

Multiculturalism CPSE 480

Syllabus

COURSE OBJECTIVES and Outline

The objectives of this course is to help you understand multicultural issues and best practices to identify, define, and solving problems in special education settings and learning contexts. Also you will gain an understanding of the histories, methodologies, and ethics applicable to multiculturalism in special education. Importantly, from your learning you will be able to apply principles and practices in relation to multiculturalism to support your learners. Furthermore, you will gain some of the tools that will enable you to engage effectively in multicultural environments. Through discussions and written work, you will be able to reflect critically to further develop your own knowledge and competencies in relation to multiculturalism in special education.

Contact Details

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Required Text *

Herrell, A L., & Jordan, M. (2012). *50 Strategies for teaching English language learners*. Upper Saddle, River, NJ: Pearson.*

Hoover, J. J. (2009). *Differentiating learning differences from disabilities: Meeting diverse needs through multi-tiered response to intervention*. Upper Saddle River, NJ: Pearson.

Additional Text

- James A Banks, 2013, *An Introduction to Multicultural Education*, 5th Edition, Pearson Publications
 - Carrie Rothstein-Fisch and Elise Trumbull, 2008, *Managing Diverse Classrooms, How to build on students cultural strengths*
 - Freire, P. (1970). *Pedagogy of the Oppressed*, New York: Continuum.
 - Valerie Ooka Pang, *Multicultural Education, A caring-centered reflective approach*, McGraw –Hill Pub
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1 Midterm exam will consist of a written paper approximately 3-6 pages long on an assigned topic by the instructor. This will consist of 33 % of your overall grade (date to be discussed and confirmed)

2 At the end of the program you will do a 10-15 minute presentation from a list of subjects provided. This will consist of 33% of your overall grade.

3 Attendance and participation in class discussions will represent 33% of your overall grade.

Attendance

Your final grade will be largely based on your attendance and participation in class. Please inform your instructor of absences a.s.a.p. If you have a disability that may impact on your attendance or work please inform and provide evidence at the start of the program of learning.

Tentative Schedule

Date	Topic	Readings Due/Home work	Assignments Due
Sep 3	Introductions		Mid-term Finals (TBD)
Sep 8	MC in more depth		
Sep 15	Realism and Idealism the debate		
Sep 17	Labels: The vaccine or virus to future generations?		
Sep 22	Historical imperatives and multiculturalism: USA, UK and beyond.		
Sep 24	The Politics of Multiculturalism: social justice and civil rights etc.		
Sep 29	Has Multiculturalism failed in the classroom and beyond?		
Oct. 6	Special education and multiculturalism is it incommensurable?		
Oct 8	Multiculturalism: TELL		
Oct 13	Multiculturalism: TELL		
Oct 15	Multiculturalism: TELL		
Oct 20	Multiculturalism: TELL		
Oct 22	No face-to-face class		

Oct 27	No face-to-face class		
Oct 29	Midterm (TBD)		
Nov 3	Blue Eyes Brown Eyes and Cultural disparity		
Nov 5	Interdisciplinary Teaching and Learning		
Nov 10	Multicultural Week-extra credits for participation		
Nov 12	Critical Pedagogy and Multiculturalism. Paulo Freire and beyond.		
Nov 17	Religion, Culture, Ethnicity, Language the complexity of multiculturalism. 'Hoodies and Hijabs'		
Nov 19	After all that where do we go from here? Classroom parameters, ethics and differentiation.		
Nov 24	Give the DJ a break		
Nov 27	Thanksgiving Holiday		
Dec 1	Communities in Special Education		
Dec 3	Overview, review, systematic reflection and reflection: What have I learnt?		
Dec 8	Strategy Presentations		
Dec 10	Strategy Presentations		
Wednesday, Dec 17 11 am- 2 pm	Final Exam		

Other recommended reading

Abes, E. S., Jones, S. R., & McEwen, M. K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of

multiple identities. *Journal of College Student Development*, 48, 1-22.

Banks, J. (Ed.) (2007). *Diversity and Citizenship Education: Global Perspectives*. San Francisco: Jossey Bass.

Baxter Magolda, M. B., & King, P. M. (Eds.). (2004). *Learning partnerships: Theory and models of practice to educate self-authorship*. Sterling, VA: Stylus Press.

Bell, L.A. (1997). Theoretical foundations for social justice education. In M. Adams, L.A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice: A sourcebook* (pp. 1-15). New York: Routledge.

Bowe, F. G. (2000). *Universal design in education—Teaching nontraditional students*. Westport, CT: Bergin & Garvey

Garber, L. (Ed.) (1994). *Tilting the tower*. New York: Routledge.

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

Grant, C. & Sleeter, C. (2006). *Turning on learning: Five approaches for multicultural teaching plans for race, class, gender and disability* (4th ed.). Indianapolis, IN: Wiley.

Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on student outcomes. *Harvard Educational Review*, 72(3), 330-366.

Hardiman, R., & Jackson, B. W. (1997). Conceptual foundations for social justice courses. In M. Adams, L.A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice: A sourcebook* (pp. 16-29). New York: Routledge.

Higbee, J. L., Miksch, K. L., Jiang, F., Jehangir, R. R., Lundell, D. B., & Bruch, P. L. (2004). Assessing our commitment to providing a multicultural learning experience. *Journal of College Reading and Learning*, 34 (2), 61-74

Mitchell, W.S. (2005). Achieving diversity: Moving from rhetoric to action. *Black Issues in Higher Education*, 22, 90-91.

Newman, S. (1999). Constructing and critiquing reflective practice. *Educational Action Research Journal*, 7(1), 145-161.

Platt, A.M. (1993). Beyond the cannon, with great difficulty. *Social Justice*, 20, 72-82.

