

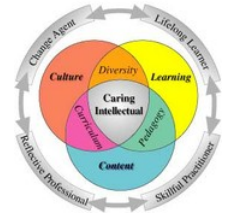


## Course Syllabus

### **406: Foundations of Multicultural Education**

Department of Educational Foundations  
College of Education and Human Services

The Educator as a Caring Intellectual



Summer, 2011 Semester

Section 001: Tue. /Thur. 1:00 – 4:00 p.m. / Education Bldg. 29

Section 002: Tue./Thu. 9:00 – 11:00 a.m. Clow Lecture Hall 43

Dr. Yoko Mogi-Hein

Office: N/E 612

Phone: (920) 424-7247

E-mail: [mogiheiy@uwosh.edu](mailto:mogiheiy@uwosh.edu)

Skype Name: Dr. Yoko Mogi-Hein

#### **Office Hours:**

Mon 9 – Noon (Skype Audio Conference)

or By Appointment

#### **Course Overview:**

This course provides critical examination of prejudice and discrimination in the past and present experience of minority groups in the U.S. The substantive content of this course will focus on obstacles to educational success with its emphasis on equality of opportunity for education and the diversity of American life. Pre-service teachers will study various types of minority groups: those subordinated on the basis of race, ethnicity, gender, class, sexual orientation, with occasional focus on special groups such as the individuals with special needs. Throughout the course, pre-service teachers will be challenged to weight, compare, and contrast different ideas with their own experience and the experience of others that are of minority groups. The perspectives in multicultural education will be historical, sociological, legal, psychological, and literary.

#### **s.118.19(8) Wis. Stats. Teacher Certification**

Beginning July, 1991, the state superintendent may not grant to any person a license to teach unless the person has received instruction in the study of minority group relations, including history, culture, and tribal sovereignty of the federally recognized tribes and bands located in the state.

In this course, racial minority groups represented will include Native Americans, African Americans, Hispanics, and Asian Americans.

#### **Required Course Texts:**

\*Paley, V. (2000). White Teacher. Cambridge: Harvard University Press.

\*Hill, H. and Jones, J. (1993). The Race in America. Madison: The University of Wisconsin Press.

\*E-reserve:

Johnson, A. (2006). Privilege, Power and Difference. New York: McGraw-Hill Higher Education.

Tatum B. (2003). Why Are All the Black Kids Sitting Together in the Cafeteria? New York: Basic Books. Part 1 and II. *Additional readings will be assigned during the semester.*

### **Course Objective:**

1. To understand the fundamental purpose of multicultural education in a democratic society.
2. To open lines of communication among class members so that we can share our information and misinformation on different social problems; we do this so that we can overcome the barriers of myths and stereotypes which divide us.
3. Identify and understand inequalities in educational opportunity and the way in which social inequities (e.g. socioeconomic, gender, race, ethnicity, nationality, sexual orientation, religion) affect learning.
4. To understand the ways that racism, classism, sexism work together to reproduce inequality.
5. To apply the course material to your real-life experience, and utilizes equitable teaching strategies to promote social justice and maximize student learning.
6. Critically reads and interprets major national reports on education, and uses current research to inform her/his practice.
7. **WI Teacher Standards 3, 9 and 10** In order 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 ten Wisconsin Teacher Standards. In particular, the major assignment (building block) of this course will address:

**WI Standard 3:** Individual Learners/Technology - Teachers understand that children learn differently.

**WI Standard 9:** Reflective Practitioner - Teachers are able to evaluate themselves.

**WI Standard 10:** Change Agent / Collaboration – Teachers are connected with other teachers and the community.

### **Attendance Policy**

Students should attend all classes; however, adults must juggle a myriad of responsibilities, and sometimes that means choosing among competing priorities, and occasionally, something else will have a higher priority. I will understand an absence better if you call me in advance of a class to tell me that you will be absent. If you miss a class, you are responsible for obtaining all notes and handouts, and are required to write an abstract (one page, double spaced) of the assigned term paper (due in two days of your absence). I reserve the right to reduce the final grade if a student is absent more than two times by one-half (A to A-, for example) or if your research paper is turned in after the due date.

