

ECS 3150-001: Introduction to Multicultural Education
Hybrid Course Model

Department of Education, Culture, and Society University of Utah, College of Education
Thursdays 10:45am – 12:05pm (face-to-face meetings) Fall 2015 Course Syllabus

Instructors	Room #	Email	Office Hours
Isidoro Guzman	MBH 212	iguzman1632@gmail.com	By appt.
Gardner Seawright	SFEBB 3180	g.seawright@utah.edu	By appt.
Chad Beyer	HPR N 242	chad.beyer@utah.edu	By appt.

NOTE: Instructors reserve the right to revise the syllabus. Notice will be given if revisions are made.

Course Description (3 credit hours):

We are living in an ever-changing racial/ethnic/cultural society. Presently, American educators have had to come to terms with the idea that many of their students speak a language other than English, are not from the middle-class ranks, and are, for the most part, economically on the margins. Educational institutions have found themselves scrambling to address the racial, linguistic, gender and social class differences of their students. It is more important than ever for educators to understand how to work effectively in today's diverse classrooms. Professional educators have an opportunity to organize, teach and support diversity within academic classrooms, programs and learning environments. Diversity encompasses all aspects of multiculturalism which includes, but is not limited to, race, culture, ethnicity, language, socioeconomic status, gender, sexual orientation, lifestyle, age, religion, and disabilities. Diversity necessitates change at all levels, with accompanying rights and responsibilities of all to create an environment respectful of and affirming of diversity and the multicultural voices and ways of knowing. In this environment we must all work to create success within the confines of schools and beyond.

Course Objectives:

At the end of the course, the student will be able to:

- Understand the competing definitions, conceptions, and trends of multicultural education and critically examine and conceptualize their role as multicultural educators in school reform and social change.
- Analyze and interpret the historical and ideological context of diversity and different forms of discrimination and evaluate how they translate into school structures, policies, and current practices that perpetuate inequality. This includes the ability to identify and evaluate the assumptions, bias, stereotypes and deficiencies in existing school curriculum materials.

- Acknowledge, understand, and apply knowledge of how culture and cultural identities impact learning, language development, and academic achievement of culturally and linguistically diverse populations (i.e., students learning English as a second language, students in poverty) by creating an environment and educational approaches that are inclusive of all students
- Acknowledge and follow local, state and federal laws and policies as they pertain to English Language Learners (ELLs) and their instruction and synthesize ESL research and history and apply it in practice *Meets Utah State ESL endorsement Standard II Cultural Diversity [2 credits] and Standard III Instruction [1 credit]*.

Required Texts:

1. **[Sensoy & DiAngelo]** – Sensoy, Ozlem & DiAngelo, Robin (2012). *Is everyone really equal?: An introduction to key concepts in social justice education*. New York, NY: Teachers College Press.
2. **[Hill & Miller]** - Hill, Jane, D. & Miller, Kirsten B., (2013) *Classroom instruction that works with English language learners*. 2nd edition. Alexandria, VA: Association for Supervision & Curriculum Development

ADDITIONAL REQUIRED READINGS ARE AVAILABLE ON CANVAS EACH WEEK.

Course Requirements:

Some of the writings, lectures, films and/or presentations in this course may include material that conflicts with the core beliefs of some students. **We will not make content accommodations for any course materials. See accommodations policy below.**

Technology Requirements and Technical Support: You will need the following to participate online:

1. Regular use of a computer with internet access (Expect to spend several hours online each week)
2. A web browser such as Internet Explorer and Firefox
3. Access to your university e-mail account and Canvas. If you are unfamiliar with Canvas, check out this orientation: <https://utah.instructure.com/courses/166837>. **For technical assistance with Canvas**, you have 3 options: 1) click on the Help button in the top right corner of your Canvas browser window, 2) send an email to classhelp@utah.edu, or 3) call the support team at **801-585-5959** (M-F, 8am- 5pm). For problems with class content/assignments, contact your instructor.
4. A readiness for online learning (Take the “Are you Ready for Online Learning” pre-assessment survey to know what steps you should take to prepare for a hybrid course <http://cms.montgomerycollege.edu/EDU/Department2.aspx?id=24132>)

Grading

Weight of Assignments

45%-- Completion of Modules and Weekly Assignments

20%--Field Work/Action Research

20%--Final Group Project

15% Participation/Attendance

University Grading Scale - Grades are assigned based on the following scale:

94-100	A	80-82	B-	67-69	D+
90-93	A-	77-79	C+	63-66	D
87-89	B+	73-76	C	60-62	D-
83-86	B	70-72	C-	Below 60	F

Assignments – Late assignments will not be accepted. Discretion will be left up to the instructors on a case-by-case basis.

