

## Loyola University Chicago

CIEP 524 – Multicultural Education: Privilege, Power, and Possibilities: in Urban Classrooms  
Fall 2011

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Course Information:	Course materials are available on Blackboard.

### Course Description

This course examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. The course readings emphasize the role of ethnicity in the development of the nation and its education system. Includes an overview of multicultural/multilingual curricula and culturally and linguistically responsive instructional and assessment techniques. Students are required to complete ten hours of community-based field experience in a community where they are considered an “other”. This field experience is a practicum experience where students will engage the resources of the community (elders, businesses, religious and community organizations) in order to critically examine students’ social, historical, cultural and political experiences. Course resources include readings, curricula and program materials, guest speakers, and videos. The goals of the course will be achieved through discussions, course activities, and a group project.

### The School of Education’s Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

This course assesses the following framework standards:

- CF3: Candidates demonstrate an understanding of issues of social justice and inequity.
- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

### Diversity

This course supports the School of Education’s conceptual framework in preparing teachers in service for social justice by engaging students in reflective exercises, class discussions, and field experiences that allow them to bridge theory and practice as it relates to teaching and learning in diverse urban communities.

### Technology

Students will use technology for a variety of purposes in this course. Students will access information from Blackboard and LiveText in order to complete assignments. Students will also use internet-based resources to access readings, conduct research, and develop curriculum. These activities are designed to enhance students’ ability to use technology as a teaching and learning tool.

### Important University Policies and Information

#### *Academic Honesty*

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For

additional academic policies and procedures refer to:  
[http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### **Course Objectives**

This course has been designed to meet the following general goals. Students will:

1. Develop a conceptual framework for multicultural education.
2. Become aware of ways to organize and design multicultural curriculum.
3. Explore various approaches to structuring and sequencing multicultural learning activities.
4. Become familiar with a wide variety of resources in multicultural curriculum and learn how to evaluate and select materials.
5. Apply various multicultural approaches to teaching, including those that utilize dialogical and cross-cultural techniques.
6. Examine culturally-sensitive methods of assessing student needs and learning preferences, evaluating the effectiveness of multicultural curricula, and assessing student learning.
7. Develop multicultural curriculum that can be used in educational settings.

### **Texts and Resources**

#### **Required Texts**

Campbell, D.E. (2010) Choosing Democracy : A Practical Guide to Multicultural Education. Allyn & Bacon.  
ISBN – 13: 978-0-13-503481-1

Sheets, R.H. (2005) Diversity Pedagogy: Examining the Role of Culture in the Teaching-Learning Process.  
Pearson ISBN 0-205-40555-X

Other Required Reading will be Available on Blackboard as Assigned

## Related Articles:

- Bazemore, S. Gordon; Noblit, George W. (1978) [\*Class Origins and Academic Achievement: An Empirical Critique of the Cultural Deprivation Perspective\*](#). Urban Education, v13 n3 p345-60.
- Cochran-Smith, Marilyn (2004). Teaching for Social Justice. In *Walking the Road: Race, Diversity, and Social Justice in Teacher Education* (pp. 64 – 82). New York: Teachers College Press.
- Clabaugh, Gary, "The Limits and Possibilities of 'Multiculturalism'," [\*Educational Horizons\*](#), spring 1993: 117-119.
- Delpit, L. (1995). Education in a multicultural society: Our future's greatest challenge. In *Other people's children: Cultural conflict in the classroom* (pp. 167-183). New York: The New Press.
- Durodoye, B. A. (2003). The science of race in education. *Multicultural Perspectives*, 3(2), 10-16.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-111.
- Higham, John, "Multiculturalism and Universalism: A History and Critique," [\*American Quarterly\*](#) 45, No. 2 (June 1993): 195-219.
- Mayer, S. E. (2002). How economic segregation affects children's educational attainment. *Social Forces*, 81(1), 153-176.
- McIntosh, P. (2000). *White Privilege: Unpacking The Invisible Knapsack*.
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
- National Academy of Sciences. (2002). *Executive summary: Minority students in special and gifted education*. Washington, DC: Author.
- Nieto, Sonia (2002; 1994). Lessons from Students Creating a Chance to Dream. Originally published in: *Harvard Educational Review* 64(4), 392-426 [Winter 1994]. Reprinted as chapter five (pp. 119-161) in Sonia Nieto *Language, Culture, and Teaching: Critical Perspectives for a New Century*. Mahwah, N.J.: L. Erlbaum.
- Phinney, J. S. (2000). Ethnic identity in adolescents and adults: Review of research. In Noel, J. (Ed.). *Notable Selections in Multicultural Education* (pp. 127-146). Guilford, CT: Dushkin/McGraw-Hill.
- Pransky, K., & Bailey, F. (2003). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students. *The Reading Teacher*, 56(4), 370-383.
- Ryan, Francis, "The Perils of Multiculturalism," [\*Educational Horizons\*](#), spring 1993: 134-138.
- Solorzano, Daniel G.; Yosso, Tara J. (2001) [\*From Racial Stereotyping and Deficit Discourse toward a Critical Race Theory in Teacher Education\*](#). *Multicultural Education*, v9 n1 p2-8.

