

EDUC B260: MULTICULTURAL EDUCATION

Class Info:
Spring 2017
T/Th 11:25-12:45pm
Bettws Y Coed 127

#BMCMulticulturalEd

INSTRUCTOR:
DR. PEGGY
SHANNON-BAKER

BMC Office:
Bettws Y Coed 303
M/W 10-12pm
Also by appointment

[Emails removed]

@pshannonbaker

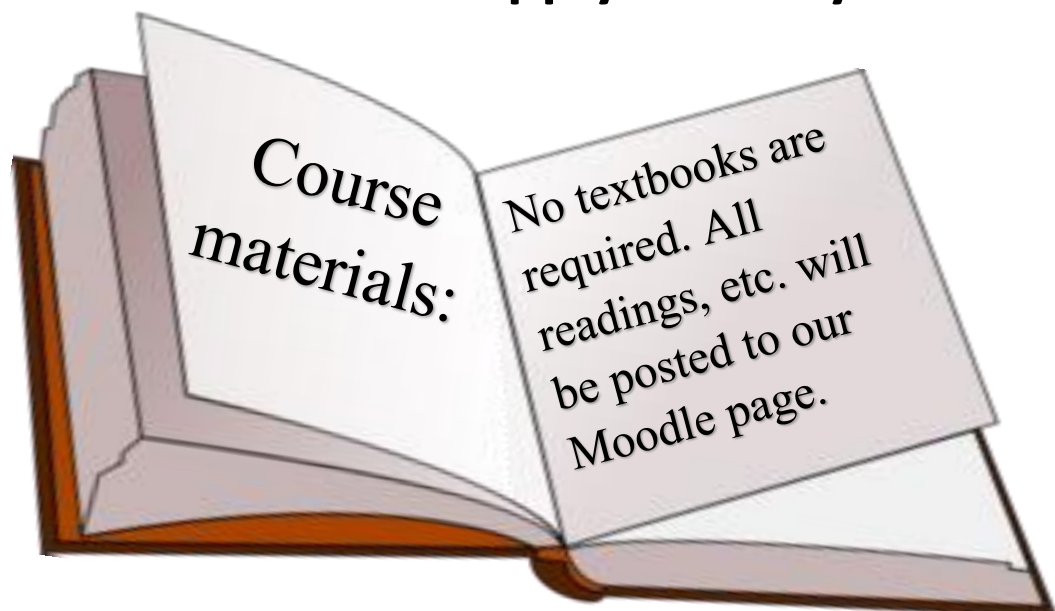


What does “multicultural education” mean *today*?

In our era of globalization, increased standardization of education, and perpetual discrimination, this course investigates the following key question: *What does multicultural education mean today?* We will investigate the connection between the local and global forces on education such as globalization, reflect on notions of power and privilege, critique

understandings of difference, and identify the multifaceted ways in which multicultural education is enacted in pedagogy, curriculum and educational organization. We will also examine the intersections between race, class, gender, sexuality, language and citizenship status, and how to address their impact on teaching and learning.

How does multicultural education relate and apply to everyone?



Student Learning Outcomes:

1. Define multicultural education in a historical and contemporary context;
2. Identify how power, privilege, and identity impact education;
3. Engage in critical multicultural praxis experiences;
4. Engage in critical self-reflection; and
5. Evaluate current educational issues using a multicultural education framework.



Civil Rights march in Nashville, April 1964 (from pinterest.com)

The Philly Coalition for REAL Justice march against the Mummers Parade, January 2016 (from philly.com)

Both examples of white men pointing baton and finger at Black youth protesting.

IS THIS CLASS RELEVANT TO ONLY EDUCATION STUDENTS?

NO! MANY OF YOU ARE NOT ED STUDENTS. POLITICIANS, COMMUNITY MEMBERS, VOTERS, PARENTS – ALL ARE INVOLVED IN EDUCATION PROCESSES. I BELIEVE THAT EDUCATION IS CONNECTED TO ALL FACETS OF LIFE, BUT I AM IN EDUCATION SO MAYBE I'M BIASED.

Class Format:

Although it is listed as a “lecture” class, we will be doing a lot more! You can expect a wide variety of writing, speaking, reading, and activities designed to explore course topics.

Readings are theoretical, narrative-based, current, and historical.

In-class activities include debates, watching videos, practicing active listening, art-making, writing, reading, and more.



Loud speaker protester

This class is designed to get you actively involved in your own learning and promote shared decision-making as a whole class.

My Class Expectations

For the instructor...

Participation: We each bring our own unique experiences that impact our world views. Also, the best discussions happen when everyone is involved. While “participation” does not look the same for every student, I will expect that all students who are capable actively engage during our class times. If for some reason you are unable to participate in class or if the ways you participate are not listed here, please email me.

