

Multicultural Education

AFST 306/COLL 300

Multicultural Education: Supporting Culturally & Linguistically Diverse Learners

Spring 2017

**DRAFT: Subject to change at the discretion of Prof. Charity Hudley
06/16/2016**

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Prof. Charity Hudley cell (804) 304-3493 (email before calling; do not text; send messages as email)

Place: TBD

Time: Tuesdays 4:30-7:00pm

Office Hours: Prof. Charity Hudley: Wednesdays from 1-3pm in Blow 236; Wednesdays just after all WMSURE events (usually in Blow 334), and by appointment

Teaching Fellows:

Graduate: Hannah Franz heaski@email.wm.edu

Undergraduate:

The mandatory class wiki link is:

The optional class facebook group:

Course Objectives:

This course examines multicultural education as educational praxis and a social movement with a focus on schools and communities. As an Africana Studies course, the class will have a particular focus on students of the Africana Diaspora and students will be encouraged in particular to think about the ways in which race has influenced the character of education and the quest for educational justice in both our local and global society. **Scholars in the class will spend at least 40 hours working in educational environments off of the William and Mary campus and there is funding to support your travel and academic interests.**

The course is designed to help understand the theoretical underpinnings of a multicultural approach to teaching and learning. This course provides students with the knowledge and concepts they need to develop appropriate, informed, and sensitive responses to the rich diversity of student learners in the classroom. We will emphasize an understanding of students' own cultural background in order to identify effective teaching styles and practices. Additionally,

throughout the semester, students will learn about various American microcultures, explore ways to access information about cultural and linguistic communities, identify and implement methods for creating culturally inclusive classrooms and schools, and develop critical and multiple perspectives about multicultural education through engagement with both educators and learners.

COURSE OBJECTIVES:

1. Apply multicultural educational theories and evidence based practices to identify, define, and solve problems in diverse postsecondary teaching and learning contexts.
2. Consider how theory can guide research as well as practice.
3. Explore models for teaching in inclusive classrooms and other learning environments (e.g., learning centers, after school and summer programs).
4. Learn how multiculturalism can be embedded effectively throughout the learning process
5. Apply principles and practices of multicultural and multidisciplinary scholarship in creative and innovative ways to advance teaching and learning.
6. Develop the skills to reflect on and develop our teaching practice and facilitate learning for ourselves and others.

Readings to be read by day that they are listed and all readings must be referred to in the paper or assignment due that week (except for in the library and ethics assignments).

Attendance in class and at the school is **MANDATORY**. **Your overall course grade will be lowered by 5 points for each unexcused absence and by 1 point for each unexcused lateness.** Other people are depending on us. Please see Professor Charity Hudley directly if you need an excused absence, as proper documentation is required (i.e. from the Dean of Students, or Health Services). Religious and spiritual related absences will be facilitated.

Bring a computer to class if at all possible! If you do not have a laptop or it is hard to bring, please see me.

COLL 300—Students will do 40 hours of in school action during the semester

Assignments and Grading:

Assignments are due by email at 8AM on the date listed. There will also be an 8-10 page essay-based take-home midterm paper and 5 minutes presentation. A cumulative final paper of 10-15 pages and presentation (based on your reaction papers and field notes) and 10 minutes with 5 minutes of questions will serve as the final. A draft of the final paper is **required**. The average of the draft and final grades will be allowed to stand for the total final cumulative paper grade. Late assignments will not be accepted without a medical excuse. **If an assignment is unexcused and late, you will receive a zero for that assignment, but all assignments must be turned in for you to receive a final grade in the class.**

Turning in Assignments:

All writing assignments are to be turned in electronically as Word documents. The title of the document should be yourlastname.CMST.250.F16.MMDDYY.doc (ex: CharityHudley.CMST250.F14.09.06.2016.doc). Assignments should be double spaced in 12 point Times New Roman font with 1-inch margins on all sides.

