

## University of California Irvine

### Educ124 & Chc/Lat183: MULTICULTURAL EDUCATION IN K-12 SCHOOLS

Spring, 2014: Tuesdays & Thursdays 2:00pm-3:20pm (sections 12050 & 61500) HH 178

**Instructor:** Dr. Laurie Hansen, Ph.D., [hansenl@uci.edu](mailto:hansenl@uci.edu), 949-824-5118 (department)

**Office hours:** Tues/Thurs before class at tables near HG & by appointment

**Teaching Assistants:** Wenliang He [wenliang.he@uci.edu](mailto:wenliang.he@uci.edu) & Ksenia Korobkova [ksenia.k@uci.edu](mailto:ksenia.k@uci.edu)

**Course Description:** Provides a theoretical and empirical overview of educational issues affecting diverse student populations in an increasingly changing society.

#### Course Objectives:

Students who successfully complete this course will:

- (1) Demonstrate understanding of the concepts and theories underlying multicultural education, including ways that educators can promote social justice for all children;
- (2) Demonstrate theoretical and practical understanding of the forces contributing to educational inequity and strategies for reforming the educational opportunities afforded diverse youth;
- (3) Apply course concepts to educational issues, problems, and solutions we will study in this class

**Learning Outcomes for Courses in GE Category VII:** After completing a course in this category, successful students should be able to (a) demonstrate knowledge of one or more historically underrepresented groups' culture, history, and development in CA and the U.S., (b) demonstrate awareness and appreciation of ethnic/racial differences and inequities in the U.S., and (c) demonstrate understanding that cooperation and mutual understanding among U.S. racial/ethnic groups is necessary in a culturally diverse society.

#### Required Textbook & Readings:

Banks, J. A., & McGee Banks, C. M. (2013). *Multicultural Education: Issues and Perspectives* (8<sup>th</sup> Ed.). Hoboken, NJ: John Wiley and Sons. <http://www.coursesmart.com/IR/1144399/9781118360088?hdv=6.8>

See the EEE course site for additional readings required for each week.

#### Adds, Drops, and Grades

DROP/CHANGE deadline is the end of Week 2 by 5:00PM (WebReg)

ADD deadline is the end of Week 3 by 5:00PM (WebReg)

The course grading policy adheres to regulations in the UCI Academic Senate manual

[http://www.senate.uci.edu/senateweb/default2.asp?active\\_page\\_id=671](http://www.senate.uci.edu/senateweb/default2.asp?active_page_id=671).

#### 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%

#### Conduct

Due to the size of the class, consideration for others is paramount. Students who engage in disrespectful or distracting behaviors may be questioned and/or directed to leave. Such behaviors include: sleeping, arriving late/leaving early; cell phone and text messaging use; recreational computer use; and headphone use. Please be considerate and professional when emailing instructor and teaching assistants.

## Description of Assignments

### **Class Participation (20% of grade)**

*Learning objective: Students will interact with peers, TAs, and the professor to apply course concepts to educational issues, problems, and solutions we will study in this class.* Students who regularly attend and participate in class will learn more than those who do not. The nature of the material of this course requires discussion of ideas with others. The format of this course will include lecture, video, discussion, and in-class activities. To allow you to earn credit for participating in class activities, short in-class assignments will be given at most class sessions. In-class assignments may occur at the beginning, middle, or end of class. These in-class assignments will be graded as credit/no credit. There is no make-up for missed in-class assignments, **NO EXCEPTIONS**. *Note: Students who add the class late must attend each and every class session if they wish to earn full credit for participation.*

### **Cultural Plunge Papers (two papers X 15% each = 30% of grade total)**

*Learning objective: Students will demonstrate understanding of the concepts and theories underlying multicultural education, including ways that educators can promote social justice for all children.* Students will participate in two “cultural plunge” experiences in which they expose themselves to people or to groups that are different from themselves in culture, that is, ability/disability, age/generation, ethnicity, gender identity, immigrant status, language, national origin, race, religion, region, sexual orientation, or socioeconomic status. Students are encouraged to engage in cultural plunge experiences in small groups; however, papers must be written individually and demonstrate individual reflection. Note: Students may serve as “ambassador” for one cultural plunge. In other words, a student who belongs to a particular group may plan, facilitate, and participate in a cultural plunge for a group of students who wish to learn more about that culture (see handout on EEE).

