

Education 238

Multicultural Education

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Course: Education 238, Spring 2007
Tues/Thurs 1:15pm-3:00pm
CMC 210

Course Description

In our global society, multicultural competencies (historical understandings of race, immigration, class, gender, etc.; cross-cultural communication styles; and multiracial/multilingual inclusiveness) are imperative to living and thriving in a diverse democracy. This is especially important in the field of education, where teachers, administrators, students, and policymakers must respond to shifting demographics and find innovative ways to be inclusive of diverse students' needs.

This course will begin by exploring the meaning of diversity/multiculturalism and what education then means in this contemporary context. Following, we will examine socio-cultural and historical factors (social construction of race and racism, immigration, class, gender, sexuality, and urbanicity) that have contributed to developing a multicultural society. Lastly, we will look at strategies and practices schools (transformative multiculturalism, culturally relevant pedagogy, and culturally responsive teaching) and educators have adopted to address the needs of a multicultural student population in both K-12 and higher education settings.

Throughout the course, you will examine your own experiences with diversity and multiculturalism. In particular, you will be asked to critically reflect and assess the ways in which diverse interactions (or the lack thereof) have (1) shaped your views, (2) challenged you/your beliefs and (2) contributed to your social and academic experiences. Through this process of inquiry and discovery you will gain a deeper understanding of your own history, social location, and ways in which to be culturally coherent in a multicultural democracy.

Course Objectives

Through this course, you will:

- Gain a socio-cultural and historical understanding of the evolution of multiculturalism and diversity in the United States
- Explore and critique traditional theoretical and conceptual frameworks utilized in the study of multiculturalism and diversity
- Formulate, interrogate, and articulate your own views of multicultural America
- Cultivate participation skills for seminar discussion, including teamwork/collaborative learning, presentation skills, and actively engaging in class discussions
- Develop and hone writing skills through ethnographic writing and analysis, reflection, and peer editing, and revision workshops

Required Texts

Carleton Bookstore

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

One of the following books that will be determined W2:

- (1) Carter, P.L. (2005). *Keepin' it real: School success beyond black and white*. New York: Oxford University Press
- (2) Conchas, G.Q. (2006). *The color of success: Race and high-achieving urban youth*. New York: Teachers College Press
- (3) Lee, S.J. (2005). *Up against whiteness: Race, school, and immigrant youth*. New York: Teachers College Press
- (4) Valenzuela, A. (1999). *Subtractive schooling: U.S. Mexican youth and the politics of caring*. New York: SUNY Press
- (5) Yosso. T.J. (2006). *Critical race counterstories along the Chicana/Chicano educational pipeline*. New York: Routledge

Additional readings available through EReserve (password: educ) and on Moodle

Evaluation Criteria:

Participation & Engagement	15%
Weekly “Critically Think” Exchange	10%
Content Quizzes	10%
Roots Assignment	15%
Group Book Presentation	20%
Final Project	30%

Class Participation and Engagement (15%): Participation and engagement are requisite components of the course. The course will be based upon individual and group-based activities within (discussion, activities, peer review, etc.) and outside (reading, research, and reflection) of the classroom setting. You are expected to come to class having read for the entire week by Tuesday each week (except for Week 1) and ready to discuss and engage in activities that will expand upon the material presented in the readings. You are required to bring readings for the week to class, as we will refer to them during our discussion and activities. In addition, assignments and activities will privilege multiple learning styles (visual, auditory, sensory, etc.) and your openness to listen, share, reflect upon, and critique your views and your classmates will be encouraged. In this way, participation is viewed as both a thoughtful listening exercise and verbal exchange and analytic quality over quantity will be rewarded. At times, we will discuss controversial topics and discussions may become heated, uncomfortable, and/or frustrating. As a professor, I seek to create a respectful learning community and require students be open to a multiplicity of viewpoints and can ‘agree to disagree’ as well.

Student experiences are valuable to learning about multicultural education. Throughout the course, you will be asked to share your own educational background, experiences, and questions/contentions about various educational issues. In addition, we will discuss controversial topics, which may elicit strong feelings and emotions and can push your comfort zone at times. The instructor expects students to respect each other’s views, no matter how oppositional. This class is focused on learning about the complexity of educational issues, talking through difficult issues, and becoming aware of a range of perspectives.

