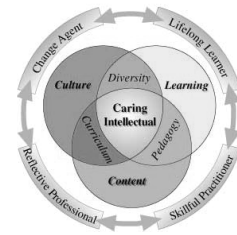




The Educator as A Caring Intellectual



Foundations of Multicultural Education-406

Section 003C Fall 2008

Wednesday Evenings 5:00PM-8:00PM-Clow 241

INSTRUCTOR: Courtney Bauder, MS Educational Leadership

OFFICE: NE 613

OFFICE HOURS: T 1-3 W 3-5 TR 1-3 or by appointment

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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.

Keep cell phones off and no texting.

Ask questions if you need clarification.

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
Sept. 3	Themes to be Explored in the Course; Course Policies and Expectations; Introductions	
Sept. 10	Values and Prejudices	Definition and Rationale Due Koppelman Chapters 1-2 Bafa-Bafa Simulation
Sept. 17	Culture and Conflict Resolution	Critique of Your Multicultural Ed. Experience Due Koppelman Chapter 3 Video: <i>The Color of Fear</i>
Sept. 24	The History of Nativism in the U.S.; Racial Oppression in the U.S.	Koppelman Chapters 4-5 Video: <i>Shadow of Hate</i>
Oct. 1	Visit to schools (no class meeting)	
Oct. 8	Religious Freedom in America	Observation of School Due Koppelman Chapters 6-7
Oct. 15	Explaining Racism	Jelloun (entire text) Video <i>Race: The Power of an Illusion</i>
Oct. 22	White Privilege	Koppleman Chapter 8 Rothenberg Reading (to be passed out in class week prior)

Oct. 29	Gender and Sexism	Koppleman Chapter 9
Nov. 5	Social Class and Poverty	Research Paper Due Koppleman Chapter 11 Poverty Simulation
Nov. 12	Oppressed Groups in the Past and Present	Class Field Trip: <i>UWO Tunnel Of Oppression</i>
Nov. 19	Images of Racism	Guest Speaker: Henry Golde
Dec. 3	Sexual Orientation The GLBTQ Challenge	Reflection Paper Due Koppelman Chapter 10
Dec. 10	Final Thoughts	Definition and Rationale Due Group Presentations

Evaluation:

Grades for this course will be based on the following:

1. Attendance and Active Participation (10%)

Students are expected to attend, be prepared for, and participate in each class session. 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.

2. Current Events (5%)

Students will be asked to keep an eye on current events in the news and media to bring into class for discussion. Each class will start with a discussion of these events as they relate to our understanding of multiculturalism.

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

4. 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?

5. Observation of School (10%)

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%)

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%)

Students will write a 3-4 page paper reflecting on their Human Relations experience. This is a required part of your COEHS Exit Portfolio. 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. Definition and Rationale, #2 (5%): Revisit our first assignment—how have your ideas changed?

9. Current Issues in MCE Group Presentations (20%)

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 10 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. The following grades will be assigned: A, AB, B, BC, C, CD, D, or F. 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= 95-100 AB=89-94 B=83-88 BC=77-82 C=71-76

*** This syllabus is subject to change at the discretion of the instructor.**

*** This syllabus has been adopted with permission from Dr. Marguerite Parks and Dr. Joshua Garrison, University of Wisconsin Oshkosh.**

