1) Chicano acculturation, 2) Biculturalism 3) Marginalization
   b. 1) Race shifting from a religious to science construct 2) Race shifting from a science to political construct 3) Racial formation and racial identity
   c. 1) Centering on race, racism, and inequality, 2) Family, cultural resources, and community strengths, and 3) Exploring ethnicity, identity, and immigration
   d. All of the above.
   e. None of the above.

9. In the Chicano Acculturation Spectrum by Diego Vigil and Gilberto Conchas, those who considered themselves ______ were most likely to join or form their own gangs:
   a. Mexican oriented
   b. Anglo oriented
   c. Marginalized
   d. Bilingual/biculturated
   e. All of the above

10. According to Vigil’s lecture, multiculturalism:
    a. Should be a path of adding and combining, giving recognition and respect to various cultural influences that enrich individuals’ multilingual and multicultural heritage.
    b. Can only be done as a unidirectional assimilation path in order to promote academic success under one universal language.
    c. Is, at its heart, considered anti-Americanism.
    d. All of the above.
    e. None of the above.

11. What is NOT a characteristic of Racial Microagressions:
    a. Layered: insults/assaults, based on one’s race, gender, class, sexuality, language, immigration status, phenotype, accent, or surname
    b. Invasive: undisguised insults/assaults tending to intrude on a Person of Color’s thoughts or privacy
c. Subtle: verbal and non-verbal insults/assaults directed toward People of Color, often carried out automatically or unconsciously

d. Cumulative: insults/assaults that take their toll on People of Color

e. None of the above.

12. The community-based organization in the Albarran chapter, the Parent Education Institute worked to meeting the parents where they are in terms of understanding the education system by

a. Using explicit definitions for what to expect in schools (homework, teacher engagement, testing)

b. Focusing on current steps to promote university attendance
c. Calling on parent knowledge for student success
d. All of the above.
e. None of the above.

13. What is NOT a policy covered under The Deferred Action for Childhood Arrivals (DACA) according to both the L. Chavez and E. Burciaga chapters and lectures:

a. Provide a pathway to citizenship
b. Provide a temporary stay of deportation for 3 years for eligible undocumented adults
c. Allow eligible people to apply for authorization to work legally
d. All of the above.
e. None of the above.

14. Which is NOT a myth of the Latino/a Threat, according to L. Chavez:

a. Latinxs do not assimilate and live apart from larger society
b. Latina women are too Highly fertility
c. Latinxs are takers and do not pay taxes
d. All of the above.
e. None of the above.

15. What methods did the Santa Centro Coalition for Safer Schools take in order to stem the school-to-deportation pipeline, based on E. Burciaga’s research?

a. Enforcing zero-tolerance policies mandating suspensions
b. Creating safer schools through increased police presence
c. Implementing restorative justice practices such as Positive Behavioral Intervention Supports and Trauma-centered approaches
d. All of the above.
e. None of the above.
**MATCHING (3pts Each)**

Directions: Please match each definition with the correct key term by writing the corresponding letter next to the definition.

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1. **C**: Framework which challenges the dominant discourse on race and racism as they relate to education by examining how educational theory, policy, and practice are used to subordinate certain racial and ethnic groups.

2. **J**: prohibited illegal aliens from using non-emergency health care, public education, and other services in the State of California.

3. **D**: allowed undocumented immigrants brought up as children, the 1.5 generation, to request a grant of relief from the Department of Homeland Security.

4. **N**: places where city officials are committed to not cooperating with immigration law enforcement.

5. **P**: A process that is socially and spatially situated where students of color, those with disabilities, and who are low-income experience a hostile, punitive, criminalizing, and militarized environment at higher percentages, and actively push them out of school and on a path toward incarceration.

6. **H**: School policies, practices, and everyday interactions that place Latina/o students in subordinate positions that limit the pursuit of post-secondary education.

7. **A**: Immigrants who migrated at a young age and received most or all of their schooling and much of their cultural and social development in host country.

8. **Q**: relationships and networks that transmit vital forms of resources and institutional supports that are created through lasting relationships built on trust.

