



706 – Multicultural Education

Section 001C – Fall 2008
T, 5:15-8:00 – Clow 43

Instructor: Dr. Joshua Garrison
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Course Description: This course is designed to develop an understanding of cultural processes and sensitivity to diverse cultural groups. The course includes multicultural content as it relates to teaching, procedures for identifying various forms of bias in educational materials and teaching styles appropriate for culturally diverse learning styles.

Required Texts:

- Ewen & Ewen, *Typecasting: On the Arts and Sciences of Human Inequality* (New York: Seven Stories Press, 2006).
- Various articles, available on-line (see Course Schedule).

Objectives:

- Examine the historical and current debate of the educational canon.
- Explore issues surrounding definitions and stereotypes associated with ethnicity and race.
- Examine the history of diverse racial and ethnic groups.
- Examine the effects of social class on American education.
- Examine the education of diverse racial groups.
- Learn the key concepts for a multicultural education.
- Learn methods for integrating multiculturalism into the curriculum.
- Assess the relationship between socialization, culture types, and cognitive styles.
- Recognize stereotypes in American culture.
- Learn to recognize biased instructional materials in regards to racism, sexism, heterosexism, ageism, socioeconomic levels, etc.
- Be exposed to current educational movements for becoming actively anti-racist and promoting social justice.
- Formulate a personal philosophy to combat prejudice, bias, discrimination, and stereotyping in the educational 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 dispositions under all of the following standards:

1. Teachers know the subjects they are teaching.
2. Teachers know how children grow.
3. Teachers understand that children learn differently.
4. Teachers know how to teach.
5. Teachers know how to manage a classroom.
6. Teachers communicate well.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.
9. Teachers are able to evaluate themselves.
10. 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.*)

Though our study of educational foundations should improve our ability to excel under each of these DPI standards, this course will focus primarily on Wisconsin Educator Standards #3, #6, and #7. Students will be expected to achieve an advanced understanding of these standards and will be evaluated based on a final assignment demonstrates the students' ability to incorporate issues of diversity in to a comprehensive lesson plan.

Evaluation:

- 1) **Engagement & Attendance (20%):** Here your performance as a class member is evaluated. Did you participate in class discussions? Was this participation of value to the class? How well did you engage with the texts and with your fellow classmates? Were you respectful to your colleagues? The success of a class depends on student engagement; therefore, it is essential that students not only attend class, but also come to class prepared. Unexcused absences will negatively impact your grade.
Self-Assessment Rubric: Your classroom engagement grade will be based on a self-assessment rubric to be completed once a week. In essence, *you* will grade *yourself* in this area. Copies of the rubric will be handed out to you and, at the end of the course, your assessment in this area will be based on a score averaged from those self-evaluations.
- 2) **Exam (25%):**
- 3) **Current Events (10%):** Classes will begin with small groups of individuals giving a brief presentation on a current event that is of interest/relevance to us—don't feel constrained by only "school-related" issues; rather, feel free to find articles in papers/news magazines/Internet sites that deal more broadly with issues relating to race, ethnicity, gender, sexual preference, etc., in contemporary society, American or otherwise. Through our discussions, we will attempt to discover the educational significance of these issues.
- 4) **Lesson Plan (25%):**
- 5) **Review Essays (4) (20%):**

