

Socio-Multicultural foundations of Education
EDEL 103

San Jose State University
Fall 2003

Professor: Nicholas Meier
Office: SH 333
Phone: (408) 924-7472
Email: nsmeier (at) stanford.edu
Website: <http://www.nicholasmeier.com>

College Vision/Mission/Values

The faculty of the College of Education at San Jose State University agrees that excellence and equity matter, each is necessary, and neither is sufficient in the absence of the other.

The mission of the College of Education is to prepare educators who have the knowledge, skills, and dispositions that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

In the College, we believe that a democracy requires that all students have access to a high quality education based on fairness and respect for all. In addition, we believe that educators at every level must:

- have knowledge of their subject matter and their students,
- value and engage in ethical practice and justifiable pedagogy,
- develop dispositions and habits of mind that aim to ensure that all students have equitable access to educational opportunities that enable them to develop their talents, abilities, and potentialities.

Finally, a democracy requires that all stakeholders be fully involved in the collegial community. We envision ourselves as a learning community of practitioner/scholars in continuous dialogue and inquiry that enable us to revisit, review, and revise our practice in an ongoing response to twenty-first century issues and circumstances.

Catalog Description

Foundational preparation focused on implications of social, cultural, linguistic and economic diversity on teaching and learning. Emphasis on understanding the implications of history and social context on the educational endeavor in a pluralistic and democratic society.

“To the extent that multicultural education remains education to help students get along or to help them feel better about themselves or to “sensitize” them to one another, without tackling the central but far more difficult issue of stratification, empowerment and inequity, multicultural education becomes another approach that simply scratches the surface of educational failure.”

Sonia Nieto, *Affirming Diversity*

Becoming aware of the stories we are living is one approach to re-examining our lives; such re-examination is a prerequisite for teaching, for it helps us clarify our conscious and unconscious assumptions and intentions. One of the goals of this class, therefore, will be to re-view aspects of our life stories, focusing particularly on how our social experiences have shaped the lenses through which we see and think about “race,” ethnicity, social class, language, gender and culture. My expectation is that this exploration will enable us to be more open to learning, and to learning how to learn, from children of diverse backgrounds whom we will meet in our classrooms and their parents.

Course Objectives: By the end of the course I hope you will be better able to:

1. Identify significant aspects of the lenses through which you have learned to view some of the differences that affect your and your students’ lives.
2. Identify the consequences of Euro-centrism, racism, sexism, classism, language oppression and other “isms” upon the learning and well being of both subordinate and dominant groups.
3. Analyze how issues of difference are relevant to classroom practice in contemporary California and the US.
4. Teach in ways that counter the “isms” and help students build alliances across differences.

Required Text

Gollnick, Donna M, and Philip C Chinn. *Multicultural Education in a Pluralistic Society*. 6th ed. Upper Saddle River, NJ: Merrill Prentice Hall, 2002.

Meier, Deborah W. *In Schools We Trust: Creating Communities of Learning in an Era of Testing and Standardization*. Boston: Beacon Press, 2002.

Kohl, Herbert. *I Won’t Learn from You*. The New Press, 1994

Rethinking Our Classrooms. Rethinking Schools, 1994

Literature Circle Possibilities

Berlak, Ann, and Sekani Moyenda. *Taking It Personally: Racism in the Classroom from Kindergarten to College*. Philadelphia: Temple University Press, 2001.

Darling-Hammond, Linda, ed. *Learning to Teach for Social Justice*. Teachers College Press, 2002.

Freire, Paulo. *Pedagogy of the Oppressed*. Trans. Myra Bergman Ramos. New York: Herder and Herder, 1970.

- Igoa, Christina. *The Inner World of the Immigrant Child*. Lawrence Erlbaum Associates, 1995.
- Ladson-Billings, Gloria. *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey-Bass, 1994.
- Nieto, Sonia. *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. 2nd ed. White Plains, NJ: Longman, 1996.
- Paley, Vivian G. *White Teacher*. Harvard University Press, 1979.
- Rose, Mike. *Lives on the Boundary*. New York: Penguin, 1989.
- Tatum, Beverly Daniel. *Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race*. HarperCollins, 1997.
- Walker-Moffat, Wendy. *The Other Side of the Asian American Success Story*. San Francisco: Jossey-Bass, 1995.

