Introduction to Multicultural Education     ED 451
Spring 2016
9:30 a.m.   Schedule number 21171     12:30 p.m. Schedule 21174

COURSE INFORMATION

Class Days: Tuesdays and Thursdays
Class Times: 11:00 & 12:30 p.m.
Class Location: SSW 3620
TA: Anali Narez

Instructor: Jesús (Nieto)

Contact Information:
Office Hours Days: TBA
Office Hours Times (by appointment):
Office Hours Location: NE 81 ext. 46125

Course Overview

Please describe the purpose and scope of the course including, but not limited to:

- Catalog Description: Overview of cultural pluralism in education, industry, business, other institutions, and society at large.
- Description of the Purpose and Course Content: to interact personally with diverse groups; to enhance awareness of cultural diversity and cultural similarities and differences; to increase self-awareness; and to promote critical thinking and compassion
- Student Learning Outcomes: increase in all of the above
- Real Life Relevance: Lessen fear of various populations and increase ability and desire to embrace them
- Relation to Other Courses: Promotes critical thinking and compassion in a way which complements other courses

Further information regarding course nature, structure, assignments and goals:

This Introduction to Multicultural Education seminar is a general course which is designed to assist future teachers in reflecting upon the issues of cultural pluralism and equity in our society. Emphasis will be placed upon fundamental concepts and goals of Multicultural Education, the history of various ethnic groups, the social and political context within which education takes place, and self-awareness regarding values and biases. While there will be discussion of educational practices which promote or inhibit equity and cultural pluralism, this is not a teaching methods class and does not emphasize classroom practice.

Ethnicity, gender, and socioeconomic status, will be primary focal points for discussion. It is assumed that all of us have biases and prejudices based on gender, age, ethnicity, socio-economic status, sexual orientation, disability/ability, political and spiritual beliefs, values, etc. The goal of this course is to provide future teachers with the attitudes, knowledge and skills needed to create a quality, equitable learning environment in which cultural pluralism permeates the entire ecological system and all students are encouraged to achieve at their maximum potential.
Course Objectives
1) Increased personal awareness of one's own cultural assumptions, beliefs and values
2) Increased personal awareness of one's own sense of connection to others
3) Increased understanding of the nature of the social and cultural environment and its impact upon human behavior
4) Increased understanding of the formal and informal systems established by society for the socialization, acculturation and control of its members
5) Provision of opportunities for direct personal experiences with culturally different people and culturally divergent life styles and belief systems
6) Increased understanding of equity, cultural diversity and global issues in education

Assignments

Media Watch This is an activity designed to make you more aware of the impact the mass media has on our ideas, images and reactions to people based on their gender, ethnicity, socioeconomic status (SES), disability, age, physical appearance, etc. Review two "mainstream" major network TV programs (not game shows or news programs) and one popular "mainstream" magazine and count every single person you see on the tally sheet provided. This project will include advertisements and commercials and feature a numerical tally of your findings, as well as 1-2 pages of qualitative information and your personal reaction. You need to count every person you see. Due Week 2 (0-4 points)

Research Project Report
Each student will conduct research (e.g., Google) on a topic to be assigned and make a 3-4 minute presentation on her/his findings as well as personal reaction. Due Week 3. (0-4 points)

Cultural plunges
Each student in this course is required to undertake four cultural plunges, which are cultural immersion experiences that will provide individual exposure to persons or groups markedly different than you.

Important criteria for cultural plunges are:
1) the majority of people there are from the focal group.
2) you are on the turf of the focal group
3) this must be an activity you've never done before
4) the plunge takes place after this course begins (credit cannot be given for past experiences)
5) you do not take notes
6) the plunge lasts at least one hour
NOTE: Restaurants and stores are not suitable locations for cultural plunges

The four required cultural plunges are as follows:
1) African-American: Attend a Sunday service at Bayview Baptist Church
   NOTE: Service lasts 2-3 hours; you need to stay until end
2) Attend a religious ceremony in Spanish or Vietnamese. Needs to be a language you don’t speak, preferably in a religion different from your own.
3) Homeless people
4) People with Disabilities
There are four major objectives for this activity:

1) to gain **insight into your biases and reactions**
2) to have **direct contact** with people who are culturally different from yourself in a real-life setting
3) to gain insights into **circumstances and characteristics of the focal community**
4) to **experience what it is to be very different** from most of the people around you

You may attend plunges with **one or two** other people, no more. Do NOT sit with other small groups of students from our class.