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. If you are ever unsure about the specifics of UW-O's policies on this matter, please see me!
- **Class Preparation:** All students are expected to come to class prepared—failure to do so will negatively impact your "Engagement" grade. This means that you ought to read the assignments for that particular day.
- **Professional Comportment:** Please carry yourselves as professionals and be aware that when you come to class another professional (me!) is at work. So, please don't text message or leave your cell phones on. Don't sleep or work on other class assignments. Etc.
- **Day Care Issues:** Moms and dads; grandparents and siblings: If a day care "crisis" ever arises, you are more than welcome to bring the kid(s) to class.
- **Attendance:** Only *documented* absences will be excused—if you need to miss class it is up to you to present the professor with documentation, either from your physician, the dean of students, etc. Otherwise, absences will negatively impact your grade. Should you obtain documentation please make a photocopy for the professor's records.
 - UW-O campus-wide policy: (4) Students are excused from class for participation in all-University events [GEN 4.B.10 (1)(b)] and for circumstances beyond the students' control such as medical or family emergencies (medical care for pregnancy, illness, child care issues, death or serious health problem of family member), court appearance, jury or military duty, etc. Students may not be penalized for such absences if appropriate documentation is provided in a timely manner.
 - There is no need to email me regarding absences. Should you absolutely feel the need to inform me of an absence via email, please select the "request receipt"/"when viewed" option on TitanMail. This will verify acknowledgement for you.

- Save your excused absence documentation over the course of the semester and hand it in to the professor at the end of the semester; specifically, on the day of the final exam.
- **Late Assignments:** Will be accepted, but 5% of the assignment’s final grade will be deducted for each day that the assignment is late.
- **Submission of Work Via E-mail:** All assignments are to be submitted in hard copy format. Only in the case of a medical or family emergency should students submit work electronically. For the most part, however, e-mailed work will not be graded.
- **Accountability:** Like you, I am accountable for my performance in the classroom. And just as I hold all of my students to high expectations, you should expect the same from me. Should any of you ever have comments, concerns, or criticisms, please make time to see me during my office hours. I am quite serious about meeting the needs of all of my students and you will find me to be a flexible and fair professor. My immediate supervisor here at the University is Dr. Jupian Leung, Chairperson of the Department of Educational Foundations: leung@uwosh.edu
- **Timely Return of Student Work:** All student work will be graded within seven days of submission.
- **Grading Policy:**

Points	93-100	88-92	83-87	78-82	73-77	68-72	61-67	56-60
Grade	A	A/B	B	B/C	C	C/D	D	F

Course Schedule:

09/09: Introduction

Part One—Theory

09/16 – Theoretical Overview:

Christine Bennett, “Genres of Research in Multicultural Education,” *Review of Educational Research*, 71 (Summer 2001): 171-217.

09/23 – Ethnographic Studies:

Linda M. Burton, “Ethnography and the Meaning of Adolescence in High-Risk Neighborhoods,” *Ethos*, 25 (January 2008): 208-217.

Vern Kenneth Baxter, “Cultural Meaning and Hip-Hop Fashion in the African-American Male Youth Subculture of New Orleans,” *Journal of Youth Studies* 11 (April 2008): 93–113.

Julio Cammarota, “The Gendered and Racialized Pathways of Latina and Latino Youth: Different Struggles, Different Resistances in the Urban Context,” *Anthropology & Education Quarterly*, 35 (March 2004): 53-74.

Pamela Anne Quiroz, “The Silencing of Latino Student ‘Voice’: Puerto Rican and Mexican Narratives in Eighth Grade and High School,” *Anthropology & Education Quarterly*, 32 (September 2001): 326-349.

09/30 – Critical Race Theory:

William F. Tate, “Critical Race Theory and Education: History, Theory, and Implications,” 22 (1997): 195-247.

David Gillborn, “Critical Race Theory and Education: Racism and Anti-racism in Educational Theory and Praxis,” *Discourse*, 27 (March 2006): 11-32.

Vaught, Sabina & Castagno, Angelina, “‘I Don't Think I'm a Racist’: Critical Race Theory, Teacher Attitudes, and Structural Racism,” *Race, Ethnicity & Education*, 11 (July 2008): 95-113.

10/07 – Queer Theory:

Patrick Dilley, "Queer Theory: Under Construction," *Qualitative Studies in Education*, 12 (September/October 1999): 457-472.

Kathleen Quinlivan & Shane Town, "Queer Pedagogy, Educational Practice and Lesbian and Gay Youth," *Qualitative Studies in Education*, 12 (September/October 1999): 509-524.