Requirements and Evaluation:

1. Class attendance, preparation and participation: (10 points)
There will be reading and writing due for each class session
2. A guided WEEKLY journal. (20 points)
3. A short paper on a dialogue/interview you have conducted with a teacher regarding race/ class/ culture/ language. (15 points)
4. Literature Circles: participation in literature group; A review of the book read for the literature group; presentation of book review to classmates (20 points).
5. Final Project: A report on dialogue/interviews you have engaged in with two members of a “racial”/ethnic group that is different from your own, and the significance of your discoveries for elementary school teachers. (25 points) (Directions are at the end of the syllabus.) For most students this is a life-changing experience.
6. A final in-class presentation reporting on some of the discoveries you made through your final project. (10 points) This will be drawn from the Final Project, listed as #5 above.

Weekly Journals

Each entry should indicate the assignment number as indicated on the syllabus and should include:

- Reflections on the most recent class session; how you felt about the session; what puzzled or bothered you; what topics and main points were covered; what you learned.
- Response to the assigned readings. The central ideas you have taken from the reading; what you think and how you feel about these ideas.

- Autobiographical writing or responses to other questions I may pose. I may ask you to integrate your responses to particular readings into the questions.
You will email in these reflections and responses the Sunday before class and I will return them to you with my comments either in class that Monday or the following Monday. The entire journal will be handed in on the date indicated on the syllabus with a summary of how you see your ideas having changed over the semester. THIS SUMMARY IS KEY. You will be evaluated on the depth to which you grapple with the issues posed, not on the way you resolve them or the extent to which your views are consonant with mine.

Teacher Interview Paper. (≈750-1200 words)

Dialogue with a teacher on some aspect of his or her conceptions of race/class/gender, language or culture. You may want to tape record the interview (with their permission of course). Include in the paper:

- The teacher's racial/ethnic background.
- General demographics of the students this teacher works with and the school in which the teacher works.
- A summary of other information about the teacher's views on this topic you have learned from observation and listening and from parts of the conversation not included in the transcript.
- Inferences about what the teacher's beliefs and views might be, **both what the teacher seems to know and seems not to know about the subject.**
- Taking into account what you have inferred as stated above about what she or he knows and doesn't know, write what you think they should learn about this issue.
- How might your relationship to this person have affected this teacher's responses (differences between you and this teacher based on any of the criteria discussed in this class, and whether you had any prior relationship with this person)?
- A conclusion analyzing your findings and questions you are left with.

The conclusions you reach will of course be quite tentative. The purpose of the assignment is to give you an opportunity to talk about these issues with a practicing teacher and to see how at least one teacher responds.

Possible Questions to ask in the teacher interview:

1. What is the diversity of the children this teacher works with, and the diversity in the school (if these are different ask why)?
2. How prepared does this teacher feel to teach a diverse student population?
3. Does the teacher feel that the students are treated equitably by the school?
4. To what does this teacher attribute the lower achievement of certain minority groups?
5. Does this teacher believe in explicitly addressing the issue of differences among students, or does this teacher believe in accentuating how we are all alike?

6. Does this teacher believe that there is a need to treat students differently based on their differences, or does this teacher believe in treating all students “equally,” — that being colorblind is the best policy.
7. Does this teacher feel prepared and comfortable making contact with the families of students of different ethnicities or who speak a different language?
8. Does this teacher raise issues of social inequities?
9. What does multiculturalism mean to this teacher?
10. Does this teacher Have a multicultural curriculum, and if so, what does it entail?

Literature Study group and book Critique

Book groups: The purpose of the literature study is to engage small groups of students in learning about the schooling lives and learning of children through reading and analyzing a common text. Each individual in each group will practice effective teaching skills through their participation in their literature study group. You should come to each meeting prepared with particular quotes that stood out for you, a list of the important themes you drew from that week’s readings, and a couple of questions for group discussion regarding the text.

Book Review: (600–900 words) Each individual will write a paper synthesizing key themes, concepts and issues from the literature study selection and their relationship to other course readings, discussions, personal experiences and effective teaching. In particular, the paper should be reflective and highlight what you have learned through your reading that addresses the key themes of the course. Questions you might consider including: was it well written?; does the author substantiate his/her points?; how does what you read relate to your personal experiences or knowledge on the subject? is the book useful?; did you agree with it?; would you recommend it?; to whom? This is a book review, *not* a book report.

