

**Narrative for EPSY 341 (Education in a Multicultural Society)
as a Foundational Studies Course
in Global Perspectives and Cultural Diversity**

EPSY 341 (Education in a Multicultural Society) is a course that examines the case for a paradigm shift in public education in the United States. Because university students at Indiana State University have graduated primarily from public schools in the U.S., they have experienced roughly 13 years in classrooms with teachers who perpetuate values and assumptions about the nature of learning and teaching and about the nature of students, families, and society that belong to their own generations. Colleges of education bear the responsibility of giving citizen-students the opportunity to examine the nature of those values and assumptions to make informed decisions about the future of public schools.

EPSY 341 directly embraces all four of the Global Perspectives and Cultural Diversity Learning Objectives. Students are asked to learn about and demonstrate through class discussions, assignments, and tests their understanding of the terms “culture” and worldviews,” including competing views of these concepts (GPCD LO 1). Approximately one-fourth of the course is devoted to learning about specific cultures and reflecting on differences between those cultures and one’s own (GPCD LO 1, 2, and 3). Within the third quarter of the course, students are asked to apply different lenses—of social class, gender, religion, special needs, and ethnicity –to the problem of student learning, schools, and society (GPCD LO 3). The class project, which takes place in steps throughout the semester and involves all of the skills and applied learning requirements of critical thinking, information literacy, and developmental writing, is targeted at helping students identify the social, economic, political, and environmental inter-relationships between cultures and worldviews (GPCD LO 2). The final quarter of the course is devoted to articulating how the social construction of culture and worldviews shapes contemporary social and political issues that are related to public education (GPCD 4).

EPSY 341 also addresses all of the Foundational Studies Program Learning Objectives with the exception of FSLO 4 (Demonstrate an appreciation of human expression through literature and fine and performing arts) and FSLO 9 (Apply principles of physical and emotional health to wellness). The premise of the course is that pursuing multicultural education requires examining and reworking the paradigm of American schools as the great melting pot (FSLO 1 and 2). In order to motivate the need for a paradigm shift in public education, we definitely apply historical and social and behavioral sciences ways of knowing, and occasionally other ways of knowing, by looking at the educational histories of different groups within the United States as these have been and continue to be populated by immigrants from around the world (FSLO 3, 6, and 7). We will practice educational techniques for implementing the paradigm shift, such as mastery learning and differentiated instruction, which are examples of the types of skills needed for effective citizenship and stewardship of the schools (FSLO 5). The major class project focuses on contemporary controversies in our society that impact the schools (FSLO 7, 8, and 10).

EPSY 341 is currently conceptualized as a course requiring face-to-face interaction. There are no immediate plans for offering it in a web-based format; however, new technologies such as Elluminate may prove amenable to preserving the community benefits of this course experience. Although the course is simultaneously designed as a professional education course, it is appropriate for all students at the university. All of us benefit from and bear responsibility for the future of public education.

EPSY 341**EDUCATION IN A MULTICULTURAL SOCIETY****Fall 2009****Instructor:** Dr. Linda Sperry, Professor of Educational and School Psychology**Office:** COE 303B**Office Hours:** Tuesdays and Thursdays 1:30 to 2:30 and by appointment (237-7786)**Email:** linda.sperry@indstate.edu**REQUIRED TEXT**Bennett, C. I. (2007). *Multicultural education: Theory and practice* (6th ed.). Boston: Pearson.**Course Website:** <http://blackboard.indstate.edu/EPSY 341>**COURSE DESCRIPTION**

Catalog: An in-depth study of multicultural issues in contemporary society, with particular emphasis on public school settings. Attention given to students' development of personal identity and societal awareness. General Education Credits [GE89: E3; GE2000: Multicultural studies-U.S. Diversity]

This course is an introduction to the relationship between educational practices and identity formation as these occur socially through schooling practices and curriculum implementation. All of the stakeholders in education (including students, peers, families, school board members, teachers, administrators, and taxpayers) are constituted through identities predicated on race, ethnicity, culture, social class, gender, language, religion, sexual orientation, and exceptionalities. The textured identities that individuals and groups are aware of and subject to (and, of course, one can be subject to influences that one is not aware of) are connected to perspectives, beliefs, and practices that originate in and hold implications for persons and institutions from every corner of the globe.

