

## EDUC 321: Multiculture Education & Human Diversity Syllabus, FA13

**Instructor:** Les LaFountain, M.Ed.

**Contact:** [llafountain@tm.edu](mailto:llafountain@tm.edu) & Phone: 477-7813

**Meeting Time:** Tuesday & Thursday 1:00-2:20

**Class Meetings:** Room 216

**Credit Hours:** Three (3)

**Instructor's Office:** Room 210-J; Hours: As posted

**Textbooks:** Comprehensive Multicultural Education Theory and Practice, by Christine I. Bennett  
Supplemental Handouts will be distributed in class.

**Purpose of the Course:** This course is designed to give you opportunities to explore other cultures by increasing awareness of your own culture. In addition, the course provides opportunities to engage in learning about diverse ethnic groups, individual learning styles, multiple intelligences, and best teaching practices to advance the ideals of freedom, justice, equality, equity, and human dignity.

**Catalog Description:** This course is designed to create dialogue concerning the issues of cultural diversity in schools, its impact on the learning process and the construction of human relations. Emphasis is placed on an education that is multicultural, gender fair, and disability aware. It examines issues such as racism, sexism, oppression, prejudice, and discrimination and stresses the importance of inclusive teaching strategies.

**Methods of Instruction:** Methods of instruction include on-line and direct instruction, discussion, group work, peer teaching, student presentations, hands-on demonstrations, field-based learning, reading and writing. This course will emphasize strategies that recognize different learning styles in order to model best teaching practices that are effective with students from different cultural backgrounds.

**Your Rights and Responsibilities:** If you have emergency medical information, special learning diagnoses, or other related needs, please make an appointment with the instructor. If you plan to request disability accommodations, you are expected to register with Annette Charette, Student Support Counselor (701-477-7957). Ms. Charette's office is located in the Student Union (room 102). If you feel you would benefit from counseling services contact the College Counseling Services (701-477-7947). The office is located across from the Jack Fiddler Auditorium in room A103.

**Academic Integrity:** Every student is expected to complete their own work. Plagiarism and/or enabling cheating on exams or other coursework will result in a zero grade(s) as a minimal action. Papers and assignments must follow the American Psychological Association (APA) format, and this includes Summary & Reflection and research papers, projects, Power Points, etc. The policy of TMCC Student Handbook will be followed.

**TMCC Mission:** The cultural and social heritage of the Turtle Mountain Band of Chippewa will be brought to bear throughout the course.

**TMCC General Education Outcomes:** Communication, Critical Thinking, and Technology, and Cultural/Diversity

**Grades:** 100% to 90% = A, 89% to 80% = B, 79% to 70% = C, 69% to 60% = D, 59% to 0% = F

**Class Participation:** You are personally expected to sign-in each day; and sign out if you leave early. The class lecture and activities require your active participation; therefore your participation is worth up to 5 points per session. An absence (excused or unexcused) will constitute make-up coursework, but no-participation points will be earned because it's nearly impossible to replicate classroom participation with your course mates. Also, late arrivals and early departures from a class will be equated to loss of participation points. If you are ill or have a family emergency, leave a message on my voice mail (477-7813) or email (llafountain@tm.edu) as soon as possible, preferably prior to the class you are going to be missing. TMCC Email is the primary method of documented communication and it will be used for correspondence to you. Please make a habit to check your TMCC email daily.

**Missed Course Work:** It's your responsibility to seek out and make up coursework missed due to an absence prior to the next class or no points will be earned for those assignments.

**Cell phones:** Electronic devices are to be turned off or on vibrate during class unless the instructor assigns coursework using the electronic devices. Cell phone use in class for personal social interaction is not allowed so be respectful of others and restrict the use until class is over.

