

Instructors:

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Required Text Book:

Banks, James (1999) **An Introduction to Multicultural Education** (Second ed.).

Description/Rationale- Introduction

By definition America is a culturally diverse society. It is changing demographically and is becoming a culturally pluralistic region of the world. The struggle for open-mindedness and justice with regard to matters of race, culture, socio-economic status, and gender continues. The power and influence of culture cannot be ignored or overlooked in shaping and influencing people's conceptions and perceptions of social reality. To survive, every person who lives in a culturally diverse society needs to develop his or her own social vision of life as it relates to actual cultural realities. Historically, the role of education is to prepare citizens to work together and live with differences. This is why the role of teachers in teaching students' acceptance of human diversity and difference is being discussed throughout the education arena..

Focus:

The importance of teaching multicultural education in a pluralistic society, (its definition, its evolutionary development and the challenges it faces in changing from theory to practice) is critical. The focus of this course will be on awareness of cultural diversity and pluralism which provide topics for rational and theoretical foundations of multicultural educational programming in teacher education programs.

Since classroom teachers provide the delivery of a curriculum, and its contents, they have the opportunity to interpret and add their own insights about the curricula and the children they teach. The fundamental transformation the curriculum must undergo, is to sensitize pupils and teachers, whether they are in cities, in isolated rural areas or small town communities, to the multicultural reality of our national civilization. An important focus of multicultural education in a democratic nation has the responsibility to ensure that all its citizens including minority, ethnic, cultural, or religious groups, are included in the life of the nation and are not marginalized. This involves recognizing the rights, responsibilities, and obligations required of individuals within a pluralistic democratic society.

A Vision and Voice for the Future:

We need a vision for the future of our schools that includes a belief in the worth and the dignity of all persons. We need to clarify our vision in a holistic manner, taking into account the culturally pluralistic society that we are becoming. The future of teaching and learning from a multicultural perspective should include an emphasis on cooperative learning that encourages students to develop a sense of community and fraternity, transcending competition with each other and creating a sense of trust and caring among them. A multicultural vision of the future of education includes a strong commitment to the development of a powerful, critical sense of social consciousness and social responsibility by teachers and students.

Objectives:

At the end of the planned course the students will be able to:

- (a) Define key terms including “multicultural education”, “cultural pluralism”, “Melting pot”, “Afro-centric education” and “Euro-centric education,”
- (b) Describe the historic evolution of multicultural education concepts in pluralistic USA.
- (c) Identify and develop methods for studying and designing a multi-education curriculum and ways of integrating multicultural concepts into the existing public school curriculum.
- (d) Identify resources that focus on teaching strategies dealing in multicultural education.
- (e) Assess and reflect on their own personal interactive skills, perceptions, awareness, sensitivities in dealing with culturally diverse individuals.

Syllabus

1. Multiculturalism: Introduction and definition of terms.
 - multicultural education
 - cultural pluralism and cultural diversity
 - melting pot
 - Afro-centric and Euro-centric education
2. Historical Development of Multicultural Education
 - Historical Evolution of Multicultural Education.
 - Assimilation as an idea of creating a melting pot concept—extended.
 - Principles and goals of multicultural education, cultural pluralism and ethnic diversity.

3. Identify and develop methods for studying and designing multicultural education curriculum and ways of integrating curricula changes to include multiculturalism in public school programs.
 - Process of curriculum transformation
 - Challenges to multicultural education
 - Multicultural education is for all children
 - Demographic trends and the changing work (work force)
 - Guidelines for prejudice reduction in schools.

4. Knowledge Components, and Teaching with Powerful Ideas in a Democratic Society
 - The four knowledge categories in multicultural education
 - Teaching with powerful ideas
 - Creating democratic schools

5. Resources on Multicultural Education

Class Assignments

Week	Date	Assignment and Responsibility
1	Aug. 25	Introduction and Definition of Multicultural Education Reading Assignment for following week Chap.1&2 (Tlou)
2	Sept. 1	Discussion on Chap. 1 & 2 and other assignments (Soares/Conrad) Readings Chs. 3&4 for next class
3	Sept. 8	Graduate School Applications/Video: "A Class Divided" Discussion (Soares/Conrad) (Harris/Rogers)
4	Sept. 15	Field Trip Christiansburg Institute- Christiansburg.
5	Sept. 22	Book Discussion on Chap. 3 & 4 Video: "Teaching in America," Discussion (Soares/Conrad)
6	Sept. 29	Presentation: Historic Evolution in Multicultural Educ(Tlou) Video: "Multiculturalism at the Workplace"
7	Oct. 6	Field Trip or Guest Speaker
8	Oct. 13	Book Discussion on Chap. 5 & 6 Video: "Listening to Students at Virginia Tech"
9	Oct. 20	Tlou's Presentation
10	Oct. 27	Discussion and Reflection on Education and Schooling Chap. 7 & 8
11	Nov. 3	
12	Nov. 10	
13	Nov. 17	
14	Dec. 1	
15	Dec. 8	Exams