

## **ADED 6590 | Multicultural Issues in Education**

East Carolina University  
Spring 2024

*"Multicultural education is designed to help unify a deeply divided nation rather than to divide a highly cohesive one."* --James Banks, *Professor & founder of Multicultural Education*

### **Contact Information:**

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Office Hours: Appointments available upon request

### **Course Description:**

This course focuses on the role of culture in learning, the impact of human difference in educational access and achievement, the sociocultural and political nature of education, and the relationship of power in the teaching/learning transaction. Students are encouraged to uncover assumptions tied to dominant ideologies accepted without considering multiple and different points of view.

Using readings, video, scholarly articles, and other media, we will explore the criticality of multicultural education in diverse society and pay particular focus on the development of the multicultural educator. A merger of theory and applied knowledge (praxis) will be reflected in class assignments and discussions. It is the overall goal of this course is for you to develop personal racial and multicultural literacy.

### **Course Objectives:**

By the end of the semester, you will:

1. Gain an understanding of the role of culture in learning
2. Critically reflect on the impact of multiculturalism on educational practice
3. Investigate cultures in terms of educational needs, challenges, and opportunities
4. Explore and analyze the sociocultural and political nature of education
5. Apply strategies to address inequalities in the classroom, school and society

### **Required Text:**

Howe, W.A., & Lisi, P.L. *Becoming a multicultural educator: Developing awareness, gaining skills, and taking action* (3rd ed.). Thousand Oaks, CA: SAGE.

### **Course Organization**

This course is organized as an interactive learning community. The core of the course is organized into

one-week units that begin every Monday and close on the following Sunday. This asynchronous course includes discussion boards, small group discussions, personal reflection essays, and a scholarly research paper. You will find all additional readings, assignments, and activities organized by unit on our Canvas website. Please feel free to get in touch with me (mccunneyw@ecu.edu) if you have any questions or challenges accessing the classwork.

Technology Requirements: You will need constant, reliable access to the internet in order to successfully complete this class. It would be best if you have a high-speed connection to the internet as there will be readings available on the Canvas site for this class. For further information on technology requirements, go to <http://www.ecu.edu/csacad/options/technology.cfm>. There are no special software requirements for this course.

## **Course Requirements**

### **Participation (25% of your final grade)**

As a community of adult learners, we all bring to this class a rich variety of life experiences, educational experiences, cultures, and perspectives. The time we spend together, whether face-to-face or online, is important because that is when we can share these experiences and perspectives and learn from each other. Participation is “showing up” online having completed the readings and other assignments and being prepared to share and discuss the topic at hand in a meaningful way. Your participation grade is based on two activities: your discussion board postings and small group Story Corps discussions.

Discussion Boards: Each discussion board prompt will include details of the type and number of postings necessary to earn full points. These full class discussions will be related to important concepts from the readings and additional resources.

Story Corps Discussions: Story Corps is a collection of informal interviews of people from a wide variety of backgrounds. These interviews are available online (<https://storycorps.org/>) and offer the chance to learn about the lived experiences of people you may not know in your daily life. You will be assigned to a group of 4-5 classmates with whom you will view and discuss interviews from the Story Corps website. You will work with the same group members throughout the class. More details are available in the Canvas website.

### **Cultural Autobiography (15% of your final grade)**

A cultural autobiography is a reflective essay in which you examine your experiences and assumptions about who you are (your cultural identity). In this course, we will be examining the experiences of learners from minoritized groups. To fully do this, it is important our own assumptions and identity. In this 3-4-page reflective essay, you will answer questions such as: When do you recall your first encounter with people from different backgrounds from yours? In what ways, if any, do you recall race, ethnicity, religion, or sexual orientation playing out in your schooling? More details are available in the Canvas website.

### **Chapter Quizzes (15% of your final grade)**

In each unit, you will be assigned chapter readings in the course textbook. There are open-book quizzes associated with each of these chapters. These quizzes will help you evaluate your learning of

the concepts and vocabulary associated with the major concepts of multicultural education. You can access these quizzes under each unit link. The due date for each quiz is the last day of the unit.