9. **I**: undocumented immigrant children had the right to attend public schools. Established that K-12 school system as a safe haven for undocumented immigrant children.

10. **E**: provides a pathway to citizenship for undocumented immigrant youth who meet certain requirements.

11. **S**: paints kids as in need of punishment and control, Limits discretion in individual cases, Involve law enforcement, Mandates suspension or expulsion.

12. **O**: threat of deportation created by increased cooperation between schools and law enforcement.
13. ___K_: the sociohistorical process by which racial identities are created, lived out, transformed, and destroyed. Steps include: Racialization/Racial projects, politics, democracy and hegemony.

14. ___M_: an interpretation, representation, or explanation of racial identities and meanings, and an effort to organize and distribute resources along particular racial lines.

15. ___L_: A socially constructed system of classifying individuals according to the phenotypical characteristics that are genetically determined but not always consistent.
ED 124/CHC 183: Midterm
Multicultural Education in K-12 Schools

Winter 2017

Name (Last, First): ____________________________________

Signature: _______________________________________

Note: Any evidence of violations of the tenets of Academic Integrity (e.g.,
cheating) will lead to sanctions and handled according to the UCI Academic
Senate Policies on Academic Honesty
**Readings in Syllabus Order**


**Select the best answer:**

1. Noguera wrote, “In exchange for an education, students are expected to obey the rules and norms that operate within school and to comply with the authority of the adults in charge.” This is a reference to:
   a. Sorting
   b. Social contract
   c. Socialization
   d. Social control
   e. None of the above

2. What did Núñez do in order to become a “citizen” of the Country of the Blind?
   a. Marry Medina-sarote
   b. Kiss the ring of the village King
   c. Apologize for eating all the bread
   d. Admit there was no word “see”

3. McDermott & Varenne’s example of the Deaf community in Martha’s Vineyard two centuries ago illustrates which of the following:
   a. Difference is not always a disability
   b. Individuals in isolated communities are at a disadvantage
   c. How others (e.g., tourists) can change a community in ways that disable
   d. A and C
   e. All of the above

4. Which of the following would be considered a voluntary minority, in Ogbu’s view?
   a. Alaska Natives
   b. Immigrants from Cuba
   c. Puerto Ricans who were colonized
   d. Early Mexican Americans in the Southwest

5. *Sound and Fury* (the video about the Cochlear implant) was used to illustrate which of the following:
   a. The difference between deaf and Deaf
   b. How difficult it is to be disabled
   c. There exists a cure for deafness today
   d. A and B
   e. None of the above
SHORT ANSWER QUESTIONS

Directions: Read each item carefully before responding. Responses should be no more than a paragraph in length. Complete your thoughts and use full sentences. If your answer continues on the back, write “→”

1. (1 pt.) What did the analogy of tomato growers represent about American schools?

2. (2 pts.) Explain the connection between Wells’ story of Núñez and Bing-O the Clown-O.

3. (2 pts.) McDermott and Varenne wrote, “This article is not about disabled persons. It is about the powers of culture to disable.”
   a. In your own words, what do the authors mean by the “powers of culture to disable?”
   b. Give an example from any course reading, lecture or personal experience.
4. (2 points) McDermott & Varenne presented 3 approaches to framing issues.
   a. Briefly describe 2 of the 3 approaches.
   b. How are the 2 approaches different?

5. (2 pts.) “If I didn’t know you better, I’d say you were an abusing parent.” In the documentary Sound and Fury, this was said to Heather’s father by her grandfather. From a critical multicultural education perspective, explain why the father is or is not abusive.
6. (2 pts.) Flores, Cousin and Díaz argue a need to transform deficit myths about students from “non-mainstream” backgrounds.
   a. Identify one of the myths the authors present in the article.
   
   b. Explain why that is a “deficit myth” according to the authors.