I expect that I lead this class to the best of my abilities. I will actively facilitate feedback on the course and my teaching. I expect to engage in the same questions, reflections, and activities as the students. I see this as a unique teaching *and* learning opportunity. I expect to go outside of my comfort zone in teaching and in asking myself the hard questions that will emerge from this course, including those questions that are planned and unplanned. I expect to grow as a person, teacher, and learner in this experience.



“Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world.”

- *bell hooks in Killing Rage: Ending Racism*



Multiple perspectives: My goal in this course is that you build a foundation of knowledge about multicultural education. This course will involve both personal reflection as well as group discussions. We will be working throughout the semester to build trust amongst ourselves. To do this, I ask for your help in showing respect to your peer classmates, myself, any speakers who might join us, and to the authors we read. You can “show respect” of their multiple perspectives by listening/reading what they have to say, asking questions, considering their feelings and ideas from their perspective, and reflecting on how our own feelings and ideas might differ, connect, or be similar to others.

You do not need to change your own unique perspective to succeed in this course. However, I may ask that you adopt particular perspectives about research and approaches to inquiry in order to expand our understandings.

For assignment due dates, please see the course schedule.

Quality over timeliness.

I value high quality work over turning in something on time. You have other classes that assess timeliness. If you need to turn in something after the listed due date, communicate this with me via email. In general there is a 2 week window to pass in most assignments. After this time, the grade will be turned into a 0 or incomplete. In these cases, I will communicate the grade change.



Graffiti/Street art in Brooklyn, March 2014 : "Gentrification is the new colonialism"

(from twitter.com/RyanNewYork)

Late or make up work...

Special needs: If there is anything related to your participation in this course (e.g. language ability; family commitments; visual, hearing, or physical needs; a communication disorder; and/or specific learning needs or disabilities) that may influence your performance, communicate this with me as early as possible. This will help me to ensure that I plan equitable opportunities for you to succeed in our class. Please also coordinate (if applicable) with Deb Alder (Dalder@brynmawr.edu) or Sherrie Borowsky Deegan (sborowsky@haverford.edu).

Communication: It is extremely important for us to maintain communication via Moodle and email. I will post to Moodle and/or send emails about assignment changes, events, funny comics, and other things.

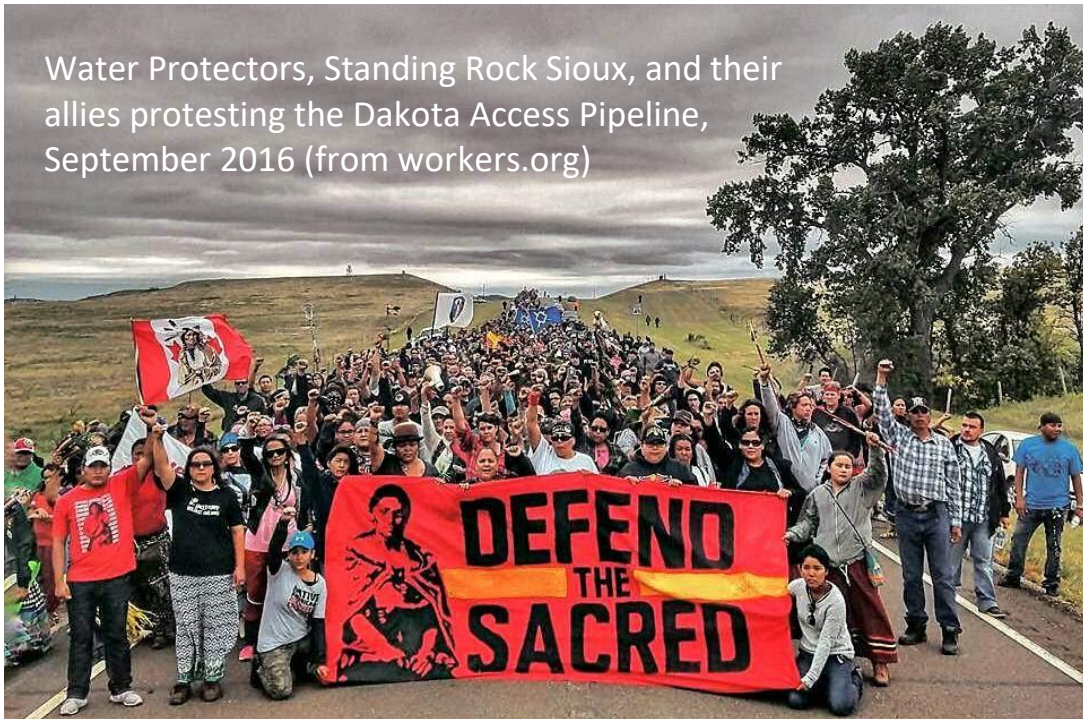
Readings and preparedness:

This class, like all others, is based on the expectation that you come prepared to class. This means that, before the class has begun, you have completed and thought about the readings, and prepared questions, comments, ideas, or examples to share in class.

