



Foundations of Multicultural Education-406

Section 004C Spring 2011
Wednesday Evenings 2:00 PM- 5:00PM
UW Oshkosh
Room: Clow 45

INSTRUCTOR: Courtney Bauder, MS Educational Leadership
OFFICE: NE 412 OFFICE HOURS: **W 12-2PM**
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Required Texts:

1. Koppelman, K. (2008). *Understanding Human Differences: Multicultural Education for a Diverse America*. Boston: Pearson
2. Jelloun, T. B. (1999). *Racism Explained to My Daughter*. New York: New Press.

Goal: “I think if we’re going to have people participate as citizens in a democratic society, they have to have the skills and knowledge and the racial attitudes needed to work with people from diverse groups. I think the teacher should make sure that whenever any issue is covered, there are several perspectives. . . . if you deal with several and change the perspectives when you teach about an issue, you will cover a range of perspectives over time.”

Dr. James Banks in an interview in *NEA Today*

Classroom Rules:

Demonstrate respect for your classmates and instructor by showing active listening.
Challenge yourself and your classmates to think differently than you/they have in the past.
Computers can only be used for classroom use. No Facebooking, emailing, surfing the web, etc.
Keep cell phones off and no texting.
Ask questions if you need clarification.

Academic Honesty: “Academic honesty is fundamental to the integrity of the university, and academic misconduct is taken very seriously. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.” (From the University of Wisconsin-Oshkosh Student Discipline Code, 14.01) Academic misconduct will result in sanctions, as outlined in the Student Discipline Code, 14.04. If you are ever unsure about the specifics of UW-O’s policies on this matter, please see me!

The Purpose of this course is for the student to become able to:

1. Identify the sources of American identity.
2. Review the history of diverse racial and ethnic groups.
3. Review the history of Wisconsin Native Americans and issues of tribal sovereignty and treaty rights as they relate to Wisconsin Act 31.
4. Review the effect of social class on American Education.
5. Review the education of diverse racial groups and women.
6. Analyze the effect of culture on values and lifestyles.
7. Assess the relationship between socialization, cultural types, and cognitive styles.
8. Become familiar with different theories of how prejudice develops.
9. Assess American values and the hidden curriculum in popular culture.
10. Recognize stereotypes in American culture.
11. Evaluate instructional materials in regard to racism, sexism, ageism, homophobia, socioeconomic level, and other biases.
12. Become familiar with the current political views of multicultural education.
13. Assess the different types of bilingual education.
14. Formulate a personal philosophy to combat prejudice, bias, discrimination, and stereotyping in the profession.

The Larger Context: “To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and disposition under all of the following standards:

- Teachers know the subjects they are teaching.
- Teachers know how children grow.
- Teachers understand that children learn differently.
- Teachers know how to teach.
- Teachers know how to manage a classroom.
- Teachers communicate well.
- Teachers are able to plan different kinds of lessons.
- Teachers know how to test for student progress.
- Teachers are able to evaluate themselves.
- Teachers are connected with other teachers and the community.”
(Wisconsin Department of Public Instruction, “Wisconsin Standards for Teacher Development and Licensure” *Education Licensing Reform—Information Packet*.)

This course will touch on each of these WI State Standards but will specifically focus on (3) an understanding of how children learn differently.

TENTATIVE COURSE CALENDAR

Date	Topics	Assignments/Activities
Feb. 2	Themes to be Explored in the Course; Course Policies and Expectations; Introductions	
Feb. 9	Values and Prejudices	Definition and Rationale Due Koppelman Chapters 1-2 Bafa-Bafa Simulation
Feb. 16	Culture and Conflict Resolution	Critique of Your Multicultural Ed. Experience Due Koppelman Chapter 3 <i>Video: The Color of Fear</i>
Feb. 23	The History of Nativism in the U.S.; Racial Oppression in the U.S.	Koppelman Chapters 4-5 <i>Video: Shadow of Hate</i>
Mar. 2	Visit to schools (no class meeting)	
Mar. 9	Native American History and Education Act 31	