### **Atmosphere:**

We will be discussing issues that are highly controversial. We all come from different perspectives on these issues. It is likely that we will disagree with each other. I welcome and encourage lively discussion, as they are necessary for true learning to occur. Indeed, much of this course will center on discussion; however, disagreements should not take the form of personal attack.

### **Classroom Procedures:**

This course will be very interactive and discussion-based. I employ the discussion method under the assumption that students learn best through actively participating in their own education and that each student brings to the classroom a wealth of experience and knowledge that should be tapped in classroom discussion.

## Evaluation:

Your letter grade for this course will be based on the following:

### 1) 15% - Participation & Attendance

Breakdown: 13% Class Participation; 2% - Individual Meeting or Current Issue Presentation  
Students are expected to attend, be prepared for, and participate in each class session. Additional points will be awarded for in class projects, small group meeting, and current event presentation.

### 2) 20% - Human Relations Activities

A major element of our coursework will focus on a final paper on how you value multicultural education. This assignment will be come a part of your exit portfolio here at UW-Oshkosh. Prior to writing this paper, students will write several short reflections addressing a variety of issues. These reflections will help generate ideas and themes that will be part of the final paper.

Breakdown: 10% - Part A, 10%-PartB

\*Part A Professional Development (5 hrs. of outside of class participation hours - minimum)

Students will participate in various human relations activities and various professional development programs, and will write one page summary report on their learned outcome. Students should attend **at least one event** / conference during the semester.

Recommended Educational Programming: Oneida Pow Wow

Dates: July 1 - July 3, 2011

Highlight: 39th Annual Oneida pow wow\* - Contest. Please check their website for the exact date of this event.

Location: Oneida, WI. Norbert Hill Center.

Info: 920-496-7897 800-236-2214

Website. <<http://oneida-nsn.gov/>>.

\*Part B Youth Mentoring or Multicultural Theme-based Weekly Learning Journal Entries

You will spend at leave five hours (or 5 meetings) mentoring multi-cultural youth (age range:11-21 - middle school to college age student), and will keep journal on their experiences this semesters. Journal should be an informal reflection on discussion and activities. Alternative to this assignment is one page, theme-based weekly reflections (7 entries minimum requirement)

### 3) Multicultural Education Term Paper (25%)

Based on your human relations activities (Parts A and B) and your reflective journal entries, you will write a 5-7 page typed paper. The final grade of this multicultural education paper will consist of the following 5-step, add-on assignments:

- **Step-1) Definition and Rationale (5%):** Write a short, one-page definition of multicultural education and explain why it is important for today's schools.
- **Step-2) Reflection / Critique of Your Multicultural Education (5%):** Reflect upon your own K-12 education. What kind of multicultural education did you receive? Was it adequate? How could it have been stronger?
- **Step-3) Inquiry/ Ask-a-Kid (5%):** Ask a young person in today's schools about multicultural education. What does (s)he have to say about it?
- **Step-4) Voice and Advocacy (5%):** In what ways can teachers exercise their professional voices to advocate for multicultural populations?
- **Step-5) Teacher as a Change Agent:** In what ways, do you see yourself as an agent of change? How could professional educators promote equality of opportunity for all students through multicultural education?

**The guideline will be provided to you during week-3.**

4) Exams – 2 Tests (30%)

The examination will consist of true/false and multiple-choice questions. The examination is based on class discussion and assigned readings used in the classroom.

5) Individual Presentation [Hill and Jones chapter] in class (10%)

You will prepare and present your prospectus in class. For your perfect score, you must do the followings:

- 1) You must submit the hard copy of your prospectus to Dr. Mogi-Hein in person and also via D2L and dropbox.
- 2) In your prospectus, please include the following 5 points: i) Abstract (the shortest summary of your assigned reading), ii) Evidence of Truth: Most important problem statement (cite the exact sentence, and page number), iii) Your Reflection (1 short paragraph), iv) Current Issue (Please cite a current event from other professional source such as the NY Times, Associate Press, etc.) 1 -2 posing questions for class discussion. Since this is a new assignment for making each student accountable for his/her learning experience, the exact date of submission will be announced during the week 2. Please note: a) Your prospectus should be one-page, single spaced, and typed in 12 pt font.  
b) Your class presentation time is approx. 10 min, and must not exceed 15 min.

