

University of Massachusetts/Amherst

School of Education

Course Syllabus for

Educ 677

Foundations of Bilingual/ESL/Multicultural Education

[formerly Introduction to Multicultural Education]

Professor Sonia Nieto

Fall 2004 Semester

General Information

Course Title:	Foundations of BEM Education
Credits:	3
Meeting Time:	Tuesdays, 4:00-6:30 P.M.
Classroom:	225 Furcolo
Instructors:	Sonia Nieto
Office:	Room 210, Furcolo Hall, School of Education
Hours:	Wednesdays, 1:30 - 4 P.M. and by appointment
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Messages:	May be left in mailbox outside my office, on my voicemail, or through email
Required Text:	Paulo Freire, <i>Teachers as Cultural Workers: Letters To Those Who Dare Teach</i> Available at: Food for Thought Bookstore 106 No. Pleasant Street Amherst, MA. 253-5432 Open Monday-Saturday, 10 A.M.-6 P.M. <u>Coursepack</u> : Available at Collective Copies 71 S. Pleasant Street Amherst 256-6425

Although not a required text, the following reference (available in the Reference area of the W.E.B. DuBois Library) will be useful for your research in this course: Banks, J. A. and C. A. McGee Banks, *Handbook of Research on Multicultural Education*, San Francisco: Jossey-Bass, 2004.

Course Description

Multicultural education is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers reflect. Multicultural education permeates the schools' curriculum and instructional strategies, as well as the interactions among teachers, students, and families, and the very way that schools conceptualize the nature of teaching and learning. Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action (*praxis*) as the basis for social change, multicultural education promotes democratic principles of social justice.

Affirming Diversity: The Sociopolitical Context of Multicultural Education, 4th rev. ed., by Sonia Nieto (Allyn & Bacon, 2004)

This course has been designed to explore the historical, philosophical, sociocultural, political, and pedagogical foundations of multicultural education as defined above. The course has been organized into the four major units outlined on the next page. The general instructional goals of each of these units are, respectively, the following:

1. To examine from different theoretical and ideological perspectives the nature of pluralism and intergroup relations in U.S. society in order to elucidate the basic causes and complex dynamics of racism, sexism, and other forms of discrimination and intergroup conflict.
2. To study the historical and contemporary experiences and perspectives of numerous cultural groups (broadly defined) in U.S. society, and to reexamine U.S. history, culture, and institutions through these lenses.
3. To analyze the influences on learning of such sociocultural and sociopolitical variables as race, ethnicity, gender, and social class background, among others; and to gain an understanding of how structures, policies, and practices of schools tend to perpetuate discriminatory inequities by their effects on students and educators.
4. To develop a sound philosophical and pedagogical rationale for multicultural education; to explore various conceptual frameworks for curricular and instructional approaches to multicultural education; to review the major critiques of multiculturalism and their impact on multicultural education; and to examine the role of multicultural education in school reform and social change.

As these goals indicate, the course will focus primarily on the theoretical and conceptual aspects of multicultural education. While the practical aspects of implementing multicultural education will also be addressed, as a first step educators must acquire a sound foundation in multicultural education in order to fully understand its concepts and to effectively integrate theory and practice.

Course Outline

Introduction

- A. General Overview of Course
- B. Toward an Understanding of Cultural Pluralism

I. Analysis of Pluralism in the United States

- A. Personal and Family Histories
- B. Cultural Pluralism: Alternative Theories
- C. Structural and Psychological Dimensions of Racism and Discrimination

II. Reinterpretation of United States History and Culture

- A. Causes and Sources of Immigration to the United States
- B. Nativism, Old and New
- C. Diverse Perspectives

III. Sociocultural and Sociopolitical Influences on Learning

- A. Function and Structures of Schools
 - 1. What are schools for?
 - 2. School policies and practices
- B. Institutionalized Racism, Sexism, Classism, Heterosexism, and Other Biases in Schools
 - 1. Cultural differences in learning
 - 2. Expectations of student achievement
- C. The Curriculum
- D. Culturally Relevant Pedagogy

