

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department	Curriculum & Instruction	College/School	School of Education
Prepared by	Nga-Wing Anjela Wong, Ph.D.	Phone	907-474-5516
Email Contact	nawong@alaska.edu	Faculty Contact	Nga-Wing Anjela Wong, Ph.D.

1. ACTION DESIRED

(CHECK ONE):

Trial Course

New Course

X

2. COURSE IDENTIFICATION:

Dept

ED

Course #

F682

No. of Credits

3

Justify upper/lower division status & number of credits:

This is a graduate level course.

3. PROPOSED COURSE TITLE:

Rethinking Multicultural Education

4. To be CROSS LISTED?

YES/NO

No

If yes, Dept:

Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED?

YES/NO

No

If yes, Dept.

Course #

6. FREQUENCY OF OFFERING:

Every fall semester

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13)

Fall 2012

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT:
(check all that apply)

1

2

3

4

5

X

6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

9. CONTACT HOURS PER WEEK:

3/15

LECTURE
hours/weeks

LAB

hours /week

PRACTICUM
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

ED F682: Rethinking Multicultural Education

3 Credits

Offered Fall

This multi-disciplinary course focuses on 2-parts: 1) critically analyze and reflect on current multicultural education issues at the national, state and local levels; and 2) translate/apply what

we've learned into your own classrooms, schools, school district, and beyond. Topics include: children of immigrants, Alaska Native education, culturally relevant education, social justice education and exploring ways to create stronger family-community-school partnerships. (3+0)

- 11. COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.**

YES:

NO:

X

If YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, **Format 6**

W = Writing Intensive, **Format 7**

Natural Science, **Format 8**

- 12. COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

X

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

- 13. GRADING SYSTEM:** Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:

X

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

- 14. PREREQUISITES**

Completed a bachelor's degree.

These will be required before the student is allowed to enroll in the course.

- 15. SPECIAL RESTRICTIONS, CONDITIONS**

None.

- 16. PROPOSED COURSE**

FEES

\$0.00

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

- 17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

Yes

If yes, give semester, year, course #, etc.:

Spring 2011 as ED 691; Spring 2012 as ED 693

- 18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

This course will be an elective course, and thus will provide another course option for our M.Ed. students and other UAF and UA graduate students to enroll in. Once approved, SOE will submit a request to Alaska's Department of Education so the course could be added to the approved Multicultural Education course offerings. Additionally, the School of Education's Graduate Department is revising the Cross-Cultural Education concentration and, in the near future, will add this course to the list of required courses.

The budget will not be impacted since this course will become a part of an existing faculty member's workload. The SOE faculty workloads will be adjusted to allow this course offering.

No impact on facilities and space is perceived since classrooms have been available when

the course was offered in spring 2011 and will be offered again in spring 2012 as ED 693. M. Ed. classes are taught on campus and via distance delivery. Classroom with audio conference and/or videoconference capabilities are necessary. The School of Education is committed to "cultural responsive" education (SOE mission), which this course addresses.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution.

If not, explain why not.

No	X	Yes		This course will not impact library collection. The course will not utilize the library collection development office, but will use all the data bases that are appropriate, such as academic search premier, ERIC etc.
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20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

The School of Education's graduate department.

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

Positive impacts: This course offers important content area currently not addressed/offered at the university; offers students a foundation to cross-cultural education; offers another course option for UAF graduate students; and has the potential to be added to the State's list of approved Multicultural Education course offerings.

Negative impacts: None anticipated.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

Alaska's K-12 schools have been experiencing an increase in Students of Color as well as other diverse student population. For instance, in Alaska, between 1990 and 2008, the number of children of immigrants increased by 53% (Fortuny, 2010). Addressing issues of equity, diversity, race, class, gender, and other social identities has become an important issue facing educators and policymakers state- and nationwide. Additionally, the School of Education's mission is to "prepare professional educators who are culturally responsive, effective practitioners for Alaska's Schools." The proposed course will assist in addressing the School's mission.

The purpose of this course is to rethink our understanding of "Multicultural Education" and offer a more robust and critical definition of multicultural education that we often see being utilized. For instance, some educators and teacher educators use the singular intent of promoting heroes and holidays and "celebrating" individual differences. This course is "an attempt to reclaim multicultural education as part of a larger, more serious struggle for social justice, a struggle that recognizes the need to fight against systematic racism, colonization, and cultural oppression that takes place through our schools" (Au, 2009, p. 3).