In this course, immigration is the central issue through which global perspectives are addressed. Immigration has been and remains a continuous theme in U.S. schooling and is a useful construct through which to examine diversity and equity issues in schools. For immigrants, ethnicity, race, social class, language, and religious world views tend to be highlighted. This diversity is both enriching and problematic in schools. As this course addresses the need for a paradigm shift in public education, historical views of how immigration has affected education and present-day views of the continued difficulties and opportunities of immigrants in terms of access and equity will be discussed.

Further, this course is aimed at promoting a critical understanding of one's self as a social being in order to understand how and why these influences are shaped by "dominant" perspectives on political opinions, socioeconomic roles, religious beliefs, gender roles, dialect, and racial self-images.

This course is designed both as a foundational studies course (fulfills 3 credits in Global Perspectives and Cultural Diversity) and as a professional education course for pre-service teachers.

COURSE OBJECTIVES

The course is aimed at critically examining the nature of diversity itself, fostering sensitivity and respect for diverse learners, and helping individuals to recognize similarities and differences in patterns of development, communication, and learning in a multicultural society.

In terms of professional education goals, the course is intended to:

1. Increase self-awareness about one's own cultural background (IN3D4)
2. Learn about the values, beliefs, and behaviors of various ethnic, cultural, and international groups (IN3D2)
3. Identify personal cultural attitudes, values, and beliefs about diverse populations and become aware of their impact on behavior (IN3D3)
4. Assess the impact of culture on individual, family, education, and societal interactions (IN3K4)
5. Develop knowledge, skills, and attitudes that will facilitate one's ability to work and communicate more effectively with individuals who are culturally different from oneself (IN3D5)

In terms of foundational studies goals, the course is intended to help students learn the way of knowing termed "global perspectives and cultural diversity." This way of knowing addresses four different area learning objectives (LOs):

GPCD LO 1 – Demonstrate knowledge of cultures and worldviews.

GPCD LO 2 –Identify social, economic, political, and environment interrelationships between cultures and world views.

GPCD LO 3 – Use multiple lenses such as race, ethnicity, gender, social class, regional cultures, and religion to evaluate one's own culture in comparison to those studied.

GPCD LO 4 – Articulate how the social construction of culture and world views shapes contemporary social and political issues.

In addition, the course is intended to support the broader aims of the Foundational Studies program, including the following FSLOs and SALRs:

Foundational Studies Learning Objectives

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts; (not necessarily covered)
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness; (not necessarily covered)

10. Express themselves effectively, professionally, and persuasively both orally and in writing.

Skills and Applied Learning Requirements

1. Explicitly demonstrate how the curriculum will develop critical thinking skills
2. Explicitly demonstrate how the curriculum will develop information literacy skills
3. Include a graded writing component, which whenever possible is developmental

EPSY 341 (Education in a Multicultural Society) will emphasize FSLOs 1, 2, 3, 5, 6, 7, 8, and 10 through assignments and class activities. The subject matter of the course addresses the need to locate, critically read, and evaluate information to use in promoting the goals of multicultural education. The premise of the subject matter is that pursuing multicultural education requires examining and reworking the paradigm of American schools as the great melting pot (FSLO 1 and 2). In order to motivate the need for a paradigm shift in public education, we will definitely approach material through historical and social and behavioral sciences ways of knowing by looking at the educational histories of different groups within the United States as these have been and continue to be populated by immigrants from around the world (FSLO 3, 6, and 7). We will practice educational techniques for implementing the paradigm shift, such as mastery learning and differentiated instruction, which are examples of the types of skills needed for effective citizenship and stewardship (FSLO 5). One important class project, the Museum Lecture and Display Project, involves individual and group pieces that focus on contemporary controversies in our society that impact the schools (FSLO 7, 8, and 10). The MLDP also specifically requires information literacy to find information (SALR 2), critical thinking skills to evaluate the information and put it together with the information from other members of your group (SALR 1), and oral and written products that are supported by the instructor in a developmental manner and ultimately graded (SALR 3).

