EDUC 537:
FOUNDATIONS OF MULTICULTURAL EDUCATION
SUMMER 2013
June 3 – July 25

Credit Hours: 3.0	Class Meetings: Tues. & Thurs., 4:30-7:10
Professor: Dr. Paul C. Gorski	Blackboard: http://mymason.gmu.edu
Office: Enterprise Hall, Room 431 Tel: (703) 993-9365 Email: pgorski1@gmu.edu	Office Hours: Tuesdays and Thursdays 2-3:30 pm and by appointment By appointment face to face or via email or telephone

COURSE DESCRIPTION
This course examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. Special emphasis is placed on the role of ethnicity, language, and social class and their impact on educational opportunity and equity. It includes an overview of multicultural/multilingual curricula with a special focus on culturally/linguistically responsive instruction and assessment techniques. Twenty hours of field experience is required.

COURSE DELIVERY
Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Methods of instruction include teacher led class discussion, small group activities, student led discussions of selected research topics, database search of research-based articles and online posting of results. It also includes presentations, cooperative learning activities, hands-on field experiences, power point presentations, discussion boards, and wikis. The course is delivered through the Blackboard 9.1^{TM} web-based course management system.

REQUIRED TEXT
Adams, M., Blumenfeld, W., Castaneda, C., Hackman, H., Peters. M., & Zuniga, X. (2013). *Readings for Diversity and Social Justice (3rd ed.)*. New York: Routledge.

Electronic subscription to *Rethinking Schools Online*.

STUDENT OUTCOMES & PROFESSIONAL STANDARDS
Students completing EDUC 537 will be able to:

1. Analyze and interpret the historical, philosophical, economic, legal and sociocultural foundations of multicultural education. *[NCATE-TESOL Standards: 2.a. Nature and Role of Culture; 5.a. ESOL Research and History]*.
2. Analyze how social structures of race, class, gender, (dis)ability, and sexual orientation create relations that privilege some and deny opportunity to others. *[NCATE-TESOL Standards: 2.a. Nature and Role of Culture; 2.b. Cultural Groups and Identity]*.
3. Evaluate and interpret the ways in which schooling influences and is influenced by equity issues. *[NCATE-TESOL Standards: 2.a. Nature and Role of Culture; 2.b. Cultural Groups and Identity; 4.a. Issues of Assessment for ESL; 5.a. ESOL Research and History; 5.b. Professional Development, Partnerships, and Advocacy]*.
4. Understand and use the major concepts, principles, theories, and research related to the nature and role of culture in academic achievement and individual student learning. *[NCATE-TESOL Standards: 1.b. Language Acquisition and Development; 2.a Nature and Role of Culture]*.
5. Understand how cultural groups and students' cultural identities affect language learning and school achievement. *[NCATE-TESOL Standards: 2.a. Nature and Role of Culture; 2.b. Cultural Groups and Identity]*.
6. Understand and apply concepts, theories, research, and practice that facilitate the acquisition of a primary and new language in and out of classroom settings. *[NCATE-TESOL Standards: 1.a. Language as a System; 1.b. Language Acquisition and Development]*.
7. Describe culturally relevant teaching in terms of teacher characteristics, teaching strategies, and assumptions about teaching, learning, and knowing *[NCATE/TESOL Standards: 3.a. Planning for Standards-Based ESL and Content Instruction; 3.c. Using Resources and Technology Effectively in ESL and Content Instruction; 4.c. Classroom-Based Assessment for ESL]*.
8. Develop strategies that challenge unjust social structures and allow all children to learn and grow into citizens who will be actively involved in democracy. *[NCATE-TESOL Standards: 3.c. Using Resources and Technology Effectively in ESL and Content Instruction; 4.b. Language Proficiency Assessment; 5.b. Professional Development, Partnerships, and Advocacy]*
9. Explain and provide examples of anti-bias strategies and practices [NCATE/TESOL Standards: 3.a. Planning for Standards-Based ESL and Content Instruction; *3.c. Using Resources and Technology Effectively in ESL and Content Instruction; 4.a. Issues of Assessment for ESL; 5.b. Professional Development, Partnerships, and Advocacy*].
10. Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. [NETS-T 1: 1a, 1b, 1c, 1d].
11. Model Digital Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. [NETS-T 3: 3a, 3b, 3c, 3d].
12. Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. [NETS-T 4: 4a, 4b, 4c, 4d].

