



# Syllabus

*CIED 5052 Multicultural Issues*

## Spring 2012 Session One

January 20 through March 2

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## Spring 2012 Session Two

March 9 through May 4

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University of Arkansas

College of Education and Health Professions

Department of Curriculum and Instruction

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Monday 8:30-11:00 a.m. 2:00-4:00 p.m.

Thursday 8:30-11:00 a.m. or by appointment

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### I.

**Program Affiliation:** Curriculum and Instruction

**Course Number and Title:** CIED 5052 Multicultural Issues

**Prerequisites:** Admission to the M.A.T. program

**Catalogue Description:** This seminar provides an introduction to the major concepts and issues related to multicultural education. The ways in which race, ethnicity, class, gender, and exceptionality influence students' behavior are discussed.

**Required Texts:**

Banks, J. A. (2008). *An introduction to multicultural education* (4th ed.). Boston, MA: Pearson.

### II.

**Relationship to Knowledge Base:** Students will recognize the broad definition of diversity as it relates to the public education classroom and the implications of teaching for success to students with diverse backgrounds. Students will also develop an understanding of the definition, framework, and implementation of multicultural education and its relationship to the social and political context of a multicultural society.

**NCATE Standard 4-Diversity:** "The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools." (2009, <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4#stnd4>).

**Scholar-Practitioner Tenet 3:** One who understands, respects, and values diversity

### III.

**Goals:** Upon completion of this course, students will be cognizant of how schools and teachers view diversity and their assumptions of what constitutes diversity, the genesis and growth of multicultural education, and the practice of multicultural education in the contemporary classroom.

### IV.

**Competencies:** Upon completion of CIED 5052, students will

- Develop a working vocabulary as it relates to diversity.
- Discuss attitudes of racism and discrimination and their relationship to student achievement.
- Understand the relationship of culture, identity, and learning.
- Discuss the role of multicultural education and school reform and its implications for teachers, schools, and families.
- Recognize the reality of multicultural education in today's classroom.
- Articulate their own frame of reference regarding multicultural education and how they will adjust their teaching methods to accommodate diversity in the classroom.

### V

#### Essential Questions

- What is the foundation of multicultural education?
- How do social class, ethnic identity, racial group, language, abilities and disabilities, religion, sexual orientation, and gender impact learning?
- How do teachers initiate multicultural education in their own classrooms?
- Why is diversity education important?

## VI.

### Course Requirements:

#### Class participation based on readings and other assignments:

Assigned readings from this book should be read prior to the class session in which they will be discussed. Students are expected to participate in class discussions. Contributions may also include outside readings and/or personal experience. Class participation will also be assessed.

## VII.

### Assessments:

|   |            |
|---|------------|
| <i>ABC Who Are We?</i>                    | 50         |
| Class Profile – ABC Poem of your students | 100        |
| McMenu Assignment (yummy!)                | 100        |
| MC Step Out                               | <u>100</u> |
| Total:                                    | 350 pts.   |

These projects are designed to build and enhance your understanding of your own cultural identity, your students' cultural identities, the school's cultural identity, and the communities' cultural identity. (See calendar for due dates.)

## VIII.

### Grading Scale

|     |          |
|-----|----------|
| A = | 100-90   |
| B = | 89-80    |
| C = | 79-70    |
| D = | 69-60    |
| F = | below 60 |

## IX.

### Academic Honesty:

“As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail.”

“Each University of Arkansas student is required to be familiar with and abide by the University’s ‘Academic Integrity Policy’ which may be found at <http://provost.uark.edu/> . Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.”

## X.

### **Inclement Weather Procedure: Academic Policy Series 1858.10**

Classes will be cancelled if the University closes. For detailed information, go to <http://provost.uark.edu/185810.pdf>

## XI.

### **Attendance Policy and Late Work Policy:**

Attendance: You have to be present to win! **All assignments are due on the due date** unless otherwise required. Failure to meet this requirement results in a zero for that assignment unless previous arrangements have been made with the professor. No late work is accepted (you can arrange to turn assignments in early).

\*\*\* Incompletes will not be given this semester due to departmental recommendations. Attendance is mandatory, since we only meet once a week, you are required to attend.

## XII.

### **Academic Policy Series 1520.10: Reasonable Accommodation and Course Substitution for Students with Disabilities**

Students with disabilities requesting reasonable accommodations must first register with the Center for Educational Access. The CEA is located in the Arkansas Union, ARKU 104, and on the web at: <http://cea.uark.edu/>

The CEA provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CEA is approximately one to two weeks.

## XIII.

**Syllabus Changes:** The instructor reserves the right to make changes as necessary to the syllabus. If changes are necessary during the term of this course, the instructor will post both notification and nature of the change(s) on the course website and announce the changes in class.

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**Welcome to class and good luck with the semester.**  
**Learning is forever.**

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***"It is as hard to see one's self  
as it is to look backwards  
without turning around."***  
**Henry David Thoreau**



- Bowles, F.A. (2011). Transformation—More than meets the eye: Teacher candidates' journeys to cultural competence. *Action in Teacher Education*, 33(5-6), 542-559.
- Bowles, F. A., & Gallavan, N.P. (2011). RESPECTing culture with all learners. *Social Studies Research and Practice*, 9(6), 112-118.
- Gallavan, N. P. (2010). *Navigating cultural competence: A compass for teachers*. Thousand Oaks, CA: Corwin Press.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press.
- Gollnick, D. M., & Chinn, P. C. (2009). *Multicultural education in a pluralistic society (8th ed.)*. Upper Saddle River, NJ: Pearson.
- Howard, G. R. (1999). *You can't teach what you don't know*. New York: Teachers College Press.
- Koppelman, K.L., & Goodhart, R. L. (2005). *Understanding human differences; Multicultural education for a diverse America*. Boston, MA: Pearson.
- Payne, R.K. (2003). *A framework for understanding poverty (3rd ed.)*. Highlands, TX: aha! Process, Inc.
- Sheets, R. H. (2005). *Diversity pedagogy: Examining the role of culture in the teaching- learning process*. Upper Saddle River, NJ: Pearson