Student Conduct

Students at Indiana State University are expected to accept certain personal responsibilities that constitute the "Sycamore Standard" for behavior in a community of scholars.

As a student at Indiana State University:

I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning, and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.

Adopted by the Indiana State University Student Government Association April 17, 2002

<http://www.indstate.edu/sjp/code.htm>

Academic Freedom

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem

appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

AMERICANS WITH DISABILITIES ACT Statement

“Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.”

Laptop Usage

Laptop Not Required for Course: Usage Permitted - While there will be no assignments or examinations for which the laptop will be used in class, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

COURSE REQUIREMENTS

Contributions to a Safe Space

Remaining respectful of others is not only a request but a central requirement of this course. The content and structure of this class tends to facilitate discussions concerning differences in cultural and racial identities, personal beliefs, political positions and ideologies. It is normal to agree or disagree with others’ opinions to bring about exciting and active learning. Even in our disagreements, however, mutual respect enhances the learning experience.

Critical Engagement with the Readings

Students are expected to have completed the assigned readings before each class meeting. During class, full attention is requested on class activities. Please turn cell phones off—no texting permitted. Please do not surf the web during class unless explicitly directed to do so.

Instructions for Course Assignments

MLDP outlines and reflections should be typed, double-spaced, and use 12-point font in the style of Times New Roman. Use the APA format (American Psychological Association, 6th edition) for your references. The Purdue University Writing Lab has a description of APA format with examples. The link is under the course website’s External Links. It is also under the Library’s Research Help→Personalizing Your Research Experience→Style Guides.

Late Work and Make-Ups:

Unless approved by the instructor in advance of the class, there will be no opportunity to hand in late work or make up missed assignments or tests. Voice mail can be left at 812-237-7786.

Academic Dishonesty

Academic dishonesty is forbidden at Indiana State University. Cheating on tests or other course work, the submission of another's work as your own, and plagiarism (borrowing too heavily from published material without adequate acknowledgement), are some of the activities that qualify as academic dishonesty. Aside from the real possibility of suspension, students also receive failing grades in the class and are banned from courses in their major when found in violation.

Students with Special Needs

Indiana State University embraces its responsibility for creating an educational climate in which students with disabilities can thrive. If you have any type of disability for which you require special accommodations to promote your learning in this class, please talk with me as soon as possible.

Participation in Evaluation of Course for Foundational Studies

At the end of this syllabus is a copy of the Foundational Studies Course Evaluation form for this course in Global Perspectives and Cultural Diversity. Students are expected to complete the evaluation form along with their final exam during the final exam period.

ASSESSMENT OF STUDENT PERFORMANCE

1. Participation/Contribution to the Public Forum: (20%)

It is not enough that you attend class. To explore your own learning, it is important that you contribute to our public discussions. As teachers and citizens, we need to be informed about issues of schooling. Issues of schooling include political, social, and economic issues, as well as philosophical issues. Issues of schooling tell a society what is important about itself.

You may feel you learn more by sitting and listening than by discussing. You may feel uncomfortable with some of the ideas in the texts and discussions. The material in class may be new to you, or it may seem unintelligible. However, there are no questions that cannot be asked or that are "dumb" in nature. Multicultural education depends on the group's willingness to commit to open communication.

You may miss two class periods (3 hours) without penalty. After that, 1% will be deducted for each class missed up to 10%. Three instances of either tardy arrival or premature departure will count as one missed class. Three days of not participating in class discussion will count as one missed class.