7. (2 points) Solorzano & Yosso describe 4 determinist frames for viewing issues in education.
   a. Identify two frames that perpetuate inequality and reinforce stereotypes

   ____________________________________________  ____________________________________________

   b. Identify two frames that, in the view of critical multicultural education, suggest viable ways of addressing inequalities in schooling

   ____________________________________________  ____________________________________________

8. (2 points) In Noguera’s study, the school identified “difficult students” and tried to separate them out.
   a. Explain what the school did to try and separate the students out.
   
   b. Explain what happened in the regular classes as a consequence of that attempt.
Social Justice in Education Poster Fair
In-Class Poster Presentations Thursday, February 2

This project offers you a chance to make a difference, to inform your peers and persuade them to engage on an issue of importance.

Groups of 4 will make posters focused on issues and controversies related to social justice in education. The poster and the poster presentation will account for 15% of your final grade. Exemplary, topical work may be presented in a School of Education event for the general public.

Topics and Groups
1. Sign up for a topic on the Google Doc. Students will work in groups of 4. Groups with fewer than 4 members may be asked to break up and redistribute to other topics.
2. It is your responsibility to make a full and appropriate contribution to the work and learning of your group. Individual grades may be adjusted if issues arise regarding distribution of labor.
3. Suggested topics:

| -DACA/Undocumented students | -Textbooks and the Texas SBOE | -School shootings and homophobia (Kimmel, 2008) |
| -Gender discrimination | -School bathroom policies | -Asian American experience/Model minority myth |
| -LGBTQ issues in schools | -Mental illness/(Dis)ability awareness | -Arab American experience post-9/11 |
| -Bilingual education, California Propositions 227 &/or 58 | -Homelessness and schooling | -Native American experience |
| -Multicultural/multilingual identity | -School to prison pipeline | -Stereotype threat |
| -Ethnic studies classes | -Impact of school choice/ vouchers on public schools | |

Components of the poster
- Title, which identifies the general topic.issue
- Thesis. This is your ultimate take on the issue, stated in a sentence. This sentence should be easy for readers to identify (e.g., labelled as ‘thesis’, highlighted, or written in bold)
- Essential information on the topic, and why we should care about it, supported by visuals (e.g., drawings, collages, photographs, 3D materials)
- Prediction for the future (What may happen next? What should we be watching out for?)
- All posters should include first/last names of team members (written legibly on poster front or back).

Quality
- Posters must draw from at least 3 evidence-based sources. These sources should be listed on an additional page posted on the side of the poster, which will later be submitted at the end of the poster fair. All information on the poster should be accurate and verifiable.
- Reference to class readings and discussions, where appropriate, is encouraged.
- All work must be original- no copy/pasting. Limited use of direct quotes from sources is acceptable as long as quotation marks and clear citation are used.

Poster Fair Presentation (Thursday, February 2)
- Once completed, the team should be able to tape the poster easily to a wall for display.
- All group members will stand by their poster, summarizing their work, and taking questions.

Other details
We can provide one sheet of poster paper to each group, or groups may purchase a poster if they prefer something different. The only requirement is that posters be approximately 24”x 36” (single panel, not the three-part science project boards, for example). As long as the poster is approximately that size, the color, weight, or quality of the paper is not a factor in your overall evaluation. (Poster boards can be purchased at 99¢ stores, office supply stores, Target, or the UCI Bookstore for <$2.)
## Social Justice in Education Poster Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>(2)</th>
<th>(1)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis, Point of View, Connection</strong></td>
<td>Title and thesis are easily distinguishable, and reflect a clear point of view in relation to social justice and education. Point of view is consistently developed throughout</td>
<td>The point of view of the title/thesis is mostly clear, and it is developed throughout most of the poster. The thesis may not be clearly labelled. Connection to social justice and education is mostly clear.</td>
<td>Title or thesis are not given, are not developed throughout the poster, or do not adequately relate to social justice and education.</td>
</tr>
<tr>
<td><strong>Essentials</strong></td>
<td>Poster concisely and effectively offers essential information about the topic, its importance, and what future developments to watch out for, in an organized, cohesive fashion</td>
<td>Poster mostly effectively offers essential information about the topic, its importance, and future developments to watch out for. Poster may have some organization or cohesion issues.</td>
<td>Poster does not effectively offer essential information about the topic, its importance, and future developments to watch out for. Or, poster is disorganized and not cohesive.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>Poster information is drawn from 3 or more evidence-based sources, clearly labelled. Reference to course readings/discussion may be made. Info is accurate and mostly verifiable.</td>
<td>Poster information is drawn from only 2 evidence-based sources. Sources clearly labelled. Poster relies heavily on information that is hard to verify.</td>
<td>Poster information is drawn from only 1 source, or only from sources that are not evidence-based. Sources are not clearly labelled. Information not verifiable.</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>Content is professional in appearance and can be easily read from 6 ft. away. Appropriate use of visuals to enhance understanding.</td>
<td>Content is mostly professional in appearance. OR, not easily read from 6 ft. away. Visuals mostly aid comprehension.</td>
<td>Content not professional in appearance. Or, cannot be read from 6 ft. away. Visuals impede comprehension, or are not used</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No grammatical, spelling or punctuation errors.</td>
<td>Few grammatical, spelling, or punctuation errors.</td>
<td>Many grammatical, spelling, or punctuation errors.</td>
</tr>
<tr>
<td><strong>Poster is a Poster</strong></td>
<td>Physical poster adheres to all guidelines stipulated on assignment handout. The work is an original take on the topic.</td>
<td>Physical poster adheres to all guidelines stipulated on assignment handout. The work is an original take on the topic.</td>
<td>Physical poster does not adhere to all guidelines stipulated on assignment handout.</td>
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### Rubric to EEE % Conversion