## Internet Resources and Links

[ERIC \(Educational Resources Information Center\)](#)

Electronic Magazine of Multicultural Education --  
<http://www.eastern.edu:93/publications/emme/previous.html>

Multicultural Pavilion -- <http://www.edchange.org/multicultural/>

Multicultural Education and Ethnic Groups: Selected Internet Sources --  
<http://www.library.csustan.edu/lboyer/multicultural/main.htm>

Clearinghouse for Multicultural/Bilingual Education -- <http://departments.weber.edu/mbe/htmls/mbe.html>

Multicultural Education Internet Resource Guide -- <http://jan.ucc.nau.edu/~jar/Multi.html>

Professional Associations

Index of Professional Organizations for Multicultural Educators <http://www-bcf.usc.edu/~cmmr/proforg.html>

National Association for Multicultural Education (NAME) <http://www.nameorg.org/>

National Association for Bilingual Education (NABE) <http://www.nabe.org/>

### **Recommended Books:**

Kozol, J. (2005). *The Shame Of The Nation: The Restoration Of Apartheid Schooling In America*. New York: Crown.

Sleeter, Christine E. & Grant, Carl A. (2003). *Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender* (4th Ed.). New York: J. Wiley & Sons.

Gay, Geneva (ed.) (2003). *Becoming Multicultural Educators. Personal Journey Toward Professional Agency*. San Francisco, CA: Jossey-Bass

Grant, Carl A. & Gillette, Maureen D. (2006). *Learning to Teach Everyone's Children: Equity, Empowerment And Education That Is Multicultural*. Belmont, CA: Thompson Higher Education.

## **Evaluation and Assignments**

General Evaluation Criteria - In addition to the general criteria described below, each work needs to address assignment specific criteria. Rubrics with these criteria are available on Blackboard under "Assignments".

- Assignments submitted after the due date will receive a lower grade.
- Assignments need to be typed double-spaced with 1" margins in 12 point font.
- Include appropriate identifying information.
- Students are expected to use APA style (5<sup>th</sup> ed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources must be cited.
- **Submit all assignments using LiveText unless otherwise noted.**

### Assignments

Participation (10%)- In order to create a constructive learning environment, it is essential for each student to attend class, be on time, and participate. Class activities are planned with the assumption that all students will be in attendance. Please be sure to contact me ahead of time if you will be absent. Participation also includes constructive, respectful, and meaningful engagement in class discussions and exercises.

#### In class assignments (10% total)

- Diversity Time-Line. (Paper) -. Develop a timeline of your most significant or memorable experiences related to ethnicity and other forms of diversity.
- Cultural Group Analysis (Oral) - Come to class prepared to report on research related two cultural groups educational experiences using Saville-Troike's Questions about Culture. Locate and review resources that study the cultural groups history, educational experiences and cultural practices. Discuss similarities and differences between the two cultural groups in terms of cultural influences on academic goals, instructional strategies, instructional activities or academic development.
- Curriculum Critique (Group work)-  
You are expected to review, and critique an actual multicultural curriculum. In your report, you

should describe the criteria you are using to evaluate it and demonstrate how you used it. The curriculum critique will be presented orally in class.

