

EDCI 285
Multiculturalism and Education
Spring 2009

INSTRUCTOR: Ruby Robinson

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Office Hours : Friday 7:00-7:30 am and 11:30-12:00; before and after class; by appointment

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NOTE: *Email is the fastest way to contact me. When you email me, subject line has to mention **EDCI 285**. Use your Purdue University email address for all correspondence, as instructors cannot be responsible for emails sent to non-university accounts.*

Course Description:

The purpose of this course is to give pre-service teachers an opportunity to explore various facets of multiculturalism and their implications for teaching practice. We will examine the impact of race, class, gender, sexual orientation, and other aspects of social group identities on teaching and learning as they relate to contexts both in and out of schools. While this course is broad in scope, the primary aim is to assist future teachers in exploring what it means to be an educator in a society that is multicultural, within an educational system which is stratified.

Overall Course Objectives:

1. To develop awareness of issues and concerns related to multicultural education.
2. To develop knowledge of how multiculturalism impact teachers, schools, classrooms, and society.
3. To develop skills of critical thinking and reflection that will enable educators to contribute to meeting the needs of students in a multicultural and global world.

Specific Course Objectives:

At the conclusion of the course, students will be able to:

1. Understand and describe the impact of diversity on American schools and classrooms.
2. Understand and describe how their own views and perspectives have been shaped by their backgrounds and identities.
3. Understand and describe the challenges of teaching and communicating in multicultural settings.
4. Demonstrate effective approaches, perspectives, activities, and techniques for teaching and communicating in multicultural settings

Course Requirements:

1. Students should be prepared to discuss the assigned readings and related topics in class.
2. There will be three writing assignments designed to develop students' ability to think critically about what they have read and develop the skills needed to become reflective practitioners. Students will also write on a weekly basis in the form of a course journal.
3. There will be one oral presentation either individually or in a small group. The presentation is designed to develop students' ability to clearly and concisely define and present positions and analysis involved in contemporary educational issues.

Required Books and Readings (available at Follet's, course pack at Copymat in the Chauncey Hill Mall):

1. Grant, C. and C. Sleeter (2007). *Doing Multicultural Education for Achievement and Equity*. New York: Routledge.
2. Rethinking Schools (2004). *The New Teacher Book*. Milwaukee: WI: Rethinking Schools Ltd.
3. Coursepack for EDCI 285. (cp in syllabus)

COURSE POLICIES

Attendance:

Attendance is a critical part of the class. As this class meets only once a week, students are allowed one absence—and one absence only-- without question or excuse. Plan accordingly. Your first absence—no matter what the reason—will be counted as your "automatically allowed" absence. A second excused absence may or may not be granted in extenuating circumstances. Students who anticipate a second absence because of an extenuating circumstance (a death in the family, hospitalization, or other dire, emergency circumstances) should contact the instructor immediately. Official documentation will be required in the case of a second absence.

Students who miss more than one class (two, if the second is excused) will lose fifty points off of their final grade for each absence. Students who have missed two classes will automatically be referred to the course coordinator. Students who miss more than three classes will automatically fail the course. To repeat: you cannot receive a passing grade for this class if you have missed more than two classes. Exceptions to this policy will only be made by the course coordinator and ONLY in the case of a death in your immediate family or a medical situation that requires you to be in the hospital. Extensive documentation will be required.

All papers and homework assignments are due regardless of whether or not you are in class. The instructor will not accept responsibility for receipt for papers submitted via e-mail. Papers and homework can be left with the receptionist in the Department of Curriculum and Instruction office, Rm 4108. Make sure that the receptionist time stamps your paper.

It is expected that you will be in class on time. Coming late to class is disruptive and distracting. Because of lateness' affect on the class, arriving late will count as ½ of an absence. Class starts promptly, according to the clock on the classroom wall. Class ends on time. Your full attention and participation is expected. If for any reason class extends past allotted time (which is extremely unlikely) you are free to leave without penalty.

Students are free to leave to use the restroom as necessary—it is, however, requested, that you do so with sensitivity to what is happening in the class at that moment. Please wait for a natural break in the class to leave, and please leave and enter the classroom quietly and with as little disruption as possible.

IF you anticipate being late for class more than ONCE this semester, you should speak with the instructor.

At the mid-semester, I will give you an estimate (and only an estimate) of your grade for participation and attendance. This grade is designed to give you an indication of your performance in this area, and allow you to bring up your grade in the second half of the semester. The grade is informal, and is not a commitment to a particular grade at the end of the semester.

