

EDUC 124/CHC 183: Syllabus

Multicultural Education

Tues/Thurs 12:30pm-1:50pm in MPAA 320/330
University of California, Irvine
Fall 2017

<p style="text-align: center;"><u>Instructor</u></p> <p style="text-align: center;">Ksenia A. Korobkova Email: ksenia.k@uci.edu Office Hours: By appointment</p>	<p style="text-align: center;"><u>Teaching Assistants</u></p> <p style="text-align: center;">Shafee Mohammed Email: shafeem@uci.edu Office Hours: By appointment</p> <p style="text-align: center;">Neil Young Email: neily@uci.edu Office Hours: By appointment</p>
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Introduction

In this course, we examine contemporary issues in American public schools and the ways that issues regarding non-dominant students are conceived, examined, and addressed. Students will become familiar with existing research on the educational experiences of different social groups. No prerequisites.

Objectives

Students who have successfully completed this course will:

- (1) demonstrate an understanding of issues related to the marginalization of youth in schools;
- (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.
- (4) demonstrate knowledge of the culture, history, and development of one or more historically underrepresented or marginalized groups in the United States;
- (5) demonstrate knowledge of differences in experience and inequities encountered by underrepresented or marginalized groups in the US;
- (6) demonstrate the ability to recognize and critically analyze systems of oppression in the US.

Assignments

This course will include active participation, polls, exams, and hands-on projects involving multiple media and sources. Audience response systems will be used to manage class polls.

Quizzes & Quickwrites

Most lectures will include a short five-minute online quiz or quickwrite administered via Canvas. These quizzes will consist of straightforward multiple choice questions and true-or-false questions, while quickwrites will include open-ended questions. These questions will be intended to gauge reading completion and comprehension and mastery of material presented in lecture. Students will need an internet-connected device to take the quizzes. Your two lowest quiz grades will be dropped.

Mini Documentary Project

Documentaries are stories told with multiple modes and media. These stories often combine text, music, still images, and film. Since many thinkers argue that we should capitalize on multiple modes and media in support of 21st century literacies, students in this class will learn about and produce digital documentaries focused on multicultural education, social justice, and equity. This is a multi-step, hands-on group project.

This digital story project will harness students' creativity, originality, and collaboration skills. Each group will create a project that explores an issue relevant to the course. These projects will be done in groups of 2-4.

Instructional Unit Plan Project

Unit plans consist of concepts and learning goals that are taught over a period of time and are woven together, often across subject areas. A unit plan lasts more than two weeks and includes standards, skills, and desired outcomes for interconnected learning. In this course, students will collaborate to design an instructional unit plan that addresses concepts associated with multicultural education. This unit plan may be part of any formal or informal learning environment, including classrooms, online courseware, afterschool programs, games, and museums. Students will work in teams of 2-4 members to complete an original unit plan that relates to concepts discussed in course readings and directly addresses the issue(s) explored in the documentary.

Exams

There will be two non-cumulative in-class exams. The questions are based on readings, lectures, videos and class activities from the entire the course. Students should anticipate both multiple choice and short essay questions, each of which will require responses that are 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.

Course Policies

Academic Dishonesty

Academic dishonesty is unacceptable and will not be tolerated at the University of California, Irvine. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles. For more information, please visit: <http://honesty.uci.edu/students.html>.

Regrades

If you feel you deserve more points than awarded on an assignment you may appeal your grade. Your one page appeal, which presents a clear argument as to why more points are merited, must be given to the TA no later than one week after you receive the grade. The teaching staff will review your appeal and contact you to discuss the grade. Please be aware that, upon full review, the teaching staff may decide to adjust your grade up or down. Only errors in arithmetic or data entry (i.e., entry into Canvas) may be discussed before/after class with no formal appeal.

Student Behavior in Class

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.

Attendance and Tardiness

Students are expected to do the assigned readings prior to each lecture and be prepared to discuss them in class. Students should anticipate quiz questions, quickwrites, and individual or group activities through which they must demonstrate having read the assignments. In some cases, we provide an optional reading organizer to help support students in reading the text.

Disability Services

Students with special needs should contact the Disability Services Center (<http://www.disability.uci.edu>) to make special arrangements for this course. Students with documented disabilities that require special services are responsible for informing the instructor at the start of term.