Grading breakdown: (see separate handout for details and examples of satisfactory work)

Class & elsewhere participation (including class project questions and integration of concepts of CMST 100 for Sharpe Scholars) 15%

Weekly Assignments 25%

Take-home midterm essay 10%

Midterm Presentation 5%

Final cumulative paper (15 pages) 35%

Final oral presentation (10 minutes w/ 5 minutes for questions) 10%

Grading

Grades will be predicated on the overall quality of the work submitted throughout the semester. Your grades will reflect your mastery of the course material and your ability to critically analyze the social, cultural, philosophical, and historical issues of our topics. The following is a framework to assist you in understanding my expectations regarding work for the course.

- A** An A is awarded in recognition of exemplary work, reflecting a high level of proficiency. An A- designation denotes exemplary work with some minimal mechanical or organizational challenges.
- B** A B+ designation denotes satisfactory work with some evidence of exemplary analysis. In most cases, B+ work offers intriguing and original analysis, but may have some notable mechanical and/or organizational problems. A B is awarded in recognition of satisfactory work, reflecting an acceptable level of proficiency. A B- designation denotes satisfactory work with substantial mechanical and/or organizational problems. In most cases, B- work has focus and demonstrates a basic understanding of the relevant concepts and arguments, but has limited evidence of originality or depth.
- C** A C is awarded for developing work, reflecting limited evidence of proficiency. In most cases, C work fails to offer a coherent, original or compelling thesis; the work has excessive mechanical and/or organizational problems; and the author has demonstrated a basic understanding of key concepts and arguments.
- D** A D is awarded for work that is superficial, demonstrates very little effort, and limited in depth regarding the course materials and student's overall thinking. In addition, D work also fails to adhere to instructions in the syllabus and contains numerous significant grammatical, syntactical, and/or spelling errors.
- F** In addition to being work that is superficial, it demonstrates very little effort, and is limited in depth regarding the course materials and student's overall thinking. In most

instances, F work also fails to adhere to instructions in the syllabus, as well as, contains numerous significant grammatical, syntactical, and/or spelling errors. In addition, the student fails to address or meet the basic requirements of the assignment.

Criteria for Evaluating Written Assignments

In addition to the above grading scale, written assignments will be assessed according to the following criteria:

- Author expresses a clear, detailed, and coherent argument, as well as demonstrates critical thinking. A mere summary of the reading does not meet this criterion.
- Author supports position with appropriate examples from the reading. Anecdotes and/or unsupported opinions do not satisfy this criterion.
- Author incorporates additional empirical based claims and positions to support argument. Additional support from scholarly and/or credible sources satisfies this criterion.

Accommodation for Students with Learning and Physical Differences

<http://www.wm.edu/deanofstudents/disable/dsserv.php>

Having provided sufficient evidence of a disability and need for accommodation, a student may make official requests for accommodation through the Disability Services Office. The Director of Disability Services will consider the information (documentation) provided by the student, consult with faculty and/or other university officials as needed, and determined what constitutes reasonable accommodation(s) for the student's disability. (See Section III for a definition of accommodation.)

Accommodations not provided by the university of William & Mary include personal aids/devices and specialized transportation.

The Director will identify a list of approved accommodations in accordance with the manifestations of the disability, a copy of which will be shared with the student. For academic accommodations, following review and approval at the start of each semester of enrollment, the Director will prepare individual letters for each professor summarizing the approved accommodations relevant to his/her course. Whenever possible, these letters will be hand delivered by the student seeking assistance. Faculty and other university officials are then required to provide reasonable accommodation(s) in accordance with the Disability Services' letter(s). If a professor or other university official does not agree to an accommodation request, the student should seek intervention through Disability Services.

In addition to academic accommodation, the Director makes accommodation determinations for other university programs and activities, such as athletics programs, and coordinates the efforts of university departments such as Facilities Management, Parking Services, Residence Life, Office of the Registrar, Athletics and Student Activities to address special access and service issues related to a student's educational experience.