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**Analytic Poster**

**The Objective:**
Working in teams of 3 to 4 persons, students will demonstrate their understanding of key terms from the course and how they positively relate to critical multicultural education on a single poster. The poster could, for example, define critical multiculturalism through those terms. Alternatively, the poster could describe what a critical multicultural teacher would vow to do. Yet again the poster could describe what a critical multicultural experience of schooling might be for students. These are just three examples of how one might demonstrate their understanding; other approaches are also strongly encouraged. Students should not feel limited to only using words— including images (drawn or collage, for example), photographs, 3D materials, etc. is also allowed. Once completed, the team should be able to tape the poster easily to a wall for display.

**Key Terms:**
Your poster must make appropriate use of key terms drawn from the table below:

<table>
<thead>
<tr>
<th>Terms from weeks 1-4 <em>(use 3-7 of these)</em></th>
<th>Terms from weeks 5-9 <em>(use 3-7 of these)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>culture as disability, deficit thinking, social contract, sorting, cultural suicide, school determinist, societal determinist</td>
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</tbody>
</table>

Students may use additional terms as they see fit and should not feel *limited* to the terms above.

**The Poster:**
Posters vary slightly by size depending on where they are purchased. We are asking you to use posters that are approximately 24”x 36” (single panel, not the three-part science project boards, for example). As long as the poster is approximately that size, the color, weight, or quality of the paper is *not* a factor in your overall evaluation. Poster boards can be purchased at 99¢ stores, office supply stores, Target, or the UCI Bookstore for <$2. Student teams unable or unwilling to purchase a poster should speak with the instructional team in advance.
<table>
<thead>
<tr>
<th>Coverage of Key Terms</th>
<th>(2)</th>
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<tbody>
<tr>
<td>Poster covers &gt;6 key terms</td>
<td>Poster covers 3-5 key terms</td>
<td>Poster covers &lt;3 key terms</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Terms</th>
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<tr>
<td>Definition of all key terms used are consistent with use in the course</td>
<td>Definition of most key terms used are consistent with use in the course</td>
<td>Definition of most key terms are not consistent with use in the course</td>
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<tr>
<th>Relating Terms to Terms</th>
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<tbody>
<tr>
<td>The connection between key terms is accurate.</td>
<td>The connection between most key terms is accurate.</td>
<td>The connection between several key terms is not accurate.</td>
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<tr>
<th>Relevance to Critical Multiculturalism</th>
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<tbody>
<tr>
<td>The content is informative. It explains and/or relates directly to critical multiculturalism.</td>
<td>The content is somewhat informative. It mostly explains or relates to critical multiculturalism.</td>
<td>The content is not very informative. It is either unclear in its explanation or relationship to critical multiculturalism.</td>
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