

EDUCATION 406 A/B

**SOCIAL FOUNDATIONS AND CULTURAL DIVERSITY
IN AMERICAN EDUCATION**

WINTER 2000

Mondays 5-8pm

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COURSE OVERVIEW

Education 406 A/B, Social Foundations and Cultural Diversity in American Education, serves the Center X teacher education program in two essential ways. First, it is a CLAD/BCLAD foundations course that focuses on the role of cultural diversity in US schooling, and what this means for educators oriented toward social justice. Second, the course is also a Masters-level course intended to engage graduate students in exploring a variety of theoretical perspectives on the deep seated norms about race, class, culture, and language on the schooling and social opportunities and outcomes from low-income, minority students in US schools. As such, the course engages students in case-based teaching to provide novice teachers practical experiences in understanding the links between issues of cultural diversity and pedagogy

COURSE TEXTS

Required:

- **Anyon, J. (1997). Ghetto Schooling: A Political Economy of Urban Educational Reform. New York: Teachers College Press.**
- **Sleeter, C. (1996). Multicultural Education as Social Activism. Albany, NY: State University of New York Press.**

In addition to the required texts, a reader consisting of journal articles and book excerpts is also required. It is available at ...

Recommended:

- Freire, P. (1998). *Teachers as Cultural Workers*. Boulder, CO: Westview.
- Kozol, J. (1991). *Savage Inequalities: Children in America's Schools*. New York: Crown.
- Ladson-Billings, G. (1994). *Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey Bass. (RS-M, JR)
- Lee, S. (1996). *Unraveling the "Model Minority" stereotype: Listening to Asian American Youth*. New York: Teachers' College Press.
- Shor, I. (1992). *Empowering Education: Critical Teaching for Social Change*. New York: Routledge.
- Valdes, G. (1996). *Con Respeto: Bridging the Distances between Culturally Diverse Families and Schools*. New York: Teachers College Press.
- hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge.

COURSE SCHEDULE

Week One (1/10) : Introduction: Cultural Diversity in American Education

Week Two (1/17) : Historical Overview of Race and Education

Anyon, J. Introduction, Chapters 1&2

Sleeter, C. Chapter 2 (pp. 17-35)

Video: "Eyes on the Prize: Fighting Back, 1957-1962"

Week Three (1/24) : Inequalities and Urban Schooling

Anyon, J. Chapters 3-7 (pps. 41-144)

- **Part One of Social Justice Assignment due**

Week Four (1/31) : An LA Story

Required:

- Soja, E. & Scott, A. "Introduction to Los Angeles: City and Region," in *The City: Los Angeles and Urban Theory at the End of the Twentieth Century*, Scott and Soja (eds.). Los Angeles: University of California Press, 1-21.
- Madhubuti, H. (1993). *Why LA happened: Implications of the 1992 Los Angeles Rebellion*. Chicago: Third World Press, 274-282.

Recommended:

- Ong, P. & Blumberg, E. "Income and Racial Inequality in Los Angeles," in *The City: Los Angeles and Urban Theory at the End of the Twentieth Century*. Scott and Soja (eds.). Los Angeles: University of California Press, 311-335.

Guest Presentation: Lee Estrada from ???**Week Five: School Success and Cultural Identity (Pt. 1)**

Friend, R. A., (1998). *Heterosexism, Homophobia, and the Culture of Schooling*. In S. Books. (Ed.). (1998). *Invisible Children in the Society and Its Schools*. Mahwah, NJ: Erlbaum Publishers. Pp. 137-166.

Besner, H. F., & Spungin, C. I. (1995). *Gay and Lesbian Students: Understanding Their Needs*. Washington, DC: Taylor & Francis. Pp. 97-114.

Darder, A. (1993). *How Does the Culture of the Teacher Shape the Classroom Experience of Latino Students? The Unexamined Question in Critical Pedagogy*, in

Sanlo, R. (1999). *Lesbian and Gay Educators: Documenting Their Existence*. In R. Sanlo, *Unheard Voices: The Effects of Silence on Lesbian and gay Educators*. Westport, CT: Greenwood Press.

