

EDUC 537-B01 – Summer 2011  
J.P. Osterling

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
Division of Applied Learning Sciences  
Multilingual/ Multicultural Education Program**

**EDUC 537-B01  
FOUNDATIONS OF MULTICULTURAL EDUCATION  
CRN 41370**

**Thursday, 4:30 p.m. – 7:10 p.m.  
Robinson Hall A-101**

**Summer 2011  
June 06, 2011 – July 21, 2011**

**Professor  
Office phone  
Office location  
Office hours**

**Jorge P. Osterling  
703-993-81236  
A-323 Robinson Hall, Fairfax  
Thursday, 1:30 p.m. – 4:00 p.m.  
or by appointment**

**E-Mail address  
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**<josterli@gmu.edu>  
703-993-8136  
703-993-4370**

**COURSE DESCRIPTION:**

**A. Prerequisites**

Admission to Graduate School of Education in CISL, CIFL, or CIMM program.

**B. Course description from the university 2011- 2012 catalog**

Examines multicultural education through historical, sociological, and philosophical foundations. Emphasizes role of ethnicity in development of nation and education system. Includes overview of multicultural and multilingual curricula, and culturally and linguistically responsive instructional and assessment techniques.

Notes: Requires field experience.

**IMPORTANT NOTICE**

- EDUC 537-B01 uses the new Blackboard 9.1 system class where the presentations, syllabus, other material and updates will be placed.  
<https://mymasonportal.gmu.edu>. Candidates are advised to participate in one of

the Blackboard 9.1 training workshops offered by the university this summer.  
<http://ittraining.gmu.edu/workshops.cfm?function=calendar>

- Following the [National Council for Accreditation of Teacher Education's](#) (NCATE) lexicon, this syllabus uses the term "candidate" to refer to EDUC 537 graduate students who are preparing to become teachers, and "student" to refer to those enrolled in P-K 12 classes.
- EDUC 537 uses the perspectives from the theoretical frameworks of Critical Multicultural Education and Critical Race Theory. Both theories incorporate a form of social justice and multiculturalism by examining issues of race, class, or gender. These frameworks give ways to connect to students' lives, utilize appropriate methods to encourage cultural acceptance through a critical lens, and prompt candidates to ask questions that will help them analyze their own inequities and assist them in becoming empowered through their explorations.
- EDUC 537 explores and discusses the impact that such issues as equity, ethnicity, sociocultural and linguistic background, ability, gender and race, have on student learning. Based on course content and new knowledge, candidates develop perspectives on diversity and a frame of reference for providing equitable opportunities for all students to learn and succeed in schools and society.
- EDUC 537 is not a methods course, nor is it a "how-to" on multicultural education. As such, the focus is not primarily on developing skills, however, in developing awareness and knowledge we will have moved in the direction of developing the competencies we need to work with diverse populations in changing societies.

## WHAT IS MULTICULTURAL EDUCATION?

Multicultural education is a process of comprehensive school reform and basic education for all students that:

- Challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers reflect;
- Permeates the schools' curriculum and instructional strategies, as well as the interactions among teachers, students, and families, and the very way that schools conceptualize the nature of teaching and learning;
- Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action (*praxis*) as the basis for social change, multicultural education promotes democratic principles of social justice. (Sonia

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Nieto, 2004, p.346)

## **COURSE DELIVERY:**

EDUC 537 is highly interactive by design and follows '*learning by doing*' and '*discovery learning*' approaches promoted by John Dewey (1859-1952), one of the fathers of modern education. There are no 'examinations' in this course. Course assessment is based on performance-based assignments. In order to meet the needs and learning styles of all candidates, course delivery is accomplished through variety of in-class, on-line, and individualized instructional strategies.

EDUC 537-B01 will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, and candidate-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection.

To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, candidates are expected to post emergent thoughts and responded regularly on the class *Blackboard 9.1™* site <https://mymasonportal.gmu.edu>

## **LEARNER OUTCOMES:**

EDUC 537 is designed to enable candidates to:

1. Understand, analyze and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups and their applicability to the education of all students, regardless of their personal characteristics, socioeconomic, cultural, and linguistic backgrounds, or physical challenges;
2. Demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement. and the role that culture and subcultures play in the teaching and learning processes of culturally, linguistically and ability diverse students;
3. Learn, discuss and understand second language acquisition issues from the perspective of culturally and linguistically diverse families;
4. Meet and engage in a constructive dialogue with non-native English speaking families or households, with children who are second language learners;
5. Identify and understand educational inequities and inequalities and learn the

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ways how they affect learning (e.g. socioeconomic, gender, race, ethnicity, nationality, sexual orientation, and religion);

6. Reflect on their community-based field experiences (home/ family visits) both orally during the *Foundations of Multicultural Education* course and in the last section of their final written report.
7. Open lines of communication among candidates (i.e., class members to share information and misinformation on a wide range of social, cultural, linguistic problems; and to overcome the barriers of myths and stereotypes;