IV. Philosophy and Pedagogy of Multicultural Education

- A. A Conceptual Framework for Multicultural Education
- B. Dilemmas and Controversies of Multicultural Education
- C. Multicultural Education, Structural Reform, and Social Change

Summary and Evaluation

Please note: *If you have any condition, such as a physical or sensory disability, which will make it difficult for you to carry out the work as I have outlined it or which will require extra time on assignments, please notify me in the first two weeks of the course so that we may make appropriate arrangements.*

Course Format

The course has been designed to be flexible in structure. Much of the discussion and analysis in class will revolve around issues raised through the four major units outlined on the previous page, many of which are controversial in nature. The units provide a general framework for the course, but you are encouraged to raise and pursue any of the many issues in each of these units that is relevant to your interests. You will have many opportunities to share your own views and ideas in oral presentations, small group discussions, and other modes of dialogue.

Course Requirements

Although each of the course requirements is subject to revision or modification based on your feedback and our dialogue, I propose the following requirements for the course:

- A. Attendance/Class Journal/Assignments/
- B. Readings Journal/Readings Leaders
- C. Oral Presentation/Research Paper

Each of these requirements is described in more detail below.

A. Attendance/Class Journal/Assignments

Because participation and dialogue are primary ways of learning, you should make every effort to attend all sessions. (Please note that there will be no class on Tuesday, November 23).

You are also expected to maintain a class journal during the semester. It is intended to be a very informal account of your thoughts and feelings about your learning experiences in the course. Your comments in this journal should be either typed on a computer (this is the most convenient way for many of you to record your impressions on an ongoing basis) or handwritten (but legible, please!) and spontaneous; i.e., you should write them down as they occur to you without being overly concerned about form and style. Try to record your thoughts and feelings *immediately after each class session, or very soon afterward*. If for any reason you do not wish to keep a journal, I can give you an alternative assignment. Let me know by the second class session.

Some questions to help you to organize your thoughts:

1. What were some of the things you learned or relearned from this session?
2. What changes, if any, did you experience in your attitudes, beliefs, or values?
3. What did you think of the learning activities (lecture, film, student presentations, class discussions, etc.) in this session?
4. Did you disagree with anything said in the session, and if so, what are your personal views?

In addition, frequently you will be asked to comment in your journal on specific issues or questions raised during a session. Some of the class assignments will also be kept in your

journal. These will be described during class time. Journals will be collected at about the middle (October 12) and the end of the semester (December 7).

B. Readings Journal/Readings Leaders

You are responsible for keeping a *readings journal* separate from your reflections journal. This can take the form of brief informal notes about the readings and can serve as a way to remind you of the major points addressed in each.

I will also ask each of you to prepare particular readings during the course of the semester. Your responsibility will include reading the article(s), preparing notes, and designing questions or comments to lead the discussion in small groups. Responsibilities will be assigned for the following week at the beginning of each class session.

C. Oral Presentation and Research Paper

You are required to present and submit a paper on a topic selected from the list at the end of this syllabus, or you may select a special topic of your own choosing in which you have a particular interest. I expect you to work with a group (from three to five people) to prepare and present your topic, but each of you is expected to do an individual paper. (If you want to do a collective paper, see me to discuss this further). You are expected to select a specific issue at the third class session (September 28).

Prior to writing your paper, your group will make a short oral presentation (20-30 minutes) to the class. For the purposes of this presentation, you may use an outline or handwritten notes, as well as any audio-visual materials you feel are relevant. Please do not read your paper, as this proves to be tedious for other class members. Let me know in advance if you need any equipment.

After the topic has been presented and discussed in class, you may incorporate any of the ideas, criticisms, and suggestions of class members in your final paper. Hand your paper in as a hard copy, not electronically.

Please note: The paper should be prepared as a research paper. Make sure to use references that are appropriate to your topic, and cite your sources as needed throughout the paper. If you have any questions about the format or requirements of a research paper, please see me. The paper is due two weeks after the oral presentation in class.