Weekly “Critically Think” Exchange (10%): You will be required to post or answer 2 “critically think” questions, thereby requiring students to read ahead, thoughtfully construct discussion questions, and begin to dialogue on course readings before actual class time. Questions are due every Monday at 1:00pm on the class discussion board and those who are directed to respond must do so by Tuesday at 1:00pm. Students will alternate weeks of posting q’s and answering q’s by last name:

- A-N: post questions odd weeks, answer even weeks
- O-Z: answer questions odd weeks, post questions even weeks.

Questions posted should demonstrate (1) your understanding (or lack thereof) of the readings that week and (2) open up a line of inquiry to expand upon the topics illuminated in the reading materials.

Responses to questions should (1) articulate a thoughtful and analytical perspective and (2) support/counter with direct evidence from the readings, when possible.

Content Quizzes (10%): In order to regulate your engagement with course readings, and in lieu of a midterm examination, you will have 3 unannounced content quizzes that will ascertain your knowledge of the reading materials for a particular week (i.e. not cumulative). Quizzes cannot be made up if you are not present for class, aside from a verifiable absence from the Dean of Students office. The final content quiz grade will be calculated by the sum of your two highest scores (i.e. your lowest quiz score will be dropped).

Gettin' Back to Your Roots (15%): Having a firm grasp on your own ethnic/racial/cultural roots and being able to share it with others is an important component of multicultural education, especially when you reflect upon and interrogate your values and biases. You will write a 5 page paper (10%) chronicling your family history (i.e. documenting your roots), including: (1) narrative timeline--beginning with when your family first came to/was brought to the U.S. to the present and documenting the historical factors contributing to their immigration/move, (2) sharing a minimum of 2 (max 3) activities/values/celebrations that are specific to your ethnic/racial/cultural roots, (3) critically reflecting on how your family history has shaped your ethnic/racial/cultural beliefs and values. You will give a 5 minute presentation (5%) (Weeks 3-4) on your roots to the class, specifically highlighting one [ethnic/racial]cultural activity/value/celebration and how it has shaped you as a person.

Group Book Presentation (20%): You will read one scholarly book on a group that you deem is culturally unfamiliar. You will be assigned a book Week 2. In groups of 4-5, you will give a 15 min presentation your selected book (Weeks 6-8). You will provide a handout [5 pages max] that includes: (1) brief overview of the book [1 paragraph], (2) theoretical lens/framework [1-2 paragraphs], (3) analysis/significance of the book on the cultural groups portrayed [1-2 pages] (4) chapter-by chapter summary [1 paragraph per chapter—this section should be no longer than 2 pages, single spaced].

You are encouraged to utilize your creative juices and appeal to visual, auditory, and tactile senses in your presentation. Your final presentation grade will be determined by individual (10%) and group (10%) scores. You will be required to evaluate the contribution of each group member, including yourself, on a scale of 1-5 and provide a one paragraph narrative to support your score one week following the presentation.

Final Project (30%):

You will complete a final project that will provide an opportunity to explore one facet of diversity and multiculturalism in an educational setting. There will be two components to each project, a 10 page paper (25%) and a presentation (5%) You may select one of the following projects:

Case Study: You will investigate a program, policy, or practice that addresses diversity and multiculturalism in K-16 education and write a 10 page paper on the issue, including a (1) comprehensive literature review (minimum of 5 research-based sources), (2) conducting interviews (minimum of 3 people), (3) in depth analysis of the literature & interviews, (4) critical reflection, and (5) practical implications and future directions.

Multicultural Curriculum: You will create a multicultural curriculum (including 3 lesson plans) that will put at least one of the educational theories explored in this class into practice. The curriculum (10 pages) will include: (1) introduction of the educational theories being utilized in the curriculum (background, definition, and your own interpretation), (2) intended audience (grade level, demographics, etc.), why you chose this group, and how this group is similar/different to your own, (3) 3 lesson plans, (4) analytic

reflection on the exercise. Each lesson plan should include the following sections: (1) learning objectives and how they utilize/expand upon the theory identified and (2) in-depth description of the activities.

Multiculturalism at Carleton: As the U.S. becomes more diverse, college campuses across the country are working diligently to increase the diversity of their student population. You will explore the state of multiculturalism at Carleton and propose 3 concrete ways in which Carleton can be more inclusive of diverse students needs (admissions, curriculum, retention, faculty/staff diversity, etc). You will attend 3 on-campus events in order to observe, evaluate, and reflect upon your experience in the diverse Carleton community. The final product will be a 10 page paper including, (1) history and contemporary description of multiculturalism at Carleton (2) description and analysis of the selected events (3) analysis and assessment multiculturalism at Carleton, including 3 concrete ways to improve multicultural climate, and (4) analytic reflection on the individual events and exercise as a whole.