Note on Sustainability:

I support sustainability initiatives on the WM campus. To reduce paper use, most of your course documents (including the syllabus, readings, and most assignments) will be provided on the course Wiki. Please try to save paper by reading documents and text online whenever possible. If you must print out documents, please consider printing double-sided and/or with two sheets per page. I also encourage you to turn in your assignments electronically when at all possible. For more information, please see the Sustainability at W&M website: www.wm.edu/sustainability

Note on Tolerance from teaching tolerance.org:

<http://www.tolerance.org/campus/index.jsp>

Modified from Tolerance.org "Declaration of Tolerance"

"Tolerance is a personal decision that comes from a belief that every person is a treasure. I believe that America's diversity is its strength. I also recognize that ignorance, insensitivity and bigotry can turn that diversity into a source of prejudice and discrimination.

To help keep diversity a wellspring of strength and make America a better place for all, I pledge to have respect for people whose abilities, beliefs, culture, race, sexual identity or other characteristics are different from my own.

After examining hundreds of cases involving thousands of students, tolerance.org found this: Although administrators, faculty and staff are vital players in any response, it is the student activist who makes the most difference.

Because things improve only when people like you take action.

Because each student has the power to make a difference.

And because apathy, in some ways, is as dangerous as hate."

<http://www.wm.edu/about/diversity/index.php>

Course readings are required. Please bring readings to class at each meeting unless otherwise indicated. You may purchase the paper or online edition of the texts. If you use the texts online, please bring a laptop to class at each meeting. I really advise using the online versions! Save your back and a tree!

Banks and Banks. 2006. Multicultural Education: Issues and Perspectives 8th Edition. New York: Wiley Blackwell.

Darling Hammond The Flat World and Education Chapter 1

Delpit, Lisa. Other People's Children: Cultural Conflict in the Classroom. New York:

New Press, 2006. Chapters X-X

Howard, T.C. (2010). *Why race and culture matters in schools: Closing the achievement gap in America's classrooms*. New York: Teachers College Press. Chapters 5-6.

Ladson-Billings, Gloria. 2009. *Dream Keepers: Successful Teachers of African American Children*. San Francisco, CA: Jossey-Bass, chapters 2 & 3.

Suarez-Orozco, Carola, Marcelo Suarez-Orozco, and Irina Todorova. 2008. "The Challenge of Learning English." In *Learning a New Land*. Cambridge, MA: Harvard University Press.

Class Schedule:

Week 1- The culture of our classroom

Reading: Delpit *Other People's Children*. 2006. Part 1

Week 2- What is the Multicultural Education Movement?

Reading: Banks and Banks 1: *Multicultural Education Characteristics and Goals*

Assignment #1: Reflection Due: Educational Autobiography and Your Space and Place in the Multicultural Education Movement

Write a three-page paper that outlines your own educational autobiography and assesses your space and place in a multicultural education movement based on what you have already experienced and the information that you hope to gain this class

Week 3- Culture in Schools & The Culture of Schools

Reading: Banks and Banks 2: *Culture, Teaching and Learning*

Week 4: Language in Schools

Readings: Banks and Banks Chapter 12: *Language Diversity & Schooling*

Suarez-Orozco, Carola, Marcelo Suarez-Orozco, and Irina Todorova. 2008. "The Challenge of Learning English." In *Learning a New Land*. Cambridge, MA: Harvard University Press.

Assignment #2: Linguistic and Cultural Observation of Language and Culture in Your School Setting: Observe, interview, or speak with a speaker of another language or variety of English in a learning setting for at least 30 minutes. I prefer the engagement to be live. You will **not** have research permissions for the assignment so you cannot share your observations with others outside of the class.

In a 2-5-page paper, address:

- 1.) **The setting of your observation.** Include specific details including details about the people and place, how you went about doing the research and the type of social environment were you in, any important changes that happened during your observation in linguistic

features that you hear and see, particularly lexicon, grammar, and phonology as we have covered them in class so far.

2.) **The sociocultural elements of your observation.** Address elements from Banks and Banks in your description.

