

**John Carroll University**  
**Department of Education and Allied Studies**

**ED 350 (D)/453: Multicultural Education in a Pluralistic**

**Multicultural Education**  
**Appreciating Others**  
**Understanding Yourself**

**“The value of the self is found in relatedness to the other.”**  
**-Dorothy Lee, *Valuing the Self***

The purpose of this course is to support each student in:

1. broadening his/her perspective on culture, self and relatedness to others, and
2. employing that perspective in the creation of educational curricula and social programs that allow people from diverse social, ethnic, religious, and philosophical backgrounds to achieve their potential.

Such learning requires a willingness to engage in individual, personal reflection, reading, and research into the lives of others as well as participation in a cooperative classroom environment focused on the sharing of values. The course is designed to provide opportunities for intense, extended discussion of both the foundations of multicultural education and the students’ own experiences related to culture, diversity, prejudice, discrimination, understanding others and the promotion of appreciation for diversity.

The primary goal of the course is to enable students to develop a better understanding of themselves, a clearer concept of their relatedness to others and an enhanced commitment to making the world a better place for all through individual appreciation, education, and social action. To do this, we will begin with a discussion of respect and ethnicity. We will then define the notions of prejudice, discrimination, and other terms associated with a lack of cultural appreciation from both a personal and technical perspective. Next we will explore philosophical and sociological themes in multicultural education. We will reflect on the meanings of culture and use education as a lens with which to examine the multi-cultural experiences of Asian-Americans, African-Americans, Arab-Americans, Americans with disabilities, homosexual Americans and other diverse groups of individuals. Finally we will examine and employ the concepts of global education to develop and implement a lesson plan to help children become socially aware citizens of the world.

Throughout the course, students will be asked to complete assignments that encourage self-reflection and the development of a personal mission of social action geared toward multicultural understanding, appreciation and celebration.

Rationale

In ED 453 (D)/350, students will become sensitized to educational and social service structures and practices related to class, gender, sexuality, race, ethnicity, religion and physical ability in order to recognize American education's uneven record of delivering quality experiences to social groups that have had to struggle for inclusion. Second, the course will encourage equitable curricular, pedagogical, and organizational frameworks within American schools and social service agencies.

### Desired Results

The course is directly linked to all 4 components of the Conceptual Framework; religious, personal, social and action. During the course introduction, the instructor will outline the key elements of the conceptual framework and explain their connection to the desired outcomes for the course. The instructor will provide a number of structured in-class activities throughout the semester that will allow students to examine their religious beliefs, personal experiences and values, social ideals and desired actions as educators and global citizens.

Students will be required to develop a personal mission of social action and leadership related to the ideal of becoming a "person for others." Students will have the opportunity to share their missions with the class and to examine their own prejudices and the obstacles that stand in the way of their ability to live out their missions. Students will be required to read about the pluralistic nature of American society and the social and structural barriers to justice around the world and to discuss these ideas in class.

Students will evaluate the multicultural dimensions of a classroom or social service organization. They will develop lesson plans grounded in the ideals of "global education," a theory that focuses on teaching children to care about others around the world. They will spend approximately 4 weeks teaching that lesson to children from diverse backgrounds as part of the class experience and will be supervised and coached by experienced educators. They will reflect on their teaching experience with classmates.

Link of the content strands and desired outcomes of the course:

This course invites students to think about education and social service through perspectives of American social groups that intersect with, but may lie outside of their own cultural identities. In this way, educators and social service providers may use an exposure to the experiences of social groups that formal education has often pushed to the margins as a means of becoming more successful teachers of students and servers of clients from a diverse range of backgrounds.

ED 453/350 is intended to encourage characteristics of future teachers and social service providers in the following areas related to the desired results:

1) Within the *Scholarship* strand of our educational program's Conceptual Framework. The educator/counselor will: 1) reflect on professional work 2) demonstrate accuracy, organization and persistence in achieving intellectual and professional goals 3)

Contribute to the school, district and/or broader professional community. These outcomes are reflected in the readings, written assignments, activities, discussions, and group projects required for this course.

2) Within the *Specialization* strand of our educational program’s Conceptual Framework. The educator/counselor will: 1) demonstrate knowledge of content and pedagogy 2) demonstrate knowledge of clients/students 3) demonstrate knowledge of resources 4) design coherent interventions 5) establish a context for learning/intervention and 6) use knowledge of communication techniques to foster collaboration and supportive interaction.

