

# Schools In a Multicultural Society

TEDU 370

Spring  
2008

Cart 129

M,W, 2:00 –3:50 p.m.

Office hours: T: 10:30 a.m.–1:00 p.m.; 2:00–3:00 p.m. or by appointment

## Description



The first aim of this course is to understand how, over time, race, ethnicity and poverty have combined with power to shape the culture of schools, and have had a tremendous impact on how pupils behave, learn and achieve. Secondly, because teachers are at the heart of pupils' educational experiences, the field experience hours in multiracial and poverty contexts will give us the unique opportunity to examine our own identity (who we are and how we were shaped), and to have a first-hand experience with other people and/or their children. We will seek to understand more specifically what is expected of teachers working in such environments regarding knowledge, curriculum intervention, disposition, community involvement, etc.

*Schools in which as few as three or four percent of students may be white or Southeast Asian or of Middle Eastern origin, for instance—and where every other child in the building is black or Hispanic—are referred to in a commonly misleading usage, as 'diverse.' Visitors to schools like this discover quickly the eviscerated meaning of the word, which is no longer a descriptor but a euphemism for a plainer word that has apparently become unspeakable.*

**Jonathan Kozol**

*The Shame of the nation:  
The restoration of apartheid schooling in America*

## Prerequisites

TEDU 210 and 230, as well as admission to Teacher Education. This course also fulfills the DV requirement.

## Objectives

This course is crucial in fostering the [vision and mission of UW-Parkside Teacher Education Program](#). It particularly addresses Standards 3, 9 and 10 of the ten Wisconsin Educator Standards. Those standards are available at the following sites (click on link):

**Wisconsin Ten Teacher Standards** (<http://dpi.wi.gov/tepd/stand10.html>)

**Knowledge, skills, dispositions for the ten standards** (<http://dpi.wi.gov/tepd/pdf/10kdp.pdf>).

Participants should begin:

- Understanding the impact of race, ethnicity and poverty on behavior, achievement and performance;
- Understanding the history and principles of multicultural education;
- Developing skills and dispositions necessary to become culturally relevant practitioners;
- Comprehending how and why American schools are being resegregated;
- Understanding the effect of funding in creating unequal learning experiences for pupils;
- Examining the major issues and policies affecting “*other people’s children’s*” behavior and performance in schools.

### **Required Textbooks and Materials**

Spring, J. (2006) (5th Ed.) *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*. New York: McGraw Hill.

Landsman, J. (2005). *A white teacher talks about race*. Lanham, MD: Rowman and Littlefield.

**Other readings for further understanding will be provided through D2L and on electronic reserve. Audio-visual materials (DVDs, VHS tapes) are also on reserve in the library.**

### **Selected Additional Materials (for more and deeper information)**

Ayers, W., Ayers, R. & Dohrn B. (eds). (2001) *Zero tolerance: Resisting the drive for punishment in our schools. A handbook for parents, students, educators, and citizens*. New York: The New Press.

Banks, J. A. (2008) (4th Ed.). *An introduction to multicultural education*. Boston: Pearson Allyn and Bacon.

Banks, J. A. (2006) (4th Ed.). *Race, culture and education*. London, New York: Routledge.

Darder, A., Gutiérrez H. & Torres, R. (1997). *Latinos and education: A critical reader*. New York, London: Routledge.

Darling-Hammond, L., French, J., & Garcia-Lopes, S. P. (2002). *Learning to teach for social justice*. New York: Teachers College Press.

Delpit, L. (1995). *Other people’s children: Cultural conflict in the classroom*. New York: The New Press.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press.

Harry, B & Klingner, J. (2006). *Why are so many minority students in special education: Understanding race and disability in schools*. New York and London: Teachers College Press.

Kincheloe, J. L., & Hayes, K. (2007). *Teaching city kids*. New York: Peter Lang.

Knight, J. T. (2003). *Teaching tools for the twenty-first century: How to achieve and maintain teaching success*. Orlando: Rivercross Publishing.

Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. New York: Crown Publishers.

- Nieto, S. (1999). *The light in their eyes: Creating multicultural learning communities*. New York: Teachers College Press
- Obidah, J. E., & Teel, K. M. (2001). *Because of the kids: Facing racial and cultural differences in schools*. New York: Teachers College Press.
- Payne, R. K. (2005). *A framework for understanding poverty*. Highlands, TX: Aha Process, Inc.