3) **The linguistic elements of your observation.** Address elements from Banks and Banks in your description.

4. **Did any of the observations surprise you?** If so, would you do anything differently if you were to re-do the study in the future?

You can give a broad overview or focus on specific aspects of your observation. The assignment is meant to get you listening!

Week 5: Race in Schools

Reading: Howard, T.C. (2010). *Why race and culture matters in schools: Closing the achievement gap in America's classrooms*. New York: Teachers College Press. Chapters 5-6.

Week 6: Gender and Sexuality in Schools

Reading: Banks and Banks Chapter 6, 8, and 9: Gender Bias: From Colonial America to Today's Classroom, Understanding and Supporting Gender Equity in Schools, and Queer Lessons: Sexual and Gender Minorities in Multicultural Education

Assignment #3: Praxis Lesson: Design a lesson that you can use in a particular context based on needs that you have witnessed and the readings that you have encountered so far. Include a 1-2 page summary that include citations from educator materials that show how you are building on pre-existing praxis and cite relevant readings from both inside and outside of class.

Week 7: Difference, Delay, & Disability in Schools

Banks and Banks Chapter 13: Educational Equality for Students With Disabilities

Week 8: Giftedness in Schools

Banks and Banks Chapter 15: Recruiting and Retaining Gifted Students from Different Ethnic, Cultural, and Language Group

Assignment #4: Linguistic and Cultural Observation of Language and Culture in Your School Setting

Observe, interview, or speak with a speaker of another language or variety of English in a learning setting for at least 30 minutes. I prefer the engagement to be live. You will **not** have research permissions for the assignment so you cannot share your observations with others outside of the class.

In a 2-5-page paper, address:

1.) **The setting of your observation.** Include specific details including details about the people and place, how you went about doing the research and the type of social environment were you in, any important changes that happened during your observation in linguistic

features that you hear and see, particularly lexicon, grammar, and phonology as we have covered them in class so far.

2.) **The sociocultural elements of your observation.** Address elements from Banks and Banks in your description.

3) **The linguistic elements of your observation.** Address elements from Banks and Banks in your description.

5. **Did any of the observations surprise you?** If so, would you do anything differently if you were to re-do the study in the future

Week 9: The Dreamkeepers: Recruiting and Sustaining Educators of Color

Gloria Ladson Billings & Lisa Delpit

Reading 12: Ladson-Billings, Gloria. 2009. Dream Keepers: Successful Teachers of African American Children. San Francisco, CA: Jossey-Bass, chapters 2 & 3.

Delpit: Teachers Voices pp. 105-135.

Week 10: School Reform

Banks and Banks Chapter 16: School Reform and Student Learning

Delpit Part 3

Darling Hammond The Flat World and Education Chapter 1

Assignment #5: Articulation of Your Role in School Reform based on your interview with an educator

Interview an educator who is working in a multicultural education framework (either articulated or non-articulated).

- 1.) Provide the educator with information about multicultural education
- 2.) What are some of the educator's greatest successes?
- 3.) What are some of the educator's greatest challenges
- 4.) Describe an episode where their approach made a specific or distinct difference.
- 5.) With respect to multicultural education would they like to work on or bring to their teaching or institution next?
- 6.) How could you help the educator with their goals?

Week 12- Your Actions Matter

Banks and Banks Chapter 10 & 17: Approaches to Multicultural Curriculum Reform & Communities, Families, and Educators Working for School Improvement

Week 13- Class Choice

Class to determine the readings

Week 14- Class Group Presentations

Week 15- Conclusion & Class Celebration

Assignment #6: Final Paper or Product That is Applicable in a Particular Educational Context

Your final presentation and paper will be a cumulative approach to designing a particular lesson, activity, workshop, or awareness campaign that concerns some particular aspect of multicultural education that is applicable in in a particular educational context. You may do the paper or product as an individual, but in the true spirit of multiculturalism, I encourage you to work in groups that include both students in the course and educators and students in your school setting.