RELATIONSHIP TO PROGRAM GOALS & PROFESSIONAL ORGANIZATIONS
EDUC 537*:* Foundations for Multicultural Education is a three-credit course designed for graduate students seeking a master's degree in Curriculum and Instruction, with tracks in elementary, bilingual/multilingual and multicultural education, foreign language education, and teaching English as a second language and/or ESOL endorsement. It is one of the first courses of the master's degree and licensure programs and is required of all program participants. The relationship of EDUC 537 to GMU–GSE *program goals* is as follows:

1. *Diversity.* Learn the basic concepts and develop the necessary skills to successfully work with learners of differing backgrounds and value systems.
2. *Classroom teaching.* Candidates should be able to understand that there are multiple paths to learning and demonstrate skills and competency in teaching students from different backgrounds and varying learning styles.
3. *Democratic principles.* Candidates should be able to adopt teaching practices, which reflect democratic principles and support creating and sustaining democratic learning environments.
4. *Knowledge base for teaching in diverse and inclusive classrooms*. Candidates will learn the fundamental concepts pertaining to the teaching in culturally, linguistically, and socio-economically diverse classrooms.
5. *Utilization of research*. Candidates will critically evaluate theories of multicultural education and engage in systematic investigations of the knowledge base to inform their own or others' teaching practices.
6. *Curriculum*. Candidates will develop the skills needed to design, implement, and evaluate programs to enable them to work comfortably with students from different backgrounds.

Relationship of EDUC 537 to *INTSAC Principles*:
    Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
    Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
    Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
    Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
    Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
    Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

*Academic Standards***:**
The standards referenced above aim to provide consistency in teacher education programs across the United States in terms of what ESOL teachers need to know and can do (i.e., knowledge, skills, and dispositions to effectively teach of culturally and linguistically diverse students).

Core Values:
Collaboration, Ethical Leadership, Innovation, Research-Based Practice, Social Justice

Licensure courses are also aligned with TESOL/NCATE *Standards for the Accreditation of Initial Programs in P-12 ESOL Teacher Education* as well as with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, which represent those principles that should be present in all teaching environments, regardless of the subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. Effective teachers of all disciplines, subjects, and grade levels model and apply the National Education Technology Standards for Teachers (NETS·S) as they design, implement, and assess learning experiences and as they engage students in the classroom to enhance and support learning while they provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community. Evidence of the degree to which the academic standards have been met is compiled in a program participant's Professional Development Portfolio (refer to PDP Guidelines) throughout the licensure component of the program.

Relationship of Assignments to Standards:

Assignment	Grade Value in Points	TESOL Standards	ACTFL-NCATE Standards
Class Participation	20	1b, 2a, 2b, 3a, 4a, 4a, 5a, 5b	3a, 4a, 6a
Bridging the Divide Project	30	1b, 2a, 2b, 3a, 4a, 5a, 5b	3a, 4a, 6a
Hidden Curriculum Essay	25	2a, 2b, 4a, 5b	2a, 2b, 3b, 6a, 6b
Policy Analysis Presentation	25	1b, 2a, 2b, 3a, 3c, 4a, 4c, 5a, 5b	2a, 3b, 5b, 6a, 6b

RECOMMENDED READINGS

Banks, G. (2008). *The Issue of Race; A resolution for the 21st Century.* Astoria, New York: Seaburn Publishing.

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education, 53*(2), 106-111.

Gere, A. R., Buehler, J., Dallavis, C., & Haviland, V.S. (2009). A visibility project: Learning to see how pre-service teachers take up culturally responsive pedagogy. *American Educational Research Journal, 46*(3), p. 816-852.

Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge

Jervis, K. (1996). How come there are no brothers on that list? Hearing the hard questions all children ask. *Harvard Education Review, 66*(3), 546-577.

Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.

Takaki, R. (2012). A different mirror for young people: A history of multicultural America. Seven Stories Press

Takaki, R. (1993). A different mirror: A history of multicultural America. Back Bay Books

Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. *Educational Leadership*, 61(2).

Wong, S. (2000). Transforming the politics of schooling in the U.S.: A model for successful academic achievement for language minority students. In J.K. Hall & W.G. Eggington (Eds.), *The Sociopolitics of English Teaching*. Tonawanda, NY: Multilingual Matters.