Presentation: We will use a “jigsaw” procedure in which each member will present their book summary and analysis to other members of the class. For the last session of the literature study, new groups will be formed consisting of one member from each different book group. Each member will then have approximately 10 minutes to share their findings with the other members of this group.

Final project

Possible questions to ask interviewees for the final project

Don’t ask all of these questions. Instead, try to go into depth on a few of them. Try to get below the initial surface responses. (It’s always good to say, “Can you say more about that?”) **MANY PEOPLE HAVE NEVER ARTICULATED THEIR THOUGHTS ON THESE ISSUES.** How can you encourage them to talk about them honestly?

1. Some general background. What was the ethnic/racial composition of the community you grew up in and what is the composition of the one you live and work in now? How well did and do people get along?
2. Your schooling: What were the ethnicity and race of the students in your elementary and high schools? How sensitive were the teachers to issues of

- diversity, and to your race and ethnicity in particular? Did the curriculum recognize your presence?
3. Do you think your children are getting a good education? Do you have any particular concerns related to gender, race, ethnicity, class or language? What do you think about schools today? How important is it to prepare children for living in a diverse society? To what extent do all children receive a good education? How is education today different from when you were a child?
 4. Is there anything in particular you want teachers to know about children of your race, (ethnicity and culture) so that they could teach them better? Are there any ways of teaching that run counter to or diminish the ethnicity, class or culture of children of your racial/ethnic/social group?
 5. What aspects of your ethnicity and/or your culture do you hope that your children or future generations of children of your group will maintain? (If an immigrant, What do you miss from your country of origin? Do you plan to remain in the US?)
 6. What aspects of your culture or ethnicity have been lost as the generation pass? How do you feel about that?
 7. How do you feel about your children maintaining their first language (or about Ebonics, if appropriate)?
 8. Which racial and ethnic groups other than your own do you feel closest to? (*How can you, the interviewer help the interviewee feel comfortable discussing this and the next question?*)
 9. Which racial and ethnic groups do you feel are least familiar and perhaps least friendly (or most hostile) to members of your group?
 10. Do you think racism is on the rise, or disappearing? How do you explain this?
 11. What are your and/or your children's favorite TV shows, pastimes, interests, music?

Topics to be included in your written analysis

Since your paper is limited to six double spaced pages (12 point Times Roman font), you must think carefully about what to include. Include only material that answers the following questions:

1. What QUESTIONS about the group you studied did you have before you began this project?
2. What PRECONCEPTIONS about the group did you have before you began this project?
3. Which of your preconceptions were confirmed, and which were challenged?

4. What aspects of your interviewees' culture that seem due to their race, class and ethnicity are different from yours?
5. **What new understandings did you gain about how teachers unknowingly perpetuate racism and cultural imperialism?**
6. What new understandings did you gain about becoming a culturally, racially and class- sensitive teacher as a result of the interviews?
7. What did you read or view and what site(s) did you visit and how did these activities influence your analysis?
8. **Discuss the information you gathered in terms of at least one of the themes of the course.** You are expected to comment on what your interviewees said in terms that are related to the themes of the course. (What is your view on what you were told/ How do you make sense of it?)

Read at least once source and visit one site (virtual or actual) where members of the group you have chosen congregate. I strongly suggest you immerse yourself in the experience of the group in any way you can. Some students have gone to weddings. There are many films on video that will be helpful. Check out the internet, but look critically at all information you gather.

Readings by WeekSession 2: 9/8: What is Culture

Gollnick & Chinn Chapter 1
 Saville-Troike, A Guide to Culture in the Classroom
 Freire, Pedagogy of the Oppressed, Ch 2

Session 3: 9/15: What is Multiculturalism

Meier, Chapter 1
 Banks: Multicultural education
 Banks: Transforming the mainstream curriculum
 Rethinking Schools: A fight for justice
 Janzen: Melting pot or mosaic?
 Mukhopadhyay & Henze: Using anthropology to make sense of human diversity
 Ravitch: A culture in common
 Sleeter & McLaren: Origins of multiculturalism

Session 4: 9/22: Socio-Economic Status

Gollnick & Chinn Chapter 2
 Bigelow: Dumb kids, smart kids, and social class
 Brantlinger: *Social class in school: Students' perspectives*
 Muñoz, Clavijo, & Koven: *Educational equity in a reform environment*
 Scherer: On savage inequalities: A conversation with Jonathan Kozol
 Ward: Why is school finance equity such an elusive goal?