### Accomodation of disabilities

It is the policy and practice of UW-Parkside to create inclusive and flexible learning environments. Should any aspect of this course be a barrier to your inclusion, please notify me as soon as possible and contact the Office of Disability Services (595-2610 or 595-2372), or email renee.kirby@uwp.edu For more information on disability services at Parkside, visit their website at: <http://www.uwp.edu/departments/disability.services/documentation.cfm>

### Academic Misconduct and Integrity

Every work you submit in this class must be original, intended for this particular class and completed by yourself. Do not copy from someone else or recycle from students who previously took this course. Plagiarism (attributing to yourself work that is not your own creation), fabrication, falsification and other fraudulent practices are unacceptable serious offences. UW-Parkside policy and procedures regarding such misconduct appear on the following site **and will be applied:** <http://www.uwp.edu/departments/governance/admin/policy/policy35.cfm>



### Expectations/Policies

- Cell phones should not disturb class time.
- It is imperative that you attend each class, read all assigned materials and participate thoughtfully and actively. Beyond three absences, four points will be deducted for your participation and attendance grade for each additional absence not *duly excused and properly documented*.
- Please use your RangerMail email login and password for D2L communications and interactions. The UW-Parkside homepage hosts a link to D2L Please, use RangerMail address for your e-mail correspondence with the facilitator.
- Every work must be given attention and serious thinking, and needs to be presented with clarity (titles, cover pages, references, etc.). Your grade will be proportionate to the intensity of your work, **your desire to seek further information and various perspectives on issues, and examine them critically.**
- The use of American Psychological Association (APA) style for citations and references is recommended. Visit this site for a concise, usable and downloadable summary of APA style: <http://www.wisc.edu/writetest/Handbook/DocAPA.html>. The following site [http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc\\_id=796](http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796) succinctly explains APA style, and for more information on writing without bias, on electronic references, etc... you

may consult <http://www.apastyle.org/>

□ No incomplete will be given, except for **extreme cases** – documented medical/family emergencies.

## Evaluation

Evaluation will be based on the following:

- Class attendance [15 pts] and participation [40 points]
- Mid-term critical reflective journal (40 points)
- Final critical reflective journal (60 points)
- Group presentation [30 points]
- Reaction paper on the topic of a group presentation topic (20 points)
- 3-page multicultural integration plan (20 points)
- Completed field experience hours (50 points)

### 1. Participation and attendance

Classroom attendance and reading of assigned materials are mandatory. *Participation is not synonymous with attendance.* It includes *asking and answering pertinent questions, contributing to discussions, sharing pertinent information/news with everyone (not just the instructor), and participating in our D2l interactions. Enriching our learning experience is everyone's responsibility.*

### 2. Mid-term Critical Reflective Journal (40 points)

### 3. Final Critical Reflective Journal (60 points)

The field experience hours will give you is to provide you with first-hand face-to-face contact and interaction with individuals and communities belonging to groups or social classes that have been historically marginalized: African-Americans, Native Americans, Asians, Latinos and poor whites. Experiences will vary in scheduling, type of service and supervision, and groups you are dealing with,

depending on the agencies or organizations you are working with. Nevertheless, you are expected to produce the following twice a semester.

Two completed records of hours on the standard department form duly signed by the supervisor of your field experience (mid-term and final).

Two evaluation forms signed by the supervisor of your field experience (mid-term and final)

Two journals which connect and integrate your field experience with the readings and classroom activities and discussions into a critical reflective piece.



The journal is **NOT** a daily and systematic log of events and activities. **Please, suspend or avoid value judgement.** It is meant to **describe and analyze significant occurrences/moments, to provide in-depth discussions of them based your observations and interactions in the field, our course readings, videorecordings and all other materials.** It is intended to give you a unique opportunity to reflect on how power intersects with race and culture to create specific environments and to shape policies and attitudes. It is also a way to confront your personal assumptions and your conditioning.

Please keep daily or weekly entries of observations and activities and submit copies to me as the semester evolves. Only the synthesized written component (6-8 **double-spaced** pages for the midterm journal and 8-10 **double-spaced pages** for the final journal) is required on due date. Each journal can focus on a particular theme, but should not be limited to it. Your journals must follow *Document design tips learnt in TEDU 230 must be used.*

**A few ideas and questions about what to reflect on in your journals (You must integrate our readings and discussions in your analyses)**

- If you are tutoring, how are you infusing multicultural curriculum and principles in your teaching? How and why is it or is it not working?
- How do you understand the specific case you are dealing with? What do you see and what are your interpretations of it?
- What connections can you establish between what you see, hear and experience and the larger cultural, socio-economic or racial picture (they are often intertwined), with historical factors (always an important factor)? Joel Spring and Landsman's books have a lot of information you can draw from
- What kinds of conversations are you having with the person you are working with? Why? How do you know them? What effort are you making to try to go beyond the everyday conversation? Do they trust you? Why or why not? What are your hypotheses?
- What is the nature of your interactions with people other than you culturally and racially? Is language an issue in your relationship? Why?
- Why are the individuals you are working with homeless or struggling so much? What is the structure of their families (single-parent, married couples, etc.) and what impact do you think it has on the family itself. Do they have any/enough family support? Why?