The following 'Technology Outcomes' are infused into the learning opportunities throughout EDUC 537. Students are expected to demonstrate the following skills:

1. Ability to use email, course website tools (i.e., [Blackboard 9.1](#)) including online discussion and chat;
2. Ability to use word processor to produce quality written documents;
3. Ability to create Power Point documents and produce a quality presentations

## **COURSE OBJECTIVES**

1. To develop awareness of multicultural issues of importance in education (and other disciplines and fields) by:
  - a. Examining, from different theoretical and ideological perspectives, the nature of pluralism and intergroup relations in U.S. society in order to elucidate the basic causes and complex dynamics of racism, classism, sexism, ageism and other forms of discrimination and intergroup conflict, and involve issues of oppression, bias, and privilege.
  - b. Increasing our knowledge of critical multicultural education;
2. To develop awareness of how each of us is embedded in a personal, social, cultural, historical context that has bearing on our beliefs about others and on our actions.
3. To develop the knowledge, skills and dispositions that will enable each candidate to meet the educational and linguistic needs of all her/ his students, including those who come from cultural, linguistically, and ability diverse backgrounds.
4. To increase knowledge of the ways culturally, linguistically and ability diverse populations of students/parents experience the world, inside and outside the classroom, the school and the community.

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5. To develop our narrative imagination (our ability to actively empathize with others), and to develop understanding of ourselves as world citizens.
6. To develop a sound philosophical, theoretical, and personal rationale for critical multicultural education.

### **PROFESSIONAL STANDARDS:**

EDUC 537 follows the guidelines, professional standards and recommendations made by the National Council for Accreditation of Teacher Education (NCATE) for the Accreditation of Schools, Colleges, and Departments of Education:

- a) Teachers of English for Speakers of Other Languages (TESOL), NCATE-TESOL, Domain 2. Culture:

Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

*Revised TESOL/NCATE Standards for the Recognition of Initial TESOL, Programs in P-12 ESL Teacher Education* (December 2009)

[http://www.tesol.org/s\\_tesol/seccss.asp?CID=219&DID=1689](http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689)

- b) American Council on the Teaching of Foreign Languages (ACTFL), NCATE-ACTFLN, STANDARD 2A: Demonstrating Cultural Understandings:

Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.

*ACTFL/NCATE Program Standards for the Preparation of Foreign Language Teachers.* <http://www.actfl.org/i4a/pages/Index.cfm?pageid=3384>

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## REQUIRED TEXT & COMPANION WEBSITE

Adams, M., Blumenfeld, W.J., Castañeda, C., Hackman, H., Peters, M., & Zúñiga, X. (2010). *Readings for Diversity and Social Justice* (2<sup>nd</sup> Ed.). New York: Routledge.

- Companion website: <http://cw.routledge.com/textbooks/readingsfordiversity/>

## RECOMMENDED TEXT:

American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> edition) Washington, DC: APA

## RELATED RESOURCES

Unless otherwise noted, all documents are electronically available through the GMU library system and will be posted on EDUC 537 *Blackboard 9.1* site.

Other readings will be assigned through the semester as decided by the professor, guest speakers and the class.

Bonilla-Silva, E. (2002). The linguistics of colorblind racism: How to talk nasty about blacks without sounding “racist.” *Critical Sociology*, 28(1-2).

Christensen, L. (1990). Teaching Standard English: Whose standard? *The English Journal*, 79(2), 36-4.

Cole, Michael (2010). What’s culture got to do with it? Educational Research as a necessarily interdisciplinary enterprise. *Educational Researcher*, 39(6), 461-470.

Cortes, Carlos. (2004). Knowledge construction and popular culture: The media as multicultural educator. In Banks, J., & Banks, C. (Eds.). *Handbook of Research on Multicultural Education*. San Francisco, CA: Jossey-Bass.

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.

Dow, J., & Slakin, B. Deconstructing the myths of the “First Thanksgiving.” Retrieved May 11, 2011 , from <http://www.oyate.org/resources/longthanks.html>

