**University of Wisconsin-Stout**
**School of Education/ CEHHHS**

**Course Name:** MULTICULTURALISM: DIALOGUE & FIELD EXPERIENCE

**Credits:** 3

**Semester:** Spring 2022

**Section number:** EDUC 330/530 Section 001

**Start/End date:** January 24 – May 2, 2022

**Class Location:** HERH105: 2:30 – 4:30 pm

**Instructor:** Dr. Theresa (Terry) Kohlmeier

**Contact Information:**

Phone Number: (715) 232-2679; E-mail: Kohlmeiert@uwstout.edu

**Office Location:** HERH 115
**Office Hours: Tuesday: 12:10 – 2:10 pm**
**Wednesday: 12:10 – 4:30 pm**
**Thursday: 2:30 - 4:30 pm (Except the 2nd Thurs. of the month)**
Also, hours scheduled by appointment

**Course Description:**

An intensive examination of multiculturalism in U.S. and global schools and communities. Examination of the educational and cultural needs of diverse social groups. Discussion of hegemony, and cultural, race, socioeconomic, political, gender, LGBT, and language barriers to equal educational and economic opportunity. Field experience. Strategies for educational and socioeconomic equity.

**Embedded Signature Assessment**: (for Undergraduate School of Education Students), this course includes an Embedded Signature Assessment (ESA), which is also the final paper and lesson plan application. This ESA is a requirement for completing the course (Fall 2021) and is required for Benchmark II. You must upload the assessment to your Chalk and Wire account and then "submit" the assessment to your instructor on CANVAS for ESA rating.
http://www.uwstout.edu/soe/current/upload/How-to-Submit-an-ESA.pdf
https://www.youtube.com/watch?v=sUNgVR03Bq0

**Course Text: (online)**
Hollie, S. (2017). *Culturally and linguistically responsive teaching and learning: Classroom practices for student success*. Teacher Created Materials. https://ebookcentral.proquest.com/lib/uws-ebooks/reader.action?docID=5882180&ppg=2

**Learning Materials (all on line).**
Readings, videos and websites provided on CANVAS

**CANVAS-Stout Access**

Elements/components/resources of this course will be delivered through the learning management system CANVAS. In CANVAS, you will access online content, course materials, and resources. Use your UW-Stout account to login to the course from the CANVAS login page.

To access this course on CANVAS you will need access to the Internet and a supported Web browser (Internet Explorer, Firefox, or Chrome). To ensure that you are using a supported browser and have required plug-ins please run the system check and review the technology requirements on the minimum technology requirements page.

**Technical Assistance:**

If you need technical assistance at any time during the course or to report a problem with CANVAS you can review the following tutorials: https://kb.uwstout.edu/91525 ( I need to check all of the links to make sure they are current)

**Course Evaluation**

The University of Wisconsin-Stout is committed to continuous improvement. The faculty strongly encourages students to provide complete and honest feedback for this course. Please take this activity seriously because we depend on your feedback to help us improve so you and your colleagues will benefit. Information on how to complete the evaluation will be provided towards the end of the course.

**Disability Services**

UW-Stout strives for an inclusive learning environment. If you anticipate or experience any barriers related to the format or requirements of this course please meet with me so that we can discuss ways to ensure full access. If you determine that additional disability-related accommodations are necessary please contact the Disability Services office (206 Bowman Hall, 232-2995, http://www.uwstout.edu/disability.

**Important Academic Policies and Services**

Academic Dishonesty

Student Support Services

Instructional Resources Service (Textbooks)

Statement of Diversity and Inclusion

Health & Safety

Counseling Center

Emergency Management

Students are strongly encouraged to consult the UW-Stout Student Handbook and Academic Catalog and the School website http://www.uwstout.edu/index.cfm for detailed information regarding the above items.

**Teacher Licensure Policy:** This program is designed to meet the requirements for licensure in the State of Wisconsin. If you reside outside of Wisconsin, please note that UW-Stout cannot confirm whether this program (or course) meets requirements for professional licensure in your state. Students from other states will need to contact their state regarding licensure requirements. See the following website for additional information.

**Enrollment Requirement:**

Background Check

**General Education Area if Applicable:**

Contemporary Issues;
Social Responsibility and Ethical Reasoning;
Racial and Ethnic Studies; Global Perspectives

**Attendance Policy:**

This is a discussion-based course. Your attendance is very important. Absences will be treated seriously and may incur a loss of points. You will be asked to rate yourself on your Attendance and Participation at the end of the semester. More than three (3) unexcused absences will result in failure of this course.

**Student and Instructor Expectations:**

- Your final grade will be based on your work on a variety of assignments that will allow you to demonstrate your understanding of course material.