Here are the additional requirements for each cultural plunge:

- Total of two different cultural plunges/papers due per student
- The majority of the people at the cultural plunge are from the focal group
- Students must be on the “turf” of the focal group
- This must be a type of experience you have never done before
- Plunges must take place during the spring 2014 in order to earn credit
- You may not take notes
- Each plunge must last at least one hour

### Cultural Plunge Paper Required Format

- Each paper should be about 2-4 pages in length, excluding the reference list
- Single-spaced heading with student name, date, course #, quarter
- Descriptive title of paper
- Introduction paragraph in which you describe the cultural plunge, where & when it took place, with whom you interacted (use pseudonyms), and why you chose to do this plunge
- Body of paper in which you:
  - Describe common stereotypes about the focal group and indicate your prior experience (actual or vicarious) with that group
  - Discuss whether or not the plunge experience reinforced or challenged the common stereotypes of the focal group
  - Describe your emotional response to the experience and any insights on why you reacted emotionally the way you did
  - Discuss how the plunge experience connects with concepts or information from course readings
  - Discuss implications for K-12 teaching and learning

- Conclusion paragraph in which you summarize your paper
- Descriptive headings for each section of the body of the paper
- Reference list in APA format (separate page)
- Double-space, Times New Roman 12pt font, page numbers (top right), 1” margins all around
- Check paper for spelling, punctuation, and grammar before submitting
- Upload to the EEE dropbox. Late papers will earn an automatic 10% point deduction.

**Mid-Term Exam (25% of grade)**

*Learning objective: Students will demonstrate theoretical and practical understanding of the forces contributing to educational inequity and strategies for reforming the educational opportunities afforded diverse youth.* Students will be asked to read an assigned article and write a 2-3 page (double-spaced, Times New Roman, 12pt font, 1” margins) in which they (a) identify the key educational issue(s) raised in the piece, (b) deconstruct the author’s argument, and (c) and evaluate the author’s argument in relation to course content. See separate assignment guidelines handout and rubric posted on the EEE course site. *No make-up exams will be given without prior arrangement with the professor.*

**Final Exam (25% of grade)**

*Learning objective: Students will demonstrate theoretical and practical understanding of the forces contributing to educational inequity and strategies for reforming the educational opportunities afforded diverse youth.* Students will be asked to read an assigned article and write a 2-3 page (double-spaced, Times New Roman, 12pt font, 1” margins) in which they (a) identify the key educational issue(s) raised in the piece, (b) deconstruct the author’s argument, and (c) and evaluate the author’s argument in relation to course content. See separate assignment guidelines handout and rubric posted on our EEE course site. *No make-up exams will be given without prior arrangement with the professor.*

## TENTATIVE Course Schedule

*Note: Allow one week for TAs to grade course papers and exams and enter the scores on the EEE gradebook. All papers and exams must be uploaded to the correct EEE dropbox by the date and time due to avoid late penalties. Check the EEE gradebook each week and notify a TA within one week if you see an error in your score.*

<b>Week</b>	<b>Class Topics</b>	<b>Readings and Assignments Due This Week</b>
<b>Week 1</b> Apr 1 & 3	Overview of Multicultural Education	Banks & McGee Banks, Ch. 1 & 3
<b>Week 2</b> Apr 8 & 10	Culture Teaching & Learning in U.S. Schools	Banks & McGee Banks, Ch. 2 Cohen (2009)
<b>Week 3</b> Apr 15 & 17	Race, Racism, Discrimination, & Prejudice	Banks & McGee Banks, Ch. 11 Oseguera, Conchas, & Mosqueda (2010) Condition of Education 2013, pp. 52-53 <b>Due 11:59pm Apr 17: Cultural Plunge Paper #1 (late papers will be accepted up to 11:59pm Apr 24 with a 10% penalty; papers will not be accepted after Apr 24, no exceptions)</b>
<b>Week 4</b> Apr 22 & 24	Immigration & Language Diversity	Banks & McGee Banks, Ch.12 Ogbu & Simons (1998) Condition of Education 2013, pp. 54-56
<b>Week 5</b> Apr 29 & May 1	Social Class & Student Achievement	Alexander, Entwisle, & Olson (2007) Feliciano (2006) Guo & Harris (2000) Condition of Education 2013, pp. 26-28
<b>Week 6</b> May 6 & 8	<b>MIDTERM EXAM – TAKE ONLINE</b>  Religion & Schooling in the U.S	<b>Tues May 6 12:30-1:50pm (late exams will be accepted up to 11:59pm May 6 with a 10% penalty)</b>  Banks & McGee Banks, Ch. 5
<b>Week 7</b> May 13 & 15	Sexual Orientation & Gender Identity	Banks & McGee Banks, Ch. 9 2011 GLSEN School Climate Survey, pp. xiii-xx
<b>Week 8</b> May 20 & 22	Students with Special Needs	Banks & McGee Banks, Ch. 13 & 15 Condition of Education 2013, pp. 58-59
<b>Week 9</b> May 27 & 29	Families, Schools, & Communities	Banks & McGee Banks, Ch. 17 Linse (2010) <b>Due 11:59pm May 29: Cultural Plunge Paper #2 (late papers will be accepted up to 11:59pm June 5 with a 10% penalty; papers will not be accepted after June 5, no exceptions)</b>
<b>Week 10</b> June 3 & 5	Educational Reform for Equity & Social Justice	Banks & McGee Banks, Ch. 10 Kohn (2011)
	<b>FINAL EXAM – TAKE ONLINE</b>	<b>Thurs June 12 1:30-3:30pm (late exams will be accepted up to 11:59pm June 12 with a 10% penalty)</b>

