The College of Education’s conceptual framework focuses on developing effective, evidence-based practice among candidates for initial certification, refining effective practice among working professionals pursuing advanced certification and degrees, and identifying effective practice through faculty research.

**Vision**

The College produces effective professionals, new knowledge, and partnerships with the field of practice that make a difference in the lives of the clients we serve.

**Mission**

The College prepares effective professionals (LEARN) for a variety of societal service delivery and leadership roles across a range of settings including schools, post secondary institutions, social service agencies, and vocational rehabilitation organizations. The College contributes to the knowledge base in both educational theory and practice through professional inquiry and scholarship (DISCOVER). The College engages in strategic partnerships with the field of practice to improve client outcomes, to increase institutional effectiveness, and to promote social justice (ENGAGE).

**Course Introduction**

The College of Education (COE) made the following recognitions as it incorporated the Introduction to Multicultural Education course into its curricula:

1. There has been a history of racism and other forms of oppression in the United States generally, and in educational processes more specifically. Thus, the COE is committed to contributing to the eradication of social injustice of all kinds through educational processes.
2. Many learners have been denied equal access to effective education, have been "educated" inequitably based on social location, and have suffered unequal outcomes as a result. Thus, educational systems and teaching processes need to examine and re-vision institutional and relational structures to support educational equity.

3. Education in the United States has been guided by principles, philosophies, models, and methods which privilege a view of social contexts as homogenous and of shared Western European origins. Thus, educational systems and teaching processes need to include a wider range of culturally responsive principles, philosophies, models and methods of education/teaching.

4. The increasing diversity in socio-cultural identities and experiences of children bring different knowledge, meanings and modes of expression to the learning setting. Thus, educational systems and teaching processes need to attend to the cultural self of the learner and require the educator/teacher to view his/her own culture from the perspective of the learner.

**Student Learning Outcomes**

Given these recognitions, this course is designed to provide students with opportunities to begin developing the knowledge, skills, and dispositions in the process of becoming multicultural educators. This is an introductory curriculum course, not a methods course. As such, it provides students with an introduction to, and an overview of, the discipline of multicultural education.

**Disposition/awareness:**

At the end of this course, then, students will understand how:
1. issues of culture, power, authority, privilege, equity, and democracy exist in schools;
2. one’s own cultural assumptions, beliefs and values about oneself, “others,” children, and teaching influence the teaching/learning process;
3. prejudices (even one’s own prejudices) manifest themselves in the teaching and learning processes.

**Knowledge:**

At the end of this course, students will have knowledge of:
1. the analytical nature of the California Common Core Language Arts Standards
2. the inclusive nature of the California English Language Development Standards
3. controversies in the field of multicultural education including, but not limited to diversity, multiculturalism, equity, equality, stereotype, culture, cultural assimilation, acculturation, ethnocentrism, bilingual education, culturally relevant education, White privilege, classism, ableism, and race;
4. the impact of social, political and economic issues on majority and linguistically and culturally diverse groups and their educational status and attainment;
5. student achievement levels as they relate to ethnic/cultural/racial identities
6. factors that produce national and statewide educational opportunity gaps.

Behavior/Skills:

At the end of this course, students will be able to:
1. evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence
2. implement prejudice reduction strategies in teaching;
3. integrate ethnic/cultural content into subject matter content areas;
4. implement the Four Dimensions of Ethnic Identity Exploration into their classroom teaching
5. identify evidence of socio-cultural, institutional, and individual inequities in schools and classrooms;
6. identify racism, hegemony, classism, sexism, homophobia, ableism, and ability bias in education;
7. apply theories, frameworks, and research of multicultural education to classrooms and school systems

California Standards for the Teaching Profession

On page two of the California Standards for the Teaching Profession, the following purposes of standards appear: 1) prompting reflection about student learning and teaching practice, and 2) formulating professional goals to improve teaching practice. Consistent with these purposes, the learning materials, activities, and assessments of this course address the following California Standards for the Teaching Profession:

Standard One: Engaging & Supporting All Students in Learning

1.1 Connecting students’ prior knowledge, life experience, and interests with learning goals

1.2 Using a variety of instructional strategies and resources to respond to students’ diverse needs

1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful
Standard Three: Understanding & Organizing Subject Matter for Student Learning

3.1 Demonstrating knowledge of subject matter content and student development

3.3 Interrelating ideas and information within and across subject matter areas

Standard Four: Planning Instruction & Designing Learning Experiences for All Students

4.1 Drawing on and valuing students’ backgrounds, interests, and developmental learning needs

4.5 Modifying instructional plans to adjust for student needs

Contacting Me

You are welcome to contact me by phone or e-mail with non-content related questions. Please see the syllabus or Blackboard links for answers to your questions before contacting me by phone or e-mail.

