

**Vision Statement**

We develop educational leaders who create tomorrow's opportunities.

**Mission Statement**

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

**BME 310-01: Foundations of Multicultural Education**

Fall 2009 – Course Syllabus

**General Information:**

**Instructor:** Dr. Jon Reyhner

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**Office Hours:** Mon.-Wed. 10:30-11:30 am & 2:30-4:00 pm

**Course prerequisites:** There are no prerequisites for this class.

**Course Description:** This course focuses primarily on the perspectives of ethnic minority populations in schools, including linguistically and culturally diverse students, exploring the historical, legal, theoretical, and sociological foundations of U.S. educational programs.

**Student Learning Expectations:** Upon completion of this course, students will be able to:

- Explain through specific examples the major historical trends concerning the education of linguistically and culturally diverse students in the United States.
- Analyze critical issues in the education of linguistically and culturally diverse students in a sociopolitical context.
- Discuss issues related to the education of linguistically and culturally diverse students and reflect on these issues.
- Discuss a work of literature representing a perspective of American cultural diversity.
- Investigate the life history of a linguistically and culturally diverse student in terms of his/her experiences and perspectives in school and discuss what you could do as a teacher to help their school experiences.

**Course Structure:** Lecture, readings, discussion, cooperative learning activities, videotapes, etc. Students' grades will be updated about once a week on VISTA and students should check their VISTA e-mail about once a week.

**Required Text:** Noel, J. (Ed.). (2008). *Classic Edition Sources: Multicultural Education (2<sup>nd</sup> ed.)*. McGraw-Hill. This book of readings is divided into 15 chapters: We will review a chapter each week.

**Course Requirements:**

**Weekly quizzes and assignments:** Read the textbooks and other assignments prior to class on each topic. Weekly quizzes and/or written assignments (some in class and some out of class) may be given/assigned in class.

**15 one-page article reactions** summarizing and reacting to content of each of the selections in each chapter. Indicate whether you agree or disagree with the authors giving specifics from the articles. (5 points each: One each week except for first week of class). May be handwritten if your handwriting is legible.

**Two Papers:** The course calendar contains 2 four-full-page papers (typed, double-spaced with references—don't put references on a separate page) worth 30 points each. These papers should reflect that you have read the class readings and listened to the lectures, but you are free to disagree with them and to cite other sources. For the identity paper: What is the role of ethnic and cultural identity in helping students be academically successful? Should students assimilate (change their cultural identity) to be more successful in school? Think about the role of Ogbu's ideas about voluntary and involuntary minorities and how they do in school as described in selection 5 in the Multicultural Education book of readings for this class and the role of self-esteem and cultural and ethnic identity in academic performance (See the article at <http://jan.ucc.nau.edu/~jar/AIE/IETHumility.html>). For the Genocide, Ethnic Cleansing, Massacres, Riots, and Protests paper: Give a brief description of the event and then discuss why it happened. What were the roles of racism and ethnocentrism in the event as well as other causal factors? You are not limited to these events, but if you want to report on a different event, you need to get the instructor's prior permission. Use at least 5 sources, only two of which can be encyclopedia entries (one can be Wikipedia).

**Web Site Review:** Using Google, Yahoo or another popular search engine, do a search of the term "multicultural education" and a related topic of interest to you. Describe 5 multicultural education related web sites that you find that you think would be especially useful for teachers or is especially interesting to you. Describe briefly each web site and

why it is useful or interesting (One or two paragraphs for each web site). Do not just look at the first five sites your search gives you.

**Book Critique:** Read a biography or autobiography of a member of an ethnic minority and write a four-page book review of what you learned from the book (a recommended list of books will be provided). Focus as much as possible on the topic of education/schooling and discuss why a teacher might do a better job teaching a similar student based on knowledge learned from your book choice. Avoid biographies and autobiographies of musicians and sports figures.

