Department of Instruction and Teacher Education  
Course Syllabus  
EDTE J 770  
Multicultural Issues in Education  

I. Descriptive Information  

A. Course Number and Title: EDTE 779: Multicultural Issues of Education  

B. Catalog Description: Study of the influence of cultural diversity on instruction with emphasis on teaching strategies and programs for multicultural student populations.  

C. Credit Awarded: Three graduate credit hours.  

D. Prerequisite: None  

E. Intended Audience: Masters & Post-Masters level students.  

F. Instructor: Dr. Kevin J. Swick  
Wardlaw 106  
803-777-5278 (O); E-mail: kswick@mailbox.sc.edu  
Cell Phone: 803-238-6082  
803-777-7970 (fax)  

II. Learning Outcomes Goals and Objectives:  

A. Goals: Participants in the course should:  

1. Increase their ability to communicate effectively with students of diverse cultures in instructional settings.  

2. Increase their ability to plan and implement instruction to promote academic performance, self-concept, and peer relationships in culturally diverse school populations.  

3. Acquire cognitive models of the nature of beliefs, attitudes, and intentions, and the interaction of these phenomena in the generation of behaviors.  

4. Understand and value the multicultural nature of our pluralistic society.  

5. Infuse valid multicultural content and perspectives into the curriculum in order to enhance students' appreciation of their own and others' cultural heritage and life styles.  

6. Evaluate their attitudes, actions, and classroom practice.
B. Objectives: Participants in the course should:

1. Demonstrate knowledge of cultural variation in communicative patterns, with emphasis on those dimensions of language which create barriers to school achievement among multicultural school populations.

2. Demonstrate receptive and productive communicative competence with students and parents of different cultures.

3. Analyze existing or create new instructional alternatives to extend learning opportunities to under achieving minority students.

4. Critique school organization, curricula, and materials on the basis of multicultural criteria.

5. Critique procedures, materials, and interpretations of educational evaluation from multicultural perspectives.

6. Demonstrate knowledge of valid multicultural content in a selected school subject, including historical and social perspectives.

7. Analyze selected theories of personality as they provide explanatory models of cultural variation in classroom behaviors.

8. Argue a point of view in opposition to their established position on a current controversial multicultural issue.

9. Address a topic of controversy from multiple perspectives; provide a resolution of these differences to create a balanced, coherent statement.

III. Required Texts and Readings:


Selected readings handed out in the live class session which is on May 30.

Book of readings. (Available at the USC Distance Education Office).

**OPENING CLASS SESSION ON CAMPUS IS REQUIRED:** The opening class orientation session (which is required) – is **Saturday, May 30 from 8:30 – 10:30 AM in Wardlaw 110.**
IV. Academic Requirements

1. Assignments for Video Lessons/ and Readings
   You are to view the 16 videos and turn in the accompanying assignments in a timely manner. 20 points for assignments which go with each of the 16 lessons. Points may be deducted for numerous grammatical and spelling errors.

2. Synthesis/Application Paper:
   Select three concepts you learned or strengthened in this course. First, describe these concepts in relation to how they have broadened and/or enriched your multicultural understanding. In doing this cite research that supports your points. Second, give at least 5 examples of how these concepts might work in your personal or professional life. Give enough detail in each example so that the reader easily grasps your point. Third, provide a conclusion to your paper that states what you see as the most important outcome in multicultural learning.
   Document your points with references. This will require you to research your topic and cite research or literature to support your position. Familiarity with key works on the topic should be evident. APA documentation style is preferred; however, other styles are acceptable. Grammatical and spelling errors will result in a lower grade.

3. Mastery of Course's Objectives
   Instructor's judgment of students' mastery of courses goals and objectives listed on pp. 1-2 on the syllabus. This requirement will evaluate affective as well as cognitive goals and objectives since it is possible to receive all points on video assignments (cognitively) and not meet important objectives of the course (e.g., Goal #6: "Evaluate their attitudes, actions, and classroom practice.")

V. Administrative Course Requirements

- Note that some papers require summaries and some require reactions, which include your personal reflections and analyses.
- You are urged to type your assignments if your handwriting is difficult to read. Written assignments should also be double-spaced.
- Feel free to e-mail me when you have routine questions.
- All assignments must be turned in to receive a grade.
- Send all assignments to me (Dr. Kevin J. Swick). Please allow 2-3 weeks for them to be graded and returned to you. YOU CAN EMAIL THEM TO ME OR DROP THEM BY MY OFFICE, OR MAIL THEM TO ME AT:
  Dr. Kevin J. Swick
  College of Education
  Wardlaw 107
  University of South Carolina
  Columbia, South Carolina 29208
• No points are deducted for late assignments but all assignments must be turned in by the final due date of the course. Points are deducted for consistent grammatical and typographical errors so proofread your work.
• Incompletes will not be granted.