Please ask questions at **the beginning of class** if you have any uncertainties regarding plunges or any other course-related elements.

**Cultural Plunge papers**

A **3-page reaction paper** is submitted for each plunge. This paper will have four sections:

**Page 1** will begin with a list of **10 popular stereotypes** about focal community members and your reactions to them. (Please do not include slurs, physical features or foods)

Page 1 will also include **prior contact with the focal group**

**Page 2** should focus on your **emotional response** to the plunge. What did you think and feel before, during and after the plunge?

**Page 3** will include **half a page** on whether your assumptions and biases were challenged by this experience and **half a page on implications for you as a teacher/person**.

Note: **Neither the Bayview plunge nor language plunge are religious plunges**. The Bayview plunge paper needs to begin with stereotypes of **African Americans in general**.

The language plunge paper should begin with popular assumptions and biases about the **ethnic group** you are visiting and your reaction should focus on **both the ethnic group and the language aspect** (your reactions to not understanding the language).

**Plunge papers are due** **Weeks 6, 9, 12 & 15**. (0-4 points each)

**Plunge Sites:**

**Bayview Baptist Church** 6126 Benson Ave.  (619) 262-8384 7:45 & 11:00 a.m.
Services Directions from I-8: 805 S. to L on Imperial Ave., R on 61st st., up hill to church)

**Our Lady of Guadalupe**  1770 Kearny St.  (619) 233-3838
Spanish mass on Sundays at 6:30 a.m., 7:30 a.m., 10:30 a.m., 5:00 p.m., & 7:00 p.m.
Weekdays at 8:00 a.m. & 7:00 p.m. **Saturdays Vigil 7:00 p.m.**
Directions from I-8  I-5 S. to Cesar Chavez Parkway (immediately before exit to Coronado Bridge) and make 3 consecutive left turns at first opportunity (4-way stop, traffic light, traffic light)

**Phat Da Buddhist Temple**  4333 30th Street Vietnamese service  Fri 7-9 pm & Sun 10am-12 pm

**Wesley Methodist Church** El Cajon Blvd. & 54th Street Vietnamese Service 7 & 11 a.m. Sun.

**Homeless plunge:** 1. Feed-in (date tbd)  2. Pass out food/water/blankets  3. Have lunch with person
Social Activism Report
A 1-page Social Activism Report is due Week 15. It should describe your 1-4 hour Social Activism project (something new to you) and your reaction. (0-8 points)

Paper format All course papers must be typed and double-spaced with your name, ED 451, Summer 2014, and title specifying which paper it is (Bayview plunge, Media Watch, Social Activism Report, etc.) at the top of the first page. All papers must be turned in by due date to receive any credit.

Attendance Attendance is extremely important and may greatly affect your grade. It will be taken at the beginning of each class. Two incomplete classes (coming tardy, leaving early) will count as one absence. More than 2 absences will result in a lowered grade, as 4 points will be deducted for each additional absence. Please discuss any emergency with the instructor and be prepared to provide documentation of illness, family crisis, etc. as appropriate in case of excessive absence.