Rosado, C. (1996). What Makes a School Multicultural? Retrieved from
http://www.edchange.org/multicultural/papers/caleb/multicultural.html

COURSE REQUIREMENTS, ASSIGNMENTS and GRADING
Every student registered for any MME course with a required performance-based assessment (**PBA**), such as EDUC 537, is required to submit this assessment, **Bridging the Cultural Divide** project to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using **TaskStream.** Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.
Candidates will also submit this PBA into **Blackboard**.

A. PARTICIPATION (20 points)
This class is designed to be dialogic and interactive in other ways. Its success is dependent upon students' willingness to come to class prepared and willing to engage with the material. I recognize that all students have different styles of engagement, so I will not keep a ledger of times you speak in class. Instead, I will grade based on the extent to which you:
- Come to class prepared, having done all of the readings and assignments;
- Demonstrate a willingness to participate in classroom discussions in a way that reflects your style of engagement;
- Demonstrate a willingness to be open to new ideas and concepts, even when doing so is difficult.

B. BRIDGING THE DIVIDE (BD) PROJECT (30 points)
This assignment involves culturally diverse students, families, schools, and communities. The goal of the assignment is to better understand the role of culture in student learning and engagement.

For this assignment, you will gather data and engage in a constructive dialogue with a first or second-generation immigrant family or a family that is of a non-majority culture within the school, country, or context in which you work. You will learn about their lives, backgrounds, values and dreams with a particular emphasis on their experiences with the school system in which their children are enrolled. You will analyze your findings and reflect in writing on what you learned from this experience. BD is a **PBA and the paper should be submitted to TaskStream.** The guidelines for BD are outlined in detail in the "*Course Requirements and Assignments*" folder on Bb.

C. UNCOVERING THE HIDDEN CURRICULUM (25 points)

Building on class discussion about concepts including the hidden and null curricula you will compose a 4-5 page essay identifying and critically analyzing an example of the hidden or null curriculum at an educational institution of your choice. You can choose any example of the "hidden curriculum" as long as you can demonstrate how it contributes to *inequitable conditions for a disenfranchised group of students, staff, faculty, or community members*.

Begin by describing the example of the hidden or null curriculum in detail. Describe how or why it is "hidden" and how it is related to institutional culture or tradition. Then—and this should comprise the bulk of your essay—*analyze* your example. Be as specific as possible. What are the equity implications of this example of the hidden or null curriculum? Who does it help or protect? Who does it repress? Remember that the hidden and null curricula often are (by definition) subtle and that repression often (but not always) is unintentional. You do not have to analyze an enormous example of obvious oppression. Rather, I encourage you to choose something more implicit.

The purpose of this essay is to practice the critical art of seeing and analyzing the conditions that we are socialized not to see even as they reify social inequities. Note that citing scholarly sources is not required for this assignment (although you should do so if it helps you deepen your analysis). What I am looking for, more than anything, is for you to dig beneath obvious surface-level observations in order to uncover implicit inequities and then to analyze those inequities deeply and complexly.

These essays will be assessed based on the extent to which you:
1. choose and describe an example of the hidden curriculum that negatively affects students, staff, faculty, or community members from already-disenfranchised communities at a specific institution;
2. deeply and complexly analyze the example you've chosen, focusing specifically on its implications for disenfranchised communities;
3. draw on concepts discussed in class in order to deepen your analysis;
4. compose a well-written, well-organized, essay.

D. POLICY PRESENTATION (25 points)

Participants will choose an example of school policy (local, state, or national) to analyze critically through an equity and social justice lens. Based on readings, films, class discussions, and other sources, how is the policy contributing to equities and inequities in and/or out of the school context? Who is most served by the policy and who is most underserved? How does the policy support or disrupt existing structures of power, privilege, and oppression? How would you reframe the policy to ensure equity and social justice for all students and/or school staff? Be sure to consider these questions deeply and complexly. Dig beneath the surface and frame your analysis in a larger sociopolitical context. Create a poster (or some other visual display) describing your topic, outlining your analysis, and detailing your plan for strengthening the policy. In addition to the poster, create a handout, no more than two pages long, summarizing your analysis and listing your sources.

You may choose to work on this assignment individually or in a small group (of five or fewer people).

Your presentation will be graded based on the extent to which:

1. the student illustrates her or his understanding of equity and social justice in education by critically examining the policy in a complex, informed way that takes into account systemic dimensions of power, privilege, and oppression;
2. the student builds upon class readings and conversations and the literature to articulate original, sound strategies for reforming the chosen policy for equity and social justice; and
3. the student composes a well-written, properly-cited (APA style), summary handout.

