

Tentative  
**SYLLABUS ED5316**  
**THE MULTICULTURAL LEARNER**  
**Department of Education**

**Summer I 2016**

**INSTRUCTOR:**

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**CLASS MEETING TIME:**

Split Web-Based Class: Wednesday class meeting/Monday web assignments

**OFFICE HOURS:**

By arrangement

**COURSE DESCRIPTION:**

The United States has always been a diverse society, composed of people from many cultural, ethnic, and racial backgrounds. Unfortunately, the study of American history and American literature has not adequately addressed the diversity, conflict and challenges that many individuals have encountered and continue to encounter in our nation. Today more than ever, we need to expand our understanding of the cultural and racial differences and gain a new perspective and appreciation. This course is designed to investigate the relationship of various cultures of the United States with emphasis on Texas and the Southwest and the implications for education.

Three interrelated objectives:

- to ***develop*** awareness of multicultural issues of importance in education
- to increase ***knowledge*** of multicultural education
- to develop ***skills*** in meeting the needs of diverse populations (Banks, 2011)

**REQUIRED TEXTS:**

- (1) Gollnick D. & Chinn P. (2013). *Multicultural education in a pluralistic society. (Ninth Edition)* Pearson Education, Inc. ISBN# 13: 978-0-13-703509-0 or 10: 0-13-703509-8

**CRITICAL BOOK REVIEW:** Choose one of the following. Additional books will be considered.

- (2) Johnson, Allan. Privilege Power & Difference
- (3) Kozol, Johathan. Savage Inequities
- (4) Takaki, Ronald. (2008). A Different Mirror: A History of Multicultural America
- (5) Payne. A Framework for Understanding Poverty
- (6) San Miguel, Jr., Guadalupe. (1987) Let All of Them Take Heed: Mexican Americans and the Campaign for Education Equality in Texas, 1910-1987.
- (7) Rodriguez, Richard. (1982). Hunger of Memory: The Education of Richard Rodriguez.
- (8) San Miguel, Jr., (2001). Brown, Not White: School Integration and the Chicano Movement in Houston.
- (9) Valenzuela, Angela. (1999). Subtractive Schooling: U.S. Mexican Youth

- (10) Peavey, Linda. Full-Court Quest: The Girls from Fort Shaw Indian School Basketball Champions of the World
- (11) Maril, Robert Lee. (1990). Poorest of Americans: The Mexican-Americans of the Lower Rio Grande Valley of Texas.
- (12) Maril, Robert Lee. (1995). The Bay Shrimpers of Texas: Rural Fishermen in a Global Economy.
- (13) McKee, Patricia. (1999). Producing American Races.

#### **LEARNING OUTCOMES:**

1. To investigate the relationship of various cultures in the United States with an emphasis on Texas and the Southwest and the implications for multicultural education.
2. To describe today's United States citizens, their cultural characteristics, and the interconnectedness of issues.
3. To explain race relationships in the United States and how "color blindness" impacts everyone.
4. To reflect critically on your own cultural identity and background, connecting personal history to larger social and historical forces.
5. To engage productively and constructively in "difficult dialogues" with people who may not share your background, ancestry, values, or beliefs.
6. To analyze critically the historical and social construction of categories such as "race" and "ethnicity", their relation to "white privilege," and the impact on various dimensions of human life, including how such constructions create systematic inequalities between the dominant and the marginalized.
7. To identify and understand seven Micro cultures as the basis for understanding pluralism and multicultural education and discuss their distinct contributions and principal conflicts, especially the impact of inequalities of access, recourses, wealth and /or justice. (1. Anglo-American, 2. African-American, 3. Hispanic-American, 4. Asian-American, 5. Arab-American, 6. Native-American, 7. Female)
8. To summarize cultural issues that influence school drop out rates.
9. To explain the benefits for diversifying the teaching workforce in P-12 classes and higher education.
10. To expound on the benefits for students using multicultural literature.
11. To expand upon the rewards and processes for sustaining multicultural educators.
12. To retell forms of resistance that multicultural educators encounter.