Grading

You may select either a Pass/Fail or a Grade for this class. Let me know by the second class session which you prefer. Also, please note that all remaining projects, papers, and journals are due by the last class. If you do not get everything in on time, I cannot guarantee that I will be able to read your work in time to give you a grade for the course. I discourage your taking an INCOMPLETE other than in emergencies.

Oral Presentations and Research Paper

In the preparation of your paper, please follow the guidelines in the Course Syllabus. You may start your research with the “Suggested Initial References” listed below each issue or topic description, but I also expect you to seek out additional sources on your own.

Topics for Unit I

1a. Conflicting notions of cultural pluralism exist. Is cultural pluralism a more sensitive and accepting way of dealing with differences? Is it a more sophisticated form of the “melting pot”? Is it a scheme to encourage assimilation? or separatism? Consult the resources below, among others, and present your findings.

Selected initial resources:

Alba, Richard D. *Ethnic identity: The Transformation of White America* (1990).

Baumann, Gerd. *The Multicultural Riddle: Rethinking National, Ethnic, and Religious Identities* (1999).

Devine, Philip E. *Human Diversity and the Culture Wars: A Philosophical Perspective on Contemporary Cultural Conflict* (1996).

Pagán, Eduardo Obregón. *Murder at the Sleepy Lagoon: Zoot Suits, Race, and Riot in Wartime L.S.* (2004).

Takaki, Ronald. *Debating Diversity: Clashing Perspectives on Race and Ethnicity in America* (2002).

Weissberg, Robert. *Political Tolerance: Balancing Community and Diversity* (1998).

1b. What is the role of Whites in multicultural education? How might their role be different from that of others? These questions have grown in importance in the past decade, especially given the increasing diversity among students (now about 40% of all students in U.S. schools), and decreasing diversity among teachers (only about 10% are people of color). As a result, more White educators than ever are addressing these questions. Should they be? If so, how? Beginning with the resources cited below, analyze what the unique contributions of White educators can be in multicultural education, as well as what some of the problems might be.

Selected initial resources:

Howard, Gary R. *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools* (1999).

Kivel, Paul. *Uprooting Racism: How White People Can Work for Racial Justice* (2002).

McIntosh, Peggy. *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies*. Working Paper n. 189, Wellesley College Center for Research on Women, 1988.

Perry, Mark. *Walking the Color Line: The Art & Practice of Anti-Racist Teaching* (2000).

Pollock, Mica. *Colomute: Race Talk Dilemmas in an American School* (4).

Rothenberg, Paula. *White Privilege: Essential Readings on the Other Side of Racism* (2002).

Sleeter, Christine. "White racism," *Multicultural Education*, v. 1, n. 4 (Spring, 1994), pp. 5-5-8, 39.

Thompson, Becky. *A Promise and a Way of Life: White Antiracist Activism*. (2001).

Topics for Unit II:

2a. Select an ethnic, racial, or other cultural group and prepare a presentation that provides a brief overview of the group's historical experience in the United States.

The presentation might also attempt to present the group's perspective on major events in U.S. history (e.g., the Civil War, the Depression) that are usually presented only with a "mainstream" perspective. Discuss how this event might be viewed differently. Alternatively, rather than focusing on history, the presentation could discuss the group's traditional culture and values and how these coincide with or differ from the dominant view. Such aspects as the group's family structure, behavior patterns, attitudes toward property, work and time, and implications for schools, might be compared with those of the dominant group.

Suggested initial resources:

Appropriate readings assigned for Unit II; also some of the references listed under Unit II in the List of References at the end of this syllabus.

2b. Words and phrases used to describe groups of people immediately bring to mind certain images of those people. This is a particularly sensitive issue in multicultural education. Prepare a presentation on the language of multicultural education, including such questions as:

- What is "correct" or "appropriate" language to use for people?
- How should these decisions be made?
- What do particular groups like to be called (i.e., Native American, or Indian, African American or Black, etc.) and why?
- What are the implications of using different terms?
- What terms are particularly offensive and why?
- How can we use this information in your classroom?

