Course Overview

This course examines the many facets of multicultural education in the United States including the study of historical, economic, and social factors that have influenced the education and lives of ethnic minority groups. The course explores various models of multicultural education and provides insight into current issues regarding diversity. While the main focus of the course is ethnic minority groups, other aspects of diversity such as gender, social economic status, sexual orientation, regional background, etc. will be discussed. A number of multicultural teaching practices and philosophies; as well as best practices in literacy education, will be modeled, and as time allows, explicitly “deconstructed” to support future classroom implementation.

Required Texts


A faculty pack of readings is available at Denny’s Copy Shop (Higgins & South Ave.)

Course Objectives:
Following the course, students should:

1. recognize historical, economic, and social factors that have influenced present day social conditions for many culturally diverse groups in the United States;
2. gain an understanding of the history of American education for ethnic minorities and immigrants;
3. be familiar with various models and terminology associated with multicultural education;
4. have an awareness of the various school factors that influence the education of culturally diverse students;
5. gain an understanding of linguistic and cultural diversity and the impact these factors have on student learning;
6. be familiar with teaching practices that model multicultural awareness;
7. be familiar with the special needs of immigrant children;
8. be able to analyze current issues in multicultural education.
9. be more capable of implementing *Indian Education for All* and understand the obligation of Montana schools and educators toward this state wide multicultural goal.

**Instructional Notes**

Students will engage in classroom discussions, small group cooperative learning activities, and small group dialogue. Other teaching techniques to be utilized include: lecture, use of video-recordings, and student presentations. I expect everyone to be prompt for class and well-prepared to participate in discussion and activities. Assigned readings must be read prior to class sessions.

As I teach, I try to be aware of the special needs of individuals as well as the needs of the group. If you require some accommodation, I encourage you to discuss that with me. Please make use of e-mail or call me to discuss assignments or the content of the course. I would be happy to meet with you before or after our class sessions, if that would fit your schedule better.

**Course Requirements and Evaluation Criteria**

Written assignments are double-spaced, required to be submitted electronically via the course Blackboard extension as MS Word files and due on the days indicated below. All assignments must follow the specific file name protocol modeled here: *YourLastname First Initial Assignment Title*. Use no spaces or punctuation in your file name to avoid corruption. An example if I were to turn in Reaction Paper 1 would be: *ElserTReaction1*. Keep in mind these do not go in the Digital Drop Box, but are submitted as attachments via the specific Assignment tabs. Look for the clipboards icon for Grade Book linked assignments. Details related to submission of your assignments will be reviewed the second week of class. Late assignments are accepted with one letter grade deducted for each late day. Use APA documentation where appropriate. I determine grades by a careful judgment of each assignment against a set of criteria, as indicated for that assignment. Note that each written assignment includes rigorous evaluation of the quality of writing. Excellent work earns a point value between 92-100%; good work, 84-91%; fair work, 76-83%; and any work judged to be less than fair in quality is returned for student revision. Please make an appointment with me to discuss any revisions. The grade for revised work will be the average of the two papers.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range (pts.)</th>
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<tr>
<td>A</td>
<td>(95-100%)   (190-200pts.)</td>
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<tr>
<td>A-</td>
<td>(92-94)     (184-189pts.)</td>
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<tr>
<td>B+</td>
<td>(90-91)     (180-183pts.)</td>
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<tr>
<td>B</td>
<td>(87-89)     (174-179pts.)</td>
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<tr>
<td>B-</td>
<td>(84-86)     (168-173pts.)</td>
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<tr>
<td>C+</td>
<td>(81-83)     (162-167pts.)</td>
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<td>C</td>
<td>(78-80)     (156-161pts.)</td>
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C- (76-77) (152-155pts.)
D (68-75) (136-151pts.)
F (below 68) (below 136pts.)

Assessment Summary

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Points</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Reaction Paper #1</td>
<td>12.5%</td>
<td>25 points</td>
<td>9/11</td>
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<tr>
<td>Reaction Paper #2</td>
<td>12.5%</td>
<td>25 points</td>
<td>10/9</td>
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<tr>
<td>Multicultural Paper</td>
<td>30%</td>
<td>60 points</td>
<td>11/6</td>
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<tr>
<td>Group Presentation</td>
<td>12.5%</td>
<td>25 points</td>
<td>11/13-12/11</td>
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<tr>
<td>Final Assessment</td>
<td>20%</td>
<td>40 points</td>
<td>12/4</td>
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<tr>
<td>Weekly Participation</td>
<td>12.5%</td>
<td>25 points</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>100%</strong></td>
<td><strong>200 points</strong></td>
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Written/Oral requirements for the course include:

1. Reaction Papers:

   **Option A**

   For these papers you will select a few (2-3) articles or chapters from Takaki, Banks, and the faculty pack to discuss. Your task is to select a few key points or concepts that are evident in your selected readings. In essence, you will describe the common theme(s) and each author’s viewpoint. Summarize the main idea(s) presented and then provide your reaction to the statements. Half of the paper should summarize the key points made by the authors, and half should be your personal remarks. Consider the following questions to guide your reaction:

   - What are the key themes presented and how do the authors’ viewpoints support or counter one another?
   - How did these key points impact your thinking about the given topic?
   - How do your personal experiences confirm or counter the issues under discussion?
   - What questions were raised for you upon reading the articles/chapters?
   - What quote was meaningful to you and why?

   Keep the reactions focused, but provide depth in your analysis. These papers are intended to provide you an opportunity to connect-the-dots between some of the diverse perspectives presented in the various readings. They are not intended to be research papers, but rather to help you clarify your own perspectives by juxtaposing the views of several scholars to your own.
Option B

Growing up in America, all of us have lived and worked in multicultural settings. Often, we are only marginally aware of the multiple cultures surrounding us. At other times, the distinctions are extreme. I would invite you to use one of these two papers to connect your personal experiences to significant themes in the readings. As above, you will select a few (2-3) articles or chapters from Takaki, Banks, and the faculty pack to discuss. Your task is to select a few key points or concepts that are evident in your selected readings and juxtapose or connect these key points to your personal experiences. In essence, you will describe your experiences, and then examine that experience through the lens of a few selected scholars or “voices.” In the end, you will summarize your reaction by determining the level that your personal experience either supports or fails to support the perspectives or theories put forth by the scholars you selected.

For Both Options

Limit each paper to approximately 2 double-spaced, typed pages. Please follow APA when citing authors, however, you do not need to include a bibliography for these reaction papers. Evaluation will be based on clarity in writing, thought given to your analysis, and inclusion of the items mentioned above. One of the reactions must include articles from E-Reserve. Each paper is worth 12.5% of your final grade. You will complete 2 reaction papers. Reaction #1 is due September 11th and Reaction #2 is due October 9th.

2. Multicultural Education Paper: In this paper you will reflect on your understanding of multicultural education. You will discuss 5 key components that are essential for quality multicultural education. In your philosophy you will do the following:

- describe each component thoroughly (what it means and why it is important), supporting your statements with multicultural research and literature (course readings);
- provide support for each component with "voices" or stories of individuals (from Nieto's and others' works);
- provide your own personal connections and applications (How might these ideas be realized in your classroom?);
- describe how all 5 components work together to ensure the development of a quality program.

Evaluation will be based on clarity in writing, thought given to your reflections, incorporation of a variety of sources and “voices,” and inclusion of the items mentioned above. You may want to do outside research, but that is not required. You must follow a style manual (APA recommended) for citing sources. The paper will be approximately 6-8 pages in length. This paper is worth 30% of your final grade and due November 6th.

3. Group Presentations: Participants will share with the class a strategy, lesson plan, computer software program, web site, or other technique that will assist you and your colleagues in creating a more culturally sensitive classroom. Share the “lesson” or
strategy and explain how you would use this in your teaching. Dependent upon the number of students in this class, these presentations may take the form of a “poster session.” Include the following in your presentation:

- How does the suggested technique support some of Nieto’s or Bank’s components of multicultural education?
- What are its strengths and limitations?
- How does it accurately portray culture or assist in understanding diversity? or,
- How are the Essential Understandings About Montana Tribes taught?
- How does it promote critical thinking and social awareness?

The presentation will be 10-15 minutes in length and evaluated on your ability to clearly present the information, adhere to the guidelines listed above, and to engage the class in discussion. The presentation is worth 12.5% of your final grade and will be presented between November 13th and December 11th.

4. Practical Final – The final project for this class is designed to be a “rubber meets the road” practical guide developed by you for yourself – and hopefully other educators in a school where you will work. You may select two options. Both options will be submitted to Blackboard in the form of a Power Point presentation (limit of 20 slides, 12-18 is optimal) on December 4th. By placing this final in the form of a PowerPoint, it is hoped that eventually you will have the opportunity to share what you have learned and developed with colleagues. Here are your options.

