



Syllabus / EDUC 5316 Multicultural Perspectives-Summer II 2022

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or 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)

Marketable Skills:

MED General students will demonstrate writing skills and the ability to use research methodology

MED General students will demonstrate their understanding of diversity.

MED General students will increase their understanding of content in their chosen area of specialization.

Student Learning Outcomes:

Primary

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, resources, wealth and /or justice. (1. Anglo American, 2. African-American, 3. Hispanic-American, 4. Asian-American, 5. Arab-American, 6. Native-American, 7. Female)

Secondary

8. To improve communication skills through writing.
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.

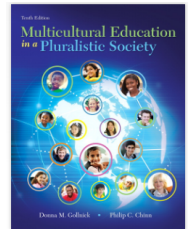
Course Assignments: Primary tasks are to read textbooks and provided supplemental material via blackboard. All Papers shall comply with APA Publication Manual (7th Edition). Ensure citations and references are correct. In addition, papers will be graded on content, clarity, readability, organization of thought, depth, correct grammar and typed (1.5 spacing). Under page setup, configure your document with narrow margins (.5-right, left, top, bottom) and the font at 12. All assignments are to be submitted via blackboard (no emails). Ensure assignments are submitted as attachment using **.doc or .docx** file format.

Materials

Required Text

One book (and a supplement which is only available every other year) are required for purchase. All textbook assignments will be drawn almost exclusively from these texts, and students should refer to specific passages during online forum discussions. If there is a supplement available, prior to the commencement of the semester, students will be notified via email and Announcement to purchase it.

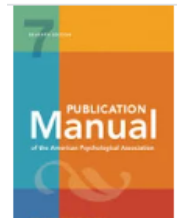
- Gollnick D. & Chinn P. (2016). *Multicultural education in a pluralistic society*. (10th Ed.). Pearson Education, Inc. ISBN-13: 978-0134054674



Recommended Text

Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers.

- American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC.



Assignments and Grades

There are NO class meetings, unless directed by the instructor. Assignments shall be submitted by the date listed in Blackboard. Late work will create issues for you in completing the course in a timely manner and all work should be submitted on time unless prior approval is granted by the professor. All assignments must be submitted on Blackboard.

Type of Assignment	Points
Discussion Board (3X50 each)	150

Writing Assignments (6x50 each) Includes Final (100)	400
Presentations using Google Slides or PPT (3x50)	150
Interview Reflection (2X100)	200
Critique Presentation (100)	100
Total Points:	1000

Attendance Policy: Participation and timely assignment completion is very important. Your Sul Ross email will be the official means of communicating for the course.

Applicable Principal Competencies: In our pluralistic society, it is critical that principals understand multicultural learners and how to respond to their educational needs so that they and our society as a whole can compete in the world market.

- Principal Competency 002 states the principal knows how to respond to diverse interests and needs of all members of the school community in order to promote success.
- Principal Competency 003 states that the principal will act with integrity, fairness, and in an ethical manner and legal manner. To be ethical and fair, a principal must, among other things, support a curriculum that is beneficial to all students.
- Principal Competency 005 states that the principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth. The principal knows how to: facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice. The principal knows how to facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and to be successful are available to all students.

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students will need reliable internet access, a microphone and camera in order to participate when directed in this class to receive a passing grade.

Learning Environment and Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

Grading Policy for this course is as follows:

A=900-1000
B=700-899
C=500-699
F=499 or less

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent
2. Late assignments will lose 20% of possible points for each day it is late.
3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incomplete) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)
8. Students who fail to participate in the Discussion Board or complete any assignment may not pass this course. THERE ARE NO OPTIONAL ASSIGNMENTS.

ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

Library Information

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus. The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. 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. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.