

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

UNIT: School of Education

DEPT: Educational Leadership and Cultural Foundations

COURSE SYLLABUS

1. **Course Prefix and Number:** ELC 688 M
2. **Course Title:** **Race & Immigration in U.S. Schooling** (Distance Learning Course)
3. **Credits:** 3.0
4. **Course Prerequisites/Corequisites:** N/A
5. **For Whom Planned:** Doctoral students.
6. **Instructor Information:**

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Course Purpose/Catalog Description: This course is designed to explore the educational implications of the racial and cultural change that is occurring in many schools throughout the United States as a result of current immigration and urbanization trends.

7. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

Course Goals and/or Objectives/Student Learning Outcomes: The class will examine (a) some of the roots and impact of demographic change, (b) the social construction of race and ethnicity, (c) the ways educators respond to racial and cultural change in schools, and (d) the ways that diverse student populations negotiate their cultural identities as they experience “mainstream” schooling. The importance of developing inclusive, equitable and culturally responsive schools will be emphasized throughout the course. Attention will also be given to how the aforementioned issues pertain to North Carolina school communities.

Students will explore a range of theoretical and empirical work related to course topics. In addition, students will be asked to spend time in local community agencies that offer social and educational services to low-income and culturally diverse populations. Critical engagement of topics will be fostered through reading, discussion, online activities, service learning, and writing.

Upon completing the course, students will gain greater knowledge and sensitivities related to cultural change and population shifts to better promote equity and inclusion in schools, community agencies, and other human service organizations. Students will also be encouraged to draw upon culturally relevant theoretical frameworks and scholarship as they develop their research agendas.

8. Teaching Strategies: This is a distance-learning course. The majority of the course will be delivered via web-based communication on Blackboard. In addition, students will be required to engage in web-based activities, including online discussions. Online discussions, through which students will be prompted to discuss reading assignments, ask questions and exchange ideas, will occur several weeks during the course. The class will also meet on campus periodically so that class participants can build rapport with each other, receive detailed feedback and clarification from the instructor, and present final projects. Participation in online activities and on-campus meetings is required to pass this course.

Alignment of Course with NC Standards for School Leaders

This course addresses the following standards for school leaders:

North Carolina Standards for School Leaders (adapted from Educational Leadership Constituent Council and National Policy Board for Educational Administration)	ELC 688
1. Vision: Graduates are educational leaders who have the knowledge, skills, and abilities to promote the success of all students by facilitating the articulation, formulation, and dissemination of a school or district vision of learning supported by the school community.	
2. Learning: Graduates are educational leaders who have the knowledge and ability to support the success of all students by promoting and maintaining a positive school culture for learning, by promoting effective instructional programs, by applying best practices to student learning, and by designing and implementing comprehensive professional growth plans for staff.	
3. Climate: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning climate.	
4. Community: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	X
5. Ethics: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by	

demonstrating a respect for the rights of others and by acting responsibly.	
6. Context: Graduates are educational leaders who have the knowledge and ability to promote the success of all students by articulating, analyzing and describing, and communicating the larger political, social, economic, legal, and cultural context and advocating for all students.	X
7. Internship: Graduates are educational leaders who have the ability and experience to promote the success of all students by completing an internship that provides significant opportunities for synthesizing and applying knowledge and practicing the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.	

Evaluation Methods and Guidelines for Assignments:

Course Requirements

All students will be expected to engage in dialogue about the issues explored in class and in the assigned readings each week. In addition, each student will be expected to make a meaningful and significant contribution to any group work efforts.

Core Class Activities & Assignments

Online Discussion Forums

On designated weeks, students will be required to log onto Blackboard (Bb) to participate in online discussions. The instructor will post a set of questions that relate to the week’s readings and events. Students will be responsible for

- (a) reviewing the instructor’s lecture points prior to logon time,
- (b) responding to instructor’s questions and classmates’ responses via virtual chat sessions,
- (c) reading the instructor’s response to students’ discussions before the next class.

Discussion forums will take place on weeks 4,6,8,10,11, and 13.

Critical Essays

Students will write a total of three critical essays in which they review and analyze the course main texts. Examinations of the readings should include (a) an overview of the reading’s content and author’s key arguments, (b) a discussion of its contributions and limitations, (c) consideration of how the reading pertains to regional, state, and/or local educational and community contexts, and (d) a discussion of how the reading has influenced the students’ ideas about educational scholarship and practice. (Grades on the three essays will be averaged and that average grade will comprise half of each student’s overall course grade.)

Service Learning Project & Presentation

Students will select a non-profit community agency that serves low-income and culturally diverse populations in their local community. Preference should be given to agencies dedicated to offering educational, family, and/or resettlement services. Students will volunteer at least 10 hours to that agency and keep a reflective journal that links their service experiences with course

material – focusing on the experiences, strengths, resources, and needs of the communities with which the agencies work. In addition, students will be asked to connect with agencies serving racial and ethnic communities other than their own, and they will work to familiarize themselves with the history, mission, and resources of the agency.

At the end of the course, student will present their experiences to the class. Their presentations should include (a) an overview of the agency and community, (b) a summary of how their experiences with the agency connect with course material and themes, and (c) ideas for building and sustaining school-community partnerships in their local area. Moreover, students will present some type of historical and/or cultural artifact related to the agency/community. Students will be encouraged to foster long-term contact with the agency they choose in order to cultivate the type of collaboration they propose in their presentation. The instructor must approve students' selection of agency.