3) Within the *Leadership* strand of our educational program’s Conceptual Framework. The educator/counselor will: 1) take initiative in assuming leadership roles 2) initiate activities that contribute to the profession 3) assume responsibility in decision making based on the highest professional standards 4) challenge negative attitudes and practices and 5) become proactive in serving clients/students/colleagues

The rationale for performance based assessment in the students’ professional preparation:

Strand	Assessment
<p>1) Within the <i>Scholarship</i> strand of our educational program’s Conceptual Framework. The educator/counselor will: 1) reflect on professional work 2) demonstrate accuracy, organization and persistence in achieving intellectual and professional goals 3) Contribute to the school, district and/or broader professional community.</p>	<p>These outcomes are reflected in the readings, written assignments, activities, discussions, and group projects required for this course:</p> <p>Weekly Reading Assignments - Class Discussion Participation P/F – 15%</p> <p>Write Periodic In-Class Reflection Papers</p> <p>Multicultural Analysis of a Class or Social Service Program – Graded 35%</p>
<p>2) Within the <i>Specialization</i> strand of our educational program’s Conceptual Framework. The educator/counselor will: 1) demonstrate knowledge of content and pedagogy 2) demonstrate knowledge of clients/students 3) demonstrate knowledge of resources 4) design coherent interventions 5) establish a context for learning/intervention and 6) use knowledge of communication techniques to foster collaboration and supportive interaction.</p>	<p>Team Project: Creation of a Global Education Unit - 40% One of the objectives of the course is to give you a chance to examine and analyze the way that education can support students in developing a self-concept grounded in the notion of global citizenship. The global education unit assignment gives you the chance to work with a team of fellow students to create a multi-lesson unit focused on achieving the goals of global education as outlined in the Global</p>

	<p>Perspectives text. The unit will be written as a paper 5-7 pages long and will be presented in class. You will have the opportunity to teach the unit to children at the Open Doors program during 4 consecutive weeks of the course. Further information on this assignment will be provided in class.</p>
<p>3) Within the <i>Leadership</i> strand of our educational program's Conceptual Framework. The educator/counselor will:  1) take initiative in assuming leadership roles  2) initiate activities that contribute to the profession  3) assume responsibility in decision making based on the highest professional standards  4) challenge negative attitudes and practices and  5) become proactive in serving clients/students/colleagues</p>	<p>Create a Written Description of Your Personal Mission for Understanding, Appreciation and Social Action - P/F Grade 5%</p> <p>Write an "I Am From" Poem - P/F Grade 5%</p>

**Requirements**

*Participation in a "Community of Respect:"* This course is based on the philosophy that the best way to work for change and social justice is to encourage individual growth through communication. Because people tend to find it difficult to discuss matters such as race, gender, class, and sexual identity, it is easy to become isolated within such a discussion. Therefore, one of the primary concepts that this course will employ to support individual growth through interpersonal interaction is the "Community of Respect." The "Community of Respect" attempts to create an atmosphere of understanding and appreciation by asking that each conversation participant display a willingness to share his/her views and sensitivity to the thoughts and feelings of others.

Such a community cannot be established by the professor alone or by any one individual. Thus, the success of the course depends on the success of each individual student's commitment to her or his personal mission of understanding and sharing. All of the classroom activities and the assignments are geared towards supporting students in articulating and pursuing their own personal mission. The assignments will draw upon your own experiences as a woman or a man with a particular cultural and ethnic heritage as a member of multiple social groups.

*Completion of Assignments:* Grades in the course will be given based on the successful completion of the assignments outlined below and regular attendance. Assignments must be completed on the due date noted in the syllabus. Extensions of up to 1 week may be awarded based on permission granted by the instructor. Persons handing in late

assignments without extensions, or any assignments later than one week will receive a failing grade for that assignment.

1. Create a Written Description of Your Personal Mission for Understanding, Appreciation and Social Action - P/F Grade 5 %

What do you expect to get out of the course? How would you personally like to change in order to make the world a better place? How would you like to impact others in your school, organization and/or local, national or global community? What evidence will you provide of your mission and the accomplishment of your goals? This statement will serve as a beginning point for the course and allow you to reflect on your own progress throughout the course. This paper is expected to be one page in length.

**2. Write Periodic In-Class Reflection Papers - No Grade**

After some classes you will compose reflection papers in an attempt to begin processing your experience of the activities in class. You will not be expected to summarize events, but rather to reflect on what you have learned, on how the class made you feel, or how it effected your thoughts. Reflection papers also represent an opportunity to write about issues that you feel were unresolved or were not addressed. You will submit this writing at the end of each class period. You may write poetry, prose, a letter, a journal entry, or any form of reflection but give yourself at least a page to develop your thoughts. These will be read by the professor and key issues will be addressed as raised by the students.

