GEORGE MASON UNIVERSITY  
Graduate School of Education  
Spring, 2005  

EDUC 894: Seminar in Multicultural Education (Call 14256)

Shelley Wong  
Weds. 4:30-7:10pm  Aquia Module (AQ) 101  
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Office: Weds. 2:30-4:00 or by appt.

Description: A doctoral seminar examining the knowledge base, policy issues, and curricular/instructional features of multicultural education in the U.S. and other countries.

Student Outcomes:

Upon completion of the course students will:

1. Know and be able to critically analyze the knowledge base which supports multicultural education with an emphasis on critical, feminist, post-colonial and post-structural perspectives which challenge traditional mainstream paradigms in education.

2. Become knowledgeable about significant programmatic, personnel and political policy issues relative to racial, cultural and linguistic diversity in US education;

3. Be able to relate the theories and research from multicultural education literature to their own professional practice; and,

4. Develop in-depth expertise with a selected area of the literature.

5. Prepare a conference proposal for a paper or workshop related to critical multiculturalism.

Texts:

1) Required


2) Optional

3) **Other Readings** - Some readings available online at blackboard.gse.gmu.edu; others will be distributed in class.

**Course Requirements**

EDUC 894 is a companion course to EDUC 893 Seminar in Educational Anthropology. The two are similar in format and requirements, though 893 is not a pre-requisite for 894.

**Class and Electronic Participation** (30%) - You are expected to attend all classes, present summary/critiques on selected readings, lead discussions, participate in the Blackboard website and discussions, and complete all reading and other assignments.

Throughout the semester each participant will present three brief summary/critiques on selected readings and lead the discussion for each. Three days before class (by Sunday midnight) participants will post an advance organizer on Blackboard in the form of a brief summary of the reading and the questions we will address in the discussion.

In addition, each participant will post written projects to the WEB:

1) Self introduction (Due by Midnight Monday, January 31st)
2) Rationale for topic of final project (Due Midnight, Sunday February 20th)
3) Abstract of a conference proposal to be submitted to National Association for Multicultural Education (NAME), American Educational Research Association (AERA), National Association for Bilingual Education (NABE), Teachers for English to Speakers of Other Languages (TESOL)or the academic conference of your choice). (Due by Midnight Sunday, March 6th)
4) Abstract of final project. (Due by Midnight, Sunday, April 17th)

**Criteria for Evaluation**:

- evidence of thorough and timely completion of assignments; late assignments will receive lower grades
- thoughtfulness of questions and comments.

**Written Projects** (70%)- The purpose of the written projects is to develop in-depth expertise in a selected area of multicultural education. You will complete three written projects:

1) Self Introduction 5% (Due Jan. 31st) and Rationale for the Topic 10% (due Feb. 20th)
2) Conference Proposal 15% (Due March 6th)
3) Final Paper 40% (Due May 4th) Submit 2 copies.
In EDCI 894 we will struggle with going beyond the what Ovando and Collier (1985, 106) called “the foods, facts and fiestas” approach to multicultural education. Focusing on newer theoretical resources in multicultural education—critical and feminist, post-positivist, post-colonial, post-structural perspectives we will anchor our inquiry into curricular transformation through the broad sociological and historical workings of the conquest of the New World, colonialism, slavery and imperialism. Of particular focus throughout the course will be the relations between social identity, culture(s),discourse(s) and power, particularly related to issues of bilingualism and language diversity. While there are literally dozens of alternative notions of the field of multicultural education, you might select one or two theoretical perspectives (i.e. critical race and feminist post-structuralism) to explore in depth. Or, you might select a particular curricular/instructional feature and examine how it might relate to two or more of the orientations. EDUC 893 participants might also relate the topic to the various conceptions of culture and ways of analyzing educational activities.

Some examples appear below.

1. Contrasting paradigms on language and gender.

2. Culturally responsive pedagogy with respect to a particular group of students. (i.e. Somali students with limited formal or interrupted education)

3. Contributions of queer theory to multicultural education.

4. Multicultural curricular transformation within a specific content area (i.e. middle school math)

5. In depth study of the works of a particular scholar or group of scholars (i.e. Patricia Hill Collins’ Black feminist thought or Edward Said “Orientalism” and Henry Yu’s critique of Univ. of Chicago Sociology/ethnic studies.