Mar. 16	Explaining Racism	Jelloun (entire text) Video <i>Race: The Power of an Illusion</i>
Mar. 23	Spring Break	
Mar. 30	Religious Freedom in America Multicultural Education Scavenger Hunt	Koppelman Chapters 6-7
Apr. 6	Gender and Sexism	Koppleman Chapter 9
Apr. 13	Images of Racism	Guest Speaker: Henry Golde
Apr. 20	Social Class and Poverty	Research Paper Due Koppleman Chapter 11 Poverty Simulation
Apr. 27	Sexual Orientation The GLBTQ Challenge	Koppelman Chapter 10
May 3	Work on group projects and final paper	
May 10	Final Thoughts	Group Presentations Reflection Paper Due

Evaluation:

Grades for this course will be based on the following:

1. Attendance and Active Participation (10% or 10 pts.)

Students are expected to attend, be prepared for, and participate in each class session. There will be a wide variety of opportunities for students to participate, including possible online discussion. Additional points will be awarded for in class projects, quizzes, and worksheets. This is a discussion based class which makes missed classes difficult to make up. Unexcused

absences will negatively affect your grade. Since this course falls at the tail end of your program a high level of student engagement is required. (If I don't remember your name at the end of the semester, it means you haven't participated enough!)

2. Current Events (10% or 10 pts.)

Students will be asked to keep an eye on current events in the news and media related to issues of multicultural education to bring into class for discussion. Each class will start with a discussion of these events as they relate to our understanding of multicultural education in the United States. Students will be encouraged to draw connections between current events and historical events or other learning from the course readings. Each student needs to share one current event with the class. The student will find a current event on television, the internet, or the newspaper and present this current event to the class. Students will then write a 1-2 page response/reaction to the current event while making connections between course readings and discussion. Consideration should be made with how this event impacts education from a multicultural perspective.

Recommended sites to follow include...

<http://www.nytimes.com/pages/education/>

<http://www.edweek.org/ew/index.html>

<http://www.ednews.org/>

http://blogs.edweek.org/edweek/school_law/

3. Definition and Rationale, #1 (5% or 5 pts.): Write a short, one-paragraph definition of multiculturalism and explain why it is important for today's schools.

4. Critique of Your Multicultural Education (10% or 10 pts.): Reflect upon your own K-12 education. What kind of multicultural education did you receive? Was it adequate? Where there missed opportunities? How could it have been stronger?

5. Observation of School (10% or 10 pts.)

Spend at least 2-3 hours in any public school classroom in the area. Write a 2-3 page journal about your observations of how multicultural issues were or were not addressed. Describe the classroom. Does it appear to be inclusive of diverse students? If not, what could be done to make it so?

6. Multicultural Education Research Paper (20% or 20 pts.)

Students will write a 4-7 page typed paper. Students should read a young adolescent novel with a protagonist from a culture other than their own. Students are asked to research and write a paper describing the history and/or culture of the protagonist. The paper should also include a

short critique of the text as a positive or negative resource for the classroom. Students should use a minimum of 3 sources for a C grade. Correct citations and a bibliography are required.

7. Reflection Paper (20% or 20 pts.)

Students will write a 3-4 page paper reflecting on their learning from the class. Papers will require the students to draw heavily on class readings, other writing assignments, and activities. More specific information will be provided in class.

8. Current Issues in MCE Group Presentations (15% or 15pts.)

Students will be divided into groups of 4-5 students to present on a current issue of choice that centers on some aspect of MCE. Presentations are to be 15-20 minutes long and include a bibliography or reference handout. The purpose of the presentation is to share with the rest of the class the problem and the relationship of the problem to the larger school political issues and some of the proposed solutions (workable or not). Please see instructor for optional assignment.

Papers will be graded on both grammar and content. All assignments are due at the beginning of the class period on the day assigned unless a student has spoken to me **prior** to that time.

Grading Scale:

**A=100-93 A-= 92-90 B+=89-87 B=86-83 B-=82-80 C+=79-77 C=76-73 C-=72-70
D+=69-67 D=66-63 D-=62-60 F=below 60**

*** This syllabus is subject to change at the discretion of the instructor and has been adopted with permission from Dr. Marguerite Parks and Dr. Joshua Garrison, University of Wisconsin Oshkosh.**