Late Submission of Assignments Policy

All assignments must be turned in at the *beginning* of class on the day that they are due. Unless otherwise noted all assignments are to be turned in (hard copy only; no electronic copies will be accepted) on their due date. No make up assignments will be permitted. Assignments that are turned in late will be given a lower grade than papers turned in on time (and late means after class starts, as defined above). Five (5) points will be deducted for a paper turned in from xxx to one hour after class. 10 points will be deducted for papers turned in within the next 24 hour period, and ten (10) points for every 24 hour period after that.

Regardless of how late your paper is, it is ALWAYS better to turn it in. You will receive a "0" for a paper that is not turned in. If the paper is turned in, REGARDLESS OF HOW LATE, I will do my best to ensure that you receive at least a few points for it. Those few points may make a critical difference in your grade.

Academic Dishonesty

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

In the context of this class, academic misconduct also includes misrepresenting the work that you did. Some of the assignments for this class require you to actively observe and analyze. If, for example, you do not attend an event, but invent false observations based on your imagination or a classmates' notes, that is academic misconduct. One instance of such behavior will result in immediately failing the class.

Students with Disabilities: Before the provision of classroom accommodations, students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students. Any student that is in need of special accommodations due to a disability should contact the Office of the Dean of Students, Adaptive Programs at (765) 494-1247.

Campus Emergency Policy

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course. Blackboard web page and my email address: rrobins@purdue.edu. In case of my absence due to unforeseen circumstances, we will have a phone tree established such that you will be assigned to call 5 students to let them know of the cancellation of class or class change for the day.

Additional Course Policies

- Cell phones must be turned off before entering the class. If you are a parent or have other personal family responsibilities, you may leave the phone on vibrate and take the call in a true emergency, as long as you inform the instructor of this course IN ADVANCE and s/he agrees. Everyone else must switch the phone OFF before entering class. Work responsibilities are not a valid reason for leaving the phone on vibrate. While you are in this class, your first responsibility is here.
- Visitors to class are only allowed with the prior approval of the instructor. Visitors must have a legitimate academic reason for coming to class, and may only visit once per semester.

- Side conversations, reading the newspaper, eating your breakfast/lunch (within reason), or other distracting and disrespectful activities will not be tolerated. Students will first be requested to stop these behaviors, and then, if the behavior persists, will be asked to leave.
- Though every attempt will be made to follow the syllabus below, the instructor of this course reserves the right to make changes, additions, and deletions as necessary, and to correct mistakes. As much as possible, this will be done in consultation with members of the class.
- **Students must keep copies of all papers that are submitted.** Papers may be left under the instructors' door, but she will not take responsibility for them, and as there is no time stamp, they will be marked late. You are advised to have the paper delivered to class, or to leave it with the receptionist in the department office (with time stamp).
- Students must allow adequate time for the writing and revision of assignments before they are submitted. If you are working on a computer, ensure that you are backing up your work frequently, and that you keep a copy. Never have a copy in only one place.
- Homework assignments will generally be announced in class the day before they are due. Quizzes will be both announced and unannounced/surprise.
- You are responsible for all material covered in any classes that you miss, including any and all changes to assignments and the syllabus.
- Spelling, grammar, organization, and clarity are critical elements of written expression, and will count towards your grade on papers. The instructor of this course is not required to correct such mistakes on your papers, but will circle them to draw them to your attention. For assistance with writing and study skills, contact Owl: The On-line Writing Lab, and the Academic Success Center (website, and BRNG, third floor).
- The instructor cannot and will not accept gifts of any kind from students.
- The instructor will not write letters of recommendation for students until final grades are submitted.
- It is expected that you will use your Purdue e-mail account for all communication with the instructor. The instructor will only e-mail to this account, and expects you to check it daily.

Weekly Syllabus

Week #	Topic	Readings due	Assignments due
Week 1 January 16 Introduction	Introduction to Multicultural Education	None	
Week 2 January 23 Socialization	Identity and Socialization	Cycle of Socialization, Spheres of Influence (cp); Grant and Sleeter: pp. 9 (bottom of page)-17	
Week 3 January 30 Social construct	Identity and Social Construction	“The Social Construction of Categories” and “Human Diversity and the Difference it Makes” (cp)	
Week 4 February 6 Inequity	History and Context of Multicultural Education	Zinn (cp); Ewer (cp); Rosen (cp); Grant and Sleeter, pp. 53-61	Course Journal Due (includes this week’s readings)
Week 5 February 13 Ethnocentrism	The National Context: Reflecting on American Identity	Body Rituals of the Nacirema (cp); Shah (cp); Durning (cp)	
Week 6 February 20 Review cycle of socialization	Gender	"Title IX" (cp). Lorber (cp); Thompson (cp)	
Week 7 February 27 Stereotype	Race	Grant and Sleeter, pp. 106-117 (Building Block 7); New Teacher, pp. 150-158; Ramsey (cp); Martinez (cp); History of Racism and Immigration Time Line (cp)	
Week 8 March 6 Institutional structure;	Class	Grant and Sleeter, pp. 62-74; Mantsios (cp); Anyon (cp) “Five Things You Should Know About	Course Journal Due