The assignments are graded with points or some in-class assignments will receive a complete or incomplete. To receive Credit, critically engage with the assignment and complete it to the best of your ability with the broad course criteria and rubrics to guide you. If you do not meet the standard, you will be given the opportunity to re-work the assignment.

**Late Work and Revision Policy:**

- Late work will only be accepted if it is cleared in advance by the professor. You can also proactively petition the professor to rework any assignments. You should repost your rewrite on the date agreed with the instructor. If you do not do so, you will receive *no points* for the assignment.

**Student Learning Objectives for this Course**

1. Develop an awareness of personal and ethical assumptions about and attitudes toward diverse populations, and apply this awareness in interactions with diverse ethnic student populations in K-12 schools, or alternative work/community context.
2. Examine and critique the nature and effects of political economies such as colonialism and slavery, and specific socially constructed and discriminatory discourses such as race/racism, whiteness, poverty, class/classism, gender/sexism, sexual orientation/homophobia, different abilities/ableism in the field of education and beyond.
3. Identify to what extent educational systems, within a global framework, reflect equity and equal educational opportunity through a critical examination of hegemony in the form of culture, race, social class, gender and sexual orientation, and the impact of racism, prejudice, classism, sexism, and homophobia.
4. Analyze the history, contributions, life styles, family values, current status, and educational needs of culturally diverse groups in the U.S., with reference to associated international contexts.
5. Summarize Wisconsin-based tribal governments, history, sovereignty, culture, and language, and explain Wisconsin Act 31 and the implications for curriculum, pedagogy, and policy in Wisconsin schools.
6. Inquire into the implications of religious diversity on the school curriculum, student populations, and communities.
7. Appraise the different experiences and roles in relation to education and work/community involvement adopted by parents from diverse backgrounds, including immigrant populations, and evaluate what these might be and become in a critical multicultural context.
8. Evaluate different levels of multiculturalism, and apply multicultural and ethical conceptual frameworks to a school and classroom, or work/community context.

9. Identify, compare, and evaluate the multiple goals, strategies and assumptions of mono-cultural vs. multicultural and bi/multi-lingual curricula.
10. Identify and apply the principles of critical multiculturalism to the development of diverse, meaningful, critical, and creative and ethical learning experiences that engage students from diverse backgrounds, and/or facilitate an equitable, inclusive learning and working environments for diverse groups of people.

**COURSE ASSIGNMENTS: MULTICULTURALISM Spring 2022**

*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

**All Assignments are due on Canvas by 11:59 on the Sunday before class.**

| Week and Topic | Content | Reading | Due |
|---|---|---|---|
| Week 1:<br>1/24<br><br>Cultural Sensitivity | Introductions:<br>Syllabus: Overview – Review course assignments and expectations.<br><br>Topics: What is Multiculturalism?<br><br>What is cultural sensitivity?<br><br>What is hegemony?<br><br>MASK in Class Activity | • Review the course syllabus and course calendar<br>• Review text CLR: Responsive Teaching and Learning by S Hollie (2017)<br>• In-Class Activity Create Wordle on Definition of CLR and Benefits using text | Note: Personal information sheet must be submitted in class or no later than 1/25 on CANVAS<br><br>Please review the syllabus for next week.1/31 |
| Week 2:<br>1/31<br>Levels of Multiculturalism in Education - Nieto | Overview and Discussion of Nieto's article and Levels of Education<br><br>Comprehend the nature of culture<br><br>Explore our ethnic backgrounds – Cultural Journey in Class Activity | • Read Nieto's Article: Moving Beyond Tolerance in Education<br>• Connect with Teacher re: first visit to your field site. (Week of 2/7)<br>• Review ESA Guidelines and Rubric<br>• In-Class Activity – Cultural Journey | Upload and Bring Nieto's Reading Graphic Organizer notes to class (Rose, Bud Thorn assignment) Due Jan. 30– 11:59 pm |

