

**EDUC 381/581 Philosophical and Multicultural Foundations of Education
(3 units) Lea Hubbard Fall 2010**

Course Description

The intent of the course is to enable candidate's to acquire the background knowledge and skills necessary to adjust their teaching techniques and strategies to promote academic success for all students in a culturally (i.e., race, ethnicity, language, gender, sexual orientation, socio-economic status, exceptionality, privilege, religion, etc) diverse classroom. Through service learning and various explorations, this course will address issues that develop sensitivity and skill development for effective cross-cultural and second language educational practices, including challenging deficit perspectives that view students' backgrounds as the explanation for the achievement gap. The course will investigate the influence teachers have on student outcomes.

This course is designed to help students analyze the history of the development of the American educational system as it relates to students' professional teacher responsibilities as multiculturally competent advocates for all children. Candidate's will examine the historical, philosophical, cultural, political and legal dimensions of current U.S. educational issues, particularly as these relate to the civil rights of linguistically and culturally diverse students. **Students will also examine education from a global perspective and conduct comparative investigations of educational systems in such places as South Africa and New Zealand.**

Field Experience: Students will be involved in a Service Learning project with a community-based program, such as the Keiller Leadership Academy (a charter school), Sudanese after school program, Bayside Community Center, Monarch High School etc. Students will be expected to integrate class material with this field experience. (See appendix for details).

Course Objectives/Candidate Outcomes

Outcome I. Academic Excellence, Critical Inquiry and Reflection

1. Understand the historical, philosophical, political and sociological perspectives and approaches to educational reform. (TPE 7, 8, 12) (K, D)
2. Examine the philosophical and political perspectives that created fundamental issues, theories, and trends in the educational practices for children locally and **globally**. (TPE 7, 8, 12) (K, S)
3. Demonstrate basic technological literacy via web use and e-mail. (TPE 9) (S)

4. Analyze societal and educational practices (e.g., tracking) that determine success or failure of the school system as it relates to different groups in the U.S. and throughout the world. (TPE 7, 8, 11, 12) (K, D)
5. Analyze how teachers and schools contribute to and perpetuate stereotyping and discrimination related to race, ethnicity, language, gender, sexual orientation, socio-economic status, exceptionality, privilege, religion, and ability and how these effect learning. (TPE 5, 7, 8, 11, 12) (K, D)
6. **Developing a global perspective on the diverse world cultures and its people.**

Outcome II. Community and Service

7. Explore effective approaches for creating culturally relevant classrooms. (TPE 9, 11, 12) (K, S)
8. Participate in a project designed to support an effective community based program (e.g., Bayside Community Center, Salvation Army, family shelters, Monarch High School), with approximately 20 hours of involvement over the course of the semester in one particular service learning site, the experience of which integrates class material in the context of promoting and assessing candidates' multicultural competency development. (TPE 11, 12) (D).

Outcome III. Ethics, Values and Diversity

9. Analyze the legal responsibilities and ethical and professional commitments expected of a classroom teacher and the motivations involved in pursuing a career in the teaching field. (TPE 12) (K)
9. Develop a personal educational philosophy statement based upon a reflective view of her/ himself as a practitioner. (TPE 12, TPE 13) (K, D)
10. Learn about the value and historical roots of service learning in a democratic society. (TPE 11, 12) (K).
11. Develop a greater appreciation and respect for cultural variations as well as group and individual differences: Black, Latinos, Native American, Europeans, Asian, and Middle Eastern. (TPE 7, 8, 11, 12) (K, D)
12. Understand the socio-historical and legal origins of migration and immigration patterns as they relate to assimilation, accommodation, acculturation, pluralism and intergroup differences. (TPE 7, 8, 11, 12) (K, D)
13. Write an integrative essay about her/ his multicultural competency development. (TPE 13) (K, D)

14. Investigate bilingual research and practices, which support effective teaching practices and the use of the practices among students of diverse cultures, language, gender, ethnicity, race and individuals with special needs. (TPE 7, TPE 8, 9, 11, 13) (K, S, D)

15. Add something about internationalization

Textbooks/Readings

Books: Lareau, A. (2003). *Unequal Childhoods: Class Race and Family Life*. University of California Press

Valenzuela, A. (1999) *Subtractive Schooling: U.S. – Mexican Youth and the Politics of Caring*. Suny Press.

Students will be assigned either: Kozol, Jonathan. (One of his books), Anyon, J. (2005) *Radical Possibilities* (selected chapters) or Anyon, J. (1997) *Ghetto Schooling* (selected chapters)

Course Readings available on Electronic Reserves. Copley Library.