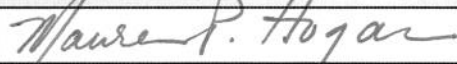
The course goals:

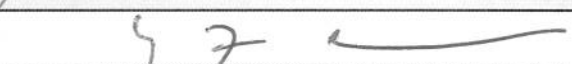
- To examine the intellectual and socio-political perspectives of multiculturalism and multicultural education;
- To examine the connections between and among culture (e.g., race/class/gender) and other notions of difference, education and schooling;

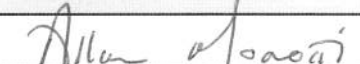
- To examine possibilities for transformation of schooling (and society) through cultural approaches to education; and
- To make connections between theoretical/conceptual propositions and practices and/or everyday lives and experiences.

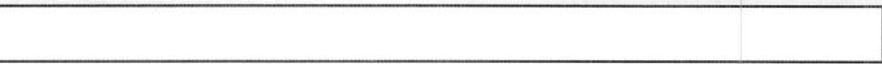
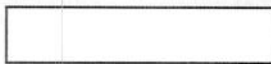
The course was first offered in spring 2011 as ED 691: Contemporary Issues in Education; however, after some discussion with the SOE Graduate faculty, the course does not align with ED 691's course description and goals. Then a special topics course request was submitted to and approved by the University for spring 2012. We would like to request for the course to be a permanent elective course option for our graduate students. Moreover, the School of Education is currently revising its Cross-Cultural Education concentration and intends to add this course to the required course list.

APPROVALS: Add additional signature lines as needed.

 Date 10/6/11
Signature, Chair, School of Education Graduate Program, Maureen Hogan

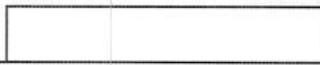
 Date 10/5/11
Signature, Chair, College/School Curriculum Council for: School of Education

 Date 10-6-2011
Signature, Dean, School of Education, Allan Morotti:

 Date 
Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

 Date 

Signature, Chair

Faculty Senate Review Committee: ☐ Curriculum Review ☐ GAAC

☐ Core Review ☐ SADAC

ED F682: RETHINKING MULTICULTURAL EDUCATION

Spring 2012: Time and location TBD and via audio & video conferencing

Instructor: Nga-Wing Anjela Wong, Ph.D. **Office:** 708C Gruening Building
Email: nawong@alaska.edu (please allow at least 24 hours before a response)
*** Include ED682 on subject line **Phone:** (907) 474-5516
Office Hours: Mondays 2:30 – 4:30 p.m. AST (and by appointment)
Audio Dial-in: 1-800-570-3591 **PIN:** 9196904 **Video Conferencing Services:** 1-800-910-9601

As educators we are politicians; we engage in politics when we educate. And if we dream about democracy, let us fight, day and night, for a school in which we talk to and with the learners so that, hearing them, we can be heard by them as well. – Paulo Freire (1998)

Every young person must be given expanding opportunities to solve the problems of his or her physical and social environment, thereby developing the political and technical skills that are urgently needed to transform the social institutions as well as the physical environments of our communities and cities. – Grace Lee Boggs (1971)

My hope is that you will not be content just to be successful in the way that our society measures success; that you will not obey the rules, when the rules are unjust; that you will act out the courage that I know is in you. – Howard Zinn (2005)

Course Description

This multi-disciplinary course focuses on 2-parts: 1) critically analyze and reflect on current multicultural education issues at the national, state and local levels; and 2) translate/apply what we've learned into your own classrooms, schools, school district, and beyond. Topics include: children of immigrants, Alaska Native education, culturally relevant education, social justice education and exploring ways to create stronger family-community-school partnerships. This seminar will utilize the following instructional techniques: small discussion, critical analysis and reflective writing, and audio/video conferencing. Prerequisites: Completed a bachelor's degree.

Course Goals

- To examine the intellectual and socio-political perspectives of multiculturalism and multicultural education;
- To examine the connections between and among culture (e.g., race/class/gender) and other notions of difference, education and schooling;
- To examine possibilities for transformation of schooling (and society) through cultural approaches to education; and
- To make connections between theoretical/conceptual propositions and practices and/or everyday lives and experiences.

