

I. EDUC 508: Multiculturalism, Exceptionality and Human Relations in a Pluralistic Society

II. 3 Credit Hours

III. Course Rationale and Overview:

Educators today are faced with an overwhelming challenge to prepare students from diverse populations and backgrounds to live in a rapidly changing society, and a world in which some groups have greater societal benefits than others because of race, ethnicity, gender, class, religion, ability or age.

This course is designed to prepare future teachers to recognize and understand the similarities and differences among various cultural, racial, economic and gender groups. The course places an emphasis on promoting proactive social change by recognizing human biases in education and by creating learning environments which contribute to student self-esteem and inclusion. It further challenges students to explore, assess, understand and reflect on their own personal biases and prejudices and to develop respect for humans and human rights through curriculum and instruction

Computer technology is integrated throughout this course and an emphasis is placed on the teacher as a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally. The student continues to develop their professional portfolio.

This course is a required component of the secondary teacher education certification curriculum and precedes the specific methods courses in the student's subject or field endorsement and the student teaching experience.

IV. Course Description: EDUC 508 Multiculturalism, Exceptionality and Human Relations in a Pluralistic Society will increase student knowledge and awareness related to issues of multiculturalism and exceptionality. The course will also provide students with socio-historical global perspectives for the study of culture including race, ethnicity, religion, language, gender, sexual orientation, socio-economic status and age in an increasingly diverse world. Students will be challenged to reflect both individually and collectively on the multiple meanings of diversity, exceptionality and multiculturalism in American education and society with a focus on positive human relations.

V. Place of Course in the Curriculum:

This is the seventh course in the secondary level professional education sequence.

VI. Goals and Objectives of the Course:

The goals of this course are:

1. To explore multicultural issues (T-K1, LD-S3, LD-S2)
2. To provide academic, personal, and creative experiences that enable students to examine their own beliefs, values, and assumptions about difference and cultural diversity. (T-S2, LD-S3, LR-S1)
3. To learn about the changes in policy, history and curriculum in the educational system, and strive for equality across gender, race, class, religion, and sexual preferences. (T-S4, LD-S3, LD-S2)
4. To understand the legal basis for issues such as gender, race, special needs and gifted and talented. (T-S4, LD-S3, LD-S2)
5. To examine anecdotes of experienced professionals and apply these ideas to specific content areas in teaching. (T-S2, LD-S3, LR-S1)

Students who successfully complete this course will:

- a. Articulate their personal philosophy of teaching and learning in a culturally diverse society (LD-D1, T-D1)
- b. Understand and respect diversity in classrooms and in society as a whole (T-K1, LD-S2)
- c. Use appropriate terminology to describe diversity. (T-S2, LD-S3, LR-S1)
- d. Identify the pervasive influence of culture on human beings and human relationships. (T-S2, LR-S1)
- e. Compare and contrast their own cultural background, attitudes, and experiences with those of other cultures. (T-S2, LR-S1)
- f. Detect forms of bias found in language, interactions, and classroom materials and develop ways to correct them. (T-S2, LR-S1)
- g. Evaluate various approaches to fighting discrimination and prejudice. (T-S2, T-D1)
- h. Recognize various viewpoints and examine multiple perspectives in understanding the role of education in a pluralistic society. (T-S2, T-D1)
- i. Create a welcoming and culturally accepting classroom. (T-S2, T-D1)
- j. Describe educational characteristics, needs and placement alternatives for each category of exceptionality (LR-K1)

VII. Course Content

Part 1 - : Diversity in the Classroom and Class

Topics:

1. Evolution of multicultural education
2. Characteristics of culture
3. Pluralism in society
4. Equality and social justice in a democracy
5. Class structure

6. Interaction of class with race, ethnicity, gender and age

Readings: Text Chapters 1 and 2

Part 2 - : Ethnicity, Race and Gender

Topics:

1. Ethnic and racial diversity and group identity
2. Racism
3. Acknowledging race and ethnicity in schools and the classroom
4. Race and ethnicity in the curriculum
5. Closing the achievement gap
6. Gender identity and differences
7. The women's movement
8. Sexism and gender discrimination

Readings: Text Chapters 3-4

Part 3 - : Exceptionality – Gifted, Talented, and Special Needs

Topics:

1. Labeling
2. Litigation
3. Legislation
4. Normalization and inclusion

Readings: Text Chapter 5

Part 4 – : Religion, Language, Age

Topics:

1. Religion and culture/influence on education
2. First Amendment
3. Language differences
4. Age and culture – childhood, adolescence and adulthood

Readings: Text Chapters 6-8

Part 5 – : Education that is Multicultural

Topics:

1. Initiating multicultural education
2. Multicultural curriculum
3. Teaching for social justice
4. School climate
5. Developing multicultural proficiencies

Readings: Text Chapter 9

VIII. Suggested Methodology: (T-S2, T-D1, LR-K1)

1. E-Lecture
2. Small group discussion on discussion board and live conferencing tool
3. Large group discussion on discussion board and live conferencing tool
4. Readings
5. Written Assignments
6. Presentations
7. Teaching Demonstration
8. Videos
9. Case Studies
10. Debate
11. Journaling
12. Guest Speakers

IX. Student Roles and Course Requirements: (T-S2, T-D1, LR-K1)

1. Read assigned chapters and be prepared to participate in online discussions and debates each week in both large and small groups. Must be able to support positions with additional and relevant research on topics covered.
2. Written assignments.
3. Complete research project to share with class (paper, Power Point presentation, video, podcast, wiki, blog or other electronic form approved by instructor).
4. Maintain Del-icio-us account to store and share research information (<http://delicious.com/>)
5. Maintain a weekly journal to reflect on professional growth and development
6. Teaching demonstrations
7. Complete 10 hours of field work to become acquainted with educational settings (see schedule)
8. Continuing development of online professional teaching portfolio (Live Text <https://www.livetext.com/>)

X. Recommended Evaluation: (T-S2, T-D1, LR-K1)

Weekly Discussion	20%
Weekly Journal	10%
Reading Reaction/Reflection Papers	20%
Research Project	20%
Field Experience	20%
Final	<u>10%</u>

XI. Recommended Resource Materials:

Required Textbook

Multicultural Education in a Pluralistic Society, 7th Edition 2006
Authors: Donna M. Gollnick and Philip C. Chinn
ISBN: 0-13-119719-3

Supplementary Text (Suggested but not required)
Exploring Diversity: A Video Case Approach
Authors: Stephen D. Kroeger and Anne M. Bauer
ISBN: 0-13-117258-1

Reference/Resource Materials

[The Journal of Multiculturalism in Education](#)

The Journal of Multiculturalism in Education is a peer reviewed professional research journal whose primary purpose is the collection and dissemination of Multiculturalism in Education research, theory, and practice on all multiculturally related aspects of primary, secondary, and post-secondary education around the world.

[National Association for Multicultural Education](#)

NAME celebrates cultural and ethnic diversity as a national strength that enriches a society and rejects the view that diversity threatens the fabric of a society. NAME believes that multicultural education promotes equity for all regardless of culture, ethnicity, race, language, age, gender, sexual orientation, belief system or exceptionality. Multicultural education enables the individual to believe in one's own intrinsic worth and culture, to transcend monoculturalism and, ultimately, to become multicultural.

[Diversity in Education Video](#)

XII. Bibliography

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