personal agency		Poverty in the United States (cp); Class Background Inventory (cp)	(includes this week's readings)
Week 9 March 13 Family	Families and Sexuality	New Teacher, pp. 127-132; Stanton (cp); Swoopes (cp); The American Gay Rights Movement: A Timeline (cp)	Reflection Paper Due
Week 10 March 20			Spring Break No Class
Week 11 March 27 Representation	Schools and Society: Media, Representation, and Popular Culture	Giroux (cp); Rice (cp)	Media analysis project due (based on Grant and Sleeter, p. 84)
Week 12 April 3 Cultural knowledge; cultural capital	Schools and Society: Cultural Knowledge and Cultural Capital in Schools	Grant and Sleeter, pp. 123-140	
Week 13 April 10 Privilege	Schools and Society: Individual and Institutional Privilege	New Teacher (pp. 59-65); Ketter and Butter (cp); Privilege and Disadvantage Inventory (cp)	
Week 14 April 17 Immigration	Schools and Society: Immigration and U.S. Schools	“Major U.S. Immigration Laws (cp); “Education and the 14 th Amendment” (cp); “Latino Immigrants Children Found Grasping English (cp); Stritikus and Varghese (cp).	Course Journal Due (includes this week's readings)
Week 15 April 24 School as a social system	Schools as Social Systems: Building Bridges to Families and Communities	Grant and Sleeter, pp. 154-158; New Teacher, pp. 217-219; “Teacher Concerns with Parent and Family Involvement (cp); “School as a Social System” (cp)	Presentations
Week 16 May 1			Presentations
Finals Week			Final Essay due

Review the above before submitting all work

Assignments

Attendance and Participation	200 points	semester
Quizzes and Homework	150 points	semester
Reflection Paper	100 points	March 13 (Task Stream posting)
Media Analysis Paper	100 points	March 27 (Task Stream posting)
Final essay	200 points	Finals week
Presentation (group or individual)	100 points	April 24
Course journal	150 points	February 6, March 6, April 17
TOTAL	1000 points	

Your final grade is determined by the distribution chart shown below:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
970-1000	940-969	900-939	870-899	840-869	800-839	770-799	740-769	700-739	670-699	640-669	600-639	0-599

Guidelines for Submitting Written Work

Papers must be as follows:

- Submitted hard copy. No electronic submissions will be accepted.
- Typed – Word document.
- Double spaced.
- 12 pt. font, Times New Roman font.
- 1 inch margins all the way around (nothing bigger or smaller).
- Pages numbered top right hand corner.
- Stapled in upper left hand corner.
- Title Page- your name, EDCI 285, and the title of the assignment from the syllabus.
- Done completely: a 3-4 page paper means AT LEAST three full pages: no excessive spacing or gaps between paragraphs. One page should equal approximately 225-250 words. You are welcome to add visual, graphics, links to websites you have developed, etc., but these must be in ADDITION to the minimum written requirements. You will be marked down for attempts to circumvent this requirement through creative means (e.g., spacing, font size, margins, etc.)
- Checked for spelling and grammatical errors. Do not submit a paper without doing this.
- Bibliographies and title page do not count towards the page total.
- Do not submit first drafts.

Task Stream E-Portfolio requirement

* http://www.edci.purdue.edu/misc/TaskStream_info.pdf The Task Stream eportfolio assignment must be completed in order to pass the course. Failure to satisfactorily complete this assignment results in an "F" in the course and the inability to continue in the teacher education program.

All blocks in the Purdue teacher education program use Task Stream's commercial electronic portfolio system for storage and assessment of eportfolio assignments. Students must purchase a software license to use Task Stream, a key component of coursework and licensure requirements. For more information, please see the PDF document listed above, which provides includes a Q&A for students.

Please post your Media Analysis paper and Reflection paper into Task Stream.