Student Learning Outcomes

- To produce or generate new resources, relationships, and opportunities that will be useful for yourself and others in classrooms and/or communities over time.

Required Readings

- Au, W. (Ed.). (2009). *Rethinking multicultural education: Teaching for racial and cultural justice*. Milwaukee, WI: Rethinking Schools Publication.
- Barnhardt, R., & Kawagley, A.O. (2010). *Alaska Native education: Views from within*. Fairbanks, AK: Alaska Native Knowledge Network.

- Freire, P. (2005). *Teachers as cultural workers: Letters to those who dare teach* (expanded ed.). Westview Press.
- Ladson-Billings, G. (2009). *Dreamkeepers: Successful teachers of African American children* (2nd ed.). San Francisco: Jossey-Bass.
- Olsen, L. (2008). *Made in America: Immigrant students in our public schools* (10th anniversary ed.). New York, NY: The New Press.
- Additional readings will be posted on Blackboard.

Groundrules

- ❖ Respect each other's time.
- ❖ We will discuss, question, and challenge ideas; we will not attack individuals.
- ❖ We will challenge our own beliefs, values, and ideas.
- ❖ We are *all* learners in this class.
- ❖ All written assignments must follow APA 6th Edition guidelines AND be proofread.
- ❖ Check Blackboard and your UAF e-mail daily for course announcements and updates. You must have and use your UAF account to participate in Blackboard. Blackboard is available at <http://classes.uaf.edu>.

Assignment Due Dates

Pay close attention to due dates for assignments. Unless you make prior arrangements with me, assignments will be marked down a grade point (i.e. from a B+ to a B) for each day late. Since we meet once a week, assignments that are more than one class period late will receive no credit. All written assignments must be:

- ❖ Emailed to me (MS Word) by the beginning of the class in order to be accepted.
- ❖ Double-spaced, 11- or 12-size Times New Roman font and include page #.
- ❖ All assignments should include the following email subject line: ED682 Last Name: Assignment (e.g., ED682 Wong: CAP#1; ED682 Wong: Memo#1, etc.).

Plagiarism Policy

High ethical standards are essential for maintaining credibility in any field. Every course taught at UAF seeks to maintain these standards, starting with an emphasis on producing original and factual work. If you cite or quote from someone else's work, you must include a proper citation using an established style sheet. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Neither plagiarism nor fabrication will be tolerated. Any student found to have plagiarized or fabricated statements will receive, at a minimum, an automatic "F" for the class. Further action, such as expulsion, will also be considered.

Disabilities Services

UAF is committed to equal opportunity for students with disabilities. Students with disabilities are encouraged to contact the Office of Disabilities Services at 208 Whitaker Building (907-474-5655). I am willing to work with you to help you succeed, but I need to know that some things are difficult for you. Don't be shy, and don't hesitate to come and talk to me in my office, on the phone, or send me an email.

Writing Center

I strongly recommend that you visit the Writing Center: 801 Gruening Bldg; (907) 474-5314. Always start your writing early and remember "[r]ewriting is the essence of writing well" (Zinsser, 2006, p. 83).

Assignments – More details in class.**1) Attendance and Participation (25%)**

You are expected to be present in class both physically and intellectually. Because this class is a seminar, you are an integral part to its success. My role, as a faculty member, is to guide you in the

learning process and help facilitate discussions. You are responsible for actively participating in the class.

To this end, you must be willing to actively participate in class discussions and interactions. I understand that some individuals will participate more than others and that there are levels of comfort that must guide us in how and when we participate. The course structure, however, calls for you to be an active participant in the seminar. Your grade will be based on the quality of your participation, not the quantity.

I will ask the same questions each week regarding our readings so you should be prepared to respond to:

- What questions did the readings/film provoke for you?
- What issues, facts, values, and perspectives did the readings/films challenge?
- What do you know now that you did not know before reading/viewing this week's assignments?

If **ONE** absence is unavoidable, please try to contact me in advance to let know why you will not be in class. Since we only meet once a week, two or more absences will reduce your grade. You are also welcome to use the call-in number or videoconference if unable to come to campus or join via VCS for any reason.