Course Materials
Please provide information about the materials for the course including, but not limited to:

- Required Materials: none required
- Recommended Materials: texts; A Peoples History of the United States (Howard Zinn), Rethinking the Classroom (1st or 2nd edition)
- Options for Accessing Course Materials (Library, Internet)

Materials include textbooks, videos, DVDs, Internet

Course Structure and Conduct
Please provide information about the structure of the course including, but not limited to:

- Style of the Course: Hybrid, Activity, Seminar
- Individual and Group Activities Required: (Individual Projects, a Group Project)
- Technology Utilized in the Course: Blackboard, DVDs, videos, internet
Course Assessment and Grading

Please explain how the course will be assessed and graded by including, but not limited to:

- **Due Dates for Major Assignments or Exams:** Media Watch paper due Week 2; Research report due Week 3; Cultural plunge papers due Weeks 6, 9, 12, 15; Social Activism paper due Week 15
- **Scored activities and weighting by percentage of total score:**
  - Attendance: Variable% (depends on # absences)
  - Papers: Variable%

**Grading**
The course grade will be based on test scores and on the quality of papers submitted and oral reports presented, with the following grading system used for papers and reports:

- 4 = exceptional paper/report of outstanding quality
- 3 = well-prepared paper/report covering essential points
- 2 = acceptable paper/report
- 1 = deficient paper/report
- 0 = unacceptable paper/report, no credit

Note: **Social Activism paper** (in lieu of final exam) is 0-8 points

**Grading Scale:** Final grades will be computed based on total points as follows:

- A=31-32
- A-=29-30
- B+=27-28
- B=25-26
- B-=23-24
- C+=22
- C=21
- C-=20
- D+=19
- D=18
- D-=17
- F=16 or less

**CRUCIAL!** All students are required to watch 2 films from the list below and write a 1 page reaction (NOT summary) paper on each film. In turn, class will not be held on 3 days tbd.

**Excused Absence Make-up Policies:** You may make up an absence by watching one of the recommended films below that you have not seen previously and writing a 1-page reaction (not a summary) paper on it. (2 films maximum for this purpose.) In some cases there are additional options for extra credit (extra films, plunges, etc.) which may be discussed with instructor.

**Recommended Films:**

<table>
<thead>
<tr>
<th>American Drug War</th>
<th>Bowling for Columbine</th>
<th>The Butler</th>
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<tbody>
<tr>
<td>A Dry White Season</td>
<td>El Norte</td>
<td>Fahrenheit 9/11</td>
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<tr>
<td>Freedom Writers</td>
<td>Loose Change (9/11)</td>
<td>Malcolm X</td>
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<tr>
<td>Salvador</td>
<td>Schindler’s List Thunderheart</td>
<td>Sicko</td>
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<tr>
<td>Thelma and Louise</td>
<td>Traspatio (The Back yard)</td>
<td>Zeitgeist</td>
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Other Course Policies

- **No texting in class, as it is extremely disrespectful to yourself, to your classmates, to any guest speakers, and to myself!!!!!**

If you are a student with 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, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

"Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that." - Martin Luther King, Jr.

"We seek a world free of war and the threat of war
We seek a society with equity and justice for all
We seek a community where every person's potential may be fulfilled
We seek an earth restored."
-Friends Committee on National Legislation (FCNL)

"Until the lions have their historians, tales of hunting will always glorify the hunter."-African Proverb

"All nationalists have the power of not seeing resemblances between similar sets of facts. A British Tory will defend self-determination in Europe and oppose it in India with no feeling of inconsistency. Actions are held to be good or bad, not on their own merits, but according to who does them, and there is almost no kind of outrage - torture, the use of hostages, forced labour, mass deportations, imprisonment without trial, forgery, assassination, the bombing of civilians - which does not change its moral colour when it is committed by 'our' side. The nationalist not only does not disapprove of atrocities committed by his own side, but he has a remarkable capacity for not even hearing about them." - George Orwell

“Do all you can do, in the time you have, with what you have, in the place you have.” -Ngoski, 13-year-old boy dying of AIDS

”Never be afraid to try something new. Remember that amateurs built the Ark. Professionals built the Titanic.” - Dave Barry

"Never criticize a man until you've walked a mile in his shoes. Then you'll be a mile away, and you'll have his shoes." -Patrick O'Brien

JN - 1/24/16