Participation/Attendance (15%) – Your grade in this area is based on two areas:

- 1. Participation** – Attendance and face-to-face participation in discussions, activities, and interactive assignments is crucial to the success of this course. Participation includes actively listening, reading all required readings, and thoughtfully contributing to the weekly discussion, activities, and group work. Much of what we do in this class requires us to reflect on the implications of the material we read and discuss. Thus, your presence is important. It is expected that you will actively participate in face-to-face meetings, complete all required online and in-class assignments, and complete your fieldwork assignment. Your face-to-face participation is viewed as a sign of respect for your classmates and instructors. You are responsible for everything that is covered, distributed, or announced on CANVAS and in class. **Course readings and weekly modules are to be completed PRIOR to participating in the weekly face-to-face meetings.** It is important to be present in your group discussions when these exercises are assigned. We will evaluate your face-to-face participation not by how much you talk or write but how critically you link course material and how you are able to recognize and link material to your action research experiences and the current situation in the US educational system. **Note that participation in the face-to-face meetings requires completion of that week's module. Failure to complete the modules will negatively affect your participation grade.**
- 2. Midterm Meeting** – Each student is required to set up a midterm meeting with their instructor; this is done in order to check-in with students and provides a space to discuss how students are processing this course material.

Modules and Weekly Assignments (45%) - Each student is responsible for completing weekly modules. The modules are available on the CANVAS course page, and each week's module will be 'unlocked' one week prior to the Thursday face-to-face meeting. The weekly modules contain a variety of video lectures, films, activities and assignments. **All components of a module must be fully completed to receive credit for the week.** Modules should be completed by 11:59 p.m. Wednesday before face-to-face class.

Field Work/Action Research (20%) - This assignment allows students an opportunity to explore issues of multicultural education within the community. This course requires you to complete a minimum of **14** hours of community service with marginalized, linguistically, and culturally diverse students and/or families/community members in Salt Lake City or surrounding area. **Only a maximum of 2 hours per week will count toward your 14 hours of required volunteer time.** The point is to have **prolonged engagement** with someone who is culturally and/or linguistically different from yourself in order to build relationships with them and provide additional 'real world' perspectives to the course content. You will choose

your school/educational program site from the lists posted on CANVAS. You may propose your own site, but you must get prior instructor approval in order to proceed. It is up to you to make the necessary contacts and negotiate how you will spend your 14 hours at the action research site. Your time at the action research site during the semester may come in the form of teaching, tutoring, or advocacy work. Your time *should not* be spent observing classrooms, photocopying, monitoring halls, computer work, etc. **In order to participate in this field-based course, students MUST pass a State and Federal background check through the Utah State of Education. Students must initiate the background check and complete the fingerprinting process no later than Friday of the first week of the semester. Failure to do so may jeopardize your ability to complete course requirements and receive a grade in this course. The process for initiating the background check is provided at the following link: <http://uite.utah.edu/background-check.php>**

Field Work Reporting Requirements:

- A. *Confirmation of Site* - Once you identify your volunteer site, you will need to provide your supervisor with a cover letter and site supervisor agreement form (Posted on CANVAS). The Site Supervisor Agreement Form should be signed and submitted to your assigned instructor as soon as it is completed but **no later than Thursday Sept. 17, 2015.**
- B. **You will not receive any credit for this assignment without successfully completing all 14 field work hours! A final copy of your hours will be due December 10, 2015.**

Final Group School/Community Project (Project & Presentation) (20%)

Due Dates: Identify Group Topic Oct. 20 ; Field Assessment Nov. 11; Research Paper December Dec. 10; Group Presentations Dec. 10; Group Collaboration Scores Dec. 10.

Working with your assigned group, you will collaboratively complete a final course project that will **provide researched information and recommendations for your field site.** The final course project is intended to give you an opportunity to learn about the resources and needs of the students you worked with, the sites you conducted your field work/action research projects in, and students' home communities. The purpose of this project is to become familiar with the communities you will enter as future educators and learn about various community resources that can assist you in the classroom. More information is available on CANVAS.