### Course Objectives and North Dakota Teacher Education Standards

Course	ND Standards	INTASC	Artifacts	Outcomes
EDUC 321: Multicultural Education and Human Diversity  3 Credits	<p><b>67.1-02-07</b> Program requires study of multicultural education, Native American Studies and strategies for diverse learners.</p> <p><b>50015.3 a, b, c, and d</b></p> <ul style="list-style-type: none"> <li>✓ Applying knowledge</li> <li>✓ Adaptation to diverse learners.</li> <li>✓ Development of critical thinking.</li> <li>✓ Active engagement in learning.</li> </ul>	<p><b>Standards No 2:</b> Learning Differences, No. 5: Application of Content, and No: 8 Instructional Strategies.</p>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Research Papers</li> <li>• PowerPoint Presentations</li> <li>• Mid-term and Final Exams</li> <li>• Projects</li> <li>• Debates</li> <li>• Journaling</li> <li>• Simulations</li> </ul>	<p>1.) Students will describe the relationship between culture and the individual within the dynamic of cultural change and social responsibility.</p> <p>2.) The students will relate cross-cultural theory to real-life situations in education.</p> <p>3.) The students will recognize the underlying similarities and differences in human cultures.</p>

**Grading System:** Effort and hard work are indications of one's disposition toward character and teaching and learning.

**Course Assessment:** The criteria used to evaluate your work will depend upon your ability to demonstrate the following:

- You have a thorough understanding of the core concepts, philosophical foundations and cultural contexts of the course.
- Your papers and projects indicate understanding of course content and the subtle, symbolic implications of readings and lectures.
- You actively participate in small and large group discussions as indicated by both non-verbal and verbal communication.
- You come to class having completed assigned readings for that topic.
- You actively listen to others with respect and courtesy.

**Disclaimer Statement:** The instructor reserves the right to amend the syllabi without prior notice pending unforeseen circumstance, like inclement weather.

## Schedule of Course Activities

Date	Standard/Objective(s)	Assignments/Objectives	Pts.
Tuesday August 27th	1. To clarify the course syllabus and expectations. 2. To demonstrate the use of Jenzebar: including coursework transmission, and assignment access, etc. 3. To demonstrate APA format.	✓ Introductions ✓ Syllabus Review & Course Expectations ✓ APA format for papers and Jenzabar Demonstrations ✓ World Map Activity ✓ Homework: Describe your ideas on the origins of life on earth/universe.	5
Thursday August 29th	4. To assess course content upon entering the course.	✓ Course Pre-Assessment (20 points) on-line. Bring your laptop to class.	25
Tuesday September 3rd	5. To analyze various perspectives on the origins of life and the development of culture. 6. To cooperate in a group activity by engaging in positive mannerism.	✓ Read Various Creation Stories: Make a List of Similarities and Differences; Identify the Key Characters and Events. ✓ Define Miscellaneous Terms & Concepts (10 points). See Jenzabar for due date!	15
Thursday September 5th	7. To evaluate the sources of culture in a global society. 8. To identify major geographical and cultural locations on a world map. 9. To compare and contrast major cultural concepts.	✓ Introduce Movie Reviews and Student Presentations (20 points) Due Oct. 10th ✓ Define the origins of culture. ✓ Presentation on New and Old World Religions and Philosophies ✓ Old World Religion Timeline	15
Tuesday September 10th	10. To compare and contrast New and Old World religions and philosophies. 11. To evaluate the major events and people that impact contemporary American culture. 12. To evaluate a song of historical & cultural attitudes.	✓ Continue New and Old World Religions and Philosophies ✓ Read Chapter 1, pages 1-36 and complete the tasks on page 36, Compare and Contrast 1-6 in essay format and Activities & Questions No's. 2 and 3, (30 points). ✓ Analyze the lyrics of a Bob Dylan song	35

