

CHC/LAT 183 • ED 124 •
Multicultural Education in K-12 Schools
Course Syllabus

Days: Tuesdays and Thursdays Time: 12:30 pm – 1:50 pm Location: MPAA 330

Professor

Gilberto Q. Conchas (gconchas@uci.edu)

Office Hours: **Thursdays, 4:50-6:00 pm and by appointment**

Location: Education Building, 3453

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- 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

- 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 groups 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/>

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 11:55 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.

In-Class Exam 20% (April 24, 2018)

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.

Social Justice in Education Poster Fair 15% (April 26, 2018)

- 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.

Analytic poster 15% (June 5, 2018)

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 7, 2018)

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.
 2. Weeks 5-9: Conchas, G. Q. (2015). *Cracks in the Schoolyard--Confronting Latino Educational Inequality*. (One copy available on reserve at Langson). And, additional readings will be in a class Dropbox.
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UCI Resources

College can be a stressful, intense experience. It can also be very isolating and may challenge you in new and difficult ways that take a toll on your physical and health. The UCI Counseling Center is an excellent resource for a variety of services related to mental health needs that may arise. <http://www.counseling.uci.edu/> (949) 824-6457.

Any student who needs accommodations related to disabilities is encouraged to contact the Disability Services Center (DSC) for assistance with accessibility issues, learning accommodations, and documentation. Likewise, students who become injured while at UCI or who are in need of temporary disability services should contact the DSC. <https://www.dsc.uci.edu/> 949-824-7494.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Support Services or Student Services in the School of Education for support. Students may also access the SOAR Center's food pantry for emergency food relief. More information is available at: <http://soar.uci.edu/food-pantry/>.

Any student who faces challenges related to immigration issues, whether it be their own or those of a family member, is encouraged to contact UCI Dreamers Coordinator Ana Miriam Barragan at (949) 824-6390 or ambarrag@uci.edu, for information about additional resources. Also note that Dr. Karina Ramos, Senior Staff Psychologist at the UCI Counseling Center (949) 824-6457, has extensive training and experience with undocumented students. <http://dreamers.uci.edu/>.

For international students on student visas, please contact the International Center (<http://ic.uci.edu/>).

(Thank you to Dr. Rachel Baker and Dr. Emily Penner for sharing the resources above.)

If you know of any other resources that we should include on this list, please don't hesitate to let the professor or TAs know.

Course Schedule

Week	Date	Topic and Content	Assignments
Week 1	T 4/03	<p>Introduction</p> <ul style="list-style-type: none"> ▪ Introductions ▪ Syllabus Overview ▪ Organizing Your Studies ▪ Pre-Survey for Community-Archival Work 	<p>Before class: Read syllabus and Social Justice Poster Rubric. Consult list of poster topics, decide which ones interest you most.</p>
	Th 4/05	<p><i>Challenging Deficit Views of Non-Dominant Students, Families & Communities</i></p> <p>Reading: H.G. Wells' Country of the Blind</p> <p>In-Class Activity: Join Poster Groups</p>	<p>Due before class (Wed, 11:55 pm): Reading organizer Wells to class Dropbox</p>
Week 2	T 4/10	<p>Theoretical Perspectives on Minority Schooling—Conchas Lecture</p> <p>Reading: Fordham & Ogbu (1986) Black Student's School Success. In-Class: Discuss social Justice poster plans.</p>	<p>Due before class (Mon, 11:55 pm): Reading organizer Ford&O to class Dropbox. Bring ideas for the poster to class, including 3 good sources.</p>
	Th 4/12	<p>Reading: McDermott & Varenne's (1995) Culture as Disability (focus on pp. 324-338)</p> <p>In-class: Discuss poster thesis, supporting evidence, and further details.</p>	<p>Due before class (Wed, 11:55 pm): Reading organizer McD&V to class Dropbox. Be prepared to discuss poster in detail.</p>
Week 3	T 4/17	<p>Readings: Flores, Cousin & Diaz (1991) and Solorzano, D. G., & Yosso, T. J. (2001). From racial stereotyping and deficit discourse toward a critical race theory in teacher education.</p> <p>In-class: Discuss rough draft of poster, possibly as a shared Google doc</p>	<p>Due before class (Mon, 11:55 pm): Reading organizer Flores S&Y to class Dropbox. As a group, make a first draft of your poster, perhaps as a Google doc.</p>

	Th 4/19	Reading: Noguera, P. (2003) . Schools, prisons, and social implications of punishment: Rethinking disciplinary practices, <i>Theory into Practice</i> , 42(4), 341-350. In-Class: Poster sharing across groups, for feedback.	Due before class (Wed, 11:55 pm): Reading organizer Noguera to class Dropbox. Prepare to present your poster to another group for feedback.
Week 4	T 4/24	In-Class Midterm	
	Th 4/26	Social Justice Poster Fair	
Week 5	T 5/01	<i>Cracks in the Schoolyard—Confronting Latino Educational Inequality</i> Reading: <i>Cracks in the Schoolyard</i> , Foreword	Due before class (Wed, 11:55 pm): Reading organizer ConchasForwd to class Dropbox
	Th 5/03	Theory of Racial Formation Reading: Lewis, A. (2003) . Everyday Race-Making	Due before class (Mon, 11:55 pm): Reading organizer Lewis to class Dropbox

Week 6	T 5/08	Community Archival Work in Historical Perspective Reading: To Suddenly Find Yourself Existing: Caswell, M. et al.	Due before class (Mon, 11:55 pm): Reading Caswell1 to class Dropbox.
	Th 5/10	Community Archival Work Activity Reading: Seeing Yourself in History: Caswell, M.	Due before class (Wed, 11:55 pm): Reading organizer Caswell2 to class Dropbox
Week 7	T 5/15	Social Science Research: Interdisciplinary Perspectives, Methods, and Engagement Guest Lecture: Vanessa Delgado Reading: <i>Cracks in the Schoolyard</i> , Chapter 1	Due before class (Mon, 11:55 pm): Reading organizer Conchas1 to class Dropbox
	Th 5/17	“Uncertain Futures: Educational Attainment and the Children of Undocumented Mexican Immigrants in the Greater Los Angeles Area” Guest speaker: Leo Chavez Reading: <i>Cracks</i> , Chapter 9	Due before class (Wed, 11:55 pm): Reading organizer Chavez to class Dropbox

Week 8	T 5/22	"The Role of Immigration Status on Family Dynamics" Guest Lecture: Vanessa Delgado Reading: "The Promise and Reality of Plyler V. Doe: Community Resistance to the School-to-Deportation Pipeline" Reading: <i>Cracks</i> , Chapter 10	Due before class (Mon, 11:55 pm): Reading organizer Burciaga to class Dropbox
	Th 5/24	Film: "Documented" (2013). View first half.	Due before class (Wed, 11:55 pm) One paragraph reaction to Delgado's lecture on 5/22.
Week 9	T 5/29	Film: "Documented" (2103). View second half.	Due before class (Mon, 11:55 pm): One page reaction to first-half of the film, "Documented"
	Th 5/31	"Conclusion: Creating Hope and School Success" Reading: <i>Cracks</i> , Conclusion Post-Survey on Community-Archival Section	Due before class (Wed, 11:55 pm): Reading organizer Conclusion to class Dropbox
Week 10	T 6/05	Analytic Poster Fair	
	Th 6/07	In-Class Final	

The instructor reserves the right to modify the syllabus as necessary