If you have concerns about your grade:

- 1) Wait at least 24 hours before doing anything. The instructor is happy to meet with you to discuss your grade AFTER 24 hours have passed, and you have had time to reflect.
- 2) Write a paragraph that outlines where your instructor made a mistake in evaluating your work and make a case for why you deserve an increased grade.
- 3) Come into your instructor's office hours with your written case for a grade increase and the copy of the paper you turned into your instructor. Not a photocopy, not a printed out new paper, but the original paper.
- 4) In extenuating circumstances, grades may be appealed to the course coordinator. Note that the course coordinator will schedule a meeting between the course coordinator, the instructor, and the student.

Reflection Paper: 100 points.

This paper requires you to attend an on or off-campus event sponsored by a U.S. minority group of which you are not a member OR an international organization/group of which you are not a member. You must choose an event that requires interaction—thus watching a movie is not acceptable. The minority group may be a racial minority group (African-American, Native American, Latino, or Asian-American), a religious minority group (Jewish, Muslim, Buddhist, Hindu, others with prior approval of the instructor), or a sexual orientation minority group (gay, lesbian, bisexual, or transgender). International organizations vary widely on-campus: the basic criteria for international events is that you are NOT a member of that group (so if you just arrived here from Germany, going to an event sponsored by the German Student Association does not count), Variations on this assignment require the prior permission of the instructor. You MUST receive permission from your instructor before attending an event. *If you do not have the permission of the instructor before attending the event, you will receive zero credit. Permission will be granted or denied based on the goals and objectives of this course and the teacher preparation program at Purdue.* Instructors are also required to make sure that substantial numbers of students from this class are not attending a single event. Thus, do NOT plan to go with a large group from this class. You can attend by yourself or with, at most, one other person. Instructors will keep track of the events attended in this class and across sections, and permission WILL BE DENIED if there are too many students attending one event.

Remember, if you self-identify as a member of this group, you must choose another event. Remember, too, that you cannot control who shows up for the event. So if you attend an event sponsored by an African-American group (e.g., the Black Cultural Center), and most of the people there are not African-American, don't worry about it. You are concerned with who is sponsoring the event.

Required Guidelines:

- You need to choose an event that is open to the public and/or at which outsiders are welcome. Be particularly careful and cautious around religious observations. Do not just barge in—call and ask first if individuals from other faiths are welcome. In most cases, you will be welcomed, and the host organization might even provide you with an escort/host, enhancing your experience.
- Never pretend to be a member of that group. If asked, identify yourself and why you are there. Again, most people are welcoming, but they don't want to be deceived
- You may attend this event with, at maximum, one other person, from this class or another friend. You are not to attend any event with more than one other person.
- You must be respectful at all times. Do NOT take notes in public, or do anything else except pay attention to what is going on, how you are feeling, and what you are thinking. You should find a quiet place immediately after you leave to take notes. Stop in a coffee shop, the library, or go home immediately.
- Your obligation for this class is to remain at the event for 1 ½ hours. If the event goes on longer than that, you can stay or leave. HOWEVER, you CANNOT leave after 1 ½ hours if it would be disrespectful to do so. You must wait for an appropriate break, for others to leave, or for the event to finish before you can leave. Thus, DO NOT have any other plans or obligations immediately afterwards, in case you must stay a bit longer.
- You of course must pay all admission fees, etc. So plan ahead and plan accordingly. There are many, many free events on-campus, but your options will be more limited if you leave this assignment for the last possible moment.
- Note that all of the above are requirements of the assignment-not suggestions. Thus you must follow all of the above guidelines.
- Review the guidelines on academic misconduct

Your paper should include: 1.) A description of the event you attended; 2.) Your reactions/feelings/thoughts about the event and 3.) How you would connect your experiences/reflections/thoughts to the readings and discussions we have had in class thus far. *You must refer to specific readings and specific class conversations/exercises.*

If your event was publicly advertised, you should include a copy of that advertisement stapled to the back of your paper. If it was not publicly advertised, you should include a short paragraph that describes the date, time, and location of the event, and how you heard about it.

Your final paper should be three (3) pages, following all paper guidelines. Remember that every paper needs a short introduction and conclusion.

This paper is a required e-portfolio artifact to be submitted to Task Stream. Guidelines for submission will be discussed in class.

Media Analysis Paper: 100 points.

Choose one episode of a television show for analysis. Examine media portrayals of at least two social identities in this television show (race, gender, class, sexual orientation, national/international identity). Include analysis of the commercials during the show, and how they interact with/contradict the portrayals in the show.