Telephone: (619) 656-7835
E-mail: abbranch@mail.sdsu.edu

Office Hours

I will be available for fifteen minutes before our live Collaborate sessions and for fifteen minutes following our live Collaborate sessions to answer any questions or concerns you have.

Text

Readings for our class will be found on Blackboard (Bb) primarily. The professor will provide the location of readings that are not found on Bb.

The internet as “text”: There are two required documents to be retrieved from the internet.

Common Core Standards: http://www.cde.ca.gov/re/cc/

English Language Development Standards:
http://www.cde.ca.gov/sp/el/er/eldstandards.asp
Assignments

Staying Ahead Of Assignments
To help students stay ahead of assignments, the professor has provided on Bb introductions to assignments, including due dates, a week or two before they are due and complete directions for assignments, including due dates, the week that they are due.

Readings
Students are required to read the articles assigned for each class session and be prepared to discuss them critically during the Collaborate sessions. In preparation for these discussions, please think critically about the idea(s) presented in the readings. Choose an idea, theme, or concept from the article, and identify a quotation that represents it. Prepare notes from the readings and use quotations you have identified as beginning discussion points. You may want to discuss a connection you have made between what you have read and your schooling experiences, or your present job, school, or personal life. The focus of your contribution to the discussions could be the reasons you think a certain idea is trustworthy or would be effective in a given classroom environment; or, you may believe a certain concept, theme, or idea from the article is woefully misrepresented, or would not work well in a particular school or classroom environment. Be prepared to discuss the quotation and your critical thoughts about it.

Write down the questions that come to your mind as you read. If the writer has not answered your questions by the end of the article, you might consider including the questions as part of your contribution to the Collaborate discussion. Be prepared to support your assertions with data from your experience or publications you have read. The preparation that you do for our live Collaborate sessions will also help you prepare for the quizzes.

Quizzes
Students will take quizzes that cover the material in assigned readings as well as content from live Collaborate sessions. Quizzes will be available for 24 hours beginning on WEDNESDAYS at 9:30 A.M. They will be available until THURSDAY at 9:30 A.M. Links for quizzes will be located in the module folder for the week they are due. Quizzes on readings are taken in advance of the topic being discussed in the Collaborate session.

Positionality and Blog Posts
“Positionality” is explained in the “Week one” link on Bb. Your Positionality post and your responses to others’ posts are due 8 September 2015. 8 September 2015 is a Tuesday.
**Culture Bag**

Each student will create a five-minute video presentation in which he or she discusses his or her culture. **For full credit**, artifacts will represent the following parts of the presentation: a) the race and ethnic group(s) to which the student belongs, b) the language(s) the student speaks, c) one tradition, custom, or holiday that is celebrated by the student, d) **foods** that are **eaten** by the student (Remember, drinks are not food) and e) music that is part of the student’s culture.

To facilitate this video presentation, students are required to use a physical bag (grocery store variety or something more creative or expressive of you is just fine) filled with at least five things that help to illustrate what he or she finds most important and reflective of **his or her culture today**. The objects in the bag could be artifacts made by the student or artifacts from one’s familial history. Students need a **different artifact** to accompany and represent each of the **five** pieces of information in letters a-e that I have discussed in the previous paragraph. Additional information for presenting a winning Culture Bag can be found on Bb. **Your Culture Bag is due 17 September 2015.**

**Family History Project**

Students will research the first arrivals of their family members to the United States and complete a project in which they answer seven questions about the events surrounding the events of the arrival of these family members. The Family History Project is due 1 October 2015. This project is not turned in. You will need it for the discussion during the Collaborate Session.

**Changed Paper**

In this paper, you will discuss attitudinal changes you have had as a result of taking this Introduction to Multicultural Education course. Please remember to connect whatever change in attitude you discuss with a written assignment, reading assignment, Collaborate discussion, video, or other Collaborate activity. Detailed instructions for constructing this paper can be found on Blackboard. The “Changed” paper is due 11 Dec. 2015.

**Final examination**

All students will take a final examination to demonstrate their thorough understanding of the concepts presented in this Introduction to Multicultural Education course. **The final examination** will be posted on-line on **16 Dec. 2015 at 11:30 P. M.** This comprehensive examination consists of questions that cover the content of readings and the Collaborate sessions.

**Grading**
There are a total of 100 points designed into this course. Grading will be based on the quality of the following completed assignments/requirements.

