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Proposal for Student-Taught Course at Trinity College

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Class of 2005

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Multicultural Education in the Global Age

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A. Course Description

1. Objectives of the course:
 - a. To learn about other educational systems in the world and the different ways they and America handle multicultural education.
 - b. To raise awareness about diversity in the American school systems and how diversity can be addressed through education. (This is obviously something that is applicable to Trinity where the student population is slowly getting more diverse)
 - c. To learn how to critically read information about education (and in general) and be able to write focused papers combining lectures and reading assignments.
2. Outline of the Course: The course is divided up into four parts that correspond with lectures that will be given during the different months of the semester. The **first** week of the course will be an introduction to general American

education and since most people will have attended an American educational institution previously, there is little need to have many readings on American education, especially since most of the readings address American education in some way. The **second** part of the course will be a case study of Japanese Education. The Japanese educational system will be examined closely and compared to US education regarding curriculum, school policy and student population and climate. The speaker will be Eugenie Kang who will lecture on her research involving Asian-Americans in American schools and discuss any issues that the students wish to learn about Japanese or Asian education. (Prof Kang has agreed to give a lecture and is flexible as to what she will lecture about). The **third** part of the course is about desegregation in schools. Although this may not seem to follow the Japanese unit, this unit fits in because instead of discussing a case study of a certain educational system, a major policy decision will be discussed. The shift is from learning about a specific educational setting to focusing on a policy change. The lecture for this part is by Prudence Carter who will discuss her own ethnographic research and studies of desegregation in South Africa. The **final** part of the course will focus on multicultural education and how it works in American schools. This last unit brings together the earlier parts of the course. The information about the more democratic Japanese educational system and the inequality learned about during the desegregation unit will help students to understand how multicultural education can work in schools. The lector is Fabienne Doucet and she will discuss how Haitian parents communicate to their children and how this can affect schooling. Also she can discuss how the culture of the student outside of the home ties into multicultural education. This unit discusses the broader role of multicultural education with specific readings about how to have multicultural education in schools, the challenges that are presented to school systems and the pros and cons of multicultural education. The last reading is one that shows how multicultural education functions in a schools and how while the it may seem difficult, it is possible in

many different educational situations. This last reading ties in the semester and ends on a positive note.

- a. First Week (readings are due next to days listed) [**note to the committee**-the dates listed are used just so that the outline is established but they are flexible and fit to any twice a week class. Also, a few readings have not been decided yet. For some, the reason is because the articles by the speakers have yet to be published and I am waiting for them from the lector. Second, some readings will be dependent on the lecture and I have not yet received the titles of the lectures yet. Lastly, an appropriate reading could not yet be found and I would rather not just put in any reading to fill blank space.]

- i. January 25th 2005- Introduction to the course, syllabus.
- ii. January 27th-**Reading** “Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans” by J. Spring (2004)

- a. Short Paper due on your own educational background (size, student population, academics-2 pages-ungraded)

b. Japanese Education

- i. February 1st-**Reading**: Wray, H. Japanese and American Education: Attitudes and Practices-Chapter 2nd: *Factors shaping current Japanese Education* (1999).
- ii. February 3rd-**Reading**: Iwama, Hiroshi. Japanese Schooling: Patterns of Socialization, Equality, and Political Control-Chapter 6: *Japan’s Group Orientation in Secondary Schools* (1989) **and** Dickensheets, Tony. “The Role of the Education Mama” *Japan Quarterly* (July-September 1996).
- iii. February 8th-**Reading**: Wray, H. Japanese and American Education: Attitudes and Practices-Chapter 5: *Societal Attitudes Debilitating American Education* (1999)

Assignment: Prepare one comment about the way Wray discusses education as compared to Dickensheets and Iwama.

