

Multicultural Education 12-706
3 Credits
Tuesday Night Class

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Required Text:

1. Banks: *Teaching Strategies for Ethnic Studies*
2. Alexie: *Flight*
3. Paley: *White Teacher*

Purpose and Goal: “Education is always political” is a statement that the late Paulo Freire made famous in his landmark book, *Pedagogy of the Oppressed*. A few years after he wrote these words, he pointed out even more directly the relationship between education and politics. This is a great discovery,” he wrote, “education is politics!” And he added, “[T]he teacher has to ask, What kind of politics am I doing in the classroom? That is, in favor of whom am I being a teacher?” in *What Keeps Teachers Going?* By Sonia Nieto

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

1. Examine the historical and current debate on the educational canon.
2. Explore issues surrounding definitions and stereotypes associated with ethnicity and race.
3. Examine the history of diverse racial and ethnic groups.
4. Examine the effect of social class on American Education.
5. Examine the education of diverse racial groups and women.
6. Learn the key concepts for a multicultural curriculum.
7. Learn methods for integrating multiculturalism into the curriculum.
8. Assess the relationship between socialization, culture types, and cognitive styles.
9. Recognize stereotypes in American culture.
10. Learn to recognize bias instructional materials in regards to racism, sexism, ageism, socioeconomic level, and other biases.
11. Be exposed to current educational movements for curriculum centered on becoming actively anti-racist and promoting and social justice
12. Formulate a personal philosophy of combat prejudice, bias, discrimination, and stereotyping in the profession.

COURSE CALENDAR

Date		Topics Assignments
Sept 11	Multicultural Education	Introduction Video: The Office
Sept 18		Rationale, Trend and Goals of MCE Banks, Part One
Sept 25	For/Against	Banks: on e-reserve – The Canon <i>Flight</i> : Sherman Alexie
Oct 2	Developing a MC Curriculum	Banks Chapter 2 Developing a MC Curriculum Peggy McIntosh – on e-reserve

Oct 9	Banks – On reserve – Transformative Teaching Gorski – on e-reserve Payne – on e-reserve
Oct 16	On- line Current Events Discussion No campus meeting
Oct 23	Banks Chapter 3 Key Concepts in a MC Curriculum
Oct 30	On-line discussion of Paley No campus meeting
Nov 6	Freire – On e-reserve <i>Pedagogy of the Oppressed</i>
Nov 13	On-line peer evaluation of units No campus meeting
Nov 20	Crash
Nov 27	Gloria Ladson-Billings – on e-reserve Gender
Dec 4	Share Unit plans
Dec 11	Present Group Projects

EVALUATION:

Grades for this course will be based on the following:

1. Group Projects (20%)

Each group will put together a resource packet on relevant information from the chapters in *Teaching Strategies for Ethnic Studies*. These packets are to contain annotated resources for teachers at all levels and in all major teaching fields. Groups will be assigned. Students should share relevant history, teaching strategies and materials from their chapters.

2. Current Events Discussion (10%)

An online discussion is required that deals with current events and readings. Students are expected to post three “current events” and at least five responses to others.

3. White Teacher Discussion (10%)

An online discussion is required that deals with White Teacher by Vivian Paley. Students are expected to post three “responses” to issues they find interesting in the book or relevant to things they have experienced and at least five responses to others.

4. Position Paper (25%)

Choose one historical event or social issue from Flight by Sherman Alexie and to write a research paper on. Papers should be 7-10 pages and use APA format. More detail will be given in class.

5. Unit Plan (25%)

Students will write a unit plan (or in-service presentation) in their field. Lesson plans must follow an approved format and must include all resources (handouts, rubrics etc) needed to complete the lesson plan. Some activities, test etc. must be created by you. Units should contain a resource. Units will be peer edited on-line by classmates.

6. Attendance and 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 class which makes missed classes difficult to make up.

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.