Culture Bag – 10 pts.
Quizzes – 60 pts.
Mid-term Exam - 10
Changed Paper – 10 pts.
Final Exam – 10 pts.

Blackboard “percentages” tend to be confusing at best. Ignore “percentages” on Blackboard. Amassing points as indicated below will determine your end of course grade.

For a grade of “A,” students will earn at least 93 points
For a grade of “A-,” students will earn at least 91 points
For a grade of “B+,” students will earn at least 88 points
For a grade of “B,” students will earn at least 85 points
For a grade of “B-,” students will earn at least 82 points
For a grade of “C+,” students will earn at least 79 points
For a grade of “C,” students will earn at least 76 points
For a grade of “C-” students will earn at least 73 points
For a grade of “D+” students will earn at least 69 points
For a grade of “D,” students will earn at least 65 points
For a grade of “F” students earn 64 or less points.

Your grades are important and are private matters. Please do not initiate discussions about your individual grades in Collaborate session, on blogs or discussion boards. Please call me or send an e-mail message with questions or concerns about your individual grades.

Class Policies

Participation
I want to help you be successful by encouraging your participation. Students’ grades are higher when they participate in class; students learn and retain more when they participate in class. Because the very nature of multicultural education includes learning to value different cultural perspectives and voices, you are encouraged to participate in live Collaborate sessions. We need your voice and your views in class. You will earn one extra credit point for each Collaborate session that you attend.

Students With Disabilities
If you are a student with a disability, or think that you may have a disability, and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive. I cannot provide accommodations based upon disability until I have received an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Collaborate Sessions**
Collaborate sessions will usually take place on Tuesdays from 10:00 – 11:30 A.M. Participation in the live Collaborate session is not required but is strongly encouraged. If you are not present for the live Collaborate presentation, you are required to view the archived presentation. (You will earn one extra credit point for each Collaborate session that you attend.)

**Assignments**
All assignments are submitted on-line, using 12-point font and double-spacing. This is 12-point font. **This is not.** And this is not. It is your responsibility to ensure that your assignments are 12-point font and double-spaced. Assignments that are not 12 point and double-spaced will lose two (2) points.

**Research**
All assignments submitted will be retained for **possible** use for research purposes by the professor. Consistent with ethical guidelines for academic research, if the content of assignments are used, **no** identifying information will be used in reporting of research.

**Study Suggestions**
The following suggestions are intended to facilitate your success in this course:
1. Read each of the required readings for each learning module
2. Review the notes from the previous Collaborate session and module before each Collaborate session
3. Look for connections between multicultural education concepts and your personal and professional lives
4. Discuss the main points of the assigned readings with classmates, family members, and friends.

**Your Success**
I want you to be successful, so I have tried to anticipate some of your questions and have provided answers here in the syllabus. I have also provided detailed instructions in the assignment link for each of your assignments. If you have questions that are not
answered in the syllabus or the assignment instructions on Blackboard, please raise them during our Collaborate session or on the Questions Discussion Board. Below are some answers to questions I thought you might have.

How may I get comfortable with Blackboard and the Collaborate Classroom? Go to the Bb Student Help page by either clicking “help” at the top of any Bb page or by pointing your browser to its.sdsu.edu/blackboard/student/index.html. For Collaborate, go to the “Collaborate” link in the left-menu of our Bb course page, where you can verify that your computer is Collaborate-ready.

How may I ask questions about content? If you can attend the live sessions or office hours, those are great times to ask questions on recent or current content. Otherwise, the requested forum for content questions is NOT email. Post your question, written as clearly and specific as possible, to the appropriate Bb module’s discussion board (see “Discussion” menu link). This approach will allow my response to be read by you as well as your classmates. I will strive to check and respond to discussion board post about once a day, and may modify/combine postings as appropriate. Thus, whether you post to discussion board or not, I recommend that you check it out periodically.

When should I email you? As mentioned above, not when you have a content question, or questions whose answers are in the syllabus – if you do, then I’ll request that you post it to the appropriate discussion board! However, if there is ever a problem with Bb content (e.g., link not working, etc.) or you have a non-content-based concern or problem, do email me directly at abranch@mail.sdsu.edu or through the “Email” menu link. In either case, your email subject line must include “EDUCATION 451-DISTANCE” and should include some short informative title for your email – failure to include EDUCATION 451-DISTANCE may result in your email being rejected by spam-detectors, etc. I will respond to your email as soon as possible, but it is your responsibility to re-contact me if you do not hear back within 48 hours. If we can’t solve the issue via email, a phone call or individual Collaborate session can be arranged.

How may I be assured to get course-related email messages? Check and update your email address at SDSU WebPortal (https://sunspot.sdsu.edu/portal/) as Bb announcements will be sent to this address.