Catherine A. Lugg, "Sissies, Faggots, Lezzies, and Dykes: Gender, Sexual Orientation, and a New Politics of Education?" *Educational Administration Quarterly*, 39 (February 2003): 95-134.

Part Two— Social Issues

10/21 – Juvenile Justice:

John F. Chapman, et. al., "Violence Risk and Race in a Sample of Youth in Juvenile Detention," *Youth Violence and Juvenile Justice*, 4 (July 2006): 170-184.

Theresa A. Ochoa & Suzanne E. Eckes, "Urban Youth in Correctional Facilities," *Education and Urban Society*, 38 (November 2005): 21-34.

Hagan, John. et. al., "Race, Ethnicity, and Youth Perceptions of Criminal Injustice," *American Sociological Review*, 70 (June 2005): 381-407.

Lynn C Holley, "Racism and Classism in the Youth Justice System Perspectives of Youth and Staff," *Journal of Poverty*, 10.1 (2006): 45-67.

10/28 – Learning to Hate:

Bill Ong Hing, "Vigilante Racism: The De-Americanization of Immigrant America," *Michigan Journal of Race and Law*, 7 (Spring 2002): 441-456.

Sunaina Maira, "Youth Culture, Citizenship and Globalization: South Asian Muslim Youth in the United States after September 11th," *Comparative Studies of South Asia, Africa and the Middle East*, 24.1 (2004): 219-231.

Randy Blazak, "White Boys to Terrorist Men: Target Recruitment of Nazi Skinheads," *American Behavioral Scientist*, 44 (February 2001): 982-1000.

Bill Yousman, "Blackophilia and Blackophobia: White Youth, the Consumption of Rap Music, and White Supremacy," *Communication Theory*, 13 (January 2006): 366-391.

10/28 – Educating the Children of Undocumented Workers:

Loucas Petronicolos & William S. New, "Anti-Immigrant Legislation, Social Justice, and the Right to Equal Educational Opportunity," *American Educational Research Journal*, 36.3: (1999): 373-408.

Paul E. Green, "The Undocumented: Educating the Children of Migrant Workers in America," *Bilingual Research Journal*, 27 (Spring 2003): 51-71.

A. Reynaldo Contreras, "The Impact of Immigration Policy on Education Reform: Implications for the New Millennium," *Education and Urban Society*, 34.2 (2002): 134-155.

11/04 – Learning Sexism:

Karen E. Dill & Kathryn P. Thill, "Video Game Characters and the Socialization of Gender Roles: Young People's Perceptions Mirror Sexist Media Depictions," *Sex Roles*, 57 (December 2007).

Debra Merskin, "Reviving Lolita? A Media Literacy Examination of Sexual Portrayals of Girls in Fashion Advertising," *American Behavioral Scientist*, 48.1 (2004): 119-129.

Terri M. Adams & Douglas B. Fuller, "The Words Have Changed but the Ideology Remains the Same: Misogynistic Lyrics in Rap Music," *Journal of Black Studies*, 36.6 (2006): 938-957.

Part Three: The Multicultural Classroom

11/11 – Navigating Whiteness:

Julie Kailin, "How White Teachers Perceive the Problem of Racism in Their Schools: A Case Study in "Liberal" Lakeview," *The Teachers College Record*, 100 (Summer 1999): 724-750.

Peggy McIntosh, "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences' Through Work in Women's Studies"
<http://www.ou.edu/cas/hr/online/theoretical/articles/McIntosh.doc>

Sandra M. Lawrence & Beverley Daniel Tatum, "Teachers in Transition: The Impact of Anti-Racist Professional Development on Classroom Practice," *Teachers College Record*, 99 (Fall 1997): 162-178.

11/18 – Contemporary Policies:

Eric Freeman, "No Child Left Behind and the Denigration of Race," *Equity & Excellence in Education* 38 (August 2005): 190-199.

11/25 – No Class, Thanksgiving Break