Students will submit the following project components: 1. log of service hours signed by agency staff member, 2. oral presentation to class, 3. Five-page reflective essay.

Grades

Final grades will be based on the following:

Participation & preparedness (online & on-campus)	20 %
Critical Essays (3 papers, 5-7 pages each)	50 %
Service Learning Project & Presentation	30 %

The four key components of the participation and preparedness grade

1. Attendance (**present and on-time**)
2. Preparation of reading and writing assignments prior to class meetings & online discussions
3. Active engagement in online and in-class activities
4. Contribution to group work, peer reviews, and Blackboard activities.

9. Required Text(s)/Readings/References: Use full citations

Assigned journal articles and book chapters will be available from the UNCG library on electronic reserve.

Larson, C. and Ovando, C. (2001). *The color of bureaucracy: The politics of equity in multicultural school communities*. Wadsworth/Thomas Learning: Belmont, CA. (CB)

Pham, A. X. (1999). *Catfish and mandala: A two-wheeled voyage through the landscape and memory of Vietnam*. Farrar, Strauss and Giroux: New York. (CM)

Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. State University of New York Press: Albany. (SS)

Selected Articles on E-reserve.

→ See e-reserve file available online. <http://library.uncg.edu> = Select “reserves” and enter instructor’s name. Select text by title/author. [Authors include: Rumbaut & Portes; Jensen; West; Bordewich; Omi & Winant; Sleeter; Tatum.]

10. Topical Outline:

Weekly Schedule

Week 1 (January 12) – Course Introduction

Class activity: 1. Review syllabus. 2. Read and respond to “Getting Started” questions on Blackboard. 3. Post your introductions & review and respond to other introductions.

Assignment: 1. Read (a) Rumbaut & Portes, (b) Jensen & (c) West

Week 2 (January 19) – The shifting U.S. racial and cultural landscape

i. Class activity: Bb Discussion Forum
Home assignment: Read Bordewich, chapter 2

Week 3 (January 26) – Historical perspectives on cultural loss and preservation in the U.S. [CLASS MEETING]

Class activity: Discussion

Home assignment: 1. Read (a) Omi & Winant, (b) Sleeter & (c) Tatum.
2. Submit top two choices for community service agency & project proposal (1 pg.).

Week 4 (Feb 2) – Social construction of race & cultural identity

Class activity: Bb Discussion Forum
Home assignment: 1. Read CB intro – chapter 3

Week 5 (February 9) – The complexity of multicultural school communities

Class activity: Service Learning Hours
Home assignment: 1. Read CB chapter 4

Week 6 (February 16) – Affirming diversity in schools

Class activity: Bb discussion forum
Home assignment: 1. Read CB chapter 5

Week 7 (February 23) – Confronting Structural Inequality in Schools [CLASS MEETING]

Class activity: Video & discussion
Home assignment: 1. Read CB chapter 6. 2. Write critical essay # 1 on rdg. from weeks 1-7.

Week 8 (Mar 2) – Developing equitable and culturally responsive schools

Class activity: 1. Service Learning Hours 2. ** Critical Essay due on Bb by 7 p.m. **
Home assignment: 2. Read SS intro – chapter 2

Week 9 (Mar 9): UNCG Spring Break. No Class.

Class Activities: X
Assignments: Home assignment: 1. Read SS chapters 3 & 4

Week 10 (March 16) –Special focus: Mexican-American Youth – part 1

Class activity: 1. Service Learning Hours

Home assignment: 1. Read SS chapters 5, 6 & epilogue

Week 11 (March 23) – Special focus: Mexican-American Youth – part 2

Class activity: 1. Bb Discussion Forum. 2. Service Learning Hours

Home assignment: 1. Write critical essay # 2 on Subtractive Schooling, due in class

Week 12 (March 30): [CLASS MEETING]

Class activity: Video & discussion; Critical essay due

Home assignment: 1. Read CM prologue – chapter 15

Week 13 (April 6) – Negotiating identity & reclaiming culture: Learning from a Vietnamese American’s experience

Class activity: Bb Discussion Forum

Home assignment: Read CM chapters 16-28

Week 14 (April 13) – “ ”

Class activity: 1. Service Learning Hours

Home assignment: 1. Read CM chapters 29-end
2. Write critical essay # 3 on CM reading, due 4/27 .**

Week 15 (April 20): [CLASS MEETING]

Class activity: Video & wrap-up discussion

Week 16 (April 27): No meeting or activities: Critical essays due on Bb by 7p.m.

**Week 17 (May 4): Class Wrap-Up: Implications for educational change and progress
[CLASS MEETING]**

- FINAL PRESENTATIONS & PROJECTS DUE * & Evaluations

11. Other Information: Any other items you normally include on your course syllabus such as Academic Honor Code, Attendance Policy, Additional Requirements, etc.

Academic Integrity: I expect all students to uphold the University Academic Integrity Policy. ** Please see <http://saf.dept.uncg.edu/studiscp/Honor.html> for more information. I will observe and enforce all UNCG policies regarding academic dishonesty and plagiarism, and I will report any student who violates these policies to the appropriate university official. Students are required to submit original work that contains appropriate citations and bibliographies.

Written Assignments: Students must submit original work that conforms to the guidelines of the *Style Manual of the American Psychological Association, Fifth Edition*. All written work should be word-processed or typed according to a double-spaced, single-sided, 12 point font, and one-inch margin format.

12. Recommended Text(s) and/or Readings: See e-reserve and class handouts.