Thursday September 12th	13. To identify key terms and concepts related to multicultural education. 14. To demonstrate an understanding of why multicultural education is essential.	✓ Continue New and Old World Religions and Philosophies ✓ Introduce Deep Teaching Philosophy ✓ Define Chapter 2 Terms/Concepts (10 points)	15
Tuesday September 17th	15. To identify the core values of multicultural education. 16. To explain why multicultural education is essential. 17. To describe the origin and provide a historical perspective for multicultural education.	✓ Presentation on Core Values of Multicultural Education ✓ Review Prior Content (Pictionary) ✓ Read Chapter 2, pages 41-68 and complete the tasks on page 68, Compare and Contrast 1-6 in essay format and Activities & Questions No. 5 (30 points).	35
Thursday September 19th	18. To distinguish between high and low cultures. 19. To describe the difference between ethnic group and minority group. 20. To define culture based on the ice-berg metaphor. 21. To compare and contrast Hall's Theory on high and low context cultures.	✓ Presentation on the Nature of Culture (Chapter 2) ✓ Introduce Research Paper & Debate Project ✓ To identify debate topics and teams. ✓ Define Chapter 3 Terms & Concepts (10 points). See Jenzabar for due date!	15
Tuesday September 24th	22. To differentiate between culture and race. 23. To explain cultural assimilation and cultural pluralism. 24. To describe Longstreets Guidelines of Understanding Cultural Differences.	✓ Review the debate process. ✓ Read and Respond to the Article on the Nature of Culture (10 pts.)	15
Thursday September 26th	25. To differentiate between racism and prejudice. 26. To describe the concept of white privilege. 27. To explain the difference between culture and race. 28. To contrast individual racism from institutional racism.	✓ Presentation on Race Relations and Prejudice (Chapter 3). ✓ Voices: Racial Profiling and Stereotypes (video) ✓ KWL Chart on Race Relations and the Nature of Prejudice ✓ White Privilege (video)	5
Tuesday October 1st	29. To describe Gordon Allports Theory on Scapgoating. 30. James A. Bank's Six-stage Theory on typology. 31. To evaluate positive and negative stereotypes and to explain why both types of stereotypes must be addressed.	✓ Continue Race Relations and Prejudice (Chapter 3). ✓ Read Multicultural Education, Chapter 3, pages 73-100 and complete the tasks on page 101, Compare and Contrast 1-6 in essay format and Activities & Questions No's. 1 thru 4, (30 points).	35

Thursday October 3rd	32. To exam the roots of slavery and racism in America. 33. To describe William Cross' Theory on Black Identity 34. To evaluate the White Identity Development Model (WIND).	✓ Presentation on Chapter 3 ✓ Course Review Activity ✓ Research Bibliography and Outline due (10 points)	15
Tuesday October 8th	35. To compare and contrast different themes of assimilation and pluralism in American Society 36. To evaluate the assimilation and pluralism experiences of European, Jewish, and African Americans.	✓ Instructor Presentation on Assimilation and Pluralism (Chapter 4). ✓ Define Chapter 4 Terms & Concepts (10 points). See Jenzabar for due date! ✓ Guest Speaker on College Founding...Reflections on	15
Thursday October 10th	37. To review the content of the course up to the mid-semester.	✓ Review for Mid-term Exam ✓ Movie Review Due (20 points)	25
Tuesday October 15th		✓ Mid-Term Exam (100 points)	105
Thursday October 17th		✓ Mid-Term Review Results	5
Tuesday October 22nd	38. To evaluate the assimilation process of European, Jewish, and African Americans. 39. To compare and contrast the contemporary and historical treatment of immigrants.	✓ Continue Presentation on Conflicting Themes of Assimilation and Pluralism for European, Jewish, and African Americans (Chapter 4). ✓ Read Chapter 4, pages 107-132 and complete the tasks on page 132, Compare and Contrast 1-7 in essay format and Activities & Questions 1, 2, and 6 (30 points).	35
Thursday October 24th	40. To complete an outline, draft scholarly research paper and conduct a peer review. 41. To simulate an experience of a physically impaired individual by completing a predetermined course and written reflection.	✓ Continue Presentation on Conflicting Themes of Assimilation and Pluralism for European, Jewish, and African Americans (Chapter 4). ✓ Research Draft with a Peer Review due (10 points) ✓ Introduce Special Needs & Simulation Activity, due November 26 <sup>th</sup> (20 points)	15
Tuesday October 29th	42. To summarize and evaluate the impact of assimilation on American Indians 43. To compare and contrast historical and contemporary cultures of American Indians.	✓ Instructor Presentation on Conflicting Themes of Assimilation and Pluralism for American Indians (Chapter 5). ✓ Define Chapter 5 Terms & Concepts (10 points). See Jenzabar for due date!	15
Thursday October 31st	44. To evaluate the impact of assimilation on American Indians, Latinos, Asians, and Muslims. 45. To simulate the experiences of ethnic groups other than one's own.	✓ KWL Chart on ethnic diversity. ✓ Instructor Presentation on Assimilation and Pluralism for American Indians, Latinos, Asians, Muslims and Arabs (Chapter 5). ✓ Read Multicultural Education, Chapter 5, pages 137-168 and complete the tasks on page 168, Compare and Contrast 1-8 in essay format and Activities & Questions 2 and 7 (30 points).	35

