

Multiculturalism and Education: EDUC 318/618
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Course Overview

We are, arguably, at the most important time in our nation's educational history. Students of color outnumber white students in six states; birth rates and immigration patterns predict that by 2050, students of color will be the numerical majority in our nation's schools. Nationally as of 2004, students of color made up 43% of the school age population. These recent (though not unpredictable) developments have raised the call for "diversity" in schools, though what this call actually calls for remains unclear. Are we talking about mere "tolerance"? Are we talking about actual equity? Academic parity? On what criteria should we be judging the success or failure of "diversity"? These questions are perplexing, but what is clear is that the growing racial, language, ethnic, religious, and ability diversity of our school-age and post-secondary population appears to many as a set of problems to be solved, largely through the invocation of alternatives to traditional public education.

This course is designed to explore the calls for "diversity" within this complicated environment. Central to this exploration is deep knowledge of who *we* are, as individuals and as a class. My goal is for us to *practice being a multicultural community* while heightening our understanding and construction of what this phrase means personally and communally.

This course is for majors across the University and students in various graduate programs. Thus, the broadest audience I imagine for this class is all those who will interact with education as citizens of this country: which happens to be all of us. We are all affected by the education offered to our nation's citizens (and increasingly other countries as well): as learners, teachers, creators of knowledge that is taught in schools, or as taxpayers and citizens who support the local schools and live with people who have been educated by these schools. Given the variety of interests that students will bring to this class, this course has been designed to allow for flexibility in the learning activities; students will be able to customize some of the learning opportunities to meet individual needs as well as by writing from their own experience and using the scientific tools offered by the course to deepen and extend the analysis.

Class Objectives

We will be using primarily two lenses to "see" multiculturalism: autobiography/introspective writing and service learning. Through these approaches, I hope that your own life, education, and political era you have experienced thus far will come alive and that you will "see" it in a more complex manner. Other specific course goals include:

- making participants more aware of their own identity, including but not limited to race, ethnicity, gender and social class. To facilitate the examination of how these identifiers shape an individual's attitudes and perspectives.
- using educational and sociological theory and research to understand multicultural experiences of people in the United States.
- increasing our ability to take perspectives of others different from our own cultural backgrounds.
- developing a pattern of critical thought and action and cultivating the skills necessary to negotiate issues associated with multiculturalism. To encourage deep thinking on multicultural issues and on how these issues influence American education.
- experimenting with innovation in education in an experiential way, to understand what it means to employ an "innovation" in an educational setting.

This course also meets the CCC Diversity in the U.S. requirement, which includes the following learning goals:

- Students will acquire contextualized knowledge about some aspect of complex group interactions in the United States.
- Students will use concepts and tools of inquiry to analyze issues related to the diversity of cultural experiences in the United States.
- Students will reflect critically on the ways in which diversity (broadly understood) within the United States shapes the experience of citizens and persons residing in the United States.

This course also meets several goals for the Bachelor of Arts program in Education:

- Understand how humans learn and develop
- Become familiar with the diverse applications of educational theory
- Understand the core concepts and tools of inquiry for evaluating and producing educational research.

As a W2 course, this course also meets a host of additional goals. Complementary to the course content goals noted above, this course is also meant to "develop expository skills and to teach the use of language as an instrument for thinking," as well as "offer students guided practice in writing in differing fields across the curriculum. [W2 courses] teach the skills necessary to write for the course/discipline," (Bucknell University Writing Requirement and Program, legislation, p. 1). There will be ample opportunity for students to practice and enhance their use of writing as a form of learning. While some people conceive of writing as the presentation of a formal document *after* it has been thoroughly conceived and organized, this class approaches the act of writing as a way of learning and knowing. For some this will require re-learning some notions about writing; for others it will require a loosening up of some writing conventions; yet still for others it will be a naturally joyous experience. However you perceive the writing in this course, I hope that we will all learn (or relearn) to use writing about a topic as a way of learning what we think we know. This lesson was a difficult one for me, and the journey keeps progressing. However, I once experienced a "critical moment" that

moved me from one way of thinking about writing to another. Retelling the story now communicates some of the basic beliefs about writing and some of my notions about learning in general that undergird the construction of this course.