**Life History:** Investigate the life history of a linguistically and ethnically/culturally diverse adult (18 or older) individual in terms of his/her school experiences and perspectives (someone from a different ethnic group than your own). I suggest a first paragraph giving some information about who you interviewed including some information about the education level and work experience of their family (don't use their real name or any personal details that could identify that person), then the results of the interview in essay format (not in question & answer format) and a concluding paragraph on how a teacher might have helped this person or one like him or her when in school. Use a pseudonym for the person's name. Some questions that can be asked are: did the person experience racism/prejudice? Did any of their teachers particularly stand out in their memory and why? Did the schools curriculum/textbooks reflect their culture/background? (About 3 pages)

**Multicultural Textbook Evaluation:** Evaluate a U.S. history textbook (high school textbooks works best) (or other appropriate curriculum material with instructor's permission). A checklist will be provided of things to look for in your textbook.

**Midterm and Final Exam:** These will be a combination of essay, matching, and multiple-choice questions.

**EVALUATION:**

Midterm Exam	50	10%	Web Site Review	20	4%
Final Exam	100	20%	Book Critique	30	6%
Weekly Quizzes/Assigns.	Up to 55	11%	Life History	30	6%
15 One-page Article Reviews	75	15%	<u>Multicultural Textbook Eval.</u>	40	8%
2 Papers (Four pages each)	60	12%	<b>Total</b>	Up to 500	100%

A = 90-100%	B = 80-89%	C = 70-79%	D = 60-69%	F = 59% or less
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**COURSE POLICIES:**

- Regular attendance is expected and all assignments should be submitted on the due date to receive full credit. *While class attendance is required, please be cautious about attending class if you are feeling ill. Please inform me by email if you are feeling unwell; if you are experiencing flu-like symptoms, you should not attend class; please take precautions not to infect others, and seek medical attention if your symptoms worsen.*
- Papers handed in late without a valid excuse may lose points.
- All students need to evacuate the building if the fire alarm sounds. If the fire alarm is sounds during a test, leave your exam face-down on your desk, and exit the building.
- Cell phones must be turned off during class and are not allowed to be visible. Laptops are only to be used for taking notes.
- If you must be absent, you are responsible for getting class notes, announcements, etc. from another student.
- If you are unable to take an exam at the regularly scheduled time, notify the instructor **before** the exam.
- Writing errors, such as spelling, punctuation, grammatical errors, etc., will be taken into consideration and may lower your grade. Papers, unless otherwise indicated, must be typed double-spaced in "Times" (like this syllabus) or a similar typeface with 12 point type and 1" margins. Use APA 5th edition reference style.
- Students are permitted and encouraged to proofread and critique each other's assignments.
- Make a copy of every assignment before you submit it to the instructor. Keep returned copies of all graded assignments until you have received your final grade and are satisfied with it.
- In the event of an unusual final point distribution, the final point requirements may be lowered. This will be solely at the instructor's discretion.
- Assignments submitted as a requirement for another class cannot be submitted for this class. All assignments should be the original work of the student completed for this class.
- Plagiarism is defined as knowingly using the work of others and presenting it as your own. Academic dishonesty includes cheating on tests or lying about class work. If an individual engages in these activities the NAU Student Handbook policy will be followed. If you take more than three words in succession from a source, put them in quotation marks and site your source!
- ACCOMMODATION OF RELIGIOUS OBSERVANCE AND PRACTICE: No employee, agent, or institution under the jurisdiction of the Arizona Board of Regents, shall discriminate against any student, employee, or

other individual, because of such individual's religious belief or practice or any absence thereof. Furthermore, administrators and faculty members are responsible to reasonably accommodate individual religious practices. A refusal to accommodate is justified only when undue hardship would result from each available alternative of reasonable accommodation. No administrator or faculty member shall retaliate or otherwise discriminate against any student, employee or prospective employee because that individual has sought a religious accommodation pursuant to this policy. (excerpt from 1998-2000 Student Handbook, p. 43)