The more you are prepared for each class, the more you will get out of it!

My Class Expectations

Water Protectors, Standing Rock Sioux, and their allies protesting the Dakota Access Pipeline, September 2016 (from workers.org)



- Recommended Additional Resources:**
- W. Au (2009) *Rethinking Multicultural Education*
 - b. hooks (1994) *Teaching to Transgress*
 - G. Ladson-Billings (2009) *The Dreamkeepers*
 - Landsman & Lewis (2011) *White Teachers / Diverse Classrooms*
 - Milner (2010) *Start Where You Are, but Don't Stay There*

Academic Integrity: It is your responsibility to protect their work from inappropriate use by others. This is essential to ensure the grading validity and maintain academic excellence.

Academic Dishonesty: You are expected to present your own work. All assignments must be original or include explicit acknowledgment when using another persons' ideas or language.

Responding to academic dishonesty: If it is evident that have purchased or otherwise dishonestly acquired assigned work, I reserve the right to require a revision and resubmission, or some other arrangement.

Technology in the classroom: Some instructors have a no computer/phone/etc. policy. I do not. I understand that some students prefer to take notes on laptops, have families they need to check in with, or need technology to help them focus. However, if the use of technology distracts you or others from meeting other expectations (such as participation), then this policy may be changed.



Person with hands in pockets saying "And last but not least, NO cell phones in class." Next frame: "Brrringg brrringg" [phone ringing from pocket].

Assignments

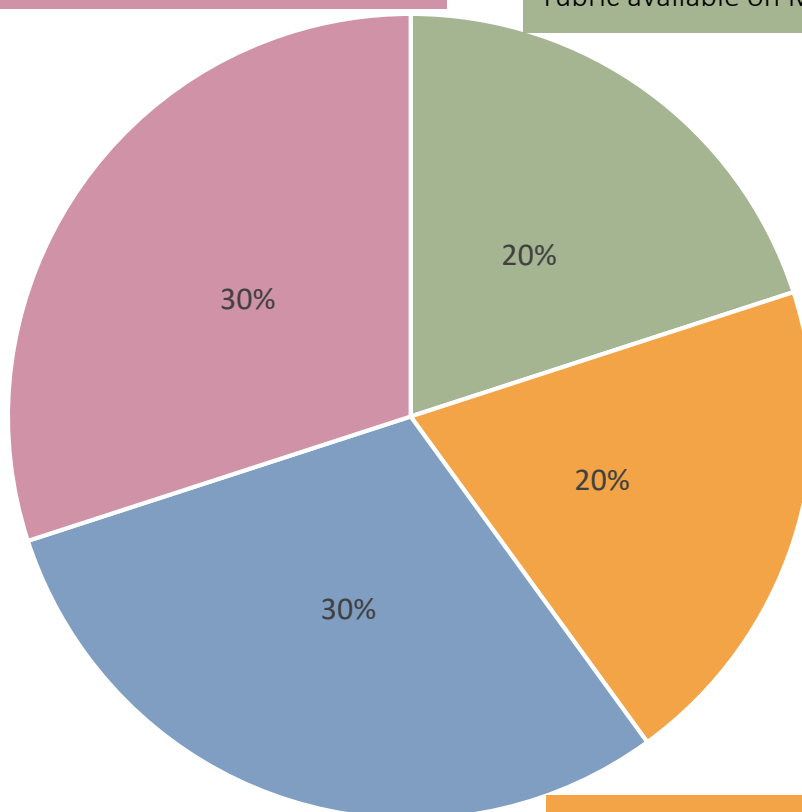
***Assignment guidelines are available on Moodle and will be discussed at length in class.

Showcase Project (Draft 10pts; Final 20pts)

Enacting a critical multicultural praxis, you will design a project that evaluates a current educational issue. This project will entail researching the issue, describing all sides of the issue, articulating your standpoint, and framing it within multicultural education. The project will be in the medium of your choice, and presented at an end of the semester showcase. The project will be graded based on a rubric designed by the class.

Journals (10*2pts=20pts)

10 journal entries that engage with the readings and lecture/discussion material will be assigned. *Journals will be submitted via Moodle.* Each journal should demonstrate an understanding of the assigned topics and themes, and draw connections to your own experiences. Journals will be graded using a 2-point rubric available on Moodle.



Reflective Portfolio (30pts)

This final portfolio will demonstrate your learning and reflective practice. It will include summative reflections on your field placement experiences, journals, and Showcase Project. The portfolio will be submitted via Moodle, and will be graded based on a rubric posted there.