Some basic understandings I bring to this course

Writing can be hard. Writing about the self can be even tougher.

In 1988, I enrolled in a writing workshop at the University of Vermont where I was a graduate student. I was a graduate student who was failing at writing; it seemed everything I turned in came back with my favorite professor's characteristic "Ugh!" in the margins. I was struggling and couldn't figure it out. My attendance at this workshop helped dramatically: it was during this week that I first became acquainted with the idea that writing was a *process*. Rather than something one did at the end of some other thought process, writing itself was the process—and the means of this process was called *rewriting*. Our instructor, in an introductory set of remarks, held up Moby Dick in front of him and said the following: "One thing all of you should recognize is that this book, as famous as it is, could be rewritten today and it would be better than it is right now. This does not mean that it shouldn't be a classic in its current form, only that a commitment to rewriting is essential to the creation of any classic, to anyone's best writing." The thought that Moby Dick could be rewritten was astounding to me. Over time, this notion grew. Now I understand that at any particular moment when I seek to do my best writing, sometime later I will be able to improve on the previous session's writing. This improvement comes about because by writing the first draft, I discover more about what I know (and what I don't yet understand) and then can attempt to communicate it more clearly in subsequent drafts. I encourage each of you to try to develop the habit of using writing as a process during your university experience if you haven't already. I truly believe that doing so will not only enhance your educational experience, but will dramatically affect your process of life-long learning, of which Bucknell is only one part.

As E.M. Forster is credited: "How can I know what I think until I see what I say?"

Another foundational idea in the construction of this course is the notion that everyone is talented, original, and has something important to say. All of us come to this class as both teachers and learners, with something important to give and something important to take away. Being in a course that values the voices of all those in it, and expects that all these voices will inform the other voices is perhaps a different way of orchestrating a course than you have experienced. This notion of "voices" manifests itself throughout this syllabus and bears heavily on the following topics: texts, assignments, grading practices, attendance policies, and the course schedule.

Texts

In addition to our own voices and experiences as multicultural Americans in educational systems, we will be reading the following:

Banks, J. *An Introduction to Multicultural Education*, 5th ed. Allyn and Bacon: Boston, 2013.

Jones, L. & Newman, L. *Our America: Life and death on the south side of Chicago*. Scribner: New York, 1997.

Lareau, A. *Unequal Childhoods: Class, Race and Family Life*, 2nd ed.. University of California Press: Berkeley, CA, 2011.

Tatum, B. *Why Are All the Black Kids Sitting Together in the Cafeteria?* BasicBooks: New York, 1999.

Trainor, J. S. *Rethinking Racism: Emotion, Persuasion, and Literacy Education in an all-White High School*. Carbondale, IL: Southern Illinois University Press, 2008.

There will also be readings posted to our Moodle page that will supplement these texts.

Learning Activities

1. Service-learning

The service-learning component of the course requires that for a minimum of 15 hours over the course of the semester you actively engage yourself in two of three different options. One option that everyone will work on is integrated into the course meeting schedule and should require only minimal time outside of class to prepare. This experience is developing and maintaining a relationship with a small group of multinational 4th graders at Bucknell Elementary School (Alexandria, VA) via a virtual web-link. This project will include outside of class preparation and then engaging with your small group on a semi-weekly basis, on Wednesday mornings for 30 minutes.

You will also select one of two additional projects:

- a. ESL tutoring: Shikellamy School District, Amy Davis, Office of Civic Engagement, 7-3973. aem016@bucknell.edu. Educational clearances required.

Tutoring for students who are able to communicate at a basic conversational level (in various languages other than English) and may need help in particular subject area. Individuals from Bucknell would be matched with students and meet with them or in small groups once or twice a week during school hours to provide assistance with homework and studying.

- a. Admitted Students Day Open House presentation: Carol Gadd-Marshall, Office of Admissions, 7-1101. Carol.gadd@bucknell.edu.

Design and facilitate two sessions about multiculturalism at Bucknell during Admitted Student Open House Day, Saturday, April 20 (the session will be repeated at two morning time slots). This experience will likely require coordinating outside presenters and developing a mini-curriculum to help prospective students understand Bucknell's success and challenges related to developing a multicultural environment.