## **5. Group Presentation (30 points)**

Each participant, individually or in a group of two, will make a presentation on an important issue related to schools in multicultural United States. You are expected to conduct thorough research on the topic and to use electronic and audiovisual materials (VHS tapes, DVDs, internet links, posters, etc.). Feel free to invite a guest to partially address the issue.

A week or ten days before your presentation, you must have your classmates conduct some activity (read a short article, visit a website, view a Youtube or DailyMotion video or TV

program, listen to the lyrics of a song, etc.). Make sure it is accessible to them and tell them how you would like them to react (D2L preferably or an index card reaction that will be collected).

### 7. Multicultural Integration Plan (20 points)

You will write a plan to indicate how, as a future teacher, you intend to integrate multicultural principles in your teaching and how you intend to teach all kids by taking into account what you have learnt this semester. You will consider the following questions:

How do you intend to remain up-to-date with the field of multicultural education?

What will you do in terms of disposition and attitude?

What principles will you use in the way you organize discipline in your classroom?

How will you approach curriculum and instruction in your subject-matter (specify the subject-matter) taking into your students' needs even in the case they seem to be from just one ethnic group or social class.

### 8. Completed field experience hours

Your hours must be completed and the forms must be signed by your supervisor(s) twice a semester) Field experience hours must be completed, journals must be turned in before a grade is attributed. If journals are not in by grade submission time, the student will receive a zero Grades will be assigned as follows:

<b>A</b>	94-100%	<b>B+</b>	89-90%	<b>C+</b>	79-80%	<b>D+</b>	70-71%	<b>F</b>	less than 65%
<b>A</b>	91-93%	<b>B</b>	83-88%	<b>C</b>	74-78%	<b>D</b>	67-69%		
		<b>B-</b>	81-82%	<b>C-</b>	72-73%	<b>D-</b>	65-66%		

## Tentative Weekly Schedule - TEDU 370

### Week 1

Jan 22 *Activities:* Course overview - Choice of topics and issues – Other issues –

### Week 2: Race, class, and ethnicity, and their intersection with poverty (1)

Jan 28 *Activity:* Course overview (*Cont'd*)  
 Videorecording: *Race: The power of an illusion*. [Epis. 3 and other scenes]  
*Topic:* Race, culture and poverty

Jan 30 *Activities:* Meeting with various agencies and organizations for field experience placement;  
 Expectations of students and agencies

### Week 3: Race, class, and ethnicity, and their intersections with poverty? (2)

Feb 4: *Readings:* [Landsman, J. (2005). *A White teacher... pp. vi-xvii; p.129-40.*  
*Activity:* Videorecording: *Poverty in Wisconsin*  
*Topic:* Ethnicity, class and poverty

Feb 6    Readings:    Article on social class in the United States  
Activity:    Videorecording: *People Like Us*  
Topic:        Ethnicity, class and poverty

### **Week 3: Race, class, and ethnicity, and their intersections with poverty? (2)**

Feb 11    Readings:    *Legal Construction of Race* by Lopez, Ian F. Haney  
                  [Article on electronic reserve]  
Activity:    Videorecording: (*excerpts*)  
Topic:        Race, class, ethnicity in schools

Feb 13    Readings:    Article on electronic reserve: *Eugenics: Content and Context* by Winfield, Ann Gibson  
                  [Spring, J. (2006). *Deculturalization...* pp.. XI-17]  
Topic:        Multicultural education: Principles and misconceptions

### **Week 4: Know Yourself: Who are you?**

Feb 18    Activities:    Videorecording: Excerpts from *Crash* directed by Paul Haggis  
                  Group Discussion about excerpts from *Crash* directed by Paul Haggis  
Topic:        Knowing your assumptions and beliefs and learning how they were formed and how to question them

Feb 20    Readings:    [Landsman, J. (2005). pp.. 19-30; 93-102]  
Activity:    Continued discussion of *Crash – Who are you?*  
Topics:      Knowing your assumptions and beliefs and learning how they were formed and how to question

### **Week 5: Experiences of various racial and ethnic groups in American schools (1)**

Feb 27    Topic:        The European American experience in U.S. Schools: Is Everyone Privileged?  
Readings:    McIntosh, P. "White privilege: Unpacking the invisible knapsack"  
                  Article on electronic reserve: "Being White: Invisible Privileges of a New England prep school girl"

*Discussion of topic with guest speakers*

Mar 3    Topic:        The American Indian schooling experience  
Readings:    [Landsman, J. (2005). *A White teacher*, pp.. 101-114]  
                  [Spring, J. (2006). *Deculturalization...* pp.. 20-39]  
Activities    Videorecording: *A Century of Genocide in the Americas: The residential school experience*/Native voices present a film by Rosemary Gibbons and Dax Thomas  
                  Excerpts from *Matters of Race*, a film produced and directed by John J. Valadez or from PBS' *The Power of an Illusion*