Grading Scheme

Class Participation		20%
Mini-Documentary Project	October 26th	20%
Exam #1	November 2nd	20%
Exam #2	November 30th	20%
Unit Plan Project	December 15th	20%
Total		100%

Course Grading Scale

A+ ≥ 99 > A ≥ 94 > A- ≥ 90 > B+ ≥ 87 >
B ≥ 84 > B- ≥ 80 > C+ ≥ 77 > C ≥ 74 >
C- ≥ 70 > D+ ≥ 67 > D ≥ 64 > D- ≥ 60 > F

Assigned Readings

Core Concepts and Themes

September 28th:

Course overview & introduction

October 3rd:

Banks, J. & Tucker, M. (1999). Multiculturalism's Five Dimensions. NEA Today Online. Retrieved from <https://www.learner.org/workshops/socialstudies/pdf/session3/3.Multiculturalism.pdf>.

October 5th:

Wells, H.G. (1927). The country of the blind. In *The Complete Short Stories of H.G. Wells*. Mark Allen Publishing: London.

Challenging Deficit Views of Non-Dominant Students, Families, & Communities

October 10th

Valencia, R. R. (1997). The evolution of deficit thinking: Educational thought and practice. In R. Valencia (Ed.), *Conceptualizing the notion of deficit thinking* (pp. 1-12). London: Routledge.

October 12th:

Lareau, A. (2002). Invisible Inequality: Social Class and Childrearing in Black Families and White Families. *American Sociological Review*, 67(5), 747–776.

October 17th

Flores, B., Cousin, P. T., & Diaz, E. (1991). Transforming deficit myths about learning, language, and culture. *Language Arts*, 369-379.

October 19th

Solorzano, D. & Yosso, T. (2001). From Racial Stereotyping and Deficit Discourse Toward a Critical Race Theory in Teacher Education. *Multicultural Education* 9(1). 2-7.

October 24th

Cammarota, J. (2007). A social justice approach to achievement: Guiding Latina/o students toward educational attainment with a challenging, socially relevant curriculum. *Equity & Excellence in Education*, 40(1), 87-96.

October 26th

No readings -- projects due.

October 31th

Stoudt, B. G. (2006). “You're either in or you're out”: School violence, peer discipline, and the (re)production of hegemonic masculinity. *Men and Masculinities*, 8(3), 273-287.

November 2nd**Exam 1.****November 7th**

Video: [The inherent bias in our technology](#)

November 9th

Bernstein, M., & Cruz, M. D. (2009). "What are You?": Explaining Identity as a Goal of the Multiracial Hapa Movement. *Social Problems*, 56(4), 722–745.

November 14th

Blackburn, M. V., & McCready, L. T. (2009). Voices of queer youth in urban schools: Possibilities and limitations. *Theory Into Practice*, 48(3), 222-230.

How Schools Create Vulnerability: Sorting and Stratifying Students

November 16th

Conchas, G. Q. (2001). Structuring failure and success: Understanding the variability in Latino school engagement. *Harvard Educational Review*, 71(3), 475-505.

November 21st

Chhuon, V., & Hudley, C. (2010). Asian American ethnic options: How Cambodian students negotiate ethnic identities in a US urban school. *Anthropology & Education Quarterly*, 41(4), 341-359.

November 23rd

No class – Happy Thanksgiving!

November 28th

Noguera, P. (2003). Schools, prisons, and social implications of punishment: Rethinking disciplinary practices, *Theory into Practice*, 42(4), 341-350.

Language, Pedagogy, and Difference**November 30th****Exam 2****December 5th**

Moll, L.C. (1992) Bilingual classroom studies and community analysis: Some recent trends. *Educational Researcher*, 21(2), 20-24.

December 7th

Godley, A. J., & Minnici, A. (2008). Critical language pedagogy in an urban high school English class. *Urban Education*, 43(3), 319-346.

December 15th**Unit Plan Project Presentations**

Alignment of Sample Assignments and Assessments to GE VII CLOs

Sample assignment: Mini Documentary Project

Documentaries are stories told with multiple modes and media. These stories often combine text, music, still images, and film. Since many thinkers argue that we should capitalize on multiple modes and media in support of 21st century literacies, students in this class will learn about and produce digital documentaries focused on multicultural education, social justice, and equity. This is a multi-step, hands-on group project that will explore experiences of marginalized groups in the U.S. in the educational system.