- iv. February 10th-**Reading:** Rohlen, Thomas. “Education: Policies and Prospects” (1981) and Schoolland, K. Shogun’s Ghost: The Dark Side of Japanese Education-Chapter 11: *Homogenous Society?* (1999)
- v. February 15th-**Reading:** Wray, H. Japanese and American Education: Attitudes and Practices-Chapter 3: *Japanese Educational Weaknesses and American Strengths* (1999)
Assignment: Bring in newspaper article about one of the issues discussed in these articles (i.e. mothers in education, violence in schools, diversity in schools, etc.)
- vi. February 17th-Student Presentation on Japanese Education and Eugenie Kang. [**reading** by Eugenie Kang-not yet published-name of article not yet available but have talked with Professor Kang and an article will be provided]
- vii. February 22nd-no class—meet and greet with lector Eugenie Kang before lecture. Must have one question prepared to ask after or before lecture.

c. Desegregation : US and South Africa

- i. February 24th-[reading: two articles by Prudence Carter [names not yet available for articles but this lecture is definitely set for Prof Carter]
 - 1. **Paper due:** Japanese Education and/or research by Eugenie Kang
- ii. March-1st-Trinity Days-no class
- iii. March 3rd–Student Presentation on Prudence Carter [another article by Prof Carter will be due]
- iv. March 8th-no class— meet and greet with lector Prudence Carter before lecture. Must have one question prepared to ask after or before lecture.

- v. March 10th-**Reading:** Patterson, J. Brown v Board of Education (2002) Patterson-First Half
- vi. March 15th-**Reading:** Patterson, J. Brown v Board of Education (2002) Finish Book
- vii. March 17th-**Reading:** Set of desegregation articles, to be chosen with faculty supervisor. Perhaps excerpts from Orfield, Eaton. Dismantling Desegregation: The Quiet Reversal of Brown v Board of Education (1997)

d. Multicultural Education

- i. March 22nd and March 24th -**Spring Break-no class**
- ii. March 29th- **Reading:** Nieto, S. The Light in Their Eyes: Creating Multicultural Learning Communities, Chapter 2: *Learning and Inequality* (1999).
 - 1. **Paper due:** Desegregation and/or research by Prudence Carter
- iii. March 31st – **Reading:** Nieto, S. Affirming Diversity: The Sociopolitical Context of Multicultural Education, Chapter 4: *Structural and Organizational Issues in Schools* (1999).
- iv. April 5th-**Reading:** Nieto, S. Affirming Diversity: The Sociopolitical Context of Multicultural Education, Chapter 5: *Culture, Identity and Learning* (4th edition 2004).
- v. April 7th-**Reading:** Tudge, J., Hayes, S., Doucet, F., Odero, D., Kulakova, M., Tammesveski, P., Meltsas, M., & Lee, S. (2000). “*Parents’ participation in cultural practices with their preschoolers: A cross-cultural study of everyday activities.*” *Psychology: Theory and Research*,
- vi. April 12^h- **Reading:** Suárez-Orozco, C., Suárez-Orozco, M. M., & Doucet, F. (2003). “*The academic motivation and achievement of Latino youth.*” In J. A. Banks (Ed.) *Handbook of research on multicultural education*.
- vii. April 14th-Student Presentation on Fabienne Doucet

- viii. April 19th- no class- meet and greet with lector Fabienne Doucet before lecture. Must have one question prepared to ask after or before lecture.
 - ix. April 21st- **Reading:** Nieto, S. Affirming Diversity: The Sociopolitical Context of Multicultural Education, Chapter 9: *Multicultural Education and School Reform* (4th edition 2004)
 - x. April 26th-**Assignment:** Bring in recent article from a newspaper/news magazine (past two years) where multicultural education was discussed. Be prepared to discuss you article and its role in helping or hindering multicultural education or how the author portrays multicultural education.
 - 1. **Paper due:** Multicultural Education and/or lecture by Fabienne Doucet.
- e. Conclusion on Course
- i. April 28th –**Reading:** Rose, Mike. Possible Lives: The Promise of Public Education in America-Chapter 1: Los Angeles and the LA Basin and Chapter 3: Baltimore, Maryland (1995).
 - ii. May 3rd-Last day of class: Final Paper assignment, course evaluations
3. Conduct of the course:
- a. **Seminar**-The readings for this course are very interesting and provocative. Most important is that since everyone in the class has been through some form of education then everyone will have an opinion. People have been in various kinds of educational institutions (private/public schools, diverse schools, urban/suburban schools, etc.) and therefore there will be many opinions that can be shared. Depending on the different educational backgrounds of the students they will have very different views on the articles and American public education. Thus, this course encourages and demands student discussion and the readings are chosen because they facilitate discussion. If necessary, students will be required to bring discussion

questions to class or to lead discussions. No matter what, this class must be seminar because the readings can only be fully understood if they are discussed with different people in an academic setting.