Expectations in the Course

CLASS DISCUSSIONS

Because of the nature of this course, it is important that we all contribute to a safe space in which open discussions can take place in a respectful atmosphere. Even though we will actively and critically engage in dialogue, we will each bear the responsibility for contributing to an environment that is mindful of difference and above all, respectful and non-judgmental. This means that we need to agree to listen (actively) to each other to try to gain an understanding of what each of us is saying and thinking about the content. This class must be a place in which we can bring out (often differing) beliefs and discuss them without being judged as "naïve" or "ignorant" or pigeon-holed into categories such as "racist" "politically correct" or

“sexist.” For this to occur, we will need to be respectfully tentative about others’ opinions and critically self-reflexive of our own, realizing that we all hold dear certain points of view and have unique perspectives on the world. We will not engage in “put-downs” of any kind. We all have the right to learn, explore, change and disagree in a respectful space. **Ideas—not people—are open to critique.** This does not mean that we should not actively engage or challenge each other on important issues, because when done respectfully, this is a powerful learning tool. Your comments should be tied to the course readings and research in education. Therefore, your participation grade will take into account your contributions toward maintaining a respectful yet critically engaged atmosphere. Students at the University of Utah are encouraged to exercise personal responsibility, self-discipline and engage in the rigors of discovery and scholarship. Your ideas are very important, respected and valued. As a member of a shared community, we must take responsibility for creating a collaborative learning space where we can be open and honest in our discussions. Avoid personal insults and confrontations when you disagree with your instructors and/or classmates. Disruptive behaviors, such as short non- substantive responses to discussion, and non-discussion or participation will result in class participation point deductions. Disrespectful behavior towards the instructors and/or any classmates will also adversely affect your participation grade and can lead to formal disciplinary action.

READING ASSIGNMENTS

Students are expected to prepare for classroom discussions/activities by completing assigned readings PRIOR to face-to-face class. Such preparation will help you understand the content matter more effectively and prepare you for in-class discussions, activities, and assignments.

ATTENDANCE POLICY

Attendance and online participation are essential for the completion of this course. Attendance will be checked at the beginning of each face-to-face class session and your online course access and participation statistics will be monitored. Participation is worth 15% of your total grade, with each face-to-face class session being worth 1 pt. We do offer the option to recoup lost participation points through make-up assignments. But it is important to understand that despite how many make-up assignment have been submitted missing 4 or more classes will automatically drop your final grade down ONE LETTER GRADE (e.g. “A” becomes a “B”). Tardiness or an early departure of 30 minutes will be considered an absence. Excessive absences or lack of online participation (a total of more than four weeks) can result an E in the class. Please email your instructor ahead of time if you will not be able to attend a particular class session or participate online.

QUALITY OF ASSIGNED WORK

All written work should be typed, formatted, and void of grammatical, spelling and typographical errors. Use APA (6th edition) format for all citations. To improve readability of assignments, 12 point times roman font should be used, double spaced with 1” margins. In addition to being clear, concise, and organized, written work should be reflective, analytical, and incorporate literature and research from the course as well as outside readings to support discussion and arguments. Please take time to proofread your papers before submitting them online. Extra credit of 5 points (per assignment) is available for students who have a written

assignment reviewed by the U of U writing center prior to submission. (See CANVAS for extra credit documentation procedures).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) of 1990 requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in this class, reasonable prior notice needs to be given to the professor and to the Center for Disability Services, <http://disability.utah.edu/> 162 Olpin Union Building, 581-5020 (VT/TDD) to make arrangements for accommodations.

ACADEMIC MISCONDUCT

“Academic misconduct,” according to the University of Utah Student Code, *“includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.”* Therefore, using the ideas, expressions, or words of others without citing the source constitutes plagiarism. You must cite sources in ALL your work. I will hold you accountable to high standards for academic integrity therefore you should read and understand the policy on academic integrity as printed in the University of Utah’s Student Handbook (<http://www.admin.utah.edu/ppmanual/8/8-10.html>).

ACCOMMODATION POLICY

Some of readings, lectures, films, presentations, or discussions in this course may include material that may conflict with the core beliefs of some students. We will not make content accommodations for any course material. Therefore, please review the syllabus, readings, assignments, and materials carefully to be sure that this is a course you wish to take. Should you have questions or concerns, please see your instructor immediately. For more information, please consult the University of Utah’s Accommodations Policy, which appears at: <http://www.admin.utah.edu/facdev/accommodations-policy.pdf>.