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- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-111.
- Gere, A. R., Buehler, J., Dallavis, C., & Haviland, V.S. (2009). A visibility project: Learning to see how preservice teachers take up culturally responsive pedagogy. *American Educational Research Journal*, 46(3), 816-852.
- Gorski, P. (2008) Complicity with conservatism. Retrieved May 11, 2011, from [http://edchange.org/publications/Complicity\\_with\\_Conservatism.pdf](http://edchange.org/publications/Complicity_with_Conservatism.pdf)
- Gorski, P. (2008) Critical paradigm shifts for multicultural education. Retrieved May 11, 2011, from <http://www.edchange.org/multicultural/resources/paradigmshifts.html>
- Gorski, P. (2010). Defining multicultural education. Retrieved Aug 19, 2010, from <http://www.edchange.org/multicultural/initial.html>
- Haynes, Charles (2004). Religious liberty in public schools. Electronically available at the Freedom Forum's Web site, first amendment section. Retrieved May 11, 2011 from: [http://www.firstamendmentcenter.org/rel\\_liberty/publicschools/overview.aspx](http://www.firstamendmentcenter.org/rel_liberty/publicschools/overview.aspx)
- Human Rights Campaign. (2009). Working for lesbian, gay, bisexual and transgendered rights. Retrieved May 11, 2011, from <http://www.hrc.org/>
- Jones, R. (1999). I don't feel safe here anymore. Retrieved May 11, 2011, from <http://www.nsba.org/IDontFeelSafe>
- Kubota, R. (2003). Unfinished knowledge: The story of Barbara. *College ESL*, 10 (1 & 2), 11-21. (Reprinted in H. Luria, D. M. Seymour, & T. Smoke (Eds.) (2005), *Language and linguistics in context: Readings and applications for teachers* (pp. 107-113). Mahwah, NJ: Lawrence Erlbaum Associates.)
- Lawrence, S. (1997). Beyond race awareness: white racial identity and multicultural teaching. *Journal of Teacher Education*, 48(2).
- [McIntosh, P.](#) (2000). White Privilege: Unpacking The Invisible Knapsack. Retrieved May 11, 2011, from [www.iub.edu/~tchsot/part2/McIntosh%20White%20Privilege.pdf](http://www.iub.edu/~tchsot/part2/McIntosh%20White%20Privilege.pdf)
- 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. Retrieved May 11, 2011 from <http://www.sonoma.edu/users/f/filp/ed415/moll.pdf>

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- Ponton, L. (2008). What does gay mean? [Read about the age group relevant to your work]. Retrieved May 11, 2011, from <http://www.mentalhealthamerica.net/index.cfm?objectid=DE292B2D-1372-4D20-C8F3A2E5B306884B>
- Schniedewind, N. (2005). "There ain't no white people here!" The transforming impact of teachers' racial consciousness on students and schools. *Equity & Excellence in Education*, 38 (p. 280-289).
- Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. *Educational Leadership*, 61(2).
- U.S. Department of Education (2003). Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools. Retrieved Aug 19, 2010, from [http://www.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)
- Underground undergrads. (2009). Underground Undergrads. Retrieved May 11, 2011, from <http://undergroundundergrads.com/>
- US Department of Justice, National Institute of Justice. Helping to Prevent Child Abuse. Retrieved May 11, 2011, from <http://www.ojp.usdoj.gov/nij/pubs-sum/156216.htm>
- Wong, S. (2000). Transforming the politics of schooling in the U.S.: A model for successful academic achievement for language minority students. In J.K. Hall & W.G. Egginton (Eds.), *The Sociopolitics of English Teaching*. Towanda, NY: Multilingual Matters.



## **COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:**

Candidates should complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline, unless special arrangements have been made with the professor in advance.

If a candidate believes that s/he will have difficulty meeting EDUC 537 requirements in a timely manner, please inform the instructor as soon as possible.

Candidates are expected to:

- Attend all class sessions, arriving on time, and actively participate during large and small group discussions and activities.
- Complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline.
- Purchase and maintain a three-ring binder which will be used for all course material and kept after end of the semester to store Portfolio materials.
- Actively participate all Blackboard 9.1 sessions, to participate actively on the Blackboard 9.1 discussion board, and take part in all on-line activities.
- Use a personal computer for preparing course requirements and teaching materials and for engaging in research through the Internet [GMU has computer labs available for instructional, training and drop-in use including one in GSE].

Candidates must use their MASONLIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu>

Candidates are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

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### EDUC 537-B01 Requirements

Assignment	Due Date	Grading	Goal
<p><b>1.- Participation &amp; In-class presentations</b></p>	<p>Weekly</p>	<p>20%</p>	<p>Candidates are expected to complete all readings and participate actively and thoughtfully in every class session: Includes weekly class presentations.</p> <p>In class activity: Every class, a group of candidates (not larger than three) will present, analyze, and lead a +/- 30 minute class discussion of the required weekly readings Presentations should include visual (transparency) media as well as handouts for candidates.</p> <ul style="list-style-type: none"> <li>• NCATE TESOL Standards 2a, 2b, 5a, 5b</li> <li>• ACTFL NCATE Standards: 3a, 4a, 6a</li> </ul>
<p><b>Session Two:</b> Each candidate discusses with the Professor her or his theme/ topic for both:</p> <ul style="list-style-type: none"> <li>• <i>Bridging the Cultural Divide</i> project</li> <li>• Final project</li> </ul>			
<p><b>2.- Autobiographical Paper [Reflective Personal Development]</b></p> <p>The paper should be approximately 1500 to 2000 words in length – roughly 6 pages or more, a cover page and a works cited page.</p>	<p>Session 3, June 23, 2011</p>	<p>20 %</p>	<p><i>Autobiographical paper.</i> Each candidate will write a reflective autobiographical paper where s/he examines their cultural roots, highlights their cultural identity, and explores their dimensions of race, ethnicity, language, religion, gender and other aspects of their identity and socialization.</p> <p>Some personal issues and/or question to explore are:</p> <ul style="list-style-type: none"> <li>• <i>How have I come to be who I am?</i> [Consider the influence of broad factors such as race, ethnicity, social class, gender, sexual orientation, religion, geographic location, as well as personal factors]</li> <li>• <i>How have my experiences of diversity influenced my identity?</i></li> <li>• To what extent have I experienced privileges of the dominant culture or marginalization based on some aspect of my identity?</li> </ul>