B. Materials and Resources ¹

1. Books/Projects

a. Course Packet—students will pay (x) amount for Course Packet that will contain all readings for the semester.

b. Patterson, James. Brown v Board of Education. Oxford University Press; New Ed edition (2002)

4. Special Assignments:

a. Meet and Greet with lectors. Meet and possibly have dinner with the lector prior to the lecture. (depends on what the lector wants to do)

5. Special Lectures

a. Fabienne Doucet-In April-agreed to lecture

b. Eugenie Kang-in February-agreed to lecture

c. Prudence Carter –March 8th 2005

6. Student has used read all of the readings as listed in the syllabus and has had extensive preparation to teach this material through over 10 educational studies courses including Ed 322: Japan and US: Comparative Education (addresses 1st and 3rd units), Ed 350: Curriculum: Policy and Practice (addresses design of the curriculum), Ed 200: Analyzing Schools (addresses general teaching strategies as well as multicultural education), Ed 300 (addresses desegregation).

Bibliography:

Nieto, S. The Light in their Eyes: Creating Multicultural Learning Communities Teachers College Press: New York (1999).

Patterson, James. Brown v Board of Education. Oxford University Press; (2002).

Wray, H. Japanese and American Education: Attitudes and Practices. Bergin and Garvey: Westport, CT (1999).

7. The Department of Educational Studies has agreed to pay money to the examiner Eugenie Kang for her contribution to this course. The college will not incur any costs for this student-taught course. The classroom for the class can be in any academic building and can even be in a room in the library but no special room is needed. Students will be expected to buy the course packet and the one book and will spend approximately \$50.

C. Evaluation

1. **Three shorts papers (3-4 pages).** The papers are due after the unit has finished so the students have all the information from the lecture and the readings. The students have the option of either discussing the readings, the lecture or both. The papers are short because with so many articles to discuss and a lecture, it is important that the students know how to write a short, focused paper on a topic of their choice. With short papers, every sentence must count. There will be a **final paper (8-10)** that can either be an extension of a previous paper or a paper that combines all three units into one coherent paper. If the paper is an extension of an idea from one of the shorter periods then the final paper must include information about the lecture and the readings from that unity. If the paper is going to be on all three units then it must find one common theme throughout all the units and create a coherent narrative about the three units. Students can write about how the different units connect to one another, how countries can learn from one another about different educational systems or use a personal experience to discuss the different units. There is also a **group presentation** about one of the lectures (to be peer graded). The presentation must be at least thirty minutes long and can be either a group-led discussion or a more formal PowerPoint presentation/lesson. The presentation must include information about the lector and how the lector's research connects to the readings from the unit. The group must have the beginning of their presentation at least one week in advance of the actual presentation and present it to me for approval and help. Additional readings will be provided to the presenting group at the beginning

of the unit so they can properly prepare and have new information to share with the class during the presentation.