- **Literature Review/Oral Presentation OR Narrative Imagination Paper (10%)-**

**Selected Topics for Literature Review Presentation:** As one of the course requirements groups have the option to draft a literature review and do an oral presentation on a topic related to multicultural education. The literature review will include at least 3 subtopics/themes with a minimum of 5 empirical sources covered in-depth for each subtopic. The review must include the following sections: Introduction, Background, Review of Literature for each subtopic, Discussion, Summary, Conclusion and References. I am available to suggest resources, but you will be expected to do research as a group to locate appropriate information about your topic. Topic options include: **Critical Pedagogy, Equity Pedagogy, Social Justice Education, Cultural Differences in Learning, Culturally Responsive Approaches to Parent and Family Involvement, Culturally Relevant/Responsive Teaching,**

**Narrative Imagination Paper and Presentation:** Participants will read a cultural autobiography from the list of choices that relates to the cultural group involved in their Cross Cultural project. These papers are *not* "book reports" or "summaries", but are explorations of how literature enables us to understand others and how we are connected to others in the world. Participants will reflect on the characters place in society and examine their cultural roots. The *key question* to explore from the character's point of view: "How have I come to be who I am?". Consider the influence of broad factors such as race, ethnicity, social class, gender, sexual orientation, religion, geographic location, as well as personal factors. An *additional question* to consider is "How have their experiences of diversity influenced their ethnic identity development?". The paper should be 4 pages maximum, use APA style properly. These will be shared in class as well as evaluated by the instructor.

- **Article Critique (5%)**

Each student has been assigned a week to locate, review and critique 1 empirical study related to an aspect of the weeks reading. The presentation will include a description of the topic, how it relates to the readings, a description and critique of the research question(s), theoretical framework, sample, methods, analysis, and findings.

- **Research Project on Cross Cultural Understanding (35%)**

Each student is required to complete a research project aimed at increasing his/her understanding of an unfamiliar cultural/ethnic group. The opportunity to observe and learn about a culture that is different from ones' own culture is a challenging, interesting, and often intimidating experience. The group must be a critical population that is underserved in our educational system. The time that students will spend in this part of the course is not intended to substitute for more long term and concentrated cross cultural experiences but is intended to provide students with the opportunity to learn how to learn about "the other" as well as "the self."

Students are required to select at least 10 of Saville-Troike's 20 categories on The Survey of Cultural Group Characteristics for exploration and investigation. All students are required to include the categories labeled general, family, the life cycle, role, interpersonal relationships, communications, religion, and education as well as 2 additional categories. Data for the project should include:

- (a) an interview(s) with a member(s) of the cultural group;
- (b) course readings and class discussions;
- (c) Background information about the group (ex : history, demographics, immigration experiences, economics, educational attainment) using library resources i.e., journal articles, books, monographs, ERIC documents, monographs, magazines, etc
- (d) at least **10 hours** of cultural immersion experiences such as volunteer tutoring, religious services, home visitations, cultural celebrations.
- (e) develop a PowerPoint presentation of research process and findings.

See Assignments for guidelines for this requirement.

- **A Multicultural Plan and Oral Report.** (Curriculum Design Project) **(30%)** – *can be done in a group or on an individual basis*

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

Many school districts include multicultural education in their curricula but it is rare to find it integrated in the total school curriculum. A curriculum design is needed to accomplish consistent integration. How will you design a multicultural curriculum which will meet the needs of a particular classroom, school or school district? The main goal of this curriculum will be to reform the existing curriculum to include the goals of multicultural education. The following elements are to be included:

(a) Philosophical Statement or Rationale:

Prepare a statement regarding the need for multicultural education which addresses majority and students of color. Include specific information for a proposed model; describe the classroom or school programs already in place, grade levels targeted, etc.

(b) Program Goals:

Write one or two classroom, school or district goals which are long range and will ultimately affect all students and all disciplines (subject areas)

(c) Plan for Assessing the Needs of All Students

Describe the model as it will apply specifically to your student population. Be clear about which student needs your model will address the reasons for doing so and how you will evaluate both student achievement and program effectiveness.