Sample quiz, quickwrite, and exam questions:

1. A deficit myth that Flores, Cousin, & Diaz discuss is that “at risk” children have a language problem and a deficient language and culture that causes them to have learning problems. The authors believe that:
 - a. Children’s parents are to blame
 - b. Children are knowledgeable about language, learning, and culture
 - c. That this statement is accurate
 - d. Standardized tests can accurately identify and categorize students who are at risk for learning/language problems

2. Critical multiculturalism:
 - a. instills in its students the knowledge to bring about social change
 - b. instills in its students the ability to bring about social change
 - c. raises students’ critical consciousness about issues of social inequality
 - d. b & c
 - e. all of the above

3. In a comparison of 35 economically advanced countries, the childhood poverty rate in the U.S. is:
 - a. In the top 25% of countries
 - b. In the second 25% of countries
 - c. In the third 25% of countries
 - d. In the bottom 25% of countries

4. Wyss found in her article that the gender non-conforming youth she interviewed:
 - a. Suffered from low self-esteem and depression
 - b. Experienced physical violence
 - c. Faced many challenges due to their gender non-conformity
 - d. Experienced sexual violence
 - e. All of the above

5. “I’m German on my mother’s side and I’m Polish and English on my father’s side,” reflects which of the following?
 - a. Whiteness as an ideology
 - b. White ethnic identity
 - c. White racial identity
 - d. White nationality

6. Poverty affects all of the following except:
 - a. Nutritious food
 - b. Non-supportive parenting
 - c. High-quality child care settings
 - d. Safe and stimulating neighborhoods
 - e. Poverty affects all of the above

7. Which group of Asian-American students did Chhuon & Hudley examine, due to the conflicting ethnic stereotypes they faced in their communities?
 - a. Vietnamese
 - b. Korean
 - c. Chinese
 - d. Cambodian
 - e. Japanese

8. All of the following are true about zero tolerance policies except:
 - a. They are discriminatory
 - b. They are effective in keeping schools safe
 - c. They push students away from school
 - d. They increase drop out rates
 - e. They still apply even if the student is unaware of the rule

9. Which one of the following is not one of Valencia's characteristics of deficit thinking?
 - a. Form of oppression
 - b. Person-centered
 - c. Based on science
 - d. Functions as descriptive and prescriptive
 - e. A function of the time

10. How did parents that were interviewed in Chmiliar's article about their perspectives on inclusion feel about their children's Individualized Education Programs (IEPs/IPPs)?
 - a. Some parents worked closely with teachers on their child's IPPs while others did not
 - b. Most had no idea what an IPP was
 - c. They felt that teachers did a good job of working with them on their child's IPPs
 - d. All parents were somewhat uninformed about their child's IPPs
 - e. Parents did not want to be involved in their child's IPPs

11. Of the four academies that Conchas examines in his article, Latino/a students in which academy are doing the best overall?
 - a. Medical academy
 - b. General program
 - c. AP academy
 - d. Business academy
 - e. Graphics academy

12. Using the Chhuon & Hudley article, explain how Asian American students in this study negotiated their ethnic identities.
13. Using two or more course readings, explain how schools sort and stratify students and connect your discussion to the concept of “subtractive schooling.”
14. Explain how the Doll experiment relates to Brown v. Board of Education legislation and the concept of deficit thinking.
15. Identify the child-rearing styles that Lareau analyzes in White and African-American communities in the U.S. Explain why the findings of this research matter for the opportunity gap in education.

Explanation of alignment of sample assignments and assessments to GE VII CLOs

The readings, lectures, assignments, and assessments for Education 124: Multicultural Education correspond to several GE VII CLOs, including:

- (1) demonstrate knowledge of the culture, history, and development of one or more historically underrepresented or marginalized groups in the United States;
- (2) demonstrate knowledge of differences in experience and inequities encountered by underrepresented or marginalized groups in the US;
- (3) demonstrate the ability to recognize and critically analyze systems of oppression in the US.

Course content covers the experiences of several marginalized populations in the United States, including Black Americans, Asian Americans, Latino/as, LGBTQ people, those with disabilities, and gender non-conforming individuals. Students are expected to critically engage with historical and contemporary framings and issues germane to these vulnerable populations and to understand how these issues add to the opportunity gap in education and beyond. Through lecture and reading material, students explore the variation and variability in marginalized cultural groups' experiences in the United States and gain analytical tools to understand common themes in these experiences, through structural inequity and the production and reproduction of power and privilege. Through class discussions and multimodal group projects, students are able to relate core course concepts related to the functioning oppression in U.S. educational institutions to their own experiences and to possibilities for intervention and transformation.