**Grade / Evaluation:**

Your final grade will represent a combination of many different aspects of the course. My goal is to provide you with many opportunities to display your ability and mastery of the material. Your course grade will be determined as follows:

- 15%----- Participation / Attendance
- 20%----- Human Relations Part A and Part B
- 10%----- Group Presentations 1 chapter from Hill and Jones' Race in America book
- 25 %-----Multicultural Education Term Paper
- 30 %----- Two Exams (each exam worth 15% of your course grade) covering content of the course, primary and secondary source reading materials, films, and speakers.

\_\_\_\_\_ **100%**

**Grading Scale:**

%	96-100	90-95	86-89	83-85	80-82	76-79	73-75	70=72	66-69	63-65	60-62	60 >
Grade	A	A-	B +	B	B -	C +	C	C-	D+	D	D-	F

A grade of **A / AB** will be earned by showing more than usual diligence, creativity and effectiveness in meeting the requirements. A grade of **B** will be earned if all the requirements are adequately met. I will NOT submit a grade of incomplete except in situations of dire family emergency that preclude your completing the final assignment within the semester.

**Course Policies:**

**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.

**• Course Outline:**

*Weekly Schedule: Subject to change at the professor's discretion\*\*\*\*\**

<b>Week</b>	<b>Theme</b>	<b>Readings</b>	<b>Activities/Due Dates</b>
1	Course Overview MCE and Poverty	Powerpoint – Theoretical Framework of MCE White Teacher Episodes 1,2	Getting to know you: Your photo and introduction due
2	Race and Ethnicity	White Teacher Episodes 3, 4, Hill and Jones Chapter 1 Tatum Part II on e-reserve	Equal Protection Under the Law Film: A Class Divided
2	Prejudice, Sexism and Racism	White Teacher Episodes 5, 6, Johnson Chapter 2 Hill and Jones Chapter 3 Tatum Part II on e-reserve	Film: Race Definition and Rationale #1 –Due* 5%
3	-isms	White Teacher Episodes 7,8 Johnson Chapter 3 Hill and Jones Chapter 4	*Critique of Your MCE Hill and Jones Prospectus
3	Assimilation and Discrimination	White Teacher Episodes 9,10,11 Hill and Jones Chapter 5	Film: Crisis in the Classroom Multicultural Ed #2, K-12— Due* 5%
4	White Privilege and Multicultural Education	White Teacher Episodes 12, 13,14 Hill and Jones Chapter 6	Guest Speaker on White Privilege 5%
4	White Flight and Affirmative Action	White Teacher Episodes 15,16 Hill and Jones Chapter 7 Tatum Part III – e-reserve	Introduction to Critical Ethnography Exam #1 15%
5	Institutional Racism and the System of Power	White Teacher Episodes 17, 18 Hill and Jones Chapter 8	Race and Minority Relations Film #3 Ask-A-Kid — Due*
5	Critical Theory	White Teacher Episodes 19, 20 Hill and Jones Chapter 9	#4 Advocacy— Due*

6	Role and Power of Institution	White Teacher Episodes 21,22 Hill and Jones Chapter 10,	Human Relations – 10% to be completed.*either Part A, B or wkly reflections.
6	Minority Relations	White Teacher Episodes 23, 24 Hill and Jones Chapters 11	*Multiculturalism: Definition and Rationale #2 – Revision (optional)
7	Human Relations - LGBRTQ Challenge	White Teacher Episodes 25&26 Hill and Jones Chapters 12	#5 Change Agent and Works Cited due - Early submission for feedback) Due 5%
7	Wrapping Up: Multiculturalism and Education in the 21 <sup>st</sup> Century — Goals and Visions	Hill and Jones Ch. 13 Last Reflection ( <u>in class</u> )	*Multicultural Education Paper (Step 1- 5 combined with References) due
8	Final Evaluation	Finals Week	*Portfolio Rubric (optional) to be signed by Dr. Mogi-Hein

### **Your Right to Accommodation**

#### **Rehabilitation Act of 1973: Section 504; PL92-112, Subpart E, Section 84.43m, 84.44:**

It is the student's responsibility to inform the course professor if they have a handicapping condition, which requires reasonable academic adjustments. These adjustments are defined as modifications/adaptations, on which will afford them equal opportunity to achieve equal results as those without a handicap.