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			<ul style="list-style-type: none"> <li>• How have my cultural identity and experiences with differences such as race, culture, class, gender and sexual orientation influenced my teaching?</li> <li>•</li> <li>• NCATE TESOL Standards: 2a, 2b, 5a, 5b</li> <li>• ACTFL NCATE Standards: 3a, 4a, 6a</li> </ul>
<p><b>VA Requirement</b></p> <p><b>(Candidates keeps her/ his certificate, to be included in final portfolio)</b></p>	Session 5, July 07, 2011	State Requirement	<p>All individuals seeking initial licensure – as well as license renewal – are required to complete a <i>child abuse recognition and intervention course</i> that meets Board of Education approved guidelines.</p> <p><a href="#">Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators</a></p>
<p><b>3.-Bridging the Cultural Divide Project: Culturally Diverse Families in Our Schools</b></p> <p>This paper should have a length of about 20 to 25 pages or about 8,000 to 10,000 words.</p>	Session 5, July 07, 2011	30 %	<p>This is an NCATE assessment of candidates'</p> <ul style="list-style-type: none"> <li>• Knowledge, understanding and ability to use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL/ Foreign Language students' cultural identities, language and literacy development, and content-area achievement;</li> <li>• Knowledge, understanding and ability to use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.</li> </ul> <p>One of two candidates will visit and interview a family from a racial, linguistic, socioeconomic, and cultural background different from their own. During the final weeks, candidates will present to the class a critical analysis of the qualitative interview and home/ family visits.</p> <ul style="list-style-type: none"> <li>• NCATE TESOL Standards: 2a, 2b,</li> <li>• ACTFL NCATE Standards: 3a, 4a, 6a</li> </ul>
<p><b>4. Final Project: Making Choices for Multicultural Education: Carrying the</b></p>	Sessions 6 & 7	30 %	<p>Professional conference proposal (e.g., NAME, TESOL, ACTFL) PowerPoint with detailed speaker notes and handout with annotated references inspired by Sleeter &amp; Grant (2009).</p>

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<b>Message</b>	July 14 & 21, 2011		NCATE TESOL Standards: 2a and 2b
<b>Detailed information and examples for each assignment are available electronically. Website and login information will be provided in class.</b>			

## Additional Information:

### A. Performance-based assessments

All GMU-CEHD licensure courses have a required *Performance Based Assessment* (PBA). In EDUC 537, all assignments must be posted to *Blackboard 9.1*, where it will be reviewed and graded.

### B. Criteria for Evaluation

**Criteria for evaluation** includes attendance in class, active participation in class and on-line discussions and in small group activities, completion of all readings, exercises, and papers, active and ongoing engagement with journaling as a growth of reflective practice.

All assignments must be completed in MSWord, should reflect APA style (6<sup>th</sup> edition) and be e-mailed as an attachment to the instructor prior to class. Late assignments will not be accepted without making prior arrangements with me.

### C. Graduate Grading Scale

<http://catalog.gmu.edu/content.php?catoid=17&navoid=1277&hl=graduate&returnto=search>

At George Mason University, course work is assessed in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

Grade	TESOL ESL Standards	GRADING	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Satisfactory /Passing
A	Meets Standard	93 – 97.49	4.00	Satisfactory /Passing
A-	Meets Standard	90 – 92.49	3.67	Satisfactory /Passing
B+	Partially Meets Standard	88 – 89.49	3.33	Satisfactory /Passing
B	Partially Meets Standard	83 – 87.49	3.00	Satisfactory /Passing
B-	Partially Meets Standard	80 – 82.49	2.67	Satisfactory* /Passing
C	Attempts Standard	70 – 79.49	2.00	Unsatisfactory /Passing

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<b>F</b>	Does not Meet Standard	Below 70%	0.00	Unsatisfactory /Failing
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**Note:** GSE candidates are advised that, although a B- is a satisfactory grade for a course, they must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Candidates' performance will be evaluated using letter grades.