GRADING

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education. For more information see: http://jiju.gmu.edu/catalog/apolicies/gradstandards.html

ESL Students & The Professional Development Portfolio and Elementary Students and The Anthology: The Professional Development Portfolio and the Anthology is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate's knowledge, skills, and ability to teach. As a performance-based document, the portfolio synthesizes learning from the teacher candidate's coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching and learning process.

TASKSTREAM REQUIREMENTS

Every student registered for any Curriculum and instruction course with a required PBA is expected to submit it to TaskStream (regardless of whether the course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the PBA by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

All assignments are due on the date indicated in the syllabus. ***Projects must be submitted to the TaskStream portal no later than 5:00pm EST on the due date.*** <u>*Late assignments will not be*</u>

accepted unless there is a prior arrangement made between the student and the professor and only in exceptional circumstances for non-academic reasons beyond reasonable student control. Projects or papers submitted for credit in one course cannot be used for a grade in a different course, even they have been revised. It's unethical.

Tentative Course Schedule

June 4: Introductions
- Review of major course concepts and principles
- Review of syllabus

Read for June 6: RS, "Decolonizing the Classroom"; Adams Ch. 3 & 6

June 6: Equity literacy framework
- Approaches to multicultural education
- Relationship between equality and equity in schools
- Hidden and null curricula

Read for June 11: RS, "Playing with Gender"; Adams Ch. 60 & 62

June 11: Gender, gender identity, and education
- Recognizing gender bias in curricula and pedagogy
- Countering sexism in schools

June 13: No Class

Read for June 18: RS, "Holding Nyla"; Adams Ch. 98, 103, & 109

June 18: (Dis)ability and education
- Medical vs. social frameworks for (dis)ability
- Inclusion model and educational equity
- ***Uncovering the Hidden Curriculum Short Essay Due***

Read for June 20: Bb, "The Myth of the Culture of Poverty"; Adams Ch. 25 & 29

June 20: Poverty, class, and education
- Deficit frame vs. resiliency frame
- Education and economic justice

Read for June 25: RS, "Diversity Vs. White Privilege"; Adams Ch. 8 & 24

June 25: Race, ethnicity, and education
- Racial inequities in schools
- Stereotype threat

Read for June 27: Adams Ch. 44 & 58

June 27: Religion, spiritual identity, and education
- Christian hegemony in schools
- Religious equity in schools

July 2 & 4: No Class

Read for July 9: RS, "A Journey to Openness"; Adams Ch. 77 & 84

July 9: Sexual orientation and education
- Heteronormativity in schools
- Creating safe spaces in schools

Read for July 11: RS, "The Politics of Correction"; Adams Ch. 19

July 11: Language, language identity, and education
- Bilingual education debate
- Language bias in schools

Read for July 16: RS, "Students Galvanize for Immigrant Rights"; Bb, "My Life as an Undocumented Immigrant"

July 16: Immigrant status and education
- Anti-immigrant bias in schools
- Creating equitable learning environments for immigrant students

Read for July 18: selections from *Rethinking Schools*

July 18: Multicultural curriculum development
- Approaches to multicultural curriculum development
- Case analyses of multicultural curricula

July 23: Poster Presentations

July 25 (last day of class): Poster Presentations

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August 1: Bridging the Divide due

GMU POLICIES AND RESOURCES FOR STUDENTS
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. ***All communication from the university, college, school, and program will be sent to students solely through their Mason email account.***

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu].

ABSENCES
FAST TRAIN students are expected to attend *all* class periods for face to face courses and participate every week on the discussions and activities for online courses for which they registered. Students should contact the professor ahead of an absence or non-participation online. Only approved (see Mason catalog) absences will not result in a grade penalty.

COURSE WITHDRAWAL WITH DEAN APPROVAL
For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason Catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

PLAGIARISM
Avoid plagiarism, which is using an author's words without citing the author in your paper. Please review APA (6th edition) citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates the GMU Honor Code. It is grounds for dismissal from the program and from GMU.

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT
The College of Education and Human Development (CEHD) is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [See http://cehd.gmu.edu/values].

Core Values:
Collaboration, Ethical Leadership, Innovation, Research-Based Practice, Social Justice