2. Thoughts Recording: Early in the semester, you will make either a video or digital recording of your thoughts concerning multiculturalism and people of different races, ethnicities, religions, sexual identities, gender, class, etc. In this recording you are to thoughtfully examine your experiences with people different from you, recalling times when you "learned" about others, either directly or through the expressions of others. Be as detailed as you can about some of your "first time" experiences: for instance, when was the first time you saw someone or met someone of a different race, ethnicity, sexual identity or religion, class, etc? What was your reaction? What was the reaction of others around you? These recordings will remain completely confidential; though I will be picking them up from you, *no*

one will listen or review them. At the end of the semester, in preparation for the Final Assignment, I will pass back your recording for you to review. This way you will be able to gain a sense for what you've learned and experienced over the course of the semester. **This assignment is due September 4 sent to me either electronically or brought to class.**

3. **Identity Autobiography:** In this paper you should explore when you first became aware of your race, or racial/ethnic and class identity. Similar to the reading you will have completed in the Jones and Newman work, you are to engage yourself with your history. What are the significant points in your life where your race/ethnicity/class (and other identity markers) was an awareness for you? Under what conditions did these events occur? What did you learn about yourself from these interactions? How do these experiences shape your behavior now? What are some other elements of your identity that are important to include and examine? Why? What past experiences make these (such as gender, sexual orientation, religious commitment, disability, adoption, etc.) important to you? Be certain to integrate at least two of the readings from class, as well as class discussion into your paper. **First thorough drafts of this paper are due on September 25; rewrites of this paper will continue until October 23 when final versions are due by 8:00am uploaded to Moodle.**

In general, this paper should **begin** at least 5-7 pages in length, with the understanding the required rewrites will likely deepen the analysis and thus require more space. We will be using peer response, faculty comments and conferencing on early drafts to help you deepen your thoughts and the content.

4. **Digital Storytelling Assignment:** A digital story is a short documentary film made using digital tools. Effective digital storytelling uses the multimedia components of narrative, text, images, and sound to create a compelling story that sticks with the viewer long after your story ends. Using the in-class writing and writing for the identity autobiography as your foundation, you will create a 3 – 4 minute long digital story that explores a *pivotal moment* or *critical incident* relative to your race, social class or some other identity marker important to you. What did this event/moment *mean*? What does it symbolize in your life? Most importantly, speak your truth—be honest and brave in your art. There are several interim due dates and in-class experiences associated with this project. Please see the course schedule for details. **Final versions are due at our finals week session.**

5. **Mini-qualitative research paper:** In this paper, you are to select and investigate a social problem related to multiculturalism. Graduate students should select a multicultural issue related to their area of study. You will conduct a small qualitative investigation, drawing on document analysis and at least two interviews with relevant parties to get their perspectives on the problem you've selected. This paper will also require other types of research, such as researching library sources and scholarly sources. This paper will be done in stages, with periodic feedback. First, you will write a project proposal; then you will write a literature review, followed by transcribing and analyzing your two interviews. Finally, you will draft the entire paper. **Deadlines are set in the syllabus for the drafts of various parts of this paper; rewrites of the entire work will continue until the date of the final examination time, uploaded to Moodle.**

6. Weekly Writing Journal: For each class period you will write on the prompt associated with that day. Each of these entries should be a minimum of 1.5 pages and submitted via the journal feature of Moodle. **For a topic/reading we'll discuss on Tuesday, the submission is due by 3pm on Monday; for a topic we'll discuss on Thursday, the submission is due by 3pm on Wednesday.** Please see the handout for the prompts for each day.

This assignment is aimed at helping us integrate writing to learn and we'll use these as a jumping off point from which to begin our conversation in class. Students are required three times per semester (minimum) to offer and read their journal to the class to initiate our conversation; you will also be sharing (at least parts of these texts) in small groups. I will also be using selected entries to show the class to demonstrate interesting thinking going on and interesting emotional responses to the texts (I'll do this anonymously). Each entry is worth three points and will be graded on a pass/fail basis: either you completed it according to the assignment above or you did not fulfill the assignment or did not submit an entry. Please bring a copy of your submission with you to class each time.

