

Turtle Mountain Community College
P.O. Box 340, Belcourt, North Dakota 58316
Tele: (701) 477-7862
www.tm.edu

EDUC 321 Multicultural Education & Human Diversity Fall 2015

Instructor: Kathy Jo Henry, M.Ed.

Email: khenry@tm.edu

Contact: Teacher Ed. Office 477-7971

Course Credit: 3 hours

Meeting Times: Tuesday & Thursday 1:00 – 2:20

Class Meeting: Room 216

Text: Bennett, Christine, I., *Comprehensive Multicultural Education: Theory and Practice*
Supplemental readings will be distributed in class.

Course Description/Rational: This course is designed to create dialogue concerning the issues of cultural diversity in school, 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. It stresses the importance of inclusive teaching strategies.

Course Objectives:

Methods of Instruction: includes direct instruction, discussion, large and small group activities, web based activities, workshops (when available), student presentations, guest speakers, videos, observations & field trips hands–on demonstrations. Learning processes in which class participants will engage involve a variety of visual, auditory, tactile, and motor activities, within a constructivist framework. A guiding principle of constructivist teaching is that experience is a powerful instructional tool, and that knowledge is socially constructed. Course participants will be expected to learn experientially and through the social construction of knowledge with peers and the instructor.

Cultural Content: The culture of the Turtle Mountain Band of Chippewa will be integrated throughout this course to enhance the awareness of the cultural and social heritage of the Anishinabe people.

Your Rights and Responsibilities/ Disability / Access Statement: If you have specific learning disability or physical disabilities (formally diagnosed), you have legal rights to course modifications. Please identify yourself to the professor and provide pertinent information so that he/she may assist you.

Attendance, Class Participation: You are personally expected to sign-in, and sign out if you leave class early. The class lecture and activities require your active participation; therefore your participation is worth up to 5 points per session. Late arrival and early departure from class will be equated to loss of participation points. **It is 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.** Electronic devices are to be turned off or on vibrate during class, unless the instructors assigns coursework using the electronic devices

Performance Assessments: Students are expected to complete all class readings prior to each class session so as to engage in active dialogue, sharing of ideas and reflection to engage in productive learning. Students are expected to integrate course readings and class information into their written assignments to demonstrate knowledge of content matter. An evaluation of your papers, assignments, projects, in-class discussions, small and large group presentations, and participation will determine whether or not you've met the instructional objectives for the course. Scholarship, initiative, cooperation, attitude and improvement will also be taken into consideration.

Statement of Academic Honesty: Scholastic honest is expected. Dishonesty includes cheating, plagiarism, and collusion. Student is expected to do individual work unless directed by a project and or permission is given. If dishonesty is found the minimal consequence is a zero grade.

Service Learning: Our mission is to promote reciprocal connections among students, faculty, and community members through integrated academic coursework and service in the community, and to encourage the development of socially and environmentally responsible citizens. **This course may require attendance in activities outside of class time.**

Turtle Mountain Community College General Education Outcomes: Communication, Critical Thinking, Technology, and Cultural Diversity.

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

Course	N.D. Standards	INTASC	ARTIFACTS	OJECTIVES
EDUC 321: Human Relations & Multicultural Education 3 credits Elementary Early Childhood Secondary	67.1-02-07 Program requires study of multicultural education, Native American Studies and strategies for diverse learners. 500015.3 a, b, c, and d <ul style="list-style-type: none"> • Applying Knowledge • Adaption to diverse learners • Development of critical thinking • Active engagement in learning. 	Standards: #2 Learning Differences #5 Application of content #Instructional Strategies	Quizzes Midterm Exam Final Exam Research Paper Presentations Projects Reflection Writings- Journaling Simulations	#1. Students will describe the relationship between culture and the individual within the dynamic of cultural change and social responsibility. #2. The students will relate cross-cultural theory to real-life situations in education. #3. The students will recognize the underlying difference in human cultures.

COURSE REQUIREMENTS:

Quizzes (10 @ 20 pts.)	200 pts.
Debate	50 pts
Wheel Chair Experience (OUTSIDE OF CLASS TIME)	20 pts
Midterm Exam	50 pts
Final Exam	50 pts
	Total: 370 pts

Evaluation/Grading**WEEKLY COURSE UNITS****Week One****August 24 – 26**

Tuesday- course syllabus and expectations

cooperative learning groups

discussion segments

presentations

text book/supplemental readings

course work transmission

APA format

Read Chapter 1 pgs. 3-17

Thursday

Brown vs. Board of Education

Multicultural Movement (Kallen)

Defining- Culture, antiracism, (equity and equality) hidden curriculum, multicultural competence, social justice, core values, and pedagogy.

Positive Teacher Expectations

Week Two**Continue chapter 1 pgs. 18 - 34****Topics:**

Culturally Competent Teaching

Equity, Democratic Values and “Every-Day” Social Justice

Integration not Desegregation

Curriculum

Week Three

Read Chapter 2 pgs. 3 to 47

Chapter 1 Quiz**Topics:**

Defining- Race and Culture

Superficial Conception of Culture

Liberal Bias and Cultural Relativism

High and Low Context Cultures

Week Four

Continue chapter 2 pgs. 48 to 68

Topics:

Diversity within Ethnic Groups

What Works Best 21st Century

Guidelines for the Classroom

Week Five

Read chapter 3 pgs. 71-86

Chapter 2 Quiz

Topics:

Prejudice and Racism

Week Six

Continued chapter 3 pgs. 87-105

TOPICS:

Theories of Ethnic Identify

Stereotypes

Week Seven

Begin chapter 4 pgs. 109 – 138

Chapter 3 Quiz

Topics:

Immigration

European American Perspectives

Jewish Perspectives

Week Eight

NO CLASS – Tuesday, October 13

October 15- Midterm 1:00-2:20

Midterm

Week Nine

Read Chapter 5 pgs. 141- 151

Chapter 4 Quiz

Topics:

Native American- Origins

Week Ten

Continue chapter 5 pgs. 152-160

Topics:

African Americans

Week Eleven

Chapter 6 pgs. 163-178

Chapter 5 Quiz

Topics:

Latinos in the United States

Week Twelve

Chapter 7 pgs. 181 – 206

Chapter 6 Quiz

Topics:

Asian Americans

Muslims in the United States

Arab Americans

Week Thirteen

Chapter 8 pgs. 212–242

Chapter 7 Quiz

Topics:

Learning Styles

Culturally Competent Teaching

Week Fourteen

DEBATE

Chapter 9 pgs. 245 - 287

Chapter 8 Quiz

Topics

Achievement Gap

Gender

Poverty (low income, middle class, upper class)

Special Education

Week Fifteen

DEBATE

Chapter 10 pgs. 293-312

Chapter 9 Quiz

Topics:

Bilingual Education

Literacy and Language Learning

Parents as Partners in Language Learning

Week Sixteen

DEBATE

Chapter 10 Quiz

Week Seventeen

December 15 Final

1:00-2:20 P.M.