<http://copleylib.sandiego.edu/eres>

Password: "hubbard"

Course Outline

September 1st

Week 1

Introducing ourselves and the course content

- Getting to know YOU.
- The Achievement Gap and how do we account for it?
- Reflecting on our educational experience
- Background on Multicultural Education

September 8th

Week 2

Historical Roots of our Educational System

- Tyack, D and Cuban, L. *Tinkering Toward Utopia*. Chapter 1
- Discussion: From the Common School (1770-1890) to Education in the 21st Century

What is Multicultural Education? An Overview

Banks, James A. (2006) "The Dimensions of Multicultural Education" In *Cultural Diversity and Education*, Boston: Pearson Education (pp 3-21).

September 15th

Week 3

Theoretical Explanations for the Reproduction of Inequality

- MacLeod, J. "Social Reproduction in Theoretical Perspective"
- Bourdieu, Pierre. Cultural Reproduction and Social Reproduction. In *Knowledge, Education and Cultural Change*. London: Tavistock. 71-112.
- McDonough, P. (1994). "Buying and Selling Higher Education: The social construction of the college applicant." *Journal of Higher Education*. Vol. 65 (4): 427-446.
- Begin Reading: Lareau, A. (2003). *Unequal Childhoods: Class Race and Family Life*. University of California Press. (Readings divided among students within groups). Presentations on Sept. 22nd.
 - Group A: Read Lareau, Chap 3,6,8,9
 - Group B: Read Lareau, Chap. 4, 5,7,10 and 11
 - Everyone read Lareau, Chapter 1 & 2, Chap 12

September 22nd

Week 4

Theoretical Explanations for the Reproduction of Inequality (Continued)

- Student Presentations of Unequal Childhoods
- Anyon, J. (2007). From *Social Class and the Hidden Curriculum of Work*. In Colombo, Cullen, & Lisle (Eds.), *Rereading America: Cultural Contexts for Critical Thinking and Writing*

September 29th

Institutional Practices and Educational Attainment

- Oakes, Jeannie. "The Reproduction of Inequity: The Content of Secondary School Tracking". *The Urban Review* 14(2): 107-120.
- Jervis, K. (1996). "How Come There Are No Brothers on That List?": Hearing the Hard Questions All Children Ask. *Harvard Education Review* 66(3).

October 6th

Institutional Practices and Educational Attainment: Solutions??? How can we help?

- Mehan, Villanueva, Hubbard and Lintz (1996) *Constructing School Success*. "Supporting Academic Placement" Cambridge University Press (p77-101).
- Demerath, P. et al. (2008). Dimensions of Psychological Capital in a U.S. Suburb and High School: Identities for neoliberal times. *Anthropology and Education Quarterly* Vol. 39.

- Lopez, A, Wells, A., Holme, J (2002). Creating Charter School Communities: Identity building, diversity and selectivity. In: *Where Charter School Policy Fails: The Problems of Accountability and Equity*. Wells, A. (Ed). New York: Teachers College Press. (p129-158).

October 13th (short paper due on theoretical explanations for inequality)

Racism and Education

Equity and Education

- U. S. Brown vs Board of Education
- Gandara, P. and Orfield, P. (2010). “A Return to the “Mexican Room”: The segregation of Arizona’s English learners.” The Civil Rights Project.
- Zehr, M. A. (2010). Arizona Subpoena Seeks Researchers ELL Data. *Education Week*. August 12.

Comparative study of Equity in South Africa

- Soudien, C. (2007) The “A” factor: Coming to terms with the question of legacy in South African education. *International Journal of Educational Development* 27 182–193.

October 20th (*Short comparative education paper due taking inequality into account*)

Poverty and Education

- Video: Trading Places
- Anyon, J. (2005) *Radical Possibilities* (pp17-60 and pp177-200) or Anyon, J. (1997) *Ghetto Schooling* (pp3-38 and pp 151-186), or Kozol, Jonathan (selected chapters from *Savage Inequalities*, *Amazing Grace* or any other of his books)

October 27th NO CLASS --- UCEA CONFERENCE

November 3rd

How Language Difference Constructs Inequality

- Ladson Billings, Gloria. (2002). I ain’t writin nuttin’’: Permission to Fail and Demands to Succeed in Urban Classrooms. In: *The Skin That we Speak*. Lisa Delpit (Ed). New York: The New Press. (Chapter 7).
- Delpit, L. (2002). No Kinda Sense. In: *The Skin that We Speak*. Lisa Delpit (Ed). New York: The New Press. (chapter 3)
- Carter, P. (2006). Straddling Boundaries: Identity, Culture, and School. *Sociology of Education* 79(October): 304-328.
- McCarty, T. L. & Watahomigie, L. J. (1999). Indigenous Community-based Language Education in the USA. In S. May (Ed.), *Indigenous Community-Based Education*. Clevedon: Multilingual Matters.