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS**

CEHD candidates must abide by the following:

### **Academic Integrity**

Mason is an Honor Code university where the principle of academic integrity is taken very seriously and violations are treated gravely. Candidates must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode/> for the full honor code

What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

### **Professional Behavior and Dispositions.**

See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

### **Responsible use of Computing**

<http://universitypolicy.gmu.edu/1301gen.html>

## **GMU STUDENT RESOURCES ON CAMPUS**

### **Office Of Disability Services**

Candidates with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at

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the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.

If you are a candidate with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

### **Writing Center:**

A114 Robinson Hall; (703) 993-1200; <http://writingcenter.gmu.edu>

### **University Libraries**

“Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>

### **Counseling and Psychological Services (CAPS)**

(703) 993-2380; <http://caps.gmu.edu>

## **University Policies**

The University Catalog, <http://catalog.gmu.edu> is the central resource for university policies affecting candidate, faculty, and staff conduct in university academic affairs.

Other university policies are available at <http://universitypolicy.gmu.edu/>

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**Tentative Course Schedule for EDUC 537 - B01  
Summer 2011**

**Tuesdays & Thursdays 4:30 – 7:10 p.m.  
(Fourteen, 2hrs 40 minutes sessions)**

<b>Week/ Date</b>	<b>Topics, and Activities</b>
<b>Session One (06/09/2011)</b>	<p><b>Introductions</b>  <b>Syllabus overview.</b>  <b>Purpose &amp; Framework.</b></p> <hr/> <p><b>Theme or Topic:</b>  Why multicultural education is critical for all students in U.S. society.</p> <p><b><u>Readings:</u></b> Cole: <u>What's culture got to do with it?</u>  <b>Moll:</b> Mobilizing Culture, Language, and Educational Practices</p> <p><b><u>Discussion session:</u></b> From Luis Moll and Michael Cole's articles.</p> <p><b>Time for questions about syllabus and requirements</b></p>



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<p><b>Session Two (06/14/2011)</b></p>	<p><b><u>Theme or Topic:</u></b> <i>Introduction To Critical Multicultural Education.</i></p> <p><b><u>Readings</u></b> Kubota, R. (2006). Unfinished knowledge Moll, Amanti, Neff &amp; Gonzalez (1992): <i>Funds of Knowledge</i></p> <p><b><u>Discussion session:</u></b></p> <ul style="list-style-type: none"> <li>• What skills, abilities, ideas and practices do students bring from home that you can apply to the classroom?</li> <li>• What <i>funds of knowledge</i> do they already have from their home life?</li> </ul> <p><b><u>Theme or Topic:</u></b> Section One: Conceptual Frameworks &amp; Racism.</p> <p><b><u>Readings</u></b> : Textbook: Sections One (i.e., Conceptual frameworks, pp. 1-58) and begin with Section Two: (i.e., Racism, pp. 59 - 140).</p>
<p><b>Session Three (06/23/2011)</b></p>	<p><b><u>Theme or Topic:</u></b> Section Two: Racism Section three: Classicism</p> <p><b><u>Readings:</u></b> Section Two (i.e., Racism, pp. 59 – 140) and Section Three: (i.e., Classism 141 – 226)</p> <p><b><u>Discussion session:</u></b> McIntosh's <i>White Privilege</i> paper.</p> <ul style="list-style-type: none"> <li>• What is white privilege</li> <li>• Is <i>White Privilege</i> a simple or complex issue? Explain.</li> <li>• How does <i>White Privilege</i> impact me?</li> </ul>

	<p><b><u>Due today:</u></b> <i>Reflective Personal Development Paper</i> [must be uploaded to <i>Blackboard 9.1</i>]</p> <p>Each candidate is required to write an autobiographical sketch (“your worldview paper”) describing the development of his or her identity in each of the following five reference group identities: race, ethnicity, gender, social class, religion.</p> <p>Drawing from knowledge about yourself, experiences in our multicultural society and academic readings you are to describe your cultural identity development.</p> <p>Paper should include information such as: What are your underpinnings and foundations? How will your cultural self-understanding enable you to be a culturally effective teacher in today’s increasingly diverse global society? What are some personal biases and limitations that may hinder you?</p> <p>Describe the cultural competencies that reflect your sense of cultural identity.</p> <p>Because the goal of this assignment is to increase self-understanding, candidates may complete multiple revisions of this assignment, after receiving feedback from the Professor.</p>
<p><b>Session Four (06/30/2011)</b></p>	<p><b><u>Theme or Topic:</u></b>  Section Four: Religious oppression  Sections Five, Six and Seven: Sexism, heterosexism, and transgender oppression</p> <p><b><u>Readings:</u></b> Section Four (i.e., Religious Oppression, pp. 227 – 313) and Sections Five, Six and Seven: (Sexism, heterosexism, and transgender oppression, (pp. 315 – 456).</p> <p><b><u>Discussion session:</u></b> Choose and discuss a few typical instances of oppression within and between religions, and oppression of individuals because of their beliefs or practices.</p>