You must submit a final project proposal Week 3, (1) identifying the project you wish to complete and why, (2) the issue/theories/group you intend to investigate, and (3) a proposed timeline to complete your project. Please note that your project must be approved by the instructor, including any major changes (change in project type, issue/theories/group, etc.) from the initial proposal.

You will present your project to the class during Weeks 9 & 10.

Policies

Illness/Emergencies/ Unforeseeable Absences: Please let me know (when possible) if an illness/emergency or unforeseeable circumstance arises and you cannot attend class. More than 2 unexcused absences will result in a student's grade being lowered by one-half (i.e. A to A-). The only excused absences that will be accepted (i.e. death in the family, family emergency, medical emergency/leave, etc.) must be verifiable through the Dean of Students Office. In addition, missing class time (i.e. leaving early) for events (i.e. athletics, club activities) is considered a partial unexcused absence.

Late/Missed Assignments: Assignments not turned in during the first 10 minutes of class on the due date will be penalized one-half grade per day late (A to A-, etc.) starting the first day (11 minutes after the class begins) and will not be accepted after 5 days. Emailed assignments will not be accepted.

Students with Special Needs: Students who need special accommodations should bring this to my attention after the first class either by email or in-person.

Academic Honesty: The standards set by the Dean of Students Office will be adhered to in this course. As such, "it is assumed that a student is the author of all course work (quizzes, tests, papers, lab work, etc.) that he/she submits, whether for a grade or not, and that the work has not been submitted for credit in another class without the instructor's permission. Images, ideas, data, audio clips, or phrases borrowed from others should be fully identified by standard procedures for making such acknowledgment."

Course Overview

Week 1: Introduction to Multicultural Education

What is multicultural education? And why should we study it?

Banks, J.A. (1995). Multicultural education: Historical development, dimensions, and practice. In J.A. Banks & C.A.M Banks (Eds), *Handbook of Research on Multicultural Education*. New York: Simon & Schuster Macmillan, Ch.1, p. 3-24. [ERESERVE]

Gibson, M.A. (1984). Approaches to multicultural education in the United States: Some concepts and assumptions. *Anthropology and Education Quarterly*, 15(1), p. 94-120 [MOODLE]

Week 2: The Historical Context of Multiculturalism & Diversity

What is the historical context of multiculturalism and diversity in U.S. education? How has evolved over the years? And what do critics of multicultural education have to say? Lastly, how have federal and state policymakers responded to multicultural education?

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press, Part 1, p. 5-69.

Sleeter, C.E. (1995). An analysis of the critiques of multicultural education. In J.A. Banks & C.A.M Banks (Eds), *Handbook of Research on Multicultural Education*. New York: Simon & Schuster Macmillan, Ch.5, p. 81-96.

[ERESERVE]

Gollnick, D.M. (1995). National and state initiatives for multicultural education. In J.A. Banks & C.A.M Banks (Eds), *Handbook of Research on Multicultural Education*. New York: Simon & Schuster Macmillan, Ch.3, p. 44-64.

[ERESERVE]

Week 3: The Social Construction of Race and Racism

In what ways have race and racism been constructed in this country through theory, policy, and practice? What implications does this have for the field of education (a) historically and (b) in contemporary times (i.e. bi/multiracial students)?

Omi, M. & Winant, H. (1994). *Racial formation in the United States from the 1960's to the 1990's*. New York: Routledge, Ch. 4, p. 53-76 [ERESERVE]

Bobo, L.D. and Fox, C. (2003). Race, racism, and discrimination: Bridging problems, methods, and theory in social psychological research. *Social Psychology Quarterly*, 66(4), p. 319-332 [MOODLE]

Haney-Lopez, I. "Colorblind to the reality of race in America," *Chronicle of Higher Education* (November 2006), p-1-7 [MOODLE]

Multiracial article TBD

Week 4: Socio-cultural context of Multicultural Education: Latina/os and Asian Americans

What is the nature of U.S. Latina/o and Asian American experiences in education? What are the historical factors, cultural characteristics, and assimilationist policies that have shaped our understanding of these communities in multicultural America?