### **Group Presentation 1**

## Week 6: Experiences of various racial and ethnic groups in American schools (2)

- Mar 8 *Readings:* [Landsman, J. (2005). *A White teacher*, pp. 135–143]  
[Spring, J. (2006). *Deculturalization...* pp.. 40–66]  
*Topic:* The African American experience: From Separate and Unequal to the Same

*Discussion of topic with guest speakers*

- Mar 10  
*Readings:* [Landsman, J. (2005). *A White teacher*, pp.. 59–67]  
[Spring, J. (2006). *Deculturalization...* pp.. 84–110]  
*Topic:* The Hispanic/Latino schooling experience: Identity and Culture  
Excerpts from “*Race Is The Place*,” a film by Ray Telles and Rick Tejada-Flores

*Discussion of topic with guest speakers*

## Week 7: Discussion of journals and how we are doing?

- Mar 10 **Journal #1 due – Discussions of Journals**

- Mar 12 **Presentation:** Wrapping up: Critical reflections on various experiences and how they affect students in schools today, and related comments, questions

## Spring Break

## Week 7: Experiences of various racial and ethnic groups in American schools (3)

- Mar 24 *Topic:* The Asian-American/Native Hawaiian and Other Pacific Islander experience: From Exclusion to “Integration.”  
*Readings:* [Spring, J. (2006). *Deculturalization...* pp.. 67–83]  
[Lee, S., More than Minorities or delinquents: A look at Hmong American High School Students, *Harvard Educational Review*, 71, 3, Fall 2001]  
*Activities* Excerpts from “*Race Is The Place*,” a film by Ray Telles and Rick Tejada-Flores

*Discussion of topic with guest speakers*

- Mar 26 *Activities:* “**Bring your story**” Day: Choose a current event , a song, a DVD, an excerpt of a videotape, or a personal story to relate to the topics we have discussed so far and your life. You can do this in group.

## Week 9: Curriculum transformation: What and how to teach? (1)

- Mar 31 *Topics:* What to teach? How can teachers transform contents?  
*Readings:* *Yes, But how do we do it? Practicing Culturally Relevant Pedagogy* by Ladson-Billings, Gloria **[Article on electronic reserve]**  
*Activities:* [Landsman, J. (2005). *A White teacher*, pp.. 145–152

- Apr 7    *Readings:*    *Pedagogy of Poverty Versus Good Teaching* by Haberman, Martin **[Article on electronic reserve]**  
*Topic:*            Pedagogy of multicultural education: How to teach?

### **Week 10 Curriculum transformation: What and how to teach? (2)**

- Apr 9    *Activity:*        [Panel Discussions of teachers and professionals working in urban schools]: *Understanding children and families affected by racial and class discrimination: Common misconceptions and what teachers should understand and do*  
*Topic:*            Resegregation of schools: Separate and unequal again

#### **Group Presentation 2**

### **Week 11 Curriculum and Pedagogy Transformation: Discipline and Special Education**

- Apr 14    *Readings:*        *Ethnic Disproportionality in Special Education* by Harry, Beth  
**[Article on electronic reserve]**  
*Topic:*            The unequal world of disability in schools: Problems and solutions

#### **Group Presentation 3**

- Apr 16    *Readings:*        *De Facto Zero Tolerance* by Goode, Victor and Jennifer D.  
**[Article on electronic reserve]**  
*Topic:*            Zero tolerance: Understanding how children of color are affected and possible alternatives

#### **Group Presentation 4**

### **Week 12: Language and literacy in multicultural contexts**

- Apr 21    *Activity:*        Discussion of field experiences
- Apr 23    *Readings:*        *What Should Teachers do? Ebonics and Culturally Responsive Instruction*  
*Topic:*            *Why is language an issue in schools? What should be done in multicultural contexts*

#### **Group Presentation 5**

### **Week 13: Language and literacy in multicultural contexts**

- Apr 28:    *Readings:*        Video Excerpts: TBA  
*Topic:*            *What is bilingual education and is it really needed? An examination of school policies and their impact on the achievement of poor and "minority" students*

#### **Group Presentation 6**

Apr 30:    Topic:        The No Child Left Behind Act and how it affects poor schools and children  
              Readings:    *Compassionate Conservatism and No Child Left Behind: The Republican Educational Agenda for the 21st Century* by Spring, Joel

### **Group Presentation 7**

#### **Week 14: Other Topics**

May 5

Activity: *Group Discussion: Examining yourself again*

Topic:        Pedagogy: Your beliefs and the teacher you want to be

May 7

Activities:   Unfinished business (topics, problems, issues)

**Multicultural Integration Plan (due) - Present your plan to the class for discussion**

#### **Week 15: Final Exam Week**

May 12

Final Journal due – Field Experience hours due

Present journal and reflections on self and field experience to class