You may want to speak with or interview a number of people in order to get the most useful information.

Selected initial resources:

Anglesey, Zoë. "Moving from an obsolete lingo to a vocabulary of respect." *Multicultural Review*, 6, 3 (September, 1997), 23-28.

Herbst, Philip H. *The Color of Words: An Encyclopedic Dictionary of Ethnic Bias in the United States* (1997).

Moore, Robert. "Racism in the English language" in Nicholas Colangelos, *et. al.*, *Multicultural Nonsexist Education* (1985).

Nieto, Sonia. "About terminology," Ch. 2 in *Affirming Diversity: The Sociopolitical Context of Multicultural Education* (3rd ed., 2000).

2c. Write a paper on American Nativism (an extreme form of xenophobia) in the late 1800's and early 1900's. Define it and describe the form it took. What groups were its main victims? What acts and laws were passed that reflected nativist attitudes? Describe how it is similar to and different from current forms of xenophobia and exclusion.

Selected initial resources:

Banks, James A. *Teaching Strategies for Ethnic Studies* (7th ed., 2003)

Black, Edwin. *War Against the Weak: Eugenics & America's Campaign to Create a Master Race I*(2002).

Higham, John. *Strangers in the Land* (1988, second ed.)

Jacobs, Paul, *et. al.* *To Serve the Devil*, 2 vols. (1971).

Takaki, Ronald. *Iron Cages: Race and Culture in 19th-Century America, rev. ed.* (2000).

Perea, Juan F. (Ed.). *Immigrants Out! The New Nativism and the Anti-Immigrant Impulse in the United States* (1997).

2d. "Linguicism" – opposition to native language maintenance – is a unique aspect of nativism that has been a part of U.S. history since the days of the Pilgrims. In the November 2002 election, the issue became prominent in Massachusetts politics as voters overwhelmingly chose to eliminate bilingual education, substituting a one-year program in English immersion.

Present the issues on both sides, as well as your own conclusions. You can either focus on linguicism in general, or on Question 2 in Massachusetts and its aftermath in the state's public schools. If you choose to focus on the latter, you will have to locate newspaper and journal articles and websites as no books have yet taken up this issue.

Selected initial resources:

Crawford, James. *At War with Diversity: U.S. Language Policy in an Age of Anxiety* (2000).

Delpit, Lisa. *The Skin That We Speak: Thoughts on Language and Culture in the Classroom* (2003).

Dueñas González, R. & Melis, I. *Language Ideologies: Critical Perspectives on the Official English Movement. Volume 2: History, Theory, and Policy* (2001).

FACT (Committee for Fairness to Children and Teachers) Campaign.
www.dontsueteachers.org

Santa Ana, Otto (ed.) *Tongue-tied: The Lives of Multilingual Children in Public Education* (2004).

Tatalovich, Raymond. *Nativism Reborn? The Official English Language Movement and the American States*. Lexington, KY: University Press of Kentucky (1995).

2e. Gay and lesbian identity has an impact on students, teachers, and schools in general. Having lesbian and gay parents is also an issue that affects young people's lives in and out of school. But unlike other civil and human rights whose importance in schools is at least tacitly acknowledged, gay and lesbian issues and their place in the school setting are often the object of contentious and raucous debate. In your presentation, discuss why this is so, and suggest ways that schools can approach gay and lesbian concerns more proactively.

Alternatively, you might present the Massachusetts policy on gay and lesbian students, the first in the country to affirm the rights of gay and lesbian students; or you may want to discuss the role of teachers in supporting gay and lesbian students through particular curricular and pedagogical strategies.

Suggested initial resources:

Baker, Jean M. *How Homophobia Hurts Children* (2002).

Casper, Virginia & Schultz, Steven B. *Gay Parents/Straight Schools* (1999).

Jennings, Kevin. *Telling Tales Out of School* (2001).