2. Unit Tests (50%)

There will be four unit tests. Each test will be oriented around information presented in the text and class along with class discussions and auxiliary readings. The format for tests will consist primarily of objective questions, such as True/False and Multiple Choice.

Unit 1- The Case for Multicultural Education (Chs 1-3) (14%)

Unit 2 – Roots of Cultural Diversity in the US: The Conflicting Themes of Assimilation and Pluralism (Chs 4-5) (14%)

Unit 3 – Individual Differences and Societal Inequities that Affect Teaching and Learning (Chs 6-8) (14%)

Unit 4 – Strengthening Multicultural Perspectives in Curriculum and Instruction (Ch 9) (8%)

3. Museum Lecture and Display Project (30%)

The museum lecture and display project (MLDP) is a comprehensive project that fulfills the developmental writing requirement of all foundational studies/general education classes. It also is a project that will fulfill your TK20 portfolio responsibility in the area of diversity. TK20 portfolios are required of *all* teacher education majors upon graduation (whether you have declared yet or not). The MLDP will take place in four steps. Rubrics for the outline, MLDP, and reflection assignments are posted on the course website.

- 1st step:** Choose a group issue (such as magnet schools, for example) and assign individual roles: a) history, b) related background, c) pros [of magnet schools], d) cons [of magnet schools], e) state of the state (specifically, Indiana), f) state of the country (specifically, the United States), g) example of a state or country in the world where your issue is being handled successfully. If your group is smaller than 7 students, please combine (a) and (b), then (e) and (f). **(2%)**
- 2nd step:** Create a written version of your individual plan for your role. Include at least four major concerns that you will research and address in your part of the group presentation. *(Annotation: this involves information literacy and critical thinking and also addresses GPCD LO 1 and 2)* Attach the rubric to it and turn in your whole group's plans together. **(3%)**
- 3rd step:** As a group, present your MLDP and then post the single file (combined of every group member's Powerpoint) on the course website's Discussion Board. Please note that this is a group grade. **(12%)**
- 4th step:** On your own, reflect on another group's MLDP. Please note that this is an individual grade. **(13%)** In your reflection essay, you are asked to identify the important dimensions of the other group's issue, explain your reasons for your decision to respond to this issue (in particular, discuss what you learned that has changed your mind, or solidified your resolve, about this issue), and finally, think realistically about the next steps that should be taken to make what you think should happen actually happen (please be original) and describe how your next steps will impact the situation. *-(GPCD LO 2 and 4)*

Group Issues for Fall 2009 *(these will vary by semester and by instructor)*

- A. Magnet Schools
- B. Indian Rights to Sacred Land
- C. Universal Preschool Education
- D. English as a Foreign Language Education
- E. Religious Holidays in Public Schools
- F. Response to Intervention (RtI) Instead of Special Education
- G. Homeschooling
- H. The Digital Divide
- I. School Uniforms

COURSE SCHEDULE

Date	Reading Assignments and Tests	TK20/Class Project
8-27	Multicultural Schools: What, Why, and How (Ch 1)— <i>(GPCD LO 3)</i>	
9-1		
9-3	The Nature of Culture and the Contexts for Multicultural Teaching (Ch 2)— <i>(GPCD LO 4)</i>	
9-8	Read: Poole, D. L. (1998). Politically correct or culturally competent? <i>Health and Social Work</i> , 23. Article posted on course website under Course Documents— <i>(GPCD LO 3)</i>	
9-10	Race Relations and the Nature of Prejudice (Ch 3)— <i>(GPCD LO 3,4)</i>	