### Statement on Academic Honesty

Academic dishonesty will not be tolerated in this course. 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. For further information, please consult the *UCI Academic Senate Policies on Academic Honesty* in the UCI General Catalogue: [www.editor.uci.edu/catalogue/appx/appx.2.htm](http://www.editor.uci.edu/catalogue/appx/appx.2.htm).

## Reference List for Course Readings in APA Format

- Aud, S., Wilkinson-Flicker, S., Kristapovich, P., Rathbun, A., Wang, X., & Zhang, J. (2013). *The Condition of Education 2013* (NCES 2013-037). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Banks, J. A. (2013a). Approaches to multicultural reform. In J. A. Banks & C. M. McGee Banks (Eds.). *Multicultural Education: Issues and Perspectives* (pp. 3-23). Hoboken, NJ: John Wiley and Sons.
- Banks, J. A. (2013b). Multicultural education: Characteristics and Goals. In J. A. Banks & C. M. McGee Banks (Eds.). *Multicultural Education: Issues and Perspectives* (pp. 181-199). Hoboken, NJ: John Wiley and Sons.
- Bicard, S. C., & Heward, W. L. (2013). Educational equality for students with disabilities. In J. A. Banks & C. M. McGee Banks (Eds.). *Multicultural Education: Issues and Perspectives* (pp. 245-266). Hoboken, NJ: John Wiley and Sons.
- Cohen, A. B. (2009). Many forms of culture. *American Psychologist*, *64*(3), 194-204. doi:10.1037/a0
- Convertino, C., Levinson, B. A., & González, N. (2013). Culture, teaching, and learning. In J. A. Banks & C. M. McGee Banks (Eds.). *Multicultural Education: Issues and Perspectives* (pp. 25-41). Hoboken, NJ: John Wiley and Sons.
- Feliciano, C. (2006). Beyond the family: The influence of premigration group status on the educational expectations of immigrants' children. *Sociology of Education*, 281-303.
- Ford, D. Y. (2013). Recruiting and retaining gifted students from different ethnic, cultural, and language groups. In J. A. Banks & C. M. McGee Banks (Eds.). *Multicultural Education: Issues and Perspectives* (pp. 291-308). Hoboken, NJ: John Wiley and Sons.
- Grant, C. A., & Sleeter, C. E. (2013). Race, class, gender, and disability in the classroom. In J. A. Banks & C. M. McGee Banks (Eds.). *Multicultural Education: Issues and Perspectives* (pp. 43-60). Hoboken, NJ: John Wiley and Sons.

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- Kosciw, J. G., Greytak, E. A., Bartkiewicz, M. J., Boesen, M. J., & Palmer, N. A. (2012). *The 2011 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools*. New York: GLSEN.
- Linse, C. T. (2010). Creating taxonomies to improve school-home connections with families of culturally and linguistically diverse learners. *Education and Urban Society*, 43(6), 651-670.
- Lippy, C. H. (2013). Christian nation or pluralistic culture: Religion in American Life. In J. A. Banks & C. M. McGee Banks (Eds.). *Multicultural Education: Issues and Perspectives* (pp. 83-101). Hoboken, NJ: John Wiley and Sons.
- Mayo, C. (2013). Queer lessons: Sexual and gender minorities in multicultural education. In J. A. Banks & C. M. McGee Banks (Eds.). *Multicultural Education: Issues and Perspectives* (pp. 161-175). Hoboken, NJ: John Wiley and Sons.
- McGee Banks, C. A. (2013). Communities, families, and educators working together for school improvement. In J. A. Banks & C. M. McGee Banks (Eds.). *Multicultural Education: Issues and Perspectives* (pp. 331-348). Hoboken, NJ: John Wiley and Sons.
- Ogbu, J. U., & Simons, H. D. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. *Anthropology & Education Quarterly*, 29(2), 155-188.
- Oseguera, L., Conchas, G. Q., & Mosqueda, E. (2010). Beyond family and ethnic culture: Understanding the preconditions for the potential realization of social capital. *Youth & Society*, 43(3), 1136-1166.  
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- Vargese, M. M., & Stritikus, T. T. (2013). Language diversity and schooling. In J. A. Banks & C. M. McGee Banks (Eds.). *Multicultural Education: Issues and Perspectives* (pp. 219-239). Hoboken, NJ: John Wiley and Sons.