2) Class Facilitation (10%)

During Weeks 4 – 14, each person will design and facilitate a **60 to 90-minute discussion/presentation/activity based on the week's readings**. You can assume that everyone in the class has done the readings so the purpose of your facilitation should not be to simply summarize the readings but to guide the class in analyzing and discussing the arguments and issues raised in them. You must meet with me at least one week before your scheduled session in order to plan your course of action for the facilitation. You are not expected to be experts on the theme or readings for the week; however, you are expected to have carefully read the assigned material, to prepare a series of guiding questions for the discussion, and to facilitate discussion on the topic. Creativity is encouraged.

3) Critical Analysis Paper #1 (10%)

Focus: Self Portrait

One of the most difficult, yet necessary, experiences for people who want to understand others is to understand themselves. Write a short narrative about how race and ethnicity have shaped your identity, your family's identity, or your understandings of your family. Your narrative should include the following: How would you describe your own racial and ethnic identity? How, if any, have these identities changed? How have these racial and ethnic identities have had an impact on your educational experiences? What sense of "difference" do you recognize in yourself? You are welcome to include other identities (e.g., class, gender, sexual orientation, generational status, etc.), but the emphasis is racial and ethnic identities.

4) Critical Analysis Paper #2 (10%)

Focus: Commentary

Write a 4-5 page commentary on the story you have written, use course materials and other readings and resources (scholarly and practical) to support your points.

5) 3 2-3 page Reflection Memos (10%)

Reflectivity is critical because questions of knowledge and power are significant. However, we are often discouraged to engage in reflectivity. You will have an opportunity to reflect on 3 areas: 1) initial connections; 2) guest speaker(s), and 3) the CEP & course.

6) Community Education Project & Showcase (35%)

The CEP will integrate and showcase everyone's projects to the community.

Grading – Note: any grade below a “B” is generally not acceptable in a graduate program.

94-100 points	= A	77-79 points	= C+
93-90 points	= A-	74 -76 points	= C
87-89 points	= B+	73-70 points	= C-
84-86 points	= B	69-60 points	= D
83-80 points	= B-	Below 60 points	= F

This syllabus is subject to change during the course of the semester; updates will be given in class.

Tentative Class Schedule:**WEEK 1: January 24 Introductions**

In-class film clips

WEEK 2: January 31 Rethinking Multicultural Education

Nieto & Bode (2008). Affirming diversity: Chapters 2-4

Omi & Winant (1994). "Racial formation"



Film: See Blackboard for link



Due: Reflection Memo #1

WEEK 3: February 7 Anti-Racist Orientations

Au: Section 1, pp. 9-85

Kendall (2001). "Understanding White Privilege."



Film: See Blackboard for link

WEEK 4: February 14 Language, Culture and Power

Au: Section 2, pp. 89-161



Due: CAP #1, Self Portrait

WEEK 5: February 21 Towards a Culturally Relevant Education

Ladson-Billings: Preface, Chapters 1-5

WEEK 6: February 28 Towards a Culturally Relevant Education

Ladson-Billings: Chapters 6-7, Afterword, Appendixes A & B

WEEK 7: March 6 Humanizing our Multicultural Classrooms & Communities

 Au: Section 3, pp. 165-243


WEEK 8: March 13 Spring Break – No Class

WEEK 9: March 20 Children of Immigrants in U.S. schools


 Olsen: Preface, Introduction and Chapters 1-5

 Due: CAP #2, Commentary


WEEK 10: March 27 Children of Immigrants in U.S. schools

 Olsen: Chapters 7-11


WEEK 11: April 3 Alaska Native Education

 Barnhardt & Kawagley: pp. 337-347; pp. 1-58; 99-144; pp. 219-254.

WEEK 12: April 10 Alaska Native Education

 Barnhardt & Kawagley: Part V (pp. 255-289); Part VI (pp. 291-331); pp. 147-159.

WEEK 13: April 17 (Mis)Understanding Families


 Marsh & Turner-Vorbeck (Eds.) (2010): Chapters 1, 7, & 9.

 TBD

WEEK 14: April 24 Teachers as Cultural Workers

 Freire

WEEK 15: May 1 Confronting Race, Culture in the Classroom

 Au: Section 4, pp. 245-316 and pp. 335-360

WEEK 16: May 8 Community Education Project Showcase

 Due: Reflection Memo #3

 Due: Community Education Project