**All papers** will be graded on content, clarity, readability, organization of thought, depth, correct grammar and **typed** (double spaced). Under page setup, configure your document with one inch margins (right, left, top, bottom) and the font at 12.

## COURSE REQUIREMENTS:

1. This course is reading intensive. The work of a graduate student/scholar is to join a conversation through research – by figuring out what people have been saying about the class topic and to take a well-reasoned, carefully supported position of your own within that conversation to both acquire, reshape, and create valuable knowledge. As a way of developing your voice and ideas, this class will be run as a discussion-centered workshop, which means that you will need to be prepared, every day, to participate meaningfully in the class, which includes **DOING THE READING, ALL OF IT, EVERY DAY** in a thoughtful, engaged way; actively participating in discussion; and carrying your share of work in smaller group activities.
2. Regular class attendance is **expected**. This is a split-web course which means students are expected to do considerable readings/assignments outside of the allotted class meetings. More than one (1) absence will result in the lowering of the final grade. If a true emergency arises, please contact me and bring your attending physician's note explaining the illness (this does not excuse a student from handing in late work). Daily attendance will be taken. **Class starts on time**. Being tardy disrupts the flow of class. Two tardies/early departures equal one absence. Late assignments will be honored only in cases of emergency through arrangements with the professor.
3. Graduate level courses allow the practitioner to develop their personal and academic development. As a professional in the field of education, you bring a wealth of personal and professional experience and practical knowledge. This course is not designed in a lecture format. I expect you to participate in class discussions by sharing your personal and professional experiences. Dialogue and writing are essential aspects of comprehension.
4. **Critical Book Review**. The critical review will entail 5 sections (see handout)

## ACTIVITIES & READINGS

At the beginning of each chapter you will find REFLECTION (which will provide you the opportunity to develop your metacognition skills by reflecting about your own learning and emotional response from each chapter) questions to the chapter-opening classroom scenarios.

Week of June 1st	Chapter 1: Foundations of Multicultural Education (Video: A Class Divided)
Week of June 8 <sup>th</sup>	Chapter 2: Ethnicity & Race (Power Point) Chapter 3: Class & Socioeconomic Status
Week of June 15 <sup>th</sup>	Chapter 4: Gender (Video: Salt of the Earth) Chapter 5: Sexual Orientation (PBS video: Stonewall)
Week of June 22 <sup>nd</sup>	Chapter 6: Exceptionality (Video: Willowbrook) Chapter 7: Language
Week of June 29 <sup>th</sup>	Chapter 8: Religion Chapter 9: Geography

**July 1<sup>st</sup>**

Critical Book Review & Autobiographical project due

**REFLECT & APPLY:** 1 page per chapter and 1 page per video

**CULTURAL AUTOBIOGRAPHY:**

Write a reflective paper that describes your cultural identity and the social, regional and economic factors that have influenced your cultural identity. It will be a unique expression of your own personal and family history, talents, interests, multiple intelligences and religion.

POSSIBLE POINTS:

Quizzes	each @ 100 pts.
Critical Book Review	200
Reflect & Apply Reflection Questions (chapter & videos)	100
Autobiography	200
Power Point: Race & Ethnicity	100

GRADING SCALE:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Students receiving a final grade of D or F must repeat the course. Incomplete grades will be given only with a doctor's signed notification.

**\*\*\*I RESERVE THE RIGHT TO ALTER (ADD OR DELETE) ANY ASPECT OF THIS SYLLABUS\*\*\***

**NON-DISCRIMINATION STATEMENT**

No person shall be excluded from participation in, denied the benefits of, or be subject to Discrimination under any program or activity sponsored by SRSURGC on any basis Prohibited by applicable law, including, but not limited to, race, color, national origin, religion, sex, age, or disability. (Think: Plessy V. Ferguson & Brown V. Topeka Board of Education)

**Distance Education Statement:** Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. [If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.] The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.