Gender and Issues of Equity

- Hubbard, Lea. “College Aspirations among Low-Income African American High School Students: Gendered Strategies for Success”. Anthropology & Education Quarterly 30(3), pp. 363-383.

November 10th

- Students present a SYNTHESIS of selected book.
Book selected from list provided by professor.

November 17TH

What should we teach and how?

The Great Debate!

- Hirsch Jr., E.D. Excerpts from Cultural Literacy: What Every American Needs to Know, pp. 1-32. Houghton Mifflin, 1987. (Group A)
- Sleeter, Christine E. “An Analysis of the Critiques of Multicultural Education” from Handbook of Research on Multicultural Education (J. Banks, ed.), pp. 81-94. Jossey-Bass, 2001 (Group B)
- Wills, John and Mehan, Hugh (1996). “Recognizing Diversity within a Common Historical Narrative: The Challenge to Teaching History and Social Studies”. *Multicultural Education* Fall.
- *Lies my Teacher Told Me* (Readings divided among students)

November 24th NO Class

Suggested readings to help prepare for final project

- Mehan, Hugh, et al. (2001) “Ethnographic Studies of Multicultural Education in Classrooms and Schools” from Handbook of Research on Multicultural Education (J. Banks, ed.), pp. 129-144. Jossey-Bass
- Moses—Algebra Project
- Jones, M. & Yonezawa, S. (2008). Inviting Students to Analyze Their Learning Experience. *Everyday Anti-Racism: Getting Real About Race in School*. New York: The New Press. pp. 212-216.
- Ladson-Billings, G. (1992). Liberatory Consequences of Literacy: A case of culturally relevant instruction for African American students. *Journal of Negro Education*.

December 1st

The Immigrant Experience

- Subtractive Schooling- **Discussion of Subtractive Schooling** Start reading: Valenzuela, A. (1999) *Subtractive Schooling: U.S. – Mexican Youth and the Politics of Caring*. Suny Press. Assigned Chapters (3,4,5,6 and Conclusion
- Gonzalez, N. Moll, L., et al (1995). Funds of Knowledge for Teaching in Latino Households. *Urban Education*. 29(4) pp 443-470.
- **Begin Final presentations---**

Students final presentation and final paper should be considered one integrated assignment. The Presentation: Find and read 3-5 articles in your content area that offer strategies to address issues that have been raised in this class (i.e., educational equity, dealing with difference in the classroom, multicultural pedagogies). Briefly summarize the articles, analyze their contributions and shortcomings and discuss how these articles, in combination with the other course readings and discussions during this class have helped you conceptualize your role as a teacher and the pedagogical approach you intend to adopt. Prepare a 10-12 minute presentation to share with the class.

The Final Paper: Embedded Signature Assignment

Drawing from the work you did for your presentation write a reflective piece that will be posted on TaskStream:

Include: How you changed professionally and personally from the CSL experience and this class. Be specific!! Try to incorporate your understanding of **your site experiences and class readings** (even name the readings) and speak directly to changes in your knowledge, skills and dispositions. (here you would include specific examples drawn from the material you presented in class).

Your **reflection** should be based on change in your knowledge, beliefs, skills and dispositions as a result of your CSL experience and THIS CLASS. Students should also be sure to engage in a discussion about how beliefs, values, traditions etc may continue to get in their way of multicultural competency development. This assignment is an essential component to successfully completing your teacher credential.

This assignment should be written in a way that responds directly to the demands of the TPE. **Refer to the TPEs (listed in Appendix B of this syllabus as you complete your assignment).**

December 8th

Culturally Responsive Pedagogy: Student Presentations

December 15th

Final Papers and Embedded Signature Assignment Due

Course Requirements

Students are expected to:

- Complete all readings on time.
- Attend and actively participate in all classes. Students will be graded on their participation and will lose credit for absences that have not been approved by the professor. Students will also produce a self-assessment of their participation based on a student and professor-generated rubric.
- Students are responsible for one mid-term, a book synthesis (presented to the class and turned into professor) and a final presentation and Embedded Signature Assignment.
- Complete requirements related to **community service based program. Final reflection of CSL is included in final paper .to be posted on TaskStream.**
- Turn in all assignments on time (See attachment)