Criteria for Evaluation:

- selection of appropriate topic(s)
- demonstration of thorough familiarity with topic(s)
- application to course - or alternative - orientations to multicultural education
- clearly written, well organized
- thoughtful reflection for all areas (e.g. applications, implications)
- analyses supported with references

Course Outline

Jan 26 Course overview: History, characteristics and goals and Critical race theory
“Critical pedagogies and language learning : an introduction” / Bonny Norton and Kelleen Toohey

B & B  Banks, Ch. 1, 3-29
B & B  Ladson-Billings, Ch. 3, 50-65
H & R:  Ashcroft, Ch. 3, 37-53

**Blackboard Posting Assignment:** Self introduction (Due by Midnight Monday, **January 31**​

Feb. 2  **Issues, trends and developments**
N & T: Two takes on the critical / Allan Luke
B & B: Oakes, Joseph and Muir/ Ch. 4. p. 69-90
B & B: Root/Ch. 6 p. 110-126
H & R: Ngugi wa Thiong’o, Ch 5, 69-84

Feb.9  **Research and research issues**
N & T: Critical multiculturalism and second language education / Ryuko Kubota
B & B: Wills,Lintz, & Mehan, Ch 9. 163-183
B & B: Grant, Elsbree & Fondrie, Ch. 10 184-210
H & R: Rampton, Ch. 8 107-112

Feb 16  **Knowledge construction and critical studies**
N & T: Gender and sexuality in foreign and second language education : critical and feminist approaches / Aneta Pavlenko
B & B: Cortes, Ch11 211-227
B & B: Sleeter & Delgado Bernal Ch. 13 240-260
H & R: Rickford, Ch. 12, 161-167

Feb. 23  N & T: Assessment in multicultural societies : applying democratic principles and practices to language testing / Elana Shohamy

**Ethnic Groups in Historical and Social Science Research**
B & B: Guitierrez, Ch 14
B & B: Rodriguez, Olmedo, Reyes-Cruz, Ch. 15
B & B: Snipp, Ch. 16
B & B: Min, Ch. 17
B & B: King, Ch 18

**Post to Blackboard: Rationale for topic of final project** (Due Midnight, Sunday **February 20**th)

Mar. 2  N & T: Representation, rights, and resources : multimodal pedagogies in the language and literacy classroom / Pippa Stein
**Education of immigrant children and youth**
B & B: Olneck, Ch. 19
B & B: Hernandez, Ch. 20
Assignment to post to Blackboard: Abstract of a conference proposal (Due by Midnight Sunday, March 6th)

Mar 9  N & T: Subversive identities, pedagogical safe houses, and critical learning / Suresh Canagarajah

Education of Ethnic Groups
  B & B, Lomawaima, Ch. 22
  B & B, Lee & Slaughter-Defoe, Ch. 23
  B & B  Garcia, Ch 24
  B & B  Nieto, Ch. 25
  B & B Pang, Kiang & Pak, Ch. 26

Mar 16  Spring Break

Mar 23  N & T "Why does this feel empowering?" : Thesis writing, concordancing, and the corporatizing university / Sue Starfield

Language Issues
  B & B Minami & Ovando, Ch. 27
  B & B: Bikle, Billings, and Hakuta, Ch. 28
  H & R:  Hill, Ch. 15, 199-210

Mar 30  TESOL Convention

Apr 6  N & T Modals and memories : a grammar lesson on the Quebec referendum on sovereignty / Brian Morgan
      The logic of nonstandard teaching : a course in Cape Verden language, culture, and history / Inês Brito, Ambrizeth Lima, and Elsa Auerbach

Academic achievement, Approaches, theories, and research
  B & B:  Darling-Hammond, Ch. 29
  B & B:  Hidalgo, Siu, Epstein, Ch. 30
  B & B:  Knapp & Woolverton, Ch. 31

Apr 13th  N & T: Comic book culture and second language learners / Bonny Norton and Karen Vanderheyden
      Classroom interaction, gender, and foreign language learning / Jane Sunderland

Academic achievement, Approaches, theories, and research
  B & B  Steele, Ch 32
  B & B:  Moll & Gonzales, Ch. 33
  B & B:  Artilles, Trent, Palmer, Ch. 34
Abstract of final project. (Due by Midnight, Sunday, April 17th)

Apr 20th  N & T: Living with inelegance in qualitative research on task-based learning / Constant Leung, Roxy Harris, and Ben Rampton
Academic achievement, Approaches, theories, and research
B & B: Cohen and Lotan, Ch. 35
Intergroup Education Approaches to school reform
B & B: Schofield, Ch. 39
B & B  Sue, Ch. 40

Apr 27  N & T: Introducing a critical pedagogical curriculum: a feminist reflexive account / Angel M. Y. Lin
N & T: Negotiating expertise in an action research community / Kelleen Toohey and Bonnie Waterstone
Higher Education
B & B: Bennett, Ch. 42
B & B: Hu-DeHart, Ch. 43
B & B  Schmitz, Butler, guy-Sheftall, Rosenfelt, Ch. 44
B & B: Cochran-Smith, Ch. 46

May 4  N & T: Performed ethnography for critical language teacher education / Tara Goldstein
N & T: Critical moments in a TESOL praxicum / Alastair Pennycook
International Perspectives on Multicultural Education
B & B  Hill and Allan, Ch. 47
Figueroa, Ch. 48
Moodley, Ch. 49

Final Projects Due. Turn in 2 copies of the final project.