3. Write an "I Am From" Poem - P/F Grade 5%

This assignment gives you an opportunity to reflect on the voices you heard and the messages you received growing up related to what it means to be a member of a cultural group, and what it ultimately means to be a man or a woman. These poems should be at least a page long and will be shared in a small group discussion. You will have the option of sharing them with the class. The professor will also read the papers. Directions for the assignment will be distributed in class.

4. Reading Assignments - *ON RESERVE IN THE LIBRARY* -  
- Class Discussion Participation and  
- Participation in 4 week tutoring program at Roxboro Middle School - P/F – 15%

Throughout the course you will be expected to complete reading assignments that will be due the next week. In order to support the aggregate class mission with the highest quality of discussion, it is important that each student take responsibility to do these assignments in a timely fashion. You are also required to participate in a 4 week tutoring program at Roxboro Elementary School. Further explanation of this project will be provided in class.

5. Multicultural Analysis of a Class – Graded 35%

One of the primary objectives of the course is to give you a chance to examine and analyze how multi- or mono-cultural education or social service can be. For this assignment, you will be expected to observe a class or social service program outside of JCU and reflect on the multicultural nature of its curriculum or service provision. We will use Posner’s definition of curriculum and Covert’s guidelines for the creation of multicultural curriculum presented in class as a framework for analysis. This paper should be approximately 2-3 double-spaced pages.

7. Team Project: Creation of a Global Education Unit - 40% One of the objectives of the course is to give you a chance to examine and analyze the way that education can support students in developing a self-concept grounded in the notion of global citizenship. The global education unit assignment gives you the chance to work with a team of fellow students to create a multi-lesson unit focused on achieving the goals of global education as outlined in the Global Perspectives text. The unit will be written as a paper 5-7 pages long and will be presented in class. You will have the opportunity to teach the unit to children at the Open Doors program during 4 consecutive weeks of the course. Further information on this assignment will be provided in class.

Date	Class Activity	Assignment Due
Jan. 25	Course Introduction Respect Exercise Ethnicity Exercise Intor. To Roxboro Middle School	
Feb. 1	Roxboro Tutoring - math  Understanding Prejudice <ul style="list-style-type: none"> <li>• <i>Prejudice Exercise</i></li> <li>• <i>Term Definition Exercise</i></li> <li>• <i>Discuss Tatum/McIntosh</i></li> </ul>	Term Definitions Due “I am from poem” due  Read: McIntosh “White Privilege...” and Read: Tatum
Feb. 8	Roxboro Tutoring – science  Understanding Hate	
Feb. 15	Roxboro Tutoring - citizenship  Sociological	Personal Mission Due

	Foundations of Multiculturalism, <ul style="list-style-type: none"> <li>• <i>Take a Stand</i></li> <li>• <i>Reflection</i></li> <li>• <i>Share personal missions</i></li> </ul>	Read: Levine and Levine Chapter 10
Feb. 22	Roxboro Tutoring - math  Sociological Foundations of Multiculturalism, <ul style="list-style-type: none"> <li>• <i>In class experiential exercise</i></li> </ul>	
March 1	Multicultural Education <ul style="list-style-type: none"> <li>• <i>Definition</i></li> <li>• <i>Goals</i></li> <li>• <i>Assumptions</i></li> <li>• <i>Principals</i></li> </ul> Curriculum Guidelines Learning Styles <i>Discuss Observation Assignment</i>	Read: NCSS Curriculum Guidelines, Communication Differences & Test performances
March 8	<ul style="list-style-type: none"> <li>• Global Education</li> <li>• lecture</li> <li>• guest speaker</li> <li>• film</li> <li>• select groups for final project</li> </ul>	Global Ed Text Chapters 1-3
March 15	<ul style="list-style-type: none"> <li>• Final project Overview</li> <li>• Perspectives on Asian American culture</li> </ul>	<i>Observation Paper Due</i>
March 22	<ul style="list-style-type: none"> <li>• Teaching Americans with Disabilities</li> <li>• Perspectives on Arab American culture</li> </ul>	Readings on reserve

April 5	<ul style="list-style-type: none"> <li>• Perspectives on African American culture</li> </ul>	Readings on reserve
April 12	<ul style="list-style-type: none"> <li>• Homosexual Americans: Presentation /Reflection</li> <li>• Final preparation for Open Doors/Middle School final project</li> </ul>	Readings on reserve
April 19	Open Doors/Middle School final project	
April 26	Open Doors/Middle School final project	
May 3	Final Project Presentations	

\*\*\* speakers are subject to change pending scheduling needs

### **Bibliography**

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