Required

Takaki, R. (1998). *Strangers from a different shore: A history of Asian Americans*. Boston: Back Bay, p.472-509 [ERESERVE]

Portes, A. and Zhou, M. (1993). The second generation: Segmented assimilation and its variants. *Annals of the American Academy of Political and Social Science-- Interminority Affairs in the U.S.: Pluralism at the Crossroads*, vol. 530, p.74-96. [MOODLE]

Portes, A. and Hao, L. (2004). The schooling of children of immigrants: Contextual effects on the educational attainment of the second generation. *Proceedings of the National Academy of Sciences of the United States of America*, 101(33), p. 11920-11927. [MOODLE]

Garcia, E.E. (2004). Educating Mexican American students: Past treatment and recent developments in theory, research, policy, and practice. In J.A. Banks & C.A.M Banks (Eds), *Handbook of Research on Multicultural Education, 2nd Edition*. New York: Simon & Schuster Macmillan, Ch. 24, p.491-514. [ERESERVE]

Pang, V.O. (2004). Asian Pacific American Students: A diverse and complex population. In J.A. Banks & C.A.M Banks (Eds), *Handbook of Research on Multicultural Education, 2nd Edition*. New York: Simon & Schuster Macmillan, Ch. 26, 542-563. [ERESERVE]

Recommended

Gutiérrez, R.A. (1995). Historical and social science research on Mexican Americans. In J.A. Banks & C.A.M Banks (Eds), *Handbook of Research on Multicultural Education*. New York: Simon & Schuster Macmillan, Ch. 12, p. 203-222 [ERESERVE]

Zhou, M. (1997). Segmented assimilation: Issues, controversies, and recent research on the new second generation. *International Migration Review*, 31(4), 975-1008 [MOODLE]

Week 5: Socio-cultural context of Multicultural Education: African American and Native Americans

What is the nature of the U.S African American and Native American experiences in education? What are the historical factors, cultural characteristics, and assimilationist policies that have shaped our understanding of these communities in multicultural America?

Steele, C.M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52 (6), 613-629.

Ogbu, J.U. and Simons, H.D. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. *Anthropology and Education Quarterly*, 29(2), 155-188.

Lomawaima, K.T. (1995). Educating Native Americans. In J.A. Banks & C.A.M Banks (Eds), *Handbook of Research on Multicultural Education*. New York: Simon & Schuster Macmillan, Ch. 19 p. 331-347. [ERESERVE]

Lee, C.D. and Slaughter-Defoe, D.T. (2004). Historical and sociocultural influences on African American education. In J.A. Banks & C.A.M Banks (Eds), *Handbook of Research on Multicultural Education, 2nd Edition*. New York: Simon & Schuster Macmillan, Ch. 23, p. 462-490 [ERESERVE]

Extra Credit Assignment: Attend Convocation [Jacob Lief] on Friday, April 27 and provide a 2 page reflection (not synopsis) by Friday, April 27 @ 10:00pm

Week 6: Student Identity Development: Hmong & Black Constructions of Race, Immigration status/Generation, Class, Gender, Sexuality, & Urbanicity

In what ways do race, immigration status/generation, class, gender, sexuality, and urban identities play out in Hmong and African American students' educational experiences in the U.S.? In particular, how do notions of 'capital' and 'acting white' shape multicultural students' educational trajectories?

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

Gibson, M.A. (1997). Complicating the immigrant/involuntary minority typology. *Anthropology and Education Quarterly*, 28 (3), p. 431-447. [MOODLE]

Yosso, T.J. (2005). Whose culture has capital? A critical race discussion of community cultural wealth. *Race Ethnicity and Education*, 8 (1), p.69-82 [MOODLE]

Lee, S.J. (2005). *Up against whiteness: Race, school, and immigrant youth*. New York: Teachers College Press, Chapter 3, p. 50-86 [ERESERVE]

Carter, P.L. (2005). *Keepin' it real: School success beyond black and white*. New York: Oxford University Press, Chapter 2, p.47-76 [ERESERVE]

Week 7: Student Identity: Segregated Schooling & Mexican-American Constructions of Race, Immigration status/Generation, Class, Gender, Sexuality, & Urbanicity

In what ways do race, immigration status/generation, class, gender, sexuality, and urban identities play out in de facto segregated schooling and Mexican American students' educational experiences in the U.S.? In particular, how do notions of 'deficit thinking' and 'borderlands' shape multicultural students' educational trajectories?

