

EDUC 381/581C: MULTICULTURAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION IN A GLOBAL SOCIETY

University of San Diego School of Leadership and Education Sciences
Department of Learning and Teaching

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Location: MRH 127
Thursday 1:00 – 3:50
Office Hours: Tuesdays 2:00-3:30
and Thursdays 10:30-12:00

Description

This course is designed to engage the candidate in acquiring background knowledge and skills to adjust 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, teaching practicum and/or various explorations, this course will address issues that develop empathy and skill development for effective cross-cultural and second language educational practices, including the challenge of deficit perspectives that view students' backgrounds as the explanation for the achievement gap. The course will investigate the influence of educational institutions on student outcomes. This course is designed to help candidates analyze the development of the American educational system as it relates to the candidates' professional teacher responsibilities as multicultural competent advocates for all students. This course will examine historical, philosophical, cultural, political, and legal dimensions of current United States and international educational issues, particularly as issues relate to human rights. Candidates will compare and investigate educational systems to establish a global perspective.

California Teacher Performance Expectations (TPEs)

Dimensions of each California Teacher Performance Expectation will be introduced, practiced, or assessed in this course. A full list of these expectations and their elements can be found on the California Commission on Teacher Credentialing website:

<https://www.ctc.ca.gov/>

TPE 1: Engaging and supporting all students in learning. Elements addressed in this course: 1.1, 1.2, 1.3, and 1.5

TPE 2: Creating and maintaining effective environments for student learning. Elements addressed in this course: 2.1, 2.2, 2.3, 2.4, and 2.5

TPE 3: Understanding and organizing subject matter for student learning content specific pedagogy. Elements addressed in this course: 3.2

TPE 4: Planning instruction and designing learning experiences for all students. Elements addressed in this course: 4.1, 4.4, 4.5, 4.7, and 4.9

TPE 5: Assessing student learning. Elements addressed in this course: 5.3, 5.4, and 5.5

TPE 6: Develop as a professional educator. Elements addressed in this course: 6.1, 6.2, 6.3, 6.5, 6.6, and 6.7

Objectives

The course learning objectives reflect the integration of multicultural educational theory, research, and practice. By the end of this course, students will have:

1. Situated the schooling experiences of marginalized racial, ethnic, and national origin groups within the history of U.S. nation building and global expansion.
2. Reconstructed the history of multicultural education, including social movements, foundational philosophical traditions, and significant themes and principles that comprise the field.
3. Examined and articulated their own cultural experience and identity formation, with regard to language, values, rituals, places, associations, and traditions. They will theorize how their background influences their perspective on schooling, teaching, and diverse learner populations.
4. Explore issues of difference and experience in their practicum settings with regard to intersections of race and ethnicity, gender, sexual orientation, socioeconomic status, immigration status, language background, and disability.
5. Identify vulnerable students and learner populations in schools and communities and conceptualize an advocacy project that builds from personal privilege to improve educational outcomes.

Required Texts and Resources

There are four required texts for this course. All other resources can be found on the course Blackboard site.

Nieto & Bode (2017). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*.

ISBN: 9780131367340

Stratton (2016). *Education for Empire: American Schools, Race, and Paths of Good Citizenship*.
 ISBN: 9780520285675

Gonzalez (2016). *Lives in Limbo: Undocumented and Coming of Age in America*
 ISBN: 9780520287266

Kwok, J. (2010). *Girl in Translation*.
 ISBN: 9781594485152

Requirements

Component	Due Date	% of Course Grade	Description
Engagement Attendance Preparation Participation	Ongoing	15% 5% 5% 5%	Active, consistent, and collegial involvement in the course is essential to success.
Cultural Autobiography Projects Cultural poem Identity journey Language inventory Advocacy analysis	9/21 or 9/28 10/12 10/26 11/16	40% 10% 10% 10% 10%	Creative and reflective assignments to link personal experience, practicum observations, and course readings and ideas.
Reflective Commentaries In-class response writing Take-home response writing	10/5 11/9	25% 10% 15%	Semi-structured reflective writing assignments in which you make 3-4 statements about elements of your cultural autobiography and substantiate these claims with course materials and other forms of evidence.
Final Exam In-class portion Take-home portion	12/14 12/21	20% 10% 10%	The in-class exam will assess learning about course readings and lectures. The take-home portion (<u>due electronically</u>) will focus on personal development and individual reflection on course content.

Assessment and Grading

Rubrics for each assignment will be provided in advance. Grades will be calculated according to the following scale: A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59). Students will have opportunities to revise and resubmit projects to improve scores. Late assignments are not accepted.

Technology Use

Please do not use laptops, cell phones, and tablets for non-class use during our classes. You are supposed to focus on participating in class discussions, not on your screen or multi-tasking, during the class.

Sustainability

Every effort will be made to develop activities that are environmentally friendly. Copies of documents will be provided electronically. It is advised that students bring a laptop or other device to access electronic materials posted to the course Blackboard site.

Request for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619-260-4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

Grade Incomplete

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the "I" grade will become a permanent "F".

SOLES Online Course Evaluation

Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

Statement of Plagiarism

Students are responsible for knowing what plagiarism is and avoiding it. Students who commit plagiarism are subject to penalties that may include suspension or expulsion from the university. Plagiarism occurs when individuals present the words and/or ideas of others as if they are their own. To avoid plagiarism, you must give credit to your source whenever you use:

- Another person's idea, opinion, or theory
- Any facts, statistics, graphs, drawings – any piece of information – that are not common knowledge
- Quotations of another person's spoken or written words
- A paraphrase of another person's spoken or written words

If you wish more information on what plagiarism is and how to avoid it, please see <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> (the bulleted material above is from this website)

Course Schedule

Session	Topic	To Prepare or Turn In
9/7	Course overview and introductions. Philosophical origins of MCE.	Readings to Prepare: N/A Assignments Due: Initial Reflection and survey (written in class)
9/14	Schooling, citizenship, and difference	Readings to Prepare: (1) Wells, <i>The Country of the Blind</i> (2) Stratton, Introduction and Ch. 1 (3) Nieto & Bode, Ch. 1
9/21	MCE: Key concepts and definitions	Readings to Prepare: (1) Group A: Stratton, Ch. 2 Group B: Stratton, Ch. 3 (2) Nieto & Bode, Ch. 2 Assignments Due: Cultural poem (Groups C & D)
9/28	Themes and models in MCE	Readings to Prepare: (1) Group C: Stratton, Ch. 4

12/7	Exam preparation	Readings to Prepare (1) Kwok, Ch. 11-14
12/14	In-class Final	Readings to Prepare: N/A
12/21	Take-home final (Class does not meet)	Submit final exam electronically via Blackboard.