<b>Happy Fourth of July</b>	
<b>Session Five (07/07/2011)</b>	<p><b><u>Theme or Topic:</u></b> Child abuse, neglect and intervention [Training for Initial Licensure and License Renewal]</p> <p>All individuals seeking initial licensure – as well as license renewal – are required to complete a child abuse recognition and intervention course that meets Board of Education approved guidelines. Verification of training completion is noted on individual licenses and also sent to school division human resources directors and school division licensure specialists. School divisions may design their own training or utilize other training opportunities to fulfill this requirement.</p> <p><u>Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators</u> – This online course was produced by the Virginia Commonwealth University (VCU) School of Social Work's Virginia Institute for School Services Training Activities (VISSTA) Program.</p> <p><b>Due today:</b></p> <ul style="list-style-type: none"> <li>a) Completion of online training on Child Abuse, neglect and intervention.</li> <li>b) <i>Bridging the Cultural Divide</i> Project (to be uploaded in Blackboard 9.1).</li> </ul>
<b>Session Six (07/14/2011)</b>	<p><b><u>Theme or Topic:</u></b> Ableism, ageism and adultism &amp; social justice</p> <p><b>Sections Eight, Nine and ten</b></p> <p><b>Readings:</b> Textbook, Sections eight, nine and ten (pp. 457- 640)</p> <p><b><u>Discussion session:</u></b></p> <p>There are a variety of ways of understanding what "oppression" is. There has to be some comparison between different models.</p>

Address ableism, ageism and adultism as forms of oppression. Examine stereotypes, violence and institutionalized mistreatment as well as the effects of these forms of oppression.

**Additional Readings:**

- “How to Teach Controversial Content and Not Get Fired” by Kelley Dawson Salas at <http://www.rethinkingschools.org/publication/newteacher/NTFired.shtml>
- “What does it mean to teach for social justice?” by Pat Russo. (Handout)
- “The Big One” by Bill Bigelow - read the article ([http://www.rethinkingschools.org/archive/23\\_04/big234.shtml](http://www.rethinkingschools.org/archive/23_04/big234.shtml)) and review the curriculum materials (<http://www.rethinkingschools.org/climate/>).

**Things to think about when reading these articles and preparing for class discussion:**

- How do the two author’s definitions of social justice compare and contrast? Using both interpretations as well as your own, how would you define social justice?
  - Why do you think that teaching with a social justice perspective is so controversial in the K-12 community?
  - Do you think a social justice perspective fits your teaching “stance?” Why or why not?
- If you plan to teach with a social justice perspective during your internship:
- What problems do you think might arise?
  - What ideas did you find in these articles about how you might overcome such problems?
  - Which of Russo’s cycles do you think would be the easiest and most difficult for you to integrate into your historical content – race, class, gender, disability, and sexuality?
- " Things to be thinking about when reading the article and reviewing the curriculum materials:
- What are the strengths and weaknesses of this approach to teaching for social justice?
  - How and why is the content of this unit controversial?
  - What types of teaching methods used in this unit would you be most likely to use? How and why?
  - How might you adapt and integrate some or all of the content in this teaching unit into the

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	<p>courses you will be teaching in the future.</p> <p><b>Forms.</b></p> <p><b>Materials Release Forms.</b></p>
<p><b>Session Seven</b> <b>(07/21/2011)</b></p>	<p><b>Final Presentations</b></p> <p>Send Self-Assessment of your presentation by email to Instructor within 48 hours of your presentation.</p> <p>Course Evaluation Forms. Feedback</p>

## **Guidelines and Rubrics for EDUC 537 Assignments and Requirements**

### **Student Participation Classroom, Online-Participation & Presentations**

**20% of Final Grade**  
**(June 09, 2011 – July 21, 2011)**

***Foundations of Multicultural Education*** is based on a pedagogical philosophy of transformation and a social constructivist theory of learning that employs dialogical approaches to classroom interaction and learning. This means that learning occurs through human interaction, resulting in the construction of knowledge and the eventual transformation of learners through ongoing reflection and praxis. Within this approach, candidates' active participation and engagement in class and online forum is fundamental.

### **Class Expectations**

During all forms of participation, please keep in mind the following ground rules (and others you and your colleagues may decide to add):

- *Listen actively and thoughtfully* – consider perspectives different from your own.
- Speak from your own experience or from the readings – *avoid interpreting for others*.
- Respectfully challenge others' ideas: if you disagree with something, respectfully disagree with the *idea* – *and please do not “attack” the person*.
- *Diverse views are welcome and enrich the discussion*.
- Everyone who wishes gets a chance to participate – encourage and *invite each team member to join in* and avoid dominating the discussion.

There are four types of participation:

1. Classroom engagement in whole and small group discussion;
2. *Blackboard 9.1™* posted strands and peer responses that relate specifically to course readings;
3. Facilitating a class discussion.
4. In-depth, personal reflections that may be included in papers or on a *Blackboard 9.1™* forum.