Letts, William J. IV, & Sears, James T. *Queering elementary education: Advancing the Dialogue About Sexualities and School* (New York: Rowan, 1999).

Topics for Unit III:

3a. A growing number of educators maintain that schools have provided students from dominated cultures with an ineffective and inappropriate education. Consequently, they

recommend that instruction, classroom management, counseling, and assessment be based on students' cultures, that is, that it should be *culturally responsive*.

In your presentation, analyze this approach. Is culturally responsive education reasonable? appropriate? What additional problems might it create? You may also choose any specific group (African American, Latino, Asian, Jewish, etc.) and apply the same analysis.

Selected initial resources:

Gay, Geneva. *Culturally Responsive Teaching: Theory, Research, and Practice*. (2000).

Irvine, Jacqueline Jordan, *In Search of Wholeness: African American Teachers and Their Culturally Specific Classroom Strategies* (2002).

Ladson-Billings, Gloria. *Crossing Over to Canaan* (2001).

Lipka, Jerry, with Gerald V. Mohatt and the Ciulistet group. *Transforming the Culture of Schools: Yup'ik Eskimo examples*. (1998).

Pérez, Bertha (Ed.). *Sociocultural Contexts of Language and Literacy* (1998).

Villegas, Ana María & Tamara Lucas. *Educating Culturally Responsive Teachers: A Coherent Approach* (2003).

3b. In the past three decades, a radical interpretation of U.S. education history has suggested that universal, compulsory and free public schools were established by the elite class primarily to pacify the unruly and potentially rebellious children of the working class. According to this thesis, schools performed this function by socializing children to be obedient, punctual, docile, and respectful of authority, thereby preparing them for their future roles as disciplined and efficient production workers.

Revisionist historians argue that in this way, the public schools have largely served to perpetuate the unequal, hierarchical structure of U.S. society. But this theory has been critiqued from both the left and the right. Those on the right maintain that it is a distortion of U.S. educational history, which has always championed equality; those from the left maintain that the explanation is overly deterministic and fails to take into account the active and passive resistance to hegemony by students, their parents, and teachers. Write a paper discussing this controversy and your own position on it.

Selected initial resources:

Bowles, Samuel and Herbert Gintis. *Schooling in Capitalist America* (1976).

Glenn, Charles. *The Myth of the Common School* (1988).

Ravitch, Diane. *The Revisionists Revisited: A Critique of the Radical Attack on the Schools* (1988).

Spring, Joel. *Deculturalization and the Struggle for Equality*, 4th ed. (2004).

3c. In her book, *“Why Are All the Black Kids Sitting Together in the Cafeteria” and Other Conversations About Race* (1998), Beverly Daniel Tatum describes the impact of racial identity development on young people of diverse backgrounds. She asserts that teachers and other educators need to be aware of the identity development of all students in order to develop affirming and appropriate environments in which they can learn. One way in which this can be done is to develop “cultural identity groups” where young people of similar backgrounds explore their identities, histories, and cultures. Some claim that the focus on racial identity development is a step backward toward segregation; others say it is one way to support young people in exploring the impact of race and racism in their lives.

In your presentation, describe racial/cultural identity development for Blacks, Whites, and others; explain how it might influence students’ learning; and whether or not educators should use this theory in their schools and classrooms.

Selected initial resources:

Van Ausdale, Debra & Joe R. Feagin. *The First R: How Children Learn Race and Racism* (2001).

Cross, William E. *Shades of Black: Diversity in African-American Identity* (1991).

Helms, Janet E. *Black and White Racial Identity: Theory, Research, and Practice* (1990).

Tatum, Beverly Daniel. *“Why Are All the Black Kids Sitting Together in the Cafeteria?” and Other Conversations About Race* (1997).

Wijeyesinghe, Charmaine L., & Bailey W. Jackson III, Eds. *New Perspectives on Racial Identity Development: A Theoretical and Practical Anthology* (2001).