7. Class Participation/Attendance/Work Log: Your class participation is essential for many reasons, not the least of which is the importance of establishing a classroom community wherein all learners can speak freely and responsibly, while confronting often difficult ideas and emotions. We will frequently do in-class exercises that are designed to get you thinking about various aspects of multiculturalism, which will support your work on both the papers. Given the introspective and collaborative nature of our readings and discussion, prepared class and experiential learning participation is essential. Simply being present is not enough. All class members must be willing to engage verbally with others. The social constructivist assumptions behind this course mean that course attendance is imperative. Because this course depends on discussion, inquiry, exploration, demonstration and role playing, missed sessions or portions of class are impossible to make up. More importantly, missed portions/sessions mean lost voices and opportunities for growth and change for the whole group. Excessive absences (i.e. more than one) cannot be permitted if we are to be able to create a classroom community that allows for our varied voices to be heard. Please make a special commitment to attending class every time and having completed the readings and any other assignments. Please also be similarly professional and reliable with your service learning assignment and experiential learning selections. Doing so will greatly improve your interaction with the course materials and each other, thereby dramatically improving your learning.

Because our course meets three hours/week, you are expected to devote 9 additional hours each week to assignments, readings, writing, and service learning associated with this course. This assignment requires that you maintain a participation log where you will record all your efforts associated with this course – including, but not limited to: reading, writing, revising papers, preparing for service learning, service learning time, and discussions on course topics/content with others. In addition to completing the required reading and writing for each week, *you are to select at least one co-curricular activity each week that you will participate in and write a short (one paragraph) reflection on the connection between the activity and the content of this course.* This activity CAN BE ANYTHING: a sporting event, accapella group, sorority/fraternity function, Weis Center event, poetry reading, public lecture, music performance, multicultural student event, reading of a newspaper/intellectual magazine, etc. etc. The

work log is due monthly during the semester: October 2 (for August and September activity), November 4 (for October activity), and at our Finals Week Session (for November and December activity).

Consistent with the goal of active participation, I remind students of the definition of student engagement that the faculty has adopted:

Bucknell University expectations for academic engagement

“Courses at Bucknell that receive one unit of academic credit have a minimum expectation of 12 hours per week of student academic engagement. Student academic engagement includes both the hours of direct faculty instruction (or its equivalent) and the hours spent on out of class student work. Half and quarter unit courses at Bucknell should have proportionate expectations for student engagement.”

7. Final Assignment: During our finals week assigned time, we will have a gala during which we view our digital stories together as a class and do some final in-class reflection on the themes and significant insights we are taking away from this course. **Participation in this session is required.**

The W2 Connection

The W2 connection in this course can be found not only in the fact that writing is a primary means of communication and thinking, but also in that re-writing is required. You will re-write the Identity Autobiography at least twice beyond the first draft and the Qualitative Research Paper at least once in its entirety (not including the drafts of the sections due earlier). The first due date in the syllabus for the drafts of a paper or a section of a paper is for the very thoughtful first draft. After I review your draft, I will record my comments into an .mp3 file and send it to you, or we can conduct conferences on your work. In the early stages of your paper, my comments will be directed primarily toward the content of the paper. I will respond as the reader, asking questions of you, pointing out confusing places, asking clarifying questions, etc., of the content. I will follow these comments with a discussion of the technical issues associated with your writing. In your re-writes, *please do not focus solely on the technical aspects of writing*. The technical means very little if your document does not speak to its audience clearly, succinctly, and articulately. Instead, *focus first on the point(s) and content of your paper, making certain that everything you write leads back to the primary thesis or theses*. Once you are comfortable with the content, focus on the technique, proper grammar, tense, spelling, punctuation, etc. With each subsequent draft, please submit the earlier drafts you have written and that I have commented upon.

We will talk more in class about the nature of re-writing and my comments to you on your paper drafts, but you should know that I'm not conceiving of my feedback to you as that associated with the editor/writer relationship. I'm not pointing out only grammatical, technical errors; rather, I'm engaging you with your writing by responding to you in verbal form. Consequently, simply changing grammatical errors is not enough for a re-write. As the author of these papers, you will have to consider some essential questions: What is it, essentially, that I want to say? Does the organization of my paper assist or inhibit this argument? Is this argument clear? Have I supported this argument well enough? How do I know what I know? What evidence have I offered that supports this position? Why

should others care? These are “habits of mind” and habits of good writing that hopefully will last with you well beyond your time at Bucknell. Concentrating your re-writing on the technical aspects of the paper alone will not markedly improve the points earned; re-writes must undergo serious introspection that is reflected in the content.