COURSE STRUCTURE AND SCHEDULE

This course is designed to provide a hybrid course experience, including both face-to-face and online activities. Contact time will be divided in the following way: 55% face-to-face, 45% online. **Online sessions** will be a blend of self-paced and group activities using Canvas and other websites. Activities will consist of chat, discussions boards, email, journaling, and online interactive video and lecture. **Face-to-face sessions** will be held on the University of Utah campus. The following is a proposed schedule of readings and assignment due dates. **Please refer to CANVAS modules for weekly assignments/activities.** This outline is intended to be flexible to accommodate time limitations and class dynamics. If you miss face-to-face meetings, please contact classmates and/or consult the Canvas course site to determine what you missed and what adjustments may have been announced in the schedule. **It is your responsibility to check Canvas daily to keep updated with course readings and assignments/activities.**

WEEK ONE (8/25 & 8/27) Courageous Conversations About Diversity

- CANVAS -- Singleton & Hays (2008). Beginning Courageous Conversations about Race (pp. 18-23)
- Sensoy & DiAngelo (2012). How to Engage Constructively in Courses that take a critical social justice approach (pp. 165-179)
- CANVAS -- bell hooks (2010) Critical Thinking (pp. 7-11)
- CANVAS -- Initial Ground Rules for Course Discussions

WEEK TWO (9/1 & 9/3) Knowledge Construction & the Socialization Process

- Sensoy & DiAngelo (2012) Ch 1 Critical Thinking and Critical Theory (pp. 1-13)
- CANVAS -- Paulo Freire (1970) *Pedagogy of the Oppressed*, Ch 2 (pp. 71-86)

WEEK THREE (9/8 & 9/10) Stereotypes, Prejudice, & Discrimination

- Sensoy & DiAngelo (2012) Ch 2 Socialization (pp. 14-27)
- Sensoy & DiAngelo (2012) Ch 3 Prejudice and Discrimination (pp. 28-37)
- Sensoy & DiAngelo (2012) Ch 4 Oppression and Power (pp. 38-56)

WEEK FOUR (9/15 & 9/17): Understanding Privilege and its Consequences & Responsibilities

- **DUE 9/17: SITE SUPERVISOR AGREEMENT FORM**
- Sensoy & DiAngelo (2012), Ch 5 *Privilege* (pp. 57-78)
- Picower (2009), *The Unexamined Whiteness of Teaching* (pp. 197-215)
- Wing Sue et. al. (2007) *Racial Microaggressions in everyday life* (pp. 271-279 only)
- CANVAS -- White Privilege: Unpacking the Invisible Knapsack, <http://www.antiracistalliance.com/Unpacking.html>
- CANVAS -- Daily effects of straight privilege, http://www.cs.earlham.edu/~hyrax/personal/files/student_res/straightprivilege.htm

WEEK FIVE (9/22 & 9/24): The Sociopolitical Context of Schooling and Responding to Common Rebuttals to Critical Theories

- CANVAS -- Sleeter & Delgado Bernal (2004) Critical pedagogy, critical race theory, and antiracist education: Implications for multicultural education (pp. 240-260)
- Sensoy & DiAngelo (2012) Ch. 6 The Invisibility of Oppression (pp. 79-95)
- Sensoy & DiAngelo (2012) Ch. 9 “Yeah, But ...” Common Rebuttals (pp. 130- 144)

WEEK SIX (9/29 & 10/1): Racism, “other isms”, intersectionality and Student Achievement

- Sensoy & DiAngelo (2012) Racism & Intersectionality (pp. 115-116)
- CANVAS -- Chang & Conrad (2008) Following Children’s Leads in Conversations About Race (pp. 34-38)
- CANVAS – Queering Schools (2014) (pp. 5-7)
- CANVAS – Tempel (2011) Its Ok to Be Neither (pp. 1-4)
- CANVAS -- Noguera (2008) What Discipline is For: Connecting students to the benefits of learning (pp. 132-137)
- Shields (2008), Gender: An Intersectionality Perspective (301-310)