Topics for Unit IV:

4a. Critical pedagogy has been suggested as a new paradigm for fostering social change in the schools. In your presentation, define critical pedagogy, determine its relationship to multicultural education, and consider if and how it can lead to social change.

Selected initial resources:

Darder, Antonia. *The Critical Pedagogy Reader* (2002).

Freire, Paulo. *Pedagogy of the Oppressed* (1970).

May, Stephen. *Critical Multiculturalism: Rethinking Multicultural and Antiracist Education* (1999).

Shor, Ira. *Empowering Education: Critical Teaching for Social Change* (1992).

Shor, Ira & Pari, Caroline (Eds.). *Education is Politics: Critical Teaching Across Differences, K-12* (1999).

Sleeter, Christine E. & McLaren, Peter. *Multicultural Education, Critical*

Pedagogy, and the Politics of Difference (1995).

Trifonas, Peter Pericles. *Pedagogies of Difference: Rethinking Education for Social Change* (2002).

4b. According to most proponents of multicultural education, profound changes have to take place in schools in order for it to be effective. These include not only changing the *content*, but the *processes* of education (i.e., pedagogy, organization, climate, and so on.)

Discuss some ways in which schools can change to accommodate multicultural concerns. You may focus on the organization of schools, specific teaching strategies, community involvement, or curriculum and materials. You may consult curriculum guides, school district plans, and other documents which focus on actual implementation, or you may instead visit classrooms and speak with teachers and other educational leaders about the changes they have made to make their classrooms and schools more multicultural.

Selected initial resources:

Bigelow, Bill. *Rethinking Our Classrooms: v 1* (1994) and *v. 2* (2001).

Lee, Enid, Menkart, Deborah, & Okazawa-Rey, Margo, eds. *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development* (1998).

Nieto, Sonia. *Affirming Diversity: The Sociopolitical Context of Multicultural Education* (4th ed., 2004).

Ramsey, Patricia. *Teaching and Learning in a Diverse World: Multicultural Education for Young Children* (2nd ed., 1998).

4c. In the past decade, there has been a growing focus on “standards” and high-stakes testing. Some have seen this as a necessary antidote to the “dumbing down” of the school curriculum as a result of multicultural education and other movements for equity. Others believe that standards and tests offer the only answer to the historically low expectations that teachers and the general public have had for students of color and poor students of all backgrounds. Still others critique the growing standardization as proof of a further erosion of support for public schools, and as a greater impediment to the achievement of historically underserved students in our schools. High-stakes tests have also been criticized for forcing teachers to “teach to the test,” reducing teachers’ creativity and resourcefulness. Beginning with some of the references below, take a position on the growing trend toward standardization and high-stakes testing.

Miner, Barbara & Swope, Kathy (Eds.). *Failing Our Kids: Why The Testing Craze Won’t Fix Our Schools* (2000).

Falk, Beverly. *The Heart of the Matter: Using Standards and Assessments to Learn.* (2000).

McNeil, Linda. *Contradictions of School Reform: Educational Costs of Standardized Testing.* Routledge (2000).

Kohn, Alfie. *The Case Against Standardized Testing: Raising the Scores, Ruining the Schools* (2000).

Ravitch, Diane. *Left Back: A Century of Failed School Reforms* (2000).

Stotsky, Sandra. *Losing Our Language: How Multicultural Classroom Instruction is Undermining Our Children's Ability to Read, Write, and Reason* (1999).

4d. Issues besides race and ethnicity have become increasingly important in multicultural education. These include social class, gender, sexual orientation, ability, and others. Make the case for or against including these issues in multicultural education.

The following may prove to be useful resources:

Adams, Maurianne, Lee Anne Bell, & Pat Griffin. *Teaching for Diversity and Social Justice* (1997).

Kugler, Eileen Gale. *Debunking the Middle-Class Myth: Why Diverse Schools Are Good for All Kids* (2002).

Rothstein, Richard. *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap* (2004).

Seller, Maxine & Lois Weis. *Beyond Black and White: New Faces and Voices in U.S. Schools* (1997).