Will the syllabus or course design change? I reserve the right to make minor modifications to this syllabus and schedules as we progress through the course. Any such changes will be widely distributed via Bb announcements and e-mail, and then via updated course syllabus posting.

What constitutes academic misconduct? Section 41301 of Title V of the California Code of Regulations defines academic misconduct as “cheating or plagiarism in connection
with an academic program at a campus.” Examples of cheating include copying others’ work during an exam, falsifying data or records for an exercise, etc., lying about having done an assignment that you have not done. Note that while you can use your course materials (e.g., handouts, notes, etc.), you may not collaborate with other EDUCATION 451 students or receive assistance from other individuals during quizzes or exams. Examples of plagiarism include copying other students’ answers or, when working in collaborative groups, not stating answers in your own words based on your own understanding. More information is available from the SDSU Center for Student Rights and Responsibilities (http://csrr.sdsu.edu/index.html)
**Tentative Schedule of Reading Assignments And Learning Activities**

The following is a *tentative* schedule of reading assignments and learning activities. The extent to which we analyze concepts in any one class session will depend on how well students grasp the concepts being introduced. Remember! We are developing competencies in the areas of knowledge, skills, and attitudes of multicultural education. Such competencies may not materialize on cue. Please note that the reading assignments listed for the sessions shown below should be read — and the quiz(es) taken — in preparation for that session. For example, students should have read and have taken the quiz, and be prepared to discuss, the required reading by Banks by the time we have the Collaborate meeting in session two.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics/Questions</th>
<th>• Authors/—Assignments</th>
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</table>
| One 27 Aug. | Introduction to Multicultural Education  
What should I expect from this Multicultural Education course?  
How does positionality influence teaching? | --Syllabus Quiz  
• Banks #1  
--Positionality Statement and responses to Positionality Posts due 8 September 2015 |
| Two 3 Sept. | What are the historical and educational foundations of Multicultural Education?  
How do individuals at different stages of psychosocial development respond to new knowledge? | --Syllabus Quiz  
• Banks #1  
--Positionality Statement and responses to Positionality Posts due 8 September 2015 |
| Three 10 Sept. | How does social class influence education?  
Why do we need Multicultural Education?  
Do educators and society at large really want all students to achieve at high levels? | • Langston; Chea;  
--“Tammy’s Story” video |
| Four 17 Sept. | How does ethnic content knowledge influence academic achievement?  
How do we transform curriculum to improve academic achievement? | • Lake  
--Culture Bag  
• Branch #1 |
<p>| Five 24 Sept. | How do we transform curriculum to improve academic achievement? — Reprise. | • Banks #2 (Approaches) |
| Six 1 Oct. | How do we sustain cultures in our society? | --Family History Project |
| Seven | How do we ensure the academic success of all | • Ladson-Billings |</p>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tr>
<td>8 Oct.</td>
<td>children?</td>
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<td>Eight</td>
<td>How does ethnic identity influence learning and academic achievement?</td>
<td>• Branch #2 (Improving Academic Success); Mid-term Exam</td>
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<td>15 Oct.</td>
<td>How do teachers promote ethnic identity exploration through curriculum and teaching? How can teachers help students celebrate their ethnicity while achieving academic success?</td>
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<td>Nine</td>
<td>What skin color do most teachers like? How do children manifest their racial prejudice?</td>
<td>• Katz</td>
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<td>22 Oct.</td>
<td>What is prejudice? What is racism?</td>
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<td>Ten</td>
<td>What are some strategies for modifying children’s racial attitudes?</td>
<td>• Katz &amp; Zalk</td>
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<td>29 Oct.</td>
<td>Is the sex of the knower epistemologically significant?</td>
<td>• Code; Douglas</td>
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<td>Eleven</td>
<td>Thanksgiving Holiday – No Class</td>
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<tr>
<td>5 Nov.</td>
<td>Who makes the facts?</td>
<td>• Christmas in America</td>
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<tr>
<td>Twelve</td>
<td>Who decides what the children will learn? How do we evaluate authors’ differing points of view?</td>
<td>• Shorto --“Changed” Paper due 11 Dec. 2015</td>
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<td>19 Nov.</td>
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<td>Thirteen</td>
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<td>26 Nov.</td>
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<td>Fourteen</td>
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<td>3 Dec.</td>
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<td>Fifteen</td>
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<td>10 Dec.</td>
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<td>Final</td>
<td>How well do we understand MCE?</td>
<td>Final Exam</td>
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<td>Exam Week</td>
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<td>17 Dec.</td>
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