**Option A**
Create an implementation plan for Indian Education for All that incorporates key concepts presented throughout this class from Nieto, Banks and others. Your plan should include a rational, strategies for integration of Indian Education for All content, and key resources or supports for you (or your schools) future use. A model for implementation unique to your anticipated teaching assignment would be great. Keep in mind that the PowerPoint you create could be used by you later to help move your school forward on this important moral and legal obligation toward fulfillment of both goals of Indian Education for All …effective education of every Montanan about Montana’s Tribal nations, and effective education of American Indian students in your classroom.

**Option B**
Create a support manual to help children of immigration adjust to their new school. Use readings from Children of Immigration and selected faculty pack selections by Nieto, Igoa and Banks among others as support. You will also incorporate key concepts from the entire course. Your PowerPoint should remind you (and hopefully the staff of a school where you will work) of the key issues faced by immigrant children, strategies to support them and debunk myths about immigrants perpetuated by the media.

The practical final is worth 20% of your final grade. It is due to be posted on December 4th and shared via Blackboard with your classmates for feedback via discussion board. Each of you will have a group of 4 or 5 classmates who you will be required to review their PowerPoints and provide feedback to support future
improvements. The idea is to help each of you refine your work for future presentation to colleagues. You will have until Tuesday December 11th to comment on the PowerPoints of others in your assigned group and also any others you would like to review. We will meet on December 11th for a final celebration and closing activities.

5. Participation - You will be asked to prepare for class sessions as well as to contribute in class activities and discussions. Class participation will be evaluated on the following:

- faithful attendance and contribution to small group activities;
- completion of readings and assignments prior to class meetings;
- appropriate contributions to class discussions—sharing ideas and listening to others;
- participation as a discussion leader for assigned faculty pack articles;
- supportive comments on classmates practical finals to guide improvement.

I will ask you for your own self-assessment of participation at the end of the course. **Participation is worth 12.5% of your final grade.**

**Tentative Sequence of Topics and Reading Assignments:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings and Assignments</th>
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<tbody>
<tr>
<td>8/28</td>
<td>Intro to course</td>
<td>What is culture?</td>
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<tr>
<td>9/4</td>
<td>US History: What is an American?</td>
<td>Takaki p. 3-78</td>
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<td>Rethinking Columbus</td>
<td>Zinn, #1 (Fac Pack)</td>
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<td>Influence of European Contact (Colonial Period)</td>
<td>Bigelow, #2</td>
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<td>Bigelow, #3</td>
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<td>9/11</td>
<td>US History: A New Nation</td>
<td>Takaki p. 79-187</td>
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<td>The role of ethnic groups in a changing nation</td>
<td>Reaction Paper #1 Due</td>
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<td>*slavery</td>
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<td>*immigration</td>
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<td>*Video- “School” part 1</td>
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<td>9/18</td>
<td>Civil War to WW II</td>
<td>Takaki p. 188-280</td>
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<td>Boarding Schools</td>
<td>Crow Dog #4</td>
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<td>Battles at home and abroad</td>
<td>Hendry #5</td>
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<td>Video- “School” part 2</td>
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<td>9/25</td>
<td>US History: Civil Rights to present day</td>
<td>Takaki p. 281-354</td>
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<td>Education and segregation of ethnic minority groups</td>
<td>Spring #6</td>
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<td>Video- “Eyes on the Prize”</td>
<td>Halford #7</td>
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<td>Mizell #8</td>
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<tr>
<td>10/2</td>
<td>Present Day Schools</td>
<td>Banks, chp. 1, 2, 3</td>
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*demographics
*racism and discrimination
*why multicultural education?

10/9 Multicultural Education: Models & Reforms

10/16 Best Practices in Multicultural Education: Classroom Implications
*Practical strategies for the classroom.
*Dropout prevention & multicultural ed.

10/23 The Role of Culture
*What is identity?
*How does knowledge construction impact identity, understanding of culture, and understanding of others?
*Video “Color of Fear”

10/30 The Role of Language
*What role does bilingual education play in multicultural education?
Video “Lost in Translation”

11/6 Creating a Multicultural Curriculum
Student Presentations

11/13 More Applications
Student Presentations
Video “It’s Elementary”

11/20 Indian Education for All: Implementation Strategies
Student Presentations

11/27 Immigration: Patterns and Issues
Student Presentations

12/4 Understanding the Needs of Immigrant Children
Student Presentations

12/11 Course Wrap-up

Reactions Paper #2 Due

Multicultural Paper Due

Multicultural Paper Due

Comments on Final PP Due