VI. Evaluation and Grading

520 Points

Grading
Video/Reading Assignments 320
Paper (Synthesis/Application Paper) 100
Mastery of the course's goals & objectives 100
Points 520

494 - 520 = A
468 - 493 = B+
442 - 467 = B
416 - 441 = C+
390 - 415 = C
364 - 389 = D+
338 - 363 = D
337 and below = F
VII. Major Topics:

<table>
<thead>
<tr>
<th>Course Material</th>
<th>Written Assignment</th>
<th>Due</th>
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<tbody>
<tr>
<td>A. Lesson 1.</td>
<td>Program 3: Negotiating Cultural Communications</td>
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<tr>
<td>a. View Program 3</td>
<td><strong>A 2-3 page paper that includes:</strong></td>
<td>June 7</td>
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<tr>
<td>b. Maxine Greene’s selection, p. 8 in text</td>
<td>1) A reaction to Maxine Greene’s “The passions of pluralisms” – Selection 2, p. 8 in the text and 2) a reaction to the videos discussion of cross-cultural communication. Do you feel it is important? Why or Why not? Are you prepared to communicate effectively with other cultures? Why or Why not? (20 points)</td>
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B. Lesson 2. Program 4: The Changing Face of America and the World

Course Material
a. View program 4

b. React to Louise Derman-Sparks “Empowering children to create a caring culture in a world of differences” – Selection 31, p. 158 in text.

I. After viewing video 4 June 7
Answer the following:

1) What is the current population of the world? Which areas have the largest and the smallest population? Were you surprised by these population figures?

2) List the two largest major world religions and contrast the global percentages to that of their representation in North America. Was this information new to you?

3. Why is the Hispanic population growing so much faster than some of the other ethnic/racial groups?

4. Why are there differences in the family incomes of ethnic/racial groups even though they may have the same educational attainment?
### C. Lesson 3. The Elementary Years (No Video)

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<tr>
<td>a. Read Chapter 3 from Boutte Book (copy provided in class).</td>
<td>Summarize and react to June 7 key points in chapter 3 and complete Figure 3-3 (p. 149) (typed double-spaced) and give an analysis of what you found. (20 points)</td>
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### D. Lesson 4. Program 6: Race: The World's Most Dangerous Myth

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<tr>
<td>a. View Program 6</td>
<td>After viewing the program June 14 write up 3 things you learned. Type a reaction paper highlighting major points from the article. (20 pts)</td>
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<td>b. Read Valerie Oka Pang “Educating The Whole World” – Selection 26, p. 127 in the text</td>
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<td>a) View program 9 and read</td>
<td>I. Write a brief reaction paper <strong>June 14</strong></td>
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<tr>
<td>“Beyond Ten Little Indians and Turkeys”</td>
<td>for both articles.</td>
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<td>And then from the text read Joel Spring’s</td>
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<td>“The great civil rights movement” – Selection</td>
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<td>I from the text on page 1.</td>
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<td>II. Answer the following questions</td>
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<td>Based on the video:</td>
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<td>1. Describe the popular western theories on how the various Native American groups arrived on the North American continent.</td>
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<td>2. Why is the debate between researchers on the number of Native Americans at the time of contact with Columbus and the West so important to our understanding of what has happened to these indigenous people. (20 pts.)</td>
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F. Lesson 6. Programs 11, 12: Hispanic/Latino Americans, Parts 1 and 2

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| a. View Program 11 and 12 | I. After viewing the video  answer the following:  
1. Name at least 5 groups that are classified under the term Hispanic.  
2. What groups of Hispanics do not have to have a passport to enter the U.S.? Why?  
3. Why have some Hispanic groups fared better economically and educationally than some others?  
4. Type one or two paragraphs on insights gained from the video. | June 21 |
| c. Read the articles "The town, the school, And the students" by Guadalupe Valdes – Selection 8 from the Textbook; and “High Performing Hispanic Schools” by Alicia Scribner – Selection 25 in the Text. | II. Write a brief reaction to the articles. (20 points) |  |

Course Material
a. View Program 13
b. Read the article “The power of Pedagogy” by Gloria Ladson-Billings -- Selection 23 from our Textbook.


Written Assignment

I. After viewing the video June 21
answer the following questions.

1. What role should the Africancentric curriculum (or other centered curricula) play in multicultural education?

2. Why are African Americans disproportionately represented in the low social economic status group compared to the rest of the population?

3. What are some of the obstacles facing Black males in our society which keeps them from accessing the social mobility system.

Type a reaction to the article highlighting the main points. (20 pts.)
I. After viewing program 14, answer the following questions.

1. As you watch the first segment consider the following questions. Why is Kunjufu critical of how African Americans are depicted?