This notation is especially important for the Identity Autobiography paper. On each draft, I will use the rubric, in addition to my oral and written comments, to give you feedback on the paper, including a point count that the paper has earned *at each submission* on the various components of the paper. Because this is a drafted piece that will change and deepen over time, you can expect that with substantial work on your piece, the points for the paper will improve over time; thus the initial points earned on your paper will likely be low. Please do not be alarmed; this writing assignment is meant to be improved over time with awareness and insight that results *from the writing process*, thus, it is not expected that initial drafts will meet all the evaluation criteria at a high level.

Grading:

The following is the point assignment for each of the components of this course:

Thoughts Recording	10 points
Weekly Journal (9@5 points ea.)	45 points
Identity Autobiography	25 points
Digital Storytelling Video	25 points
Research Paper	25 points
Class participation (in class, service-learning, work log)	20 points
Final Assignment	<u>10 points</u>
	160 points possible

Final grades will be assessed on the following scale:

97% or higher = A	79-81% = C+
92-96% = A-	75-78% = C
88-91% = B+	72-74% = C-
85-87% = B	69-71% = D
82-84% = B-	68 and below = F

Diversity policy

All students are welcome in this course and have a right to be fully respected. To this end, I ask the following of you:

- If you have an issue that influences your learning (you are a second language learner, you have a learning disability, psychological disability, etc.), please speak to me about it so we can discuss any necessary arrangements. All conversations will be held in strict confidentiality.
- If you desire any accommodations with regard to religious holidays, please let me know so we can modify the schedule of requirements accordingly.
- If you have been discriminated against in any way for any reason in the course of this educational experience, please speak to me about it so we can discuss any necessary responses. Should you feel uncomfortable speaking with me, please contact our department chair, Dr. Lori Smolleck, or

Associate Dean Rich Robbins in the Dean’s Office (undergraduates) or Dr. Jim Rice, Director of Graduate Studies (graduate students).

Academic Integrity Policy

This course follows the expectations of the University honor code in reference to all official work associated with this course:

As a student and citizen of the Bucknell University community:

1. I will not lie, cheat or steal in my academic endeavors.
2. I will forthrightly oppose each and every instance of academic dishonesty.
3. I will let my conscience guide my decision to communicate directly with any person or persons I believe to have been dishonest in academic work.
4. I will let my conscience guide my decision on reporting breaches of academic integrity to the appropriate faculty or deans.

Course Schedule

Alterations to the schedule below will be announced in class and may result from new opportunities that arise or changes in the dates for speakers/film availability, etc.

Date	Question/theme	Readings, Assignments Due
	Autobiography	
Thursday, 8/28	What is Multiculturalism?	Community building – bring your object to introduce yourself to the class
Tuesday, 9/2	The power of individual stories: we all have one	<i>Our America</i> (in its entirety) Weekly Writing (due Monday at 3pm) Conference call with LeAlan Jones
Thursday 9/4	How others’ stories are our stories...	Weekly Writing (due Wednesday at 3pm) View digital story examples (post a menu of options) prior to class Thoughts Tape (bring to class) – in-class listening/recording exercise

Tuesday, 9/9	What do we mean by ‘identity’?	“Naming” and Warin & Muldoon, (M) Introduction and chapter 3, Hayward (M) Weekly Writing (due Monday at 3pm)
Thursday, 9/11	How has science influenced our notions of race? Terminology	Stitzlein, ch. 3 (M) Tatum, pp. ix-31 Weekly Writing (due Wednesday, 3pm)
Tuesday, 9/16	Psychological views of identity formation – Black, African American	Tatum, pp. 31-75 Weekly Writing (due Monday, 3pm)
Thursday, 9/18	Psychological views of identity formation –	Tatum, pp. 75-131 Weekly Writing (due Wednesday, 3pm)