WEEK SEVEN (10/6 & 10/8): Structural Issues in Schools

- Nieto & Bode (2012). Ch 5 Structural and Organizational Issues in Classrooms and Schools (pp. 117-147)
- CANVAS – Buras (2010) Benign Neglect ? Drowning Yellow Buses, Racism, and Disinvestment in the City that Bush Forgot (103-118)
- CANVAS -- Deyhle (2008) What is on your classroom wall?: Problematic posters (pp. 191-193)
- CANVAS -- Lewis & Solórzano (2006) Unraveling the Heart of the School to Prison Pipeline (pp. 63-73)

WEEK EIGHT: FALL BREAK - NO CLASS**WEEK NINE (10/20 & 10/22): Culture, Identity & Learning**

- **GROUP PROJECT TOPIC DUE 10/20 BY MIDNIGHT**
- CANVAS -- Ladson-Billings (1995) But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy (159-163)
- CANVAS -- Nieto & Bode (2012) Ch 6 Culture, Identity, and Learning (pp. 170-189)
- CANVAS -- Valenzuela (2008) Uncovering Internalized Oppression (pp. 50-55)
- CANVAS -- Gándara (2008) Strengthening Student Identity in School Programs (pp. 44-49)
- CANVAS – Imam, S.A. (2009) Separation of What and State: The Life Experiences of Muslims with Public Schools in the Midwest (pp. 41-55)

WEEK TEN (10/27 & 10/29): Linguistic Diversity in U.S. Classrooms

- CANVAS -- Nieto & Bode (2012) Ch. 6 Linguistic Diversity in U.S. Schools (pp. 210 - 240).
- Hill & Miller (2013) Ch. 2 The Stages of Second Language Acquisition (pp. 11- 24)
- CANVAS -- Baugh (2008) Valuing Non-Standard English (pp. 102 -106)
- CANVAS -- MacGregor-Mendoza (2005) Bilingualism: Myths and Realities (pp.109-120)

WEEK ELEVEN (11/3 & 11/5): Linguistic Diversity's Implications for Classroom Practice

- USOE (2012) Utah English Language Proficiency (ELP) Standards based on WIDA (explore for your grade level) (<http://www.uen.org/core/englishlanguage/index.shtml>)
- WIDA Consortium (2012). WIDA Focus on Differentiation-Part 1
- Hill & Miller (2013) Ch 3 Setting Objectives and Providing Feedback (pp. 25-37)

WEEK TWELVE (11/10 & 11/12): Multicultural Education in the Classroom: Adapting Curriculum & Catching up with Bias

- **FIELD SITE ASSESSMENT DUE 11/11 BY MIDNIGHT**
- Nieto & Bode (2012) Ch 9 Adapting Curriculum for Multicultural Classrooms (pp.342-351, 376-377)

- Hill & Miller (2013) Ch 5-7 (pp. 52-98) (Required Text)
- CANVAS -- Matias, C. (2013) Check Yo'Self Before You Wreck Yo'Self and Our Kids: Counterstories from Culturally Responsive White Teachers? ... to Culturally Responsive White Teachers (pp. 68-79)
- CANVAS -- Safe School Coalition (2003) Guidelines for Identifying Bias in Curriculum and Materials

WEEK THIRTEEN (11/17 & 11/19): Multicultural Education in the Classroom: Getting to Know Who You are Working For

- CANVAS Garcia (2008), *Valuing Student's Home Worlds* (pp. 294-298)
- CANVAS Gozemba (2002) Aloha 'Aina (pp. 121-148)
- CANVAS Torre and Fine (2008) Engaging Youth in Participatory Inquiry for Social Justice (pp. 165-171)

WEEK FOURTEEN (11/24 & 11/26): Multicultural Education in the Classroom: Taking Action -- NO IN CLASS MEETING FOR THANKSGIVING BREAK

- CANVAS Antrop-Gonzalez (2011), *The Sociohistorical/Political and Curricular Context of the Dr. Pedro Albizu Campos High Schools (PACHS)* (pp. 37-71)
- CANVAS Thompson (2008) Resisting the "Lone Hero" Stance (pp. 328-333)
- CANVAS Christine Sleeter (2015) [Multicultural Curriculum](#) and Critical Family History (pp.1-9)

WEEK FIFTEEN (12/1 & 12/3): Wrapping Up Loose Ends/End of the Semester Dialogue

WEEK SIXTEEN (12/8 & 12/10): Group Action Research Project Poster Session

- **DUE 12/10 FIELD SITE HOURS LOG**
- **DUE 12/10 GROUP COLLABORATION SCORES**
- **RESEARCH Paper DUE 4/23 BY MIDNIGHT**