2. In the Second Segment:
   What are some suggestions to help improve the academic performance of African Americans in our country?

3. The Third Segment:
   Discuss how a multicultural curriculum would change the way we see history in this country?

   Why is Kunjufu concerned about Japan "bashing" in this country?

4. The Fourth Segment:
   Who benefits from tracking students in our educational system according to Kunjufu.

5. Kunjufu states that, "What we do most is what we do the best." How does this quote help us understand why so many young African Americans are so gifted in the sports and entertainment field?

II. Write a reaction paper to the article highlighting the key points. (20 pts.)

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<tr>
<td>a. View Program 15</td>
<td>After viewing program 15 answer the following questions.</td>
<td>July 5</td>
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<tr>
<td>b. Read “Are Asian Americans a ‘Model Minority’?”</td>
<td>1. What ethnic groups make up Asian Americans in this country?</td>
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<td>2. What are some of the economic differences between the various Asian American Groups in this society?</td>
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<td>3. Why is it now more difficult for persons from Southeast Asia to obtain refugee status?</td>
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<td>4. What are some of the problems between the first and second generations of Asian Americans in this country?</td>
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<td>5. Was any of the information in the video new to you?</td>
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Write a reaction paper discussing which side you agree with and why. (20 pts.)
J. Lesson 10. Program 17: Euro-Americans

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<tr>
<td>a. View program 17</td>
<td>I. After viewing the video, summarize three things that you learned or gained further insight about.</td>
<td>July 5</td>
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<tr>
<td>b. Read the articles, &quot;Whites in Multiculturalism,&quot; &quot;White Privilege and Male Privilege,&quot; and &quot;Who's A Hillbilly?&quot;</td>
<td>II. Write your reaction to the articles (20 pts)</td>
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<td>c. Optional reading (in reading package): &quot;How white teachers construct race.&quot;</td>
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K. Lesson 11. Program 7: Social Class in the U.S.A.

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<td>a. View program 7</td>
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<td>July 12</td>
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I. After viewing the video summarize three things that you learned or gained insight about.

b) Read “Social class and school knowledge” – Selection 29 and “The importance of Multiculturalism” -- Selection 30 in Our text.

III. After reading the articles write up a brief summary/review(20 points)
L. Lesson 12.  Program 122: Age Issues From Young to Old

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<tr>
<th>Course Material</th>
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<th>Due</th>
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<tbody>
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<td>a. View Program 22.</td>
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<td>July 12</td>
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I. After viewing the video, answer the following questions.

1. According to Ms. Golden, what can be done to assist our communities and to improve conditions for our children?

2. Is there a relationship between the plight of some children in the U.S. and the rise of gang participation in our cities? Explain your answer.

3. Discuss at least three reasons why young people join gangs.

4. How can schools and communities prevent or control the spread of gangs?

b. Read “Creating Multicultural Learning communities” – Selection 33 in our textbook

II. Journal Entry: Summarize points from the article! (20 pts.)
M. Lesson 13. Program 8 Gender Issues

Course Material

a. View the video 8
   July 19

Written Assignment

I. After viewing the video, write two paragraphs summarizing the main points

b. Read “An educator’s Primer on the Gender War” – Selection 22 from our text.

Due

II. Summarize the main points of the Article.
### N. Lesson 14. Program 21: Physical/Mental Ability Issues

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<tr>
<th>Course Material</th>
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<tr>
<td>a. View the video 21</td>
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<td>July 19</td>
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I. After viewing the video, summarize the main points (2-3 paragraphs).

II. Journal type entry: Reflect on your own standardized test-taking ability, have your own testing skills influences your academic or professional attainment? Do you think that standardized tests are currently given more weight or credence than they deserve? Why or Why not? (20 points)

### O. Lesson 15. Program 19: Ethnocentric Groups

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<thead>
<tr>
<th>Course Material</th>
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<th>Due</th>
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<td>a. View the video 19</td>
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<td>July 19</td>
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I. After viewing the video, react to the main points in a typed paper.

b. Read “What is Culture” – Selection 9 and “The dynamics Of cultural transmission” – Selection 10 from our Text.

II. After reading the two articles please write a 2-3 Page summary/analysis.

(20 points)
P. Lesson 16. Synthesis and Application Paper Due July 26

Q. Lesson 17. Program 24: Diversity Issues/Review

Course Material

Written Assignment

Due

a. View the video 24 and:

Type a one to two page analysis of what you have learned in this course. You are expected to be very reflective. What did you learn that you did not already know? How have the videos affected your teaching/educational practices (or professional and/or personal life?) Make two copies of this paper so that I may keep one for my files. (20 pts)

VII. Modes of Instruction

* In class course orientation
* Video / CD presentations
* Reflection write ups on each lesson
* Research paper
* Email reports and dialogue

IX. Brief Bibliographic References