Session 5: 9/29: African-Americans

Gollnick & Chinn, Chapter 3
 Meier Chapter, 2
 Rethinking our Classrooms, pp. 4-22
 Delpit: Silenced dialogue
 Delpit: Skills and Other Dilemmas (optional, but highly recommended)

Session 6: 10/6/03: Latinos

Meier, Chapter 3
 Kohl, "I Won't Learn From You" (pp.1-33)
 Rethinking Our Classrooms, pp.34-49
 Book Review: Subtractive Schooling
 Suarez-Orozco: Hispanic Cultural Psychology (optional)

Session 7: 10/13/03: Asians & Pacific Islanders

Meier Chapter 4
 Rethinking Our Classrooms: pp. 66-85
 Marshall: Asian Pacific Americans
 Zirkel: Is There A Place for Me? (Executive Summary)
 Zirkel: Is There A Place for Me? (full text -- optional)

Session 8: 10/20/03: Gender and Sexual Orientation

Gollnick & Chinn, Chapter 4

Rethinking Our Classrooms, pp 86-102

Lyman: Girls, Worms, & Body Image (or) Espinosa: Seventh Grade and Sexism

Anderson: School climate for gay and lesbians

Johnston: Out front

Checkley: Reducing gender bias in school

Sandler: Too Strong for a Woman (optional)

Session 9: 10/27/03: Religion

Gollnick & Chinn, Chapter 6

Meier, Chapter 5

Karp: Arranged Marriages, rearranged Ideas

Sewall: Religion comes to School

Wright: Religion in American Education

Session 10: 11/3/03: Language

Gollnick & Chinn, Chapter 7

Lessow-Hurley, Chapters 1 & 10

Ovando: Bilingual Education in the U.S.

Gandara: English Learners in California Schools (optional)

Session 11 11/10/03: Multicultural Teaching

Gollnick & Chinn: Chapter 9

Nieto: Affirmation, Solidarity And Critique:

Putney: What can English-dominant teachers do in a multilingual context?

Session 12 11/17/03: Multicultural Teaching

Meier Chapter 8

Menkart: Multicultural Education

Rethinking Our Classrooms: pp126-145

Session 13 11/24/03: Multicultural Teaching

Meier, Chapter 10

Cummins, chapter 7

Session 14 12/1/03: Project Presentations

Rethinking Our Classrooms: pp146-161

Session 15: 12/8/03: Project Presentations

Rethinking Our Classrooms: pp162-182

Bibliography

- Anderson, J. D. (1994). School Climate For Gay and Lesbian Students And Staff Members. *Phi Delta Kappan*, 76(2), 151-154.
- Banks, J. A. (1992). Multicultural Education: For Freedom's sake. *Educational Leadership*, 49(4), 32-35.
- Banks, J. A. (1994). Transforming the mainstream curriculum. *Educational Leadership*, 51(8), 4-8.
- Bigelow, B. (1996). Dumb kids, smart kids, and social class. *Rethinking Schools*, 10(2), 12-13.
- Bigelow, B., Christensen, L., Karp, S., Miner, B., & Peterson, B. (Eds.). (1994). *Rethinking Our Classrooms: Teaching for Equity and Justice* (Vol. 1). Milwaukee, WI: Rethinking Schools.
- Brantlinger, E. (1995). *Social class in school: students' perspectives* (Research Bulletin No. 14): Phi Delta Kappa Center for Evaluation, Development, and Research.
- Checkley, K. (1996). Reducing Gender bias in School [Electronic version]. *Education Update*, 38(1).
- Cummins, J. (2001). *Negotiating Identities: Education for Empowerment in a Diverse Society* (2nd ed.). Ontario, CA: California Association for Bilingual Education.
- Delpit, L. (1995). *Other People's Children: Cultural Conflict in the Classroom*. New York: New Press.
- Espinoza, L. (2003). Seventh Graders and Sexism [Electronic version]. *Rethinking Schools*, 17(3).
- A fight for justice. (2000). *Rethinking Schools*, 15(1), 3.
- Freire, P. (1970). *Pedagogy of the oppressed* (M. B. Ramos, Trans.). New York: Herder and Herder.
- Gándara, P., Rumberger, R., Maxwell-Jolly, J., & Callahan, R. (2003). English Learners in California Schools: Unequal resources, unequal outcomes. *Education Policy Analysis Archives*, 11(36).
- Gollnick, D. M., & Chinn, P. C. (2002). *Multicultural Education in a pluralistic society* (6th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Janzen, R. (1994). Melting pot or mosaic? *Educational Leadership*, 51(8), 9-11.
- Johnston, A. (1998). Out Front [Electronic version]. *Rethinking Schools*, 13(2).
- Karp, S. (1996/97, Winter). Arranged Marriages, rearranged ideas. *Rethinking Schools*, 11.
- Kohl, H. (1994). *I won't learn from you*: The New Press.
- Lessow-Hurley, J. (2000). *The Foundations of Dual Language Instruction* (3rd ed.). New York: Longman.
- Lyman, K. (2000). Girls, Worms, and body Image [electronic version]. *Rethinking Schools*, 14(3).
- Marshall, P. L. (2002). *Cultural diversity in our schools*. Belmont, CA: Wadsworth.
- Meier, D. W. (2002). *In schools we trust: Creating communities of learning in an era of testing and standardization*. Boston: Beacon Press.
- Menkart, D. (1993). *Multicultural education: Strategies for Linguistically diverse schools and classrooms*, from On WWW at:
<http://www.ncbe.gwu.edu/ncbepubs/pigs/pig16.htm>
- Mukhopadhyay, C., & Henze, R. C. (2003). Using anthropology to make sense of human

