

## **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](mailto: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

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*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 3-parts: 1) rethink our understanding of “multicultural education”; 2) critically analyze and reflect on current multicultural education issues at the national, state, and local levels; and 3) translate/apply what we’ve learned into your own classrooms, schools, school district, communities, and beyond. Topics include: Alaska Native education, children of immigrants, culturally relevant education, social justice education, and exploring ways to create & maintain stronger family-community-school partnerships. This seminar will utilize the following instructional techniques: small discussion, critical analysis and reflective writing, and audio/video conferencing. 3-credits. 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

### **Student Learning Outcomes**

After completing this course, students will be able to:

- Make connections between theoretical/conceptual propositions and practices and/or everyday lives and experiences.
- Use this knowledge to 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.

**Evaluation, Groundrules & Grading Policies**

- ❖ 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 6<sup>th</sup> 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>.

**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

**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** – Guidelines will be distributed and discussed 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.

**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.

**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**