Assessment Plan/Grading Criteria/Rubric

- 1) Midterm (25 points)
- 2) Book presentation and paper (25 points)
- 3) Final presentation and paper (50 points) Masters students will be expected to produce a more substantive paper (15-20 page paper).
- 4) Community Service Project (40 points)
- 5) Embedded Signature Assignment based on learnings from class and their community service project (Taskstream) (40 points)*
- 6) Attendance and participation (20 points)

TOTAL = 200 points

*Because this is a credential course ALL students must submit a Centerpiece Assessment (Embedded Signature Assignment) on Taskstream. Your work on this assignment will allow you to complete the requirements for your teaching credential.

Community Service Learning Project

Service learning means a method under which students learn and develop through thoughtfully organized service that is conducted in and meets the needs of a community and is coordinated with an institution of higher education and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structure time for student to reflect on the service experience (American Association for Higher Education)

Each student will select a community site (from the USD's list of available places) to conduct a semester service learning project. This is an opportunity to become part of a "real world" setting that addresses the needs of a diverse population of students. Your service will affect you personally, the way you will teach and of course, will have the

potential of impacting the children you work with. Service learning should be a reciprocal arrangement in that you will be both a teacher and a learner. Participants are perceived as colleagues, not as servers and clients. You will be involved in a process that can bring lasting benefits to the community and do the real work of bringing about social change. I doubt that any of you will be the same person after this experience.

Students are expected to volunteer at your community-based site approximately 1 hour per week. Your orientation to the site will be during the week of (TBD) and you should begin your work that week if possible. I know the organizations are very much in need of your services, therefore, starting as soon as possible would be appreciated.

This project will be part of your final grade, which will be due at the end of the semester. You will be expected to keep a journal, (best to type it so you can cut and paste later). It will include the following information:

- Description of your site
- Mission statement
- Who runs it?
- Who attends, why and how often?
- Does it have a web site? Check it out and describe the info that it offers.
- What service does it perform for the community?
- If it is not a school, what is its connection with a school?
- What is their approach to providing a culturally relevant classroom?
- To what extent do professionals at the site seem to be aware of the culturally specific background of students and integrate it into their practice?
- Conduct an interview with either a teacher or parent of student in the program to learn more about the program. This is optional since it is not always possible.
- Record reflections on your experience both professionally and personally and answer some of the following questions, for example, what are some of the challenges and benefits in teaching or working with these students? What are you learning about student needs, what are your challenges in addressing those needs? How are your attitudes and knowledge changing as you work with them? These reflections will be incorporated into your final report.
- I hope to construct opportunities during the class to work with others who are working at the same site and to work with others who are working at different sites to answer some important questions such as: the similarities and differences in the programs, what works and what doesn't etc. Notes from these discussions and your reflections on these discussions should be included in your Centerpiece or Embedded Signature Assignment that **MUST BE POSTED ON TASKSTREAM** (see below).

3) Centerpiece Assignment--Embedded Signature Assignment

Each Multiple Subject and Single Subject credential course contains an Embedded Signature Assignment (ESA). These ESAs are intended to assess important candidate skills and abilities, identify areas of strength and challenge, and contribute to successfully

completing the Teaching Event during student teaching. The Teaching Event assesses your ability to plan, implement and assess an instructional unit within the specific context of your student teaching classroom, and reflect on the outcome. All ESAs must be submitted on TaskStream to the Teacher Credential TPE Assessment program [on the same day they are submitted directly to the instructor]. The ESA will be scored both as part of your course grade and as part of your on-going, program-level TPE Assessment. The TPE scores will be based on a Common Rubric. You will receive both sets of scores no later than the end of the semester.

Appendix B

TPEs

REFLECTION

Each candidate needs to document learning in EACH of the TPEs. For this class that means TPE 8, 11 and 12 (described below).

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS –

TPE 8: Learning about students

Candidates draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. **They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction,** including students whose physical disabilities, learning disabilities or health status require instructional adaptations, and students who are gifted.

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 11: Social Environment

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. **The candidates promote student effort and engagement and create a positive climate for learning.** They know how to write and implement a student discipline plan. **They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions.** They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

DEVELOPING AS A PROFESSIONAL EDUCATOR
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TPE 12: Professional, Legal and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. **They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance.** Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. **They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students and individuals with disabilities, including implications for their placement in classrooms.** Candidates can identify suspected cases of child abuse, neglect or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior

Candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families and other school professionals. **They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.**