(d) Instruction for a Diverse Student Population

Develop instructional goals, strategies and sample activities for academic development for each content area of your proposed program based on diverse student needs, not grade levels. Include plans which are interdisciplinary and linked to real life experiences. Suggest a variety of instructional strategies which the teachers can use. Include suggestions for addressing diverse learning styles and abilities. Include multimedia presentations in instructional strategies.

(e) Classroom Management

Describe how the curriculum will address the diverse experience of different culture while maintaining consistency and discipline in the program and in the school. Expand upon ways to create a school/classroom climate which is conducive to learning and comfortable for students.

### **Oral Report on Multicultural Plan**

Prepare a one-page summary of your individual curriculum project and present it in class. Plan for 5-10 minutes for the presentation and up to 5 minutes for answering questions.

### **Course Grades**

<b>Grade</b>	<b>Percent</b>
<b>A</b>	93%
<b>A-</b>	90%
<b>B+</b>	87%
<b>B</b>	83%
<b>B-</b>	80%
<b>C+</b>	77%
<b>C</b>	73%
<b>C-</b>	70%
<b>D+</b>	67%
<b>D</b>	63%
<b>D-</b>	60%
<b>F</b>	59% and Below

### Course Schedule

The following is a schedule of topics with required readings and assignment due dates for the course. Those readings available electronically can be accessed through the course's Blackboard site.

Date	Topic	Readings	Assignments	Article Critique
	<b>The Historical, Political, and Sociological Foundations Of Multicultural Education.</b>			
September 1st	Course Introduction	Watch Education Debt Webcast before first class		
September 8th	Culture and Race in Schools and Schooling	<i>Duane E. Campbell Chapters 1,2,3</i>	Diversity Time-Line (In-Class)	Morten
September 15th	The political and policy context of multiculturalism and Cultural inferiority/ deprivation theories	<i>Duane E. Campbell Chapter 4</i>  Articles posted on BlackBoard	One page proposal for Research on Cross Cultural Understanding Include: -Cultural Group -Rationale for Cultural Group choice -Access Plan/Type of Interaction -Timeline for 10 hours of immersion	Sullivan
September 22nd	Goals and Concepts of Multicultural Education	Articles posted on BlackBoard <i>James A. Banks</i>		Walsh
September 29th	Developing Consciousness of Differences	Sheets, Chapter 1, 2 and 3 <i>Duane E. Campbell Chapter 11</i>		Chua
October 6th	Understanding Cultural Groups	<b>Locate articles that discuss African American, Latino, Asian American, European American, or Arab American Children and Adolescents</b>	Come to class prepared to report on two of these cultural groups using Saville-Troike's Questions about Culture. Discuss similarities and differences between the two cultural groups and the educational implications.	
October 13th	Ethnic Identity Development	Sheets, Chapter 4 & Articles posted on BlackBoard	<u>Narrative Imagination Paper Due</u>	
October 20th	Teaching for Social Justice	<i>Duane E. Campbell Chapters 6&amp;7</i> Articles posted on BlackBoard		Barner

Date	Topic	Readings	Assignments	Article Critique
October 27th	Cultural Understanding and Social Justice Pedagogy		Research Project on Cross Cultural Understanding Due (Individual Presentations)	
	<b>Curricular and Instructional Practices</b>			
November 3rd	Diversity Pedagogy	Sheets, Chapter 6,7 & 8		Parsons
November 10th	Classroom Applications	<i>Duane E. Campbell Chapters 8,9&amp;10</i>	<u>Literature Review/Oral Presentations</u>	
November 17th	Multicultural Instruction and Assessment Teaching from Cultural and Linguistic Strengths	Sheets, Chapter 9,10,11 & 12	Curriculum Critique (in class activity)	Emenaha
November 24th	No Class Session	Thanksgiving Break		
December 1st	The Road Ahead	<i>Duane E. Campbell Chapters 12&amp;13</i>		
December 8th	<b>Presentations</b>		Multicultural Plan Presentations	
December 12th			Multicultural Plan paper due on LiveText by 11pm	