Tuesday November 5th	46. To compose critical thinking questions related to the cultures of Latinos, Asians, Muslims and Arabs. 47. To compare and contrast cultural traits of Latinos, Asians, Muslims, and Arabs.	✓ Continue Presentation on Conflicting Themes of Assimilation and Pluralism for American Indians, Latinos, Asians, Muslims and Arabs (Chapter 5). ✓ Review for Debate Presentations	5
Thursday November 7th	48. To define learning styles. 49. To describe the Multiple Intelligence Theory and demonstrate examples.	✓ Instructor Presentation on Learning Styles (Chapter 6). ✓ Define Chapter 6 Terms & Concepts (10 points). See Jenzabar for due date! ✓ Research Paper for the debate due today 60 pts.	75
Tuesday November 12th	50. To demonstrate the etiquette of debate.	✓ Student Debate Presentations	TBD
Thursday November 14th	51. To demonstrate the etiquette of debate.	✓ Continue Student Debate Presentations Review course content (time permitting)	
Tuesday November 19th	52. To participate in simulations of individuals with physical disabilities to empathize with their challenges. 53. To describe various learning and teaching styles and applying these to multicultural education.	✓ Continue Presentation on Learning Styles (Chapter 6). ✓ Read Chapter 6, pages 175-210 and complete the tasks on page 210, Compare and Contrast 1-6 in essay format and Activities & Questions 1,2, and 3 (30 points). ✓ Simulations of Special Need's Individuals with physical disabilities.	35
Thursday November 21st	54. To evaluate the nature v. nurture theories on individual differences. 55. To compare and contrast behavior characteristics at various ages and grade levels.	✓ Instructor Presentation on Individual Differences (Chapter 7). ✓ Define Chapter 6 Terms & Concepts (10 points). See Jenzabar for due date!	15
Tuesday November 26th	56. To compare and contrast individual differences related to ethnicity and poverty. 57. To identify six broad categories of learner characteristics.	✓ Continue Presentation on Individual Differences (Chapter 7) ✓ Read Chapter 7, pages 215-246 and complete the tasks on page 246, Compare and Contrast 1-8 in essay format (30 points). ✓ Special Needs Simulation and Reflection Due (20 points)	55
Thursday November 28th	No Class Due to National Holiday	"Happy Thanksgiving"	
Tuesday December 3rd	58. To define culturally relevant teaching in one's own words. 59. To describe issues relevant to Gay, Lesbian, Bisexual and Transgender individuals.	✓ Continue Presentation on Individual Differences (Chapter 7) ✓ Gender Issues (GLBT)	5
Thursday December 5th	60. To evaluate the purpose and process of multicultural education based upon course content for the semester.	✓ Review for Final Exam ✓ TMCC Faculty Course Evaluation	5
Tuesday December 10th	61. To assess the course methodology and content.	✓ Final Exam (100 points) ✓ TMCC Course Evaluation (Optional)	105
Thursday December 12th	62. To assess the course methodology and content.	✓ Review Final Exam Results and Complete TED Evaluation	10

