

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

### Instructional Team

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Office Hour: Thursdays 1:30-2:30pm or by appointment

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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.
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<sup>1</sup> 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 28<sup>th</sup>**

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 4<sup>th</sup>**

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 11<sup>th</sup> and March 13<sup>th</sup>**

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

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

### (Week 2) Tuesday January 14

McDermott, R. & Varenne, H. (1995). Culture as disability, *Anthropology & Education Quarterly*, 26, 324-348. [Focus on pp. 324-338]

### Thursday, January 16

Solorzano, D. G., & Yosso, T. J. (2001). From racial stereotyping and deficit discourse toward a Critical Race Theory in teacher education. *Multicultural Education*, 9(1), 2-8.

## Privilege, Power, and Pedagogy

### (Week 3) Tuesday January 21

hooks, b. (1994). *Teaching to transgress*. Routledge: New York. Chapter 3 (pp. 35-44)

Horton, M., & Freire, P. (1990). *We make the road by walking: Conversations on education and social change* (Chapter 3: pp. 102-109). Philadelphia: Temple University Press.

### Thursday, January 23

McIntyre, A. (1997). Constructing an image of a White teacher, *Teachers College Record*, 98(4), 653-681.

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

Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people’s children. *Harvard Educational Review*, 58(3), 280-299.

### Thursday January 30

Lei, J. L. (2006). Teaching and learning with Asian American and Pacific Islander students. *Race Ethnicity and Education*, 9(1), 85-101.

### (Week 5) Tuesday February 4

Gonzalez, N., Moll, L. C., Floyd-Tenery, M., Rivera, A., Rendon, P., Gonzales, R., & Amanti, C. (1993). Teacher research on funds of knowledge: Learning from households. *Theory into Practice*, 31(2), 132-141.

### Thursday February 6

Bryan, J. (2005). Fostering educational resilience and achievement in urban schools through school-family-community partnerships. *Professional School Counseling*, 8(3), 219-227.

## Structures of Inequality in Schools: Case Studies

(Week 6) Tuesday February 11

### **Short Response Exam 1**

Thursday February 13

Valenzuela, A., & Jaramillo, N. E. (2005). The Politics of Reform in an Era of "Texas-style" Accountability: An Interview with Angela Valenzuela. *InterActions: UCLA Journal of Education and Information Studies*, 1(20). [pp. 1-9 only]

Barrier-Ferreira, J. (2008). Producing commodities or educating children? Nurturing the personal growth of students in the face of standardized testing. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 81(3), 138-140.

(Week 7) Tuesday February 18

Valenzuela, A. (2000). The significance of the TAAS test for Mexican immigrant and Mexican American adolescents: A case study. *Hispanic Journal of Behavioral Sciences*, 22, 524-539.

Thursday February 20

Lee, S. (2001). More than "model minorities" or "delinquents": A look at Hmong American high school students. *Harvard Educational Review*, 71(3): 505-528.

(Week 8) Tuesday February 25

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

Thursday February 27

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

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

Mellor, D. & Epstein, D. (2006). Appropriate behavior?: Sexualities, schooling, and hetero-gender. In (Eds.) Skelton, C., Francis, B., and Smulyan, L. *The Sage Handbook of Gender and Education* (pp. 7-17). Thousand Oaks, CA: Sage.

Thursday March 6

Kimmel, M.S. (2008). 'I am not insane; I am angry': Adolescent masculinity, homophobia, and violence. In (Ed.) Sadowski, M. *Adolescents at school: Perspectives on youth, identity, and education* (pp. 99-110).

McCready, L. (2004). Understanding the marginalization of gay and gender non-conforming Black male students, *Theory into Practice*, 43(2), 136-143.

(Week 10) Tuesday March 11

To be determined.

Thursday March 13

### **Short Response Exam 2**