**Literature Review** (35% of your final grade)

For this project, you will choose one of the following four topics: Immigration, Gender, Sexual Orientation, Race or Ethnicity, or Religion and compose a literature review on an issue or subtopic within the topic. More details are available on the Canvas site.

**Final Reflective Essay** (10% of your final grade)

The final reflective essay is an opportunity for you to reflect on what you have learned and how you will apply this to your learning in your current and/or future endeavors. This will be double-spaced, no longer than 4 pages in length, and written in standard grammar. It will consist of several essay questions. These questions will be posted through Canvas during finals week.

Your final grade will be computed using the following percentages:

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| Participation                 | 25%        |
| Cultural Autobiography        | 15%        |
| Chapter Quizzes               | 15%        |
| Literature Review             | 35%        |
| <u>Final Reflective Essay</u> | <u>10%</u> |
| TOTAL                         | 100%       |

Grading: Grades will be assigned based on the total percentage points earned for course assignments. I assume that everyone wants to explore, learn well, and earn a grade reflective of your efforts and ability. Grade levels are: A = 94+; B = 82-93; C = 75-81.

Late Assignments: Assignments should be submitted on or before the due date. If you experience an emergency, illness, or documented technical problem, inform me as soon as possible to discuss alternatives and consequences.

Quality: All work submitted is expected to reflect graduate level skill and effort. Students are expected to use scholarly databases to access literature for papers and projects.

Graduate level writing is expected and is indicated by well-organized papers with few or no errors in spelling or grammar. Papers are to be formatted using APA 7th Edition guidelines. I have provided a link to APA guidelines under the Course Resources link on the Canvas site. There are excellent resources at ECU to help you with your writing skills. Please let me know if you are interested in using any of these resources.

Each assignment must be completed without the assistance of any other person unless otherwise noted. Any evidence of academic dishonesty (cheating, plagiarism, etc.) will be pursued diligently.

This includes copying someone else's words either through direct quotation or paraphrasing without proper credit given. Paying someone to do your work is academic dishonesty as is submitting papers from previous/simultaneous courses.

Please refer to the ECU Student Handbook for further information on ECU's policy on academic honesty. This policy is strictly enforced.

An Incomplete (IN) will be given only in exceptional cases involving serious personal circumstances (e.g., major illness). In the event an IN grade is requested, the student shall petition the instructor giving reasons and evidence for this grade and indicate the following: (1) final date of completion of outstanding assignments, (2) phone number, (3) e-mail address. The petition must be in the possession of the instructor before the final class session, and the petitioner should have discussed the matter with the instructor and received approval in writing. If an IN grade is given and the newly agreed deadline for completion of assignments has passed, then the original "IN" grade awarded shall convert to an "F"

### **Course Logistics**

Learning Environment: This course is conducted entirely in a distance-learning mode via Canvas. Students need reliable access to a computer and the Internet. Familiarity with Canvas is crucial. ECU's help desk provides individual assistance with technology issues as well as tutorials and training on various software packages and learning platforms.

Email Account: ECU provides all students with free email accounts. Please be aware that ALL email correspondence from the university, the Department of Interdisciplinary Professions, and from your instructor will be through your ECU email account.

Course Equity: We are committed to offering a course that maintains an atmosphere of ethical behavior, individual integrity, and equitable treatment of each person. Students are asked to actively support this effort and are encouraged to confidentially identify circumstances, activities, or behaviors that are not contributing to that goal. If you do not believe this goal is being achieved in the course and are not satisfied with the response of the instructor, you are asked to communicate your concerns to the department chair, Dr. Allison Crowe.

Students with Disabilities: ECU complies fully with the Americans with Disabilities Act (ADA). Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Department of Disability Support Services located in Slay138, (252) 737-1016.

Emergency Weather or Other Interference with Delivery of this Course: Should adverse weather, technology problems, or other situations interfere with delivery of this class, you will be contacted.

Caveat: This syllabus represents a written contractual agreement between us. Occasionally, it may be necessary to revise this syllabus to meet students' or university needs. We reserve the right to revise this syllabus if the need arises. Advance notification will be provided.