	white, European American	Information session on fair use of images/audio, Carrie Pirmann and Chloe Barnett
Tuesday, 9/23	Psychological view of identity formation – beyond Black and White	Tatum, pp. 131-193 DiAngelo, ch. 9 and 10 (M) Weekly Writing (due Monday, 3pm)
Thursday, 9/25	Social Class: Powerful?	Sacrey & Schneider, (M) McIntosh, (M) Social Class Panel: Robert Midkiff, First draft of identity autobiography due
Tuesday, 9/30	Social Class Identity: Child-rearing and the pace of family life	Lareau, pp. 1-82, watch <i>People Like Us</i> (M) Weekly Writing (due Monday, 3pm)
Thursday, 10/2	Social Class Experience: Child-rearing and the language of daily life	Lareau, pp. 82-161 Weekly Writing (due Wednesday, 3pm) Story Circle: bring a draft of your digital storytelling narrative (200-250 words) Due: Uploaded Engagement Log for August and September
Tuesday, 10/7	Social Class Identity and relationships with institutions Mid semester evaluation	Lareau, pp. 161-233 Research Paper Proposals due
	Multiculturalism in Education	
Thursday, 10/9	Family/School interaction	Lareau, pp. 233-259 Weekly Writing (due Monday, 3pm)
Tuesday, 10/14	FALL BREAK	HAVE FUN!!
Thursday, 10/16	Emotion in Schooling	Boler, (M) Weekly Writing (due Monday, 3pm) Final Story Circle: bring your second draft of your digital storytelling narrative (200-250 words max.)
Tuesday, 10/21	How does racism function in schools? The role of emotions in “racing” others	Trainor, introduction & ch. 1 Weekly Writing (due Monday, 3pm)
Thursday, 10/23	Classroom view of emotion rules: sound familiar?	Trainor, ch. 2 & 3 Final digital storytelling narration due Final versions of Identity Autobiography due
Tuesday, 10/28	Implications for schools and teachers	Trainor, ch. 4 & 5 Tatum, pp. 193-207 Conference Call: Jennifer Trainor Weekly Writing (due Monday, 3pm)

Thursday, 10/30	Sue Ellen away at AESA	Storyboarding Process and Audio Booth training with Brianna Derr -hand in reverse story board from class
Tuesday, 11/4	Writing Literature Reviews	Ch. 1 and 2 They Say/I Say (M) Due: Uploaded Engagement Log for October
Thursday, 11/6	Long-term educational effects of social class differences	Lareau & Conley, (M) Research paper: literature review draft due
Tuesday, 11/11	Conducting Qualitative Research/Writing it Up	Some reading about qualitative research Storyboard draft due Recorded narrations due
Thursday, 11/13	MC in educational settings: aims, goals	Banks, ch. 1-4 FCPX editing training with Brianna: video lab
Tuesday, 11/18	Peer review of digital storytelling	Students will receive feedback on storyboard draft and recorded narration – in class peer review
Thursday, 11/20	Knowledge and Teaching with a MC mindset	Banks, ch. 5 & 6
Tuesday, 11/25	Reforming schools: a case study of Bucknell	Upload your first complete draft of your digital story Possible guest visit with Bridget Newell
Thursday, 11/27	THANKSGIVING BREAK	HAVE FUN!
Tuesday, 12/2	Who are we as a university community?	Banks, ch. 7 Apply Banks criteria to Bucknell
Thursday, 12/4	Wrapping Up: seeing ourselves into the future	Draft 2 of digital story upload: in class peer review
Tuesday, 12/9		Research Paper Draft due
FINALS WEEK	SESSION-TBD	Due: Digital Story Gala: Gallery Theater Due: Research Paper Due: Uploaded Engagement Log for November and December

Monday 12/1, Tuesday, 12/2 and Wednesday 12/3 – offer open sessions for feedback with me and Bri

Some final thoughts: It is a real pleasure to be exploring these themes and issues with you all and we look forward to the experience. If throughout the semester you feel that something isn't going well, or if you're not feeling right or getting at what you hoped to learn, or, if you can't put your finger on some element of discomfort, please come to talk to me about it. I am very interested in making sure that this course draws on and responds to student comments and perceptions. Without your feedback, I cannot know how you are doing.