9-15		MLDP Group Assignment (2%)
9-17	Read: McIntosh, P. (1989). White privilege: Unpacking the invisible knapsack. <i>Peace and Freedom</i> , 10. Article posted on course website under Course Documents—(GPCD LO 3)	
9-22	Unit Test 1 (Chs 1-3) (14%)	
9-24	European Americans, Jewish Americans, and African Americans (Ch 4)—(GPCD LO 1, 2)	
9-29		MLDP Individual Outline (3%)
10-1		
10-6		
10-8	American Indians, Latinos, Asians, Muslims, and Arabs in the United States (Ch 5) —(GPCD LO 1, 2)	
10-13		
10-15		
10-20	Unit Test 2 (Chs 4-5) (14%)	
10-22	Learning Styles: Interactions between Culture and the Individual (Ch 6)—(GPCD LO 3, 4)	
10-27		
10-29	Reaching all Learners: Perspectives on Gender, Class, Ethnicity, and Special Needs (Ch 7)—(GPCD LO 4)	
11-3		
11-5	Teaching Concepts and Strategies: The Development of Positive Classroom Climates (Ch 8)—(GPCD LO 4)	
11-10	Read: Cox, C. H., & Bloom, B. S. (1980). Basic skills through mastery learning: An interview with Benjamin S. <i>Curriculum Review</i> , 19, 10-14. Article posted on course website under Course Documents. —(GPCD LO 4)	
11-12	Unit Test 3 (Chs 6-8) (14%)	
11-17	MLDP (when finished, post the single file of your group's issue on the course website's Discussion Board)—(GPCD LO 1, 2)	Lectures and Displays (12%-group grade)
11-19	MLDP “ “--(GPCD LO 1, 2)	Lectures and Displays
11-24	MLDP “ “--(GPCD LO 1, 2)	Lectures and Displays
11-26	Happy Thanksgiving!	
12-1	MLDP “ “--(GPCD LO 1, 2)	Lectures and Displays
12-3	Multicultural Curriculum Development: A Decision-Making Model and Lesson Plans (Ch 9)—(GPCD LO 4)	MLDP Reflection Essay (13%-indiv. grade))
12-8	Read: Troyna, B. (1987). Beyond multiculturalism: Towards the enactment of anti-racist education in policy, provision, and pedagogy. <i>Oxford Review of Education</i> , 13. Article posted on course website under Course Documents. —(GPCD LO 3 and 4)	
12-10	Study Week	
12-17	Unit Test 4 (Ch 9) (8%) Section 002 at 10 am	Final Exam

Grading Scale: A+ (97-100), A (92-96.9), A- (90-91.9), B+ (87-89.9), B (82-86.9), B- (80-81.9), C+ (77-79.9), C (72-77.9), C- (70-76.9), D+ (67-69.9), D (62-67.9), D- (60-61.9), F (0-59.9)

**Course Assessment for Foundational Studies:
Global Perspectives & Cultural Diversity**

1. This course helped me to think critically.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. This course helped me to locate information through multiple techniques.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. This course helped me to improve my writing skills.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. This course increased my knowledge of cultural diversity and worldviews.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. This course helped me identify social, economic, political, and environmental interrelationships between cultures and worldviews.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. This course helped me use multiple lenses such as race and ethnicity, gender, social class, regional culture, and religion to evaluate one's culture in comparison to those studied.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. This course helped me articulate how the social construction of cultures and worldviews shapes contemporary social and political issues.

Strongly Agree Agree Neutral Disagree Strongly Disagree

8. This course helped me to locate, critically read, and evaluate information to solve problems.

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. This course helped me to critically evaluate the ideas of others.

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. This course helped me to apply knowledge and skills used by social scientists.

Strongly Agree Agree Neutral Disagree Strongly Disagree

11. This course helped me understand the diversity of cultures within as well as between societies.

Strongly Agree Agree Neutral Disagree Strongly Disagree

12. This course helped me to place current and local experiences into a global, cultural, and historical context.

Strongly Agree Agree Neutral Disagree Strongly Disagree

13. This course helped me orally express myself effectively, professionally, and persuasively.

Strongly Agree Agree Neutral Disagree Strongly Disagree

14. This course helped me express myself effectively, professionally, and persuasively in writing.

Strongly Agree Agree Neutral Disagree Strongly Disagree