Course Outline | Spring 2024

| Dates   | Topic(s)  | Readings   | Assignments   |
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| Unit 1<br>January 8-14  | <b>Theories, goals, and tensions of multicultural education</b> | Chapter 1: Multicultural Education: History, Theory, and Evolution<br><br>Additional readings on Canvas course website   | Discussion Board<br><br>Quiz: Chapter 1                   |
| Unit 2<br>January 16-21<br><br>*January 15<br>MLK Day<br>(No classes) | <b>Becoming a multicultural educator</b>                        | Chapter 2: Becoming a Multicultural Educator: A Four-Step Model<br><br>Additional readings on Canvas course website      | Story Corps Small Group Discussion<br><br>Quiz: Chapter 2 |
| Unit 3<br>January 22-28   | <b>America's history and multicultural education</b>            | Chapter 3: Historical Perspectives on a Multicultural America<br><br>Additional readings on Canvas course website        | Discussion Boards<br><br>Quiz: Chapter 3                  |
| Unit 4<br>January 29-<br>February 4                                   | <b>Culturally Responsive Education</b>                          | Chapter 4: Foundational Knowledge for Culturally Responsive Teaching<br><br>Additional readings on Canvas course website | Story Corps Small Group Discussion<br><br>Quiz: Chapter 4 |

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| Unit 5<br>February 5-11 | <b>Identities and positionalities in Teaching and Learning</b> | Chapter 5: Understanding Cultural Identities and Their Influence on Teaching and Learning<br><br>Additional readings on Canvas course website | Discussion Board<br><br>Quiz: Chapter 5 |
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| Unit 6<br>February 12-18 | <b>Multicultural education and developing awareness of all humans as cultural beings</b> | Chapter 6: Developing Awareness of All Humans as Cultural Beings<br><br>Additional readings on Canvas course website | Discussion Board<br><br>Story Corps Small Group Discussion<br><br>(No Chapter Quiz)<br><br><i>Cultural Autobiography Due February 18</i> |
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| Unit 7<br>February 19-25 | <b>Curriculum for the multicultural classroom</b> | Chapter 7: Curriculum Development and Lesson Planning<br><br>Additional readings on Canvas course website | Discussion Board<br><br>Quiz: Chapter 7 |
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| Unit 8<br>February 26-<br>March 2 | <b>Avoiding bias in the multicultural classroom</b> | Readings on Canvas course website | Discussion Board<br><br>Story Corps Small Group Discussion |
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| March 3-10 | <b>Spring Break</b> | No classes |  |
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| Unit 9<br>March 11-17  | <b>Multicultural Educators as Civic Agents</b>                | Chapter 8: Instructional Approaches Needed by Multicultural Educators<br><br>Additional readings on Canvas course website                    | Discussion Boards<br><br>Quiz: Chapter 8   |
| Unit 10<br>March 18-24 | <b>Supporting Linguistically Diverse Students</b>             | Chapter 9: Developing Skills in Teaching Language and Understanding Linguistic Diversity<br><br>Additional readings on Canvas course website | Discussion Board<br><br>Story Corps Small Group Discussion<br><br>Quiz: Chapter 9  |
| Unit 11<br>March 25-31 | <b>Appropriate assessments for multicultural schools</b>      | Chapter 10: Assessment That Is Culturally Responsive<br><br>Additional readings on Canvas course website                                     | Discussion Board<br><br>(No Chapter Quiz)  |
| Unit 12<br>April 1-7   | <b>School, communities, and culturally competent teaching</b> | Chapter 11: Creating the Multicultural Classroom<br><br>Additional readings on Canvas course website   | Discussion Board<br><br>Story Corps Small Group Discussion<br><br>Quiz: Chapter 11 |
| Unit 13<br>April 8-14  | <b>Supporting all learners in our multicultural schools</b>   | Chapter 12: Creating the Multicultural School<br><br>Additional readings on Canvas course website  | Discussion Board<br><br>Quiz: Chapter 12   |

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| <p>Unit 14<br/>April 15-23</p> | <p><b>School<br/>Leadership for<br/>a<br/>multicultural<br/>society</b></p> | <p>Readings on Canvas<br/>course website</p> | <p>Discussion Boards<br/><br/>Story Corps Small<br/>Group Discussion<br/><br/>Literature Review<br/><i>Due April 23</i></p> |
|                                |   |  | <p>Final Reflective Essay<br/><i>Due April 25</i></p>   |