- diversity. *Phi Delta Kappan*, 84(9), 669-678.
- Muñoz, M. A., Clavijo, K. G., & Koven, S. G. (1999, October 29-31). *Educational equity in a reform environment: The effect of socio-economic status on student achievement*. Paper presented at the University Council for Education, Minneapolis.
- Nieto, S. (1984). Affirmation, solidarity and critique: Moving beyond tolerance in education. *Multicultural Education Magazine*.
- Ovando, C. (Ed.). (1985). *Bilingual and ESL Classrooms: Teaching in Multicultural Contexts*: McGraw-Hill.
- Putney, L., Wu, Y., & Wink, J. (1999). What can English-dominant teachers do in a multicultural context? Stop, think, and proceed with care. *The California Reader*, 32(2), 10-15.
- Ravitch, D. (1992). A culture in common. *Educational Leadership*, 49(4), 8-11.
- Sandler, B. R. (2000). "Too strong for a woman" The Five Words That Created Title IX. *Equity & Excellence in Education: The University of Massachusetts School of Education Journal*, 22(1).
- Saville-Troike, M. (1978). *A guide to culture in the classroom*, from On WWW at: <http://www.ncbe.gwu.edu/miscpubs/classics/culture/nature.htm>
- Scherer, M. (1993). On Savage Inequalities: A conversation with Jonathan Kozol. *Educational Leadership*, 50(4), 4-9.
- Sewall, G. T. (1999). Religion Comes To School. *Phi Delta Kappan*.
- Sleeter, C., & McLaren, P. (2000). Origins of multiculturalism. *Rethinking Schools*, 15(1), 2.
- Suarez-Orozco, M. M., & Suarez-Orozco, C. E. (1993). Hispanic cultural psychology: Implications for education theory and research. In A. L. Davidson & P. J. Phelan (Eds.), *Renegotiating Cultural Diversity in American Schools* (pp. 108-138). New York: Teachers College Press.
- Ward, J. G. (1996). Why is school finance equity such an elusive goal? *Rethinking Schools*, 10(3), 6-7; 25-26.
- Wright, E. A. (1999). American Education: A Historical View. *Phi Delta Kappan*, 17-19.
- Zirkel, S. (2002). Is There A Place for Me? Role Models and Academic Identity Among White Students and Students of Color [Electronic version]. *Teachers College Record*, 104(2), 357-376.

Assignment Due dates:

Participation (10 pts)	Ongoing
Journals (20pts)	Weekly
Teacher Interview (15 pts)	10/13/03
Book Analysis (20 pts)	11/10/03
Book Presentations	11/17/03
Complete Journal	11/24/03
Project presentation (10pts)	12/1 or 12/8/03
Project paper (25 pts)	12/8/03

(Late papers: up to 3 points may be deducted from grade for each class session a paper is late)

Calculation of Grades

A+ 100	C+ 77-79
A 95-99	C 73-76
A- 91-94	C- 70-72
B+ 88-90	D+ 67-69
B 83-87	D 63-66
B- 80-82	D- 60-62