14. **MEDICAL INSURANCE COVERAGE FOR STUDENTS:** The University's self-insurance plan does not provide medical coverage to students if injured while participating in University-related activities or academic programs. Students are strongly encourage to obtain medical/health insurance prior to participation through their parent's health insurance plan or by purchasing insurance (such as the Blue Cross/Blue Shield package offered through Fronske Health Center.)
15. **CLASSROOM MANAGEMENT:** Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabi. At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.
16. All NAU courses are evaluated on-line during the last weeks of class by students at [http://www.nau.edu/course\\_evals/](http://www.nau.edu/course_evals/)

#### **Northern Arizona University Policy Statements:**

1. **Safe Environment Policy:** NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action office.
2. **Students with Disabilities:** If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations. Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who have registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed. Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <http://www2.nau.edu/dss/>.
3. **Institutional Review Board:** Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the

exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. Academic Integrity: NAU takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook <http://www4.nau.edu/stulife/handbookdishonesty.htm>.

4. Academic Contact Hour Policy: The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit." The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

#### COURSE CALENDAR (Subject to Change)

**Each week read the appropriate readings in the textbook (the chapter numbers in the textbook correspond to the week numbers below). A one-page (double spaced) reaction is due the first day of class each week. This assignment can be handwritten if your handwriting is legible. In your reaction summarize the main ideas of the selections and why you agree or disagree with these ideas.**

#### Week

- 1: Historical & Philosophical Perspectives. Find an example of ethnocentrism (e.g, in a newspaper, magazine or on-line) and bring it to class next week. (Section 1: Choose an autobiography or biography to report on). Read essays on multicultural education at <http://www.edchange.org/multicultural/papers/keith.html> and <http://www.newhorizons.org/strategies/multicultural/hanley.htm>
- 2: Sociological & Anthropological Perspectives. Visit the Teaching Tolerance web site at <http://www.tolerance.org/> and be prepared to discuss in class and share something you learned from it.
- 3: Ethnographic perspectives. Also read Guns, Germs, Steel and Education at <http://jan.ucc.nau.edu/~jar/AIE/NAReggs.html> and Creating Sacred Places for Children at <http://jan.ucc.nau.edu/~jar/AIE/IETplaces.htm>.
- 4: Culture: **Book critique due: Present an oral summary in class.**
- 5: Racism & Prejudice. (Section 2: Choose an autobiography or biography to report on)
- 6: Identity Development. Read the Humility vs. Self Esteem article at <http://jan.ucc.nau.edu/~jar/AIE/IETHumility.html> - **3-page identity paper due:** Write about the role of identity (especially ethnic identity) in helping students be academically successful.
- 7: Conservative Tradition. **Review and Midterm**
- 8: Critical Pedagogy. **Life history due.** Investigate the life history of a linguistically and culturally diverse individual (at least 18 years old) in terms of their experiences in school and their perspectives towards school. Discuss what you learned about his or her experiences in a paper and what a teacher might have done to improve or change the situation for this person. Did this person experience prejudice and/or racism in or out of school and, if so, how did they handle it? What was their culture's view of schooling?
- 9: Gender (& Immigration). Bring in a current newspaper, magazine, or on-line article dealing with immigration and share it with the class.
- 10: Race: Bring to class a current newspaper, magazine or on-line article related to race. **Web Site Review due.**
- 11: Language: Visit the Teaching Indigenous Languages web site at <http://nau.edu/TIL>, read the first two articles reachable through the "articles" link on the menu bar and visit the U.S. English web site at <http://www.us-english.org/>. **3-page Genocide, Ethnic Cleansing, Massacres, Riots, and Protests paper due next week.** Is the move to make English the "Official Language" of the United States just an example of ethnocentrism?
- 12: Social Class.
- 13: Multicultural Classrooms.
- 14: Multicultural Schools. **Textbook Evaluation due.** Share in class
- 15: Connecting with Multicultural Families & Communities. Course wrap-up and review
- 16: Final Examination (Monday, December 7, 12:30-2:30 pm)