Tues

Valencia, R.R. (1997). Conceptualizing the notion of deficit thinking. In R.R. Valencia (Ed.), *The evolution of deficit thinking: Educational thought and practice*. London: Falmer Press, Ch. 1, p. 1-9. [ERESERVE]

Conchas, G.Q. (2006). *The color of success: Race and high-achieving urban youth*. New York: Teachers College Press, Ch. 2, p. 20-40[ERESERVE]

Yosso, T.J. (2005). *Critical race counterstories along the Chicana/Chicano educational pipeline*. New York: Routledge, Ch. 2, p.21-51 [ERESERVE]

Thurs

Anzaldúa, G. (1999, 2nd edition). *Borderlands La Frontera: The new Mestiza*. Aunt Lute Books: San Francisco, Ch. 5, p. 75-86.

Valenzuela, A. (1999). *Subtractive schooling: U.S. Mexican youth and the politics of caring*. New York: SUNY Press, Ch. 5, p. 161-226 [ERESERVE]

Week 8: Teaching Pedagogies I

What are some ways in which K-12 education is being responsive to diverse students' educational needs? In particular, what is culturally responsive teaching and transformative multiculturalism and how can they be applied in a school setting?

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53 (2), p106-116. [MOODLE]—Desktop

Brown, D.F. (2003). Urban teachers' use of culturally responsive management strategies. *Theory into Practice*, 42(4), p. 277-282. [MOODLE]

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press, Part 2, p.73-127.

Recommended Readings

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

Howard, G.R. (2006). *We can't teach what we don't know: White teachers, multiracial schools*. New York: Teachers College Press.

Week 9: Teaching Pedagogies II

What are some ways in which K-12 education is being responsive to diverse students' educational needs? In particular, what is culturally relevant pedagogy and how can it be applied in a school setting?

Ladson-Billings, G. (1995). Multicultural teacher education: Research, practice, and policy. In J.A. Banks & C.A.M Banks (Eds), *Handbook of Research on Multicultural Education*. New York: Simon & Schuster Macmillan, Ch. 43, p. 747-759. [ERESERVE]

Howard, T. (2003). Culturally relevant pedagogy: Ingredients for critical teacher reflection. *Theory into Practice*, 42 (3), p. 195-200 [MOODLE]

Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press, Part 3, p.132-183.

Landsman, J. (2004). Confronting the racism of low expectations. *Educational Leadership* (Special Edition, Closing Achievement Gaps), 62(3), p. 28-32. [MOODLE]

Recommended Readings

Ladson-Billings, G. (1997). *The dreamkeepers: Successful teachers of African American Children*. New York: Jossey-Bass.

Landsman, J. (2005). *A white teacher talks about race*. Maryland: Scarecrow Education

Week 10: Contemporary Issues in Multicultural Education

Given all of your knowledge of multicultural education, what are some critical ways to be inclusive of diverse students in education? What can you do as a Carleton college student/future teacher/future parent to be inclusive of diverse/multicultural perspectives here on campus?

TBD

Schedule of Readings and Assignments

**Please note that this is a tentative listing of readings and due dates. The instructor reserves the right to alter the readings and due dates throughout the course if necessary.*

	Date	Comments	Assignments Due
W1	Tues, Mar.27		
	Thurs, Mar 29		CT Question—Due in Class
W2	Tues, Apr. 2	No Class	CT Question, Book Selection Proposal
	Thurs, Apr. 4		
W 3	Tues, Apr.10	Roots Presentations (7)	CT Question, Final Project Proposal
	Thurs, Apr.12	Roots Presentations (6)	Roots Paper Due (15%)
W4	Tues, Apr.17	Roots Presentations (6)	CT Question
	Thurs, Apr.19	Roots Presentations (6)	
W5	Tues, Apr.24		CT Question
	Thurs, Apr.26		
W 6	Tues, May 1	Ethnography Presentation: Lee	CT Question
	Thurs, May 3	Ethnography Presentation: Carter	
W7	Tues, May 8	Ethnography Presentation: Conchas & Yosso	CT Question
	Thurs, May 10	Ethnography Presentation: Valenzuela	
W8	Tues, May 15		CT Question
	Thurs, May 17		
W 9	Tues, May 22		CT Question
	Thurs, May 24	Final Project Presentations (13)	
W10	Tues, May 29	Final Project Presentations (12)	CT Question
	**Weds, May 30		Final Project Due (30%)