2. Four parts of grade

- a. **Attendance/Participation-10%**-students will have to participate at least two times during the each class period. The reason the minimum is imposed, even though it may not be the best way to encourage participation, is in order to fairly give participation grades. Since I am not allowed to 'grade' students, but attendance and participation are important to this course, by setting a minimum that I can mark down in a book with 'check marks', then I'll have a chart to refer to in order to decide the grade for the student for this 10%. Basically, since my examiner cannot be in class, this is the best way to have a participation grade that students would not be able to argue with. Although this is a small percentage of the grade, it is important to the class and a student will be unable to do well in the course unless they attend class and participate.
- b. **Group Presentation-15%**-The group presentation will be peer-graded. Students will be given a rubric sheet to fill out when the presentation is over. They will be quantitative sheets so that the examiner will not have to grade them. While this idea may not sit well with some people, as professors assume that students will only give each other good grades, I have found, through experience, that students are harsher graders because if they work hard on their presentation, they do not want to get the same grade as people who did not work as hard. Thus, they are more critical and take the responsibility seriously since they will have to be graded by their peers as well. During my Ed 200 class, this process worked very well and as a student I had no qualms about giving fellow students poor grades if they did not successfully complete the assignment. This presentation is a substantial amount of work and is definitely worth 15% of their grade.

c. **Three Short Papers-15% each for total of 45%**-to be graded by an examiner

d. **Final Paper-30%**-to be graded by an examiner

Note: Eugenie Kang has been chosen to be the examiner because of her extensive knowledge of diversity in education, multiculturalism in schools and Japan education. She is enthusiastic about being the examiner and will be able to fairly grade the students. Personally, I think it is a benefit that an outside person will be grading the papers because Professor Kang can grade fairly.

D. Arrangements

1. Twice a week (TR/MW) One hour and fifteen minute classes. (total of 26 classes) Since the class has several units, it does not make sense to only meet once a week because the readings need to connect with each other after they are read. For most humanities classes, the one hour and fifteen minute time slot works well and provides enough time for discussion.
2. 12 student maximum enrollment. Fifteen students may be too many students for discussion and with more than 12 people I find that some people tend to sit back in the conversations and not participate as much as they may want to.
3. Students will receive one credit for this course. There is certainly enough readings, work and class time to receive one full credit.

E. Justification

1. I would like to teach this course for several reasons. I think it would be a good experience for me since I plan to go into the field of education. I would like to design history curriculum for public schools and the work that has gone into planning this course has only furthered my interest. I think a student taught course is a great way that Trinity provides students with a way to actively apply their knowledge in a classroom setting. As an educational studies major, I plan to apply the different teaching strategies I have learned to the classroom. Unlike professors who teach many courses, I would only be teaching one course so I would have the time to develop different lessons plans for the different classes. I think it is a luxury that professors do not have because they are so busy with so

many different students and classes. I think I would learn so much about the practice of education and it would really compliment my educational studies major. (A major where the class selection has been fairly limited) I also think it would be a great course and could hopefully draw in some younger students who may be undecided about their major. They can see what an educational studies course is like and perhaps decide that they like the material enough to take other classes in educational studies department and perhaps make it their major. Lastly, I think a student taught course is a great opportunity and I want a chance to take the opportunity even though I am handing in this proposal very late. I would not want to let the deadline for this senior course to be the only reason why I did not try to create a course. When my professor suggested this idea for the course and I realized what a quality course it could be, I did not want to make it just an independent study for myself. I wanted other students to be able to learn about this information, especially since it is so relevant not only at Trinity College, but as the US population becomes more diverse, all the different cultures will need to be understood and learned about. Businesses and the government will need to understand this idea of 'multiculturalism'. I really want this opportunity to share this information with other students and take advantage of this part of Trinity's curriculum.

2. This course would contribute greatly to the current curriculum of Trinity College. First, it expands the current Educational Studies curriculum by providing a class about multicultural education that has not been offered during my time at Trinity. This is during the upcoming spring semester where there are only four educational studies classes being offered. In addition, since the course is based around lectures being offered at Trinity, it allows the student to extend learning outside of the classroom and learn directly from an outside source about a topic as opposed to just reading their work. Oftentimes, lectures seem foreign to students because they may not be familiar with the lecturer's work and with this course, they can actively engage in the lecture and expand their knowledge. Also, Trinity's courses have a tendency to be American based and ethnocentric. This course hopes to move out of the "American Bubble" and provide knowledge and

insight into other countries as well as into how America is changing and how these changes cannot be ignored.

Signature of the student:

Signature of the Faculty Supervisor:

Signature of the Examiner: