

LRC 640: Multicultural Education and Social Justice

Fall 2011

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Education 523

621-1311

Preamble

It is my privilege to offer a course on social justice. We are in strange times when it comes to any issue that might be associated with “social justice.” The term itself has been attacked as code for reverse discrimination. The present developments in Arizona, with the very real possibility that any discussion of ethnic studies will be eliminated from public schools, and perhaps eventually from higher education, could signal a radically different future for education and for the treatment of minority groups in the state. This all follows shortly on the heels of some important milestones: the fiftieth anniversary of the Brown decisions (1954/55), the passage of the Civil Rights Act (1964), the rendering of the Lau decision (1974), and the issuing of the May 25th Memorandum (1970). It is also important to acknowledge that Arizona is now well-known virtually everywhere for its public wrestling with issues of social justice; this is most obvious in the area of immigration, but other issues such as the education of English learners and the study of history from ethnic perspectives have also been prominent in this state. Personally, this course is also important for two reasons: I am a first generation Brown baby (more on that double-entendre in class), and I am conducting a documentary and oral history of the first Spanish-English public school bilingual education program in the history of the US (Coral Way Elementary School in Miami). This course is offered in the spirit of these historic occasions.

Course Description

This course will be a critical examination of some of the literature on education and social justice. This version of the course has five parts: (1) The Conceptual and Theoretical Foundations of Social Justice; (2) Social Justice and Race; (3) Social Justice, Language and Culture; (4) Social Justice and Education Research; and (5) Social Justice and Higher Education (including teacher preparation). We will begin with discussions of the two major dimensions of the course--social justice and related concepts, and multicultural education--then proceed to more specific topics. Along the way, we will touch on issues such as race, ethnicity, language, socio-economic status, handicapping conditions, affirmative action, and others. Throughout, our purpose will be to understand what it means to teach for social justice in a multicultural world.

Course Format

This is a reading and discussion course. We will do everything we can to maximize participation by students, which means that students will bear a major responsibility in the discussions of the readings. We will have a set of core readings, along with supplementary readings from which students can choose. **Students will work in Reading Teams** to discuss different readings and guide the rest of us through those readings. I would also like to encourage participation in extra-class activities that have been planned on this and other campuses this fall. When it seems appropriate, we will discuss important community and world events that pertain to social justice as they happen. There are also many films and videos that have been released or re-released that bear on our topic. Please let the rest of us know about these.

Course Readings

Two books are available for purchase at the University Bookstore:

Hawkins, M. (2011). *Social justice language teacher education*. Bristol, UK: Multilingual Matters.

Skutnabb-Kangas, T, Phillipson, R., Mohanty, A. K., & Panda, M., eds. (2009). *Social justice through multilingual education*. Bristol, UK: Multilingual Matters.

In addition, a number of articles and book chapters are available on the course D2L site. Finally, I will also provide you with a list of books from my personal library for supplementary reading.

Course Assignments and Expectations

1. Students will participate in leading discussions on weekly readings.
2. Students will keep a reading log on the assignments and turn them in three times during the semester as indicated on the course schedule. These will be submitted electronically.
3. Students will write and present a paper of between 10 and 15 pages on an appropriate topic. Presentations will be at the end of the semester as indicated on the course schedule.

Course Evaluation

My expectation is that everyone will do very well and not need to worry about grades. I will try to provide feedback on your writing in a timely way, but I have had trouble with that in the past so you might have to bear with me. I fully expect that you will say something about that on the course evaluation if I don't do well. Grades will be assigned for the course more or less according to the following indicators:

- Timely* submission of reading logs (30%)
- Active participation in class discussions (30%)
- Term paper and presentation (40%)
- Symposium participation (20%)

(*No more than one week after the due date—see schedule below.)

My policy on Incompletes is that I hope no one takes one. I will grant one in real emergencies, but only if you let me know as soon as possible. Without prior notice I will have to award you a regular grade.

Instructor Information

Office hours: My formal office hours this semester are as follows. Please let me know if these are not convenient for you so that we can arrange other times.

Monday: 11:30-12:30 Education 523

Tuesday: 1:00-2:00 Chavez 211

Wednesday: 12:00-1:00 Chavez 211

Wednesday: 3:00-5:00 Education 523

By Appointment as Requested

Office: Education 523 (621-1311)

Department and Program Office: Education 512 (621-1311)

Email: ruizr@email.arizona.edu

Facebook: I have an account, but I'm scared to use it.

Course Schedule

August 25 (Introduction and Overview)

MULTICULTURAL EDUCATION & SOCIAL JUSTICE

Reference:

1. Wildman, S. M. & Davis, A. D., "Language and silence: Making systems of privilege visible";
2. Zajda, "Education and Social Justice"

September 1 (Symposium)

SOCIAL JUSTICE—WHAT DOES IT MEAN?

Reading:

1. D. Miller, "The scope of social justice"; "Prospects for social justice";
2. M. Young, "Five faces of oppression";
3. Capeheart et al., "Social Justice"; "Ecumenical Call for Justice"

Supplementary Reading:

1. J. Martin, *Cultural miseducation*

September 8 (Reading Log Due)

THE LEGACY OF BROWN V BOARD OF EDUCATION 50 YEARS LATER

Reading:

1. *Brown et al. v. Board of Education of Topeka et al.* 387 US 483 (May 17, 1954);
2. J.D. Anderson, "Crosses to bear and promises to keep: The jubilee anniversary of Brown v. Board of Education";
3. Davis, D. M. (2004) "Merry-go-round";
4. Moll (Brown Lecture)

Supplementary Reading:

1. E. Lagemann & L. P. Miller, eds, *Brown v. Board of Education: The challenge for today's schools*. New York: Teacher's College Press

Film:

1. *Eyes on the Prize: The Civil Rights Years*

September 15

DECONSTRUCTING RACE AND SOCIAL JUSTICE

Reading:

1. Glasgow, Excerpt from *A Theory of Race*;
2. Asim, Excerpt from *The N Word*

Supplementary Reading:

1. Pollock, *Everyday Racism*;
2. Taylor et al (eds.), *Foundations of Critical Race Theory*;
3. Dixson & Rousseau (eds.), *Critical Race Theory in Education*;
4. Henry Louis Gates, *Loose Canons*

September 22

LANGUAGE, CULTURE AND SOCIAL JUSTICE

Reading:

1. *Social Justice and Multilingual Education*: Chapter 3 (Skutnabb-Kangas), Chapter 5 (Phillipson) and Chapter 17 (Skutnabb Kangas)

Supplementary Readings:

Garcia, *Bilingual Education in the 21st Century: A Global Perspective*;
Skutnabb Kangas & Phillipson, eds., *Linguistic Human Rights*;
Lau v Nichols 1974

September 29

CASE STUDIES OF LANGUAGE AND SOCIAL JUSTICE

Reading:

Social Justice and Multilingual Education: Especially Chapter 6 (Heugh), Chapter 10 (Taylor), and Part 4 (on Peru, Scandinavia, and India);
Padden, “The Deaf Community and the Culture of Deaf People”;
Kyeyune, Enfranchising the Teacher of English Through Action Research: Perspectives on English Language Teacher Education in Uganda (Chapter 5 in *Social Justice Language Teacher Education*)

Supplementary Readings:

Menken, *English Learners Left Behind*;
Gandara, *Forbidden Language*

October 6

EDUCATION RESEARCH AND SOCIAL JUSTICE

Reading:

Gloria Ladson-Billings, Qualitative Research in the Public Interest, in N. Denzin & M. Giardina, eds. *Qualitative Inquiry and Social Justice*;
Newfield, Multimodality, Social Justice, and becoming “A Really South African” Democracy: Case Studies from Language Classrooms (*Chapter 2 in Social Justice Language Teacher Education*)

Supplementary Readings:

Indigenous Policy Journal; M. Giardina & L. Vaughn, *Pedagogies of Hope in Post-Katrina America*. In Denzin & Giardina

October 13 (Reading Log Due)

EDUCATION RESEARCH AND HUMAN RIGHTS

Reading:

R. Skloot, *The Immortal Life of Henrietta Lacks*

Supplementary Reading:

Social Justice and Multilingual Education Chapter 9 (on Indigenous Knowledge in Nepal)

October 20

EDUCATION RESEARCH AND SOCIAL JUSTICE

Reading:

Toohy & Waterstone, Working for Social Justice in a Collaborative Social Action Research Group (Chapter 8 in Hawkins, *Social Justice Language Teacher Education*)

Supplementary Reading:

AERA Standards on Conducting Educational Research (in AERA.net)

October 27

SOCIAL JUSTICE AND HIGHER EDUCATION

Reading:

Edley, Excerpt from *Not All Black and White*; Green, “Justice and Diversity” (on the Michigan Case); *Grutter v Bollinger* 539 U.S. 306 (2003) 288 F.3d 732, affirmed.;

Gratz v Bollinger (02-516) 539 U.S. 244 (2003);
Maurial & Suxo, Does Intercultural Bilingual Education Open Spaces for Inclusion at Higher Education? (Chapter 3 in *Social Justice Language Teacher Education*)

Supplementary Reading:

Amicus Curiae Briefs by AERA (at www.aera.net)

Video: *Shattering the Silence*

November 3

SOCIAL JUSTICE AND TEACHER EDUCATION

Reading:

Zeichner, Teacher Education for Social Justice (Chapter 1 in *Social Justice Language Teacher Education*; Hawkins, Dialogic Determination: Constructing a Social Justice Discourse in Teacher Education (Chapter 6 in *Social Justice Language Teacher Education*); Moje, “Socially-Just Instruction”;

Sleeter, “Multicultural Education”

Supplementary Reading:

M. Cochran-Smith, *Walking the road; North Carolina Teaching Standards and Evaluation Rubric; Crossing Borders*;

L. Darling-Hammond et al., *Learning to teach for social justice*

November 10 (Reading Log Due)

SOCIAL JUSTICE AND EDUCATION IN ARIZONA

Reading:

Duncan-Andrade, Chicano History;

Cammarota, Latino Students; Cammarota (2011), From Hopelessness to Hope: Social Justice Pedagogy in Urban Education and Youth Development

Supplementary Reading:

Flores v Arizona;

Arizona HB 2281

November 17

PAPER PRESENTATIONS

Class Members will give References

November 24

Thanksgiving Day (No Class)

December 1

PAPER PRESENTATIONS/Evaluation

Class members will give references

December 8

DEAD DAY (No Class)

NB: September 1: Symposium; **November 24:** Thanksgiving (No Class); **December 15:** Final Papers Due; **December 25:** No Class (Christmas); **December 31:** No Class (My Birthday)