### 1. Classroom Participation.

Candidates are expected to complete all required readings prior to class, to attend 100% of the seven weekly class sessions and to arrive on time and prepared to actively engage in thoughtful and respectful dialogues with their peers and the instructor or guest lecturers. For most issues, there may not be one “correct” answer, but candidates will develop and use a variety of strategies in seeking solutions. Knowledge construction and personal transformation are processes. As the semester progresses, candidates will be expected to examine their pre-existing personal opinions critically and to reconstruct their own conceptual framework based on the readings, experiential projects, and reflective practice.

Attendance: If, for reasons beyond your control, you are unable to attend class, you should notify the instructor at the earliest opportunity. Absences are considered excused at the instructor’s discretion, for reasons such as illness, accident, professional conferences, or family crisis. Candidates with excused absences may arrange an alternative assignment in lieu of class participation (e.g. an additional 1 – 2 p. reflective response to the week’s readings may be decided).

Tardiness: Please notify the professor by email if, due to unforeseen circumstances, you will not be able to make it to class on time. Three unexcused late arrivals will be counted as an unexcused absence. If you anticipate difficulties in consistently arriving on time (e.g., due to job or family commitments, etc.) please discuss your situation with the professor early in the semester.

## 2. ***Blackboard 9.1***

As a follow-up to class discussions, candidates continue the critical analysis of the themes discussed during class by posting on discussion strands, or forums.

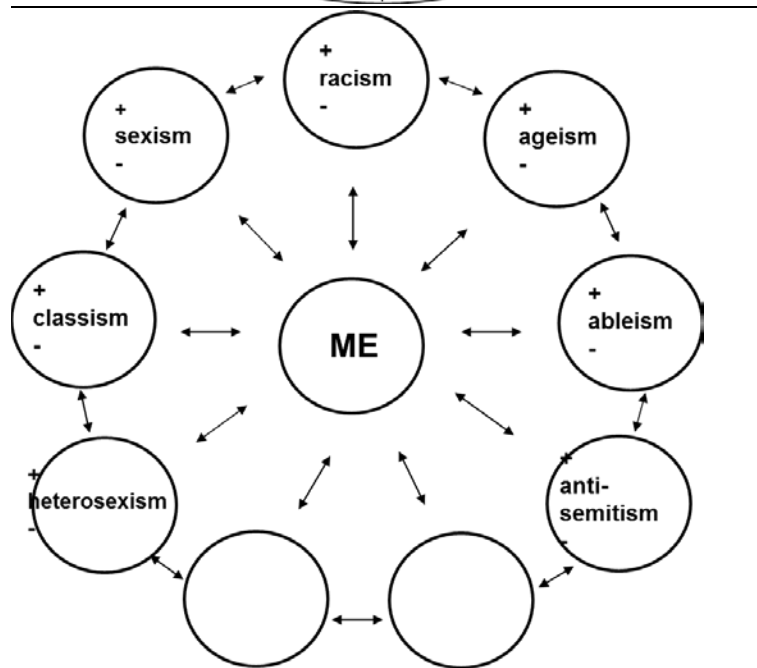
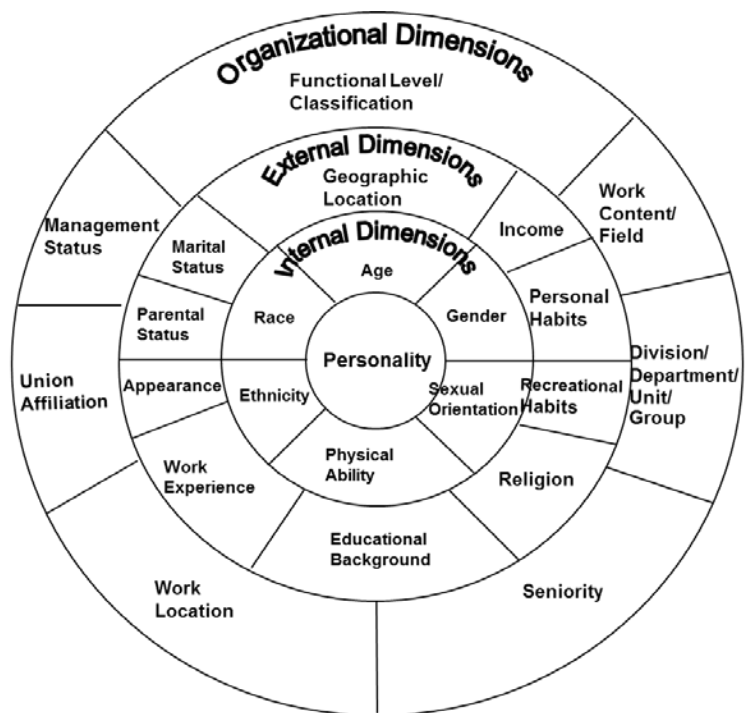
Candidates should review the *Blackboard 9.1* discussion after each class session. Each candidate will be required to contribute responses to seven or more topics throughout our seven week summer b-semester. You may post your own reflection, or respond thoughtfully to that of a colleague. If the latter, please select one or more reflections posted by your peers, read it carefully, and comment on it thoughtfully, referring to the readings and other relevant life experiences. You may either respond directly to the reflection or initiate a puzzlement of your own based on the reading.