Your paper should include:

- a brief summary of the television show, including the characters and issues you plan to focus on (and why)
- A discussion of the social identities you are analyzing, including discussion of what the images/portrayal teach us about diversity. Refer to class readings, videos, and discussions in your analysis.
- An analysis of the lifestyle portrayed in the show: who/what is present in the show, and who/what is absent? Refer to class readings, videos, and discussions in your analysis.
- A discussion of what you would perceive as the demographic/audience for the show, and the relationship between the show and the advertisements.

Final Essay Paper

Your final paper should be a minimum of xxx pages, following all paper guidelines. Remember that every paper needs a short introduction and conclusion. More information to follow regarding the final paper. Guidelines for submission will be discussed in class.

Blackboard site: Available for postings, course syllabus and etc.

Course Journal: Semester 150 points.

Each week you will be responsible for posting a reaction to the readings to the course in your journal. In each journal posting address the following three dimensions. 1.) briefly summarize the **important** points of the readings. Consider what contribution the reading has to make to course discussions in particular and education in general. 2.) explore the **significance** of the ideas. You must provide support for why you think a particular idea is important, unimportant, and so on. Use your critical thinking skills. 3.) **integrate** the important ideas into your thoughts on education. You will be graded on the depth of your discussion, and the originality of your thoughts and the questions/ideas you raise. In other words, you need to write your journal **WITHOUT** reading those of your classmates.

Note that spelling and grammar are part of the grade of all written work in this course.

Participation Rubric

Full participation means that you address questions and raise queries in whole class and small group sessions.

<110	110-119	120-129	130-139	140-150
Rarely contributes to conversations in class. Student is more passively involved.	Expresses ideas on occasion but does not make an attempt to remain actively involved in advancing peers' thinking and learning. Volunteers to make connections on rare occasions.	Makes a conscious effort to be involved in conversations and discussions in each class session where there is opportunity to do so. Talk includes frequent expression of ideas and connections. Active involvement encourages other students' thinking and new learning.	Engages others in class conversations and learning talk. Makes connections that are clear and notable on many occasions. Contributions are meaningful and connect other students' ideas, text connections, and related learning. Uses opportunities for thinking and begins to generate questions for active knowledge construction.	Student always contributes to class discussions and attempts to enhance conversations by contributing to important new and deep level learning, to text connections and to understanding related field experiences. At this level, the student is articulate and fully engaged. Uses multiple opportunities for thinking aloud and along with others and generating questions for further learning.

EXPECTATIONS

I expect that you:

- Will do the readings before class
- Will be prepared psychologically to participate in class—that you will be “present”
- Will treat the instructor and your classmates with respect and courtesy
- Will listen when your classmates are speaking. Hands should not be raised while someone else is speaking. Listen to your classmates and then respond.
- Will participate fully in class discussions
- Will pay attention during the screening of videos, class presentations, and instructor lectures
- Will be on-time for class
- Will let me know if you have a tight schedule before this class, and anticipate arriving late more than once during the semester
- Will consult the syllabus regularly
- Will be familiar with this syllabus, and follow the principles, policies, and guidelines discussed here
- Will consult the syllabus before you ask me questions that are answered in the syllabus
- Will come to my office hours or make an appointment to see me immediately when you have a question or problem
- Will be courteous and professional in all interactions with myself and your classmates, even when we disagree
- Will keep this class in reasonable perspective. A crisis is a death in your immediate family, an accident, a flood, or a UFO landing on your house. A late paper, or not doing the reading for one class, is not a crisis. Yes, you will lose points for lateness, and yes, the one day you don't do the reading, there may be a quiz. There is no reason to be incredibly upset about this situation---such things happen to everyone as you go through life. Learn to differentiate between a problem that must be solved, and a crisis. What you should do: 1.) look at your schedule and work habits, and assess why you could not complete the work on time; 2.) make changes as necessary and 3.) move on and refocus on what you can do from this point forward

You can expect that I:

- Will treat you with courtesy and respect, and as a future colleague
- Will require that you think, reflect, and analyze during EVERY class
- Will require that you participate in some way during EVERY class
- Will not let you hide in the back corner of the class
- Will design activities that require active learning in every class
- Will respond as quickly as possible to e-mails and phone calls
- Will grade and return assignments as quickly as possible
- Will grade fairly
- Will not lecture, except on the rare occasion: the governing metaphor in this class is “student as worker”
- Will expect and enforce high quality standards in your oral and written communication.

Thanks to Aliya Rahman for syllabus design assistance, and to Erik Malewski.

I hope you will enjoy this class and please feel free to contact me as needed.