Sleeter, C. Chapter 8 (pps 155-180)

Week Six: Notions of Pedagogy

Delpit, L. (August 1988). *The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children*. *Harvard Education Review*, 58, 3, 280-98.

hooks, b. (1993). *Transformative Pedagogy and Multiculturalism*. In Theresa Perry and James Fraser (Eds.), *Freedom's Plow*, pp. 91-97. New York: Routledge

Giroux, Henry. (May 1985). Teachers as Transformative Intellectuals. *Social Education*, 376-379.

Week Seven: Home and School Culture

- **Bring in drafts of Case Studies**

Week Eight: SOCIAL JUSTICE LESSON PLAN

Week Nine: 21st Century Pedagogy

hooks, b (1994). Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge, 35-58.

Week Ten: CASE STUDY PRESENTATIONS

COURSE REQUIREMENTS

- I. **Ethnographic Case Study:** Each students is responsible for conducting a case study with a student of a different linguistic or racial/ethnic background than themselves. The case study is designed to develop the teacher as researcher. This research method will allow ED 406 students to examine how issues such as race/ethnicity, culture, gender, and social class affect a students' life chances. It also provides a framework to help novice teachers learn how to use the information gain about their students in the classroom. The case study is a culminating activity and will allow students to present their understanding of cultural diversity, the patterns and relationships they have identified in the case study, the conclusions drawn that link their findings to classroom practice, and comment on the implications of their work as they prepare to teach culturally diverse students. **This assignment is due []**.

Some questions that can guide your case study are:

1. How does race, culture, gender, social class, sexual orientation, and language manifest themselves in students' lives in and out of school?

2. What are the social, cultural, and community contexts for students beyond the boundaries of the school?
3. How do structural inequalities within schools manifest themselves in the students' educational experiences and expectations?
4. How do the teachers' social locations manifest themselves in students' school and classroom opportunities, experiences, and expectations?
5. Do students experience culturally relevant pedagogy? How do these experiences (or lack thereof) affect students' school and classroom opportunities, experiences, and expectations?

II. Working Paper/Lesson Plan: Developing an Understanding of the Concepts Social Justice Education and Educator . Each student is required to write two working papers on the concept of social justice education and educators. Each paper should have the following components:

Paper #1 (**due Week 3 January 24th**). The first part of the paper is a review on how the concepts social justice education and educator are defined in the literature. The second part is a personal definition. How would you define social justice education and a social justice educator? What would you include in your definition, and why?

Paper #2 (**due Week 8:**). This paper is an addendum to the first in that it updates your initial description of social justice education and educator. In addition, conceptualize a number of curriculum ideas that builds on your definition of social justice education. Write a subject matter lesson in which you incorporate activities that conform to your definition of this concept. How might students be engaged through such a curriculum to consider and act on issues of social justice? Consider use of materials and pedagogical strategies.

Each paper should be type written, double-spaced, and 5-10 pages in length.

III. Class Participation: Coursework involves active participation in on-going classroom discussions and activities.

IV. Preparation for Class Meetings. Assigned readings about theory and practice related to cultural diversity and schooling form the core of each week's class session. All of these readings should be completed before each class session as a basis for an informed and critical analysis of the issues. Since much of the class activity will be conducted in small groups, advanced preparation for course meetings is particularly important.

V. Analytical Reflective Writing Assignments. There will be a combination of in-class and out-of-class writing assignments. These assignments will give students an opportunity to respond to discussions and readings as well as reflect on, comment on, and critique their assumptions and beliefs about teaching and personal examples or situations they observe in schools.

VI. Group Discussions. Throughout the quarter the class will be divided into groups to discuss a variety of theoretical perspectives on social-cultural issues. Each group will select articles from the reading list to support their various perspectives. In turn, the group will be responsible for developing a plan for how to present an issue to the class and leading a class discussion on the issue.

Evaluation

Student evaluation is broken down as follows:

Ethnographic Case Study	40%
Working Papers (Lesson Plans)	30%
In class activities (i.e., discussions, reflective writings)	30%

Supplemental Resources:

- ""The Color of Fear"; Lee Mun Wah

Suggested Outside Texts (Syllabus):

- **Urban Education Bibliography**
- **Multicultural Education Bibliography**
- **Bibliography of Pedagogy**