



# Syllabus

*CIED 5052 Multicultural Issues*

**Spring 2014**

**January 17 through May 10**

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University of Arkansas | College of Education and Health Professions  
Department of Curriculum and Instruction

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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/diversity education and the ways in which race, ethnicity, class, gender, and exceptionality among other variables influence students' behavior.

**Required Text:** Gollnick, D.M., & Chinn, P.C. (2013). *Multicultural education in a pluralistic society, 9th ed.* Upper Saddle River, NJ: 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, equity, and social justice.
- Discuss attitudes of racism and discrimination and their relationship to student achievement.
- Understand the relationship of culture, identity, and learning.
- Respect the role that language plays in identity and learning.
- Discuss the role of multicultural education, diversity, equity, social justice, and school reform and their 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, equity, diversity, and social justice and how they will adjust their teaching methods to accommodate these concepts 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?
- What roles do equity and social justice play in teaching to the 21st century learner?
- How is diversity defined?

## VI.

### Course Expectations:

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.

## VII.

### Assessments:

<b>Graded Assessments</b>	<b>% of grade</b>	<b>Due Date</b>
Participation*	15	EVERY DAY
ABC Who Are We?	10	1-24 by Email to Dr. Bowles
Mid-Term Test	15	In Class 2-28
Class Profile	10	In Class 3-7
MC Step Out	25	Chalk and Wire 4-18
Final Exam	25	In Class 4-25
Total	100	
*Participation includes discussion and homework completion.		

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.

## **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. **Work submitted after the due date will receive an appropriate deduction for late submission.**

## 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.

### **XIV.**

#### **Emergency Procedures Policy:**

Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at **[emergency.uark.edu](http://emergency.uark.edu)**.

- **Severe Weather (Tornado Warning):**
- Follow the directions of the instructor or emergency personnel
- Seek shelter in the basement or interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building
- Stay in the center of the room, away from exterior walls, windows, and doors
  
- **Violence / Active Shooter (CADD):**
- **CALL:** 9-1-1
- **AVOID:** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY:** Barricade the door with desk, chairs, bookcases or any items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.

- **DEFEND:** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

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

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



Banks, J.A. (2008). *Transformation—More than meets the eye: Teacher candidates' journeys to cultural competence*. Boston, MA: Pearson.

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.



Davis, B. M. (2007). *How to teach students who don't look like you: Culturally relevant teaching strategies*. Thousand Oaks, CA: Corwin Press.

Delpit, L. (2011). *Multiplication is for white people*. New York, NY: The New Press.

Esquith, R. (2007). *Teach like your hair's on fire*. New York, NY: Penguin Books.

Gallavan, N. P. (2010). *Navigating cultural competence: A compass for teachers*. Thousand Oaks, CA: Corwin Press.

García, E. (2002). *Student cultural diversity: Understanding and meeting the challenge (3rd ed.)*. Boston, MA: Mifflin.

Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press.

Grant, C. (1995). *Educating for diversity: An anthology of multicultural voices*. Boston, MA: Allyn and Bacon.

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

Shipler, D. (2005). *The working poor: Invisible in America*. New York: Vintage Books.