Out of respect for your colleagues' time, and to prevent massive internet-induced eyestrain, please keep your response thoughtful but brief (no more than 1 – 3 paragraphs and leaving one empty line between paragraphs).



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Course Rubric for Candidate Participation**

<b>Criteria</b>	<b>Little or No Evidence 0</b>	<b>Beginning: Does not Adequately Meet Expectations 1</b>	<b>Developing: Meets Expectations Adequately 2</b>	<b>Accomplished: Strongly Meets Expectations 3</b>
<b>ATTENDANCE</b>	Two or more unexcused absences.	One unexcused absence.	Attends every class session, usually on time, or arranges with the instructor prior to an excused absence or tardy.	Attends every class session on time or arranges with the instructor prior to an excused absence or tardy.
<b>PREPARATION OF READINGS</b>	No evidence of reading or preparation for class discussions.	Prepared some of the time for thoughtful contribution to class.	Prepared most of the time for thoughtful contribution to class	Always prepared for thoughtful contributions to class discussions.
<b>PARTICIPATION IN ACTIVITIES, DISCUSSIONS, PROJECTS</b>	Little to no participation in discussions, activities, or projects.	Minimal participation in discussions, activities, and projects.	Always participates in discussion, activities, and projects.	Takes leadership in engaging peers in participation in discussions, activities, and projects.
<b>HOMEWORK, PROJECTS, EXEMPLARS</b>	Rarely or never prepared with assignments or group work.	Usually prepared with assignments or group work.	Always prepared with assignments or group work.	Always prepared with assignments and assumes leadership role for group work.
<b>BLACKBOARD</b>	No constructive comments to help class discussion. No depth of presentation, no research base. All posts made same day of class.	Limited contribution to the quality of discussion. Few postings but all on same day. Limited referenced other research, gave examples, and evoked follow-up responses from other students.	Enhanced quality of discussion. Several posts but all on same day. Referenced other research, gave examples, and evoked follow-up responses from other students.	Demonstrated leadership in discussion; Substantially enhanced quality of discussion (e.g., illustrated a point with examples, suggested new perspectives on issues, asked questions that helped further discussion)



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**Rubric -- Reflective Personal Development  
(Summer 2011)**

	<b>Little or No Evidence</b>	<b>Beginning: Does not Adequately Meet Expectations</b>	<b>Developing: Meets Expectations Adequately</b>	<b>Accomplished : Strongly Meets Expectations</b>
<b>Exploration of family background and worldview.</b>	No evidence of exploring one's family cultural, ethnic, and linguistic background or worldview.	Little evidence of exploring one's family cultural, ethnic, and linguistic background or worldview.	Adequately explores one's family cultural, ethnic, and linguistic background and worldview.	Thoroughly engages and explores socio-historical implications of one's family cultural, ethnic,
<b>Synthesis of cultural background as an educator.</b>	Very little or weak attempt to synthesize cultural background with role as educator.	Although developed, ideas are not coherently linked or logically synthesized.	Adequate synthesis of one's cultural, ethnic, and linguistic background with contemporary role as an educator.	Thoroughly synthesizes and explores the influences that cultural, ethnic, and linguistic background and worldview plays on the role as an
<b>Exploration of personal life experiences, biases and prejudices.</b>	No evidence of exploring personal life, experiences, biases, and prejudices with role as an educator.	Little evidence of exploring personal life experiences, biases, and prejudices.	Adequately explores one's personal life experiences, biases, and prejudices.	Thoroughly explores how various life experiences, biases, and prejudices have led to self-identification
<b>Synthesis of life experiences, biases, prejudices into contemporary experiences as an educator.</b>	Very weak attempt to synthesize life experiences, biases, and prejudices with one's role as an educator.	Although developed, ideas are not coherently linked or logically synthesized logically.	Adequate synthesis of one's self-identification with contemporary role as an educator.	Thoroughly synthesizes and explores how life experiences, biases, and prejudices influence the roles of educator.

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<b>Presentation and APA 6th edition publication format.</b>	Few APA 6th edition formatting requirements are met, report is hard to follow, and poor grammar mechanics, or spelling significantly reduce the readability of the essay.	Although only some formatting requirements are followed and a significant number of misspelled words or poorly constructed sentences exist, the main ideas	Most of the formatting requirements are met fairly consistently, the layout used is easy to read and follow, grammar, mechanics and spelling used are basically correct, and there are only a few	All format requirements are met fairly consistently, required sections are in the correct order; the report is easy to read and understand; and all sentences are grammatically correct with only
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