

ED 124 • Multicultural Education in K-12 Schools

Course Syllabus

Days: Tuesdays and Thursdays **Time:** 2pm-3:20pm **Location:** MPAA 320

Professor

Gilberto Q. Conchas (gconchas@uci.edu) (949) 824-9882

Office Hours: Tuesdays, 12:30-2:00 pm and by appointment

Location: Education Building, 3453

Teaching Assistants

Brandy Jenner (bjenner@uci.edu)

Office Hours by appointment, Education Building 3300

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 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.

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

- 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.*

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!

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

Required Texts

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

Conchas, Gilberto Q. and Vigil, J. D. 2012. *Streetsmart Schoolsmart: Urban Poverty and the Education of Adolescent Boys*. NY: Teachers College Press.

Feliciano, Cynthia. *Unequal Origins: Immigrant Selection and the Education of the Second Generation*. New York: LFB Scholarly Publishing.

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

Noguera, Pedro. 2003. *City Schools and the American Dream: Reclaiming the Promise of Public Education*. NY: Teachers College Press.

Grade Weight/Description of Assignments

10% Class Attendance: Attendance will be taken at the beginning of each class.

60% Class Quizzes: 6 pop-quizzes worth 10-points each, consisting of open-ended and multiple-choice questions. These quizzes will be made available on EEE and will be open for students to complete from Thursday at the end of class until Tuesday at the start of class. The quizzes will include questions on course readings, lectures, and media material. No make-up quizzes will be given.

30% Cumulative Final Exam: Consisting of open-ended and multiple-choice questions. No make-up final exam will be given.

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/>

General Overview

Goals and Rationale of Course
Social Inequality and Education
Education and Social Context
Theories of Academic Achievement
Schooling and Social Reproduction
Immigration and Education
Unequal Origins
Case Study- Academic High
Case Study – Baldwin High
Creating an Empowering School Structure and Culture
Implications and Conclusion

**Course Schedule
Fall 2013**

Week	Date	Topic and Content	Reading
Week 0	Th 9/26	Introduction <ul style="list-style-type: none"> ▪ Syllabus Overview ▪ Introductions ▪ Questions 	
Week 1	T 10/01	Film 1	Conchas & Vigil, Foreword
	Th 10/03	Social Inequality and Education	Noguera, Series Forward, Preface, and Chapter 1
Week 2	T 10/08	Film 2	Conchas & Vigil, Introduction, Appendix A & B
	Th 10/10	Education and Social Context	Noguera, Chapter 2 and 5
Week 3	T 10/15	Theories of Academic Achievement	Conchas, Chapter 1
	Th 10/17	Professor Cynthia Feliciano Guest Lecture	Noguera, Chapter 3 Feliciano, Introduction and Chapter 1 and 2
Week 4	T 10/22	Education and Immigration	Conchas & Vigil, Chapter 5
	Th 10/24	Understanding the Benefits and Limitations of Social Capital	Noguera, Chapter 4 Feliciano, Chapters 4, 5, 6 and 7

Week 5	T 10/29	Alex Lin Guest Lecture	Conchas & Vigil, Chapter 1
	Th 10/31	Film 3	<u>Conchas, 5</u>
Week 6	T 11/05	The Model Minority Stereotype	<u>Lee, Chapters 1-6</u> <u>(Re-read Feliciano</u> <u>Chapter 1, 2)</u>
	Th 11/07	Chris Stillwell Guest Lecture	Stillwell readings : <u>Beer</u> <u>and Packard, 1</u>
Week 7	T 11/12	Brianna Hinga Guest Lecture	<u>Hull and James</u>
	Th 11/14	Film 4	<u>Conchas & Vigil,</u> <u>Appendix A and B</u>
Week 8	T 11/19	Structuring Latino School Success	<u>Conchas, 4</u> <u>Conchas & Vigil, 4</u>
	Th 11/21	Pedro Nava Guest Lecture	<u>Nava Readings TBD</u>
Week 9	T 11/26	The Role of Community Based Orgs	<u>Conchas & Vigil, 6, 9,</u> <u>Noguera, Conclusion</u>
	NO CLASS Th		
Week 10	T 12/03	Super Star or Scholar? Black Youth College and Career Expectation	<u>Conchas & Vigil, 3 and 8</u>
	Th 12/05	Guest Lecture: Sean Drake	<u>Conchas, 3</u>
Week 11	Date/Time TBD	Review Session	
	Th 12/12	Final Exam	