Field Placement Documents (20pts)

This class requires 8 weeks of fieldwork at 2 hours per week. The fieldwork is intended to be an extended multicultural experience in an educational setting. You will draw from this fieldwork in other assignments and in-class discussions. Your grade will be based on completing observation notes, a thank you to the host organization, and an evaluation from your host teacher.

Grading Scale	A/4.0 100-94	A-/3.7 93-90
	B+/3.3 89-87	B/3.0 86-83
	B-/2.7 82-80	C+/2.3 79-77
	C/2.0 76-73	F 72-0

**BMC EDUC B260 – Multicultural Education
Schedule – Spring, 2017**

Dates	Topics	Readings	Assessments
17-Jan	Getting Acquainted Introductions: Syllabus, Moodle, Each Other, “Multicultural Education”	Syllabus and our Moodle page	
19-Jan	Histories of Multicultural Education**	Banks (2013)	Journal 1: January 20
MULTICULTURAL EDUCATION: SOCIAL MOVEMENTS TODAY			
24-Jan	Black Lives Matter in #PHLed Week of Action Teaching about the Movement	Garza (2014); Watson (2014); Wallace (2016)	
26-Jan	Intersectionality in BLM	Crenshaw (1993)	Journal 2: January 26
31-Jan	Native Lives Matter Contextualizing Native Lives Matter	Simpson (2014); Jae (2014)	
2-Feb	“Decolonizing” Education**	Chinn (2007); Tuck & Yang (2012)	Journal 3: February 3
7-Feb	Undocumented Student Movement Immigration and Schooling in the USA**	Picht-Trujillo & Suchsland (2009)	
9-Feb	Schools as “Sanctuaries”	Muñoz, Espino, & Antrop-González (2014); Associated Press (2016)	Journal 4: February 10

**Indicates topics you or another student mentioned in the introduction survey

Please note: All deadlines are for 5pm on the date listed unless otherwise mentioned.

This schedule is subject to change. All changes will be announced in class and via Moodle.

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MULTICULTURAL EDUCATION: IDEAS AND CONCEPTS			
14-Feb	Myths about Education “Model Minority”	Wu (2014); Hartlep (2014); Vang (2016)	
16-Feb	(Neo)Liberalism & Meritocracy	Augoustinos, Tuffin, & Every (2005); Tuck (2013)	Journal 5: February 17
21-Feb	Global Multicultural Education Globalization & Education	Alberts (2010); Green (1997); Stewart (2012)	
23-Feb	“Voluntourism” at Home and Abroad	Biddle (2014); Zakaria (2014); Kushner (2016)	Journal 6: February 24
28-Feb	Power & Privilege Colorblindness & Microaggressions**	Schofield (2010); Solórzano (1998)	<i>Midterm evaluations (no grade)</i>
2-Mar	Whiteness	Leonardo (2004); Swalwell (2012)	Due in class March 2: Journal 7 and Field Placement Notes (thus far)
<i>March 4-12 is Spring Vacation!!</i>			
MULTICULTURAL EDUCATION: PROCESSES			
14-Mar	Educational Reforms** National Reforms: Race to the Top	Onosko (2011); McGuinn (2012)	
16-Mar	Pennsylvania Reforms: Common Core State Standards	Au (2013); Kraft (2014)	Journal 8: March 17

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21-Mar	Education and the Community Gentrification**	Gutstein (2013); Kozol (2005)	
23-Mar	Talking about Parental Involvement	Van Velsor (2007); Semuels (2014)	Journal 9: March 24
28-Mar	Space and Place in Schools Gender Identity and Expression	Costello (2013); Miller (2009)	
30-Mar	LGB and Trans* Inclusivity**	Clark (2010); Luecke (2011)	Due in class March 30: Idea for Showcase Project
4-Apr	Empowerment Listening to Youth**	Wilson & Corbett (2014); Tolentino (2009)	
6-Apr	Empowering Educators	Grollman (2016); Stern & Brown (2016)	Due in class April 6: Draft of Showcase Project
11-Apr	In the Schools** Culturally Responsive Pedagogy	Ladson-Billings (2011); Milner (2011); Lopez (2011)	
13-Apr	Critically Minded Pedagogies	Haberman (1991); Chubbuck & Zembylas (2011)	Journal 10: April 14

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**BMC EDUC B260 – Multicultural Education
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MULTICULTURAL EDUCATION TODAY			
18-Apr	Enacting Multicultural Education <i>In Class Workshop</i>	Work on your Showcase Project	<i>Course Evaluations (no grade)</i>
20-Apr	Showcase Project Live Event, Part 1		
25-Apr	Final Reflections Showcase Project Live Event, Part 2	Work on your Showcase Project	Final Showcase Project Submissions: April 27
27-Apr	No class		
May 1-19	Exam Period	<i>(No in-class session)</i>	Final Field Placement Documents And Reflective Portfolio: Self- Scheduled

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