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| | More on taking field notes and classroom/program. Observations and interviews (data collection for Action Research, lesson plan and reflection = ESA requirements)<br><br>Connect with your cooperating teachers | Review field observation guidelines – Practice Notetaking | |
| Week 3:<br>2/7<br><br>**Experience begins this week** | Cracking the Code: Systems of Inequity<br><br>Culturally Competent Teaching – Sample Lessons and overview of the Hollie CLR TEXT.<br><br>Connect with your cooperating teachers | • Read Reese's Article "An Education in Diversity – 3-2 -1 Assignment on CANVAS | Article 3-2-1 Reese Due February 6– 11:59 pm.<br><br>Be prepared to discuss Culturally Competent Teaching in Class. |
| Week 4<br>2/14 | Unconscious Racism Ethical Reasoning<br><br>The Face of Teaching: What is a Culturally and Linguistically Responsive (CLR) Classroom?<br>The Meaning of Pedagogy<br><br>Culturally responsive pedagogy; "Funds of Knowledge" | • Read Moule_ "Unconscious Racism"<br>• Read Chapter 2 in CLR TEXT Text. Pgs. 43-60<br><br>In-Class activity:<br>• Funds of Knowledge: A Look at Luis Moll's Research into Hidden Family Resources | Read Chapter 2 in CLR text pages 43-60 - Take Notes<br><br>Read Moule Article *"Unconscious Racism"*<br>Upload Reference Frame Graphic Organizer-<br>Due 2/13 at 11:59 PM in CANVAS |

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| Week 5:<br>2/21 | Race, Racism Whiteness, & Ethnicity<br><br>Understand different worldviews | McIntosh.pdf – White Privilege/White Supremacy<br><br>Microaggressions Handout. – In class Activity | Read White Privilege Article |
| Week 6<br>2/28 | Colorblindness | • Article: Color blindness and Culture Sightedness | What do you need to consider? What is culture blindness?<br><br>Upload REAP Graphic Organizer- Due Sun. 2/27 @ 11:59 PM in Canvas |
| Week 7<br>3/7 | The Immigrant Experience: Colonialism & Neo-Colonialism; Ethnic Studies<br><br>Culture Shock<br><br>Guest Speaker – Edwin Martinez | • The Circuit (book) Read and Reflection<br>• In- Class Activity on the Circuit - Bring a copy of your Venn Diagram<br>• Prepare a question for our quest speaker | Complete the Readings and come prepared for dialogue<br>Upload on CANVAS and Bring Venn Diagram on the Circuit to class<br>DUE 3/6 |
| Week 8<br>3/14 | Spring Break - Enjoy!! | | |
| Week 9<br>3/21 | Social Class | • Read Payne –<br>• Read Five Myths about Poverty<br>• Complete a double Journal Entry on one of the above articles | Outline what your Culturally and Linguistically Responsive (CLR) Classroom Plan would be:<br>Outline Due 4/3 by 11:59 pm |
| Week 10<br>3/28 | Gender and LGBTQIA+<br><br>In class activity<br><br>Guest Speakers - The Qube and A. Feller | • Prepare a question for our quest speaker<br><br>• Read a Peer Reviewed Article or listen to a Podcast | Article or Podcast or Video Review and write a Response Paper Due 3/27 11:59 pm |

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| | | or Watch a video re: Gender or LGBTQIA+ topic from website | |
| (Week 11)<br>4/4 | CLR Classroom Plan<br><br>Intro. to First Nations studies/ACT 31 | • Read ACT 31 | Bring your CLR plan outline to class to share in group<br><br>Upload your field notes to CANVAS by 4/10 |
| Week 12<br>4/11 | The Indigenous Experience<br>Colonialism and Neo-colonialism;<br><br>Guest Speaker | • Read Handout on Colonialism and Neo-Colonialism | Reflection Paper based on ACT 31 and the Indigenous Speaker Experience |
| April 18 - Spring Holiday, No Classes | | | |
| Week 13<br>4/25 | Responsive Classroom Management | Overview of Chapter 3 –CLR Text pages 68-81 | Final ESA Action Research Paper is due 4/24 |
| (Week 14)<br>5/2 | *Final CLR lesson plan overview and peer review.* | Peer review of Culturally and Linguistically Responsive (CLR) classroom plan | Bring your final CLR plan to class to share in group<br><br>FINAL Course evaluation due: Fill out in class or online. |
| Final<br><br>Tuesday, May 10 | Final Reflection<br><br>8:00 am to 9:50 am<br>On-line | | |

**Viewing Grades in CANVAS**

Points you receive for graded activities will be posted on CANVAS Grade Book. Click on the Grades link on the top navigation bar to view your points. Grades will be posted not more than one week after assignments are submitted.

**Letter Grade Assignment:**

| Letter Grade | Percentage | Performance |
|---|---|---|
| A | 94-100% | Excellent Work |

| Letter Grade | Percentage | Performance |
|---|---|---|
| A- | 90-93% | Nearly Excellent Work |
| B+ | 87-89% | Very Good Work |
| B | 83-86% | Good Work |
| B- | 80-82% | Mostly Good Work |
| C+ | 77-79% | Above Average Work |
| C | 74-76% | Average Work |
| C- | 70-73% | Mostly Average Work |
| D+ | 67-69% | Below Average Work |
| D | 64-66% | Poor Work |
| F | Below 64% | Failing Work |