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University of Wisconsin-Platteville
School of Education
Spring 2022

Course Syllabus
TCHG 3440 Equity Education and Culturally Relevant Pedagogy in the Multicultural Classroom
3 credits

Pre-Requisite: Ethnic Studies and/or Women Studies General Education requirement

Instructor: Edina Haslauer, Ph.D. (she/her/hers)
Office: **140L Doudna Hall** (School of Education Office – across the Lecture Hall)
Phone: **608-342-1116**
E-mail: **haslauee@uwplatt.edu (preferred)**
Instructor's Schedule and Office Hours:

Classtime is highlighted

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:50 am		205A Doudna	209 Doudna	205A Doudna	209 Doudna
9:00-9:50 am		**Office Hour**	209 Doudna	**Office Hour**	209 Doudna
10:00-10:50 am		**Office Hour**	209 Doudna	**Office Hour**	209 Doudna
11:00-11:50 am		147 Doudna		147 Doudna	
12:00-12:15 am		147 Doudna		147 Doudna	
1:00-1:50 pm		**Office Hour**		**Office Hour**	
2:00-2:50 pm	103 Doudna	**Office Hour**		**Office Hour**	
3:00-3:50 pm	SoE Mtg	**Office Hour**		**Office Hour**	
4:00-4:50 pm					

Texts are available at the Textbook Center: https://campus.uwplatt.edu/textbooks

- Howe, W. A. & Lisi, P. L. (2020). Becoming a Multicultural Educator. 3rd ed. Sage
- Rupert, R. (2010). Dancing with a Ghost. Penguin.
- Selected literature – students read by choice
- Additional readings will be posted on Canvas

Course Description

This course introduces students to the principles of multicultural education and the role of multicultural educators in a diverse society. Students will explore how racism, sexism, classism, nativism, etc. create educational opportunity gaps in the learning experiences of diverse students and lead to uneven academic development. Future teachers will also learn skills to recognize educational inequities and address the needs of all students in their future classrooms.

Course goals and objectives

This course provides students the opportunity to:

1. Gain an in-depth understanding of research, concepts, and theories that provide the base for multicultural education;
2. Develop an awareness of students' own cultural perspective, and gain insight into the cultural assumptions underlying expectations and beliefs about students, teaching, and learning;
3. Appreciate the value of diversity in schools and the society;
4. Develop skills to implement the principles of multicultural education in the classroom;
5. Understand the relationship of human diversity, power, and educational inequality in the United States and the consequences for the lives of many.

WI Teacher Education Standards

3. Diversity: <u>Teachers understand that children learn differently</u>. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

5. Environment: <u>Teachers know how to manage a classroom.</u> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

The course also addresses the PI34-15. 4:

(c) Minority group relations for all licenses including all the following:

1. The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin.

2. The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States.

3. The philosophical and psychological bases of attitude development and change.

4. The psychological and social implications of discrimination, especially racism and sexism in the American society.

5. Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program.

Course Calendar (Any changes that might occur, will be announced in class.)

Week	Date (1st day of the week)	Topics	**Notes:** Daily homework assignments are posted on Canvas
Unit 1. – CULTURE			
1	Monday 1/24	Syllabus and Course Expectations Introduction to Multicultural Education	
2	Monday 1/31	Macro and Microcultures and Multicultural Education (Hmong)	
3	Monday 2/7	Religion and Multicultural Education; Religious Expression and Accommodations in School	
4	Monday 2/14	Macro and Microcultures and Multicultural Education cont. (Children of Immigrants)	
Unit 2. – Act 31 and AMERICAN INDIAN EDUCATION			
5	Monday 2/21	Multicultural Education and American Indians; Act 31 and Culture	
6	Monday 2/28	Multicultural Education, American Indians Act 31 and History	
7	Monday 3/7	Multicultural Education, American Indians Act 31 and Tribal Sovereignty	**Midterm Exam, Friday, 3/11, in class, 209 Doudna**
8	Monday 3/14	Spring Break	
Unit 3. – RACE, CLASS, and LANGUAGE			
9	Monday 3/21	Class and Education	
10	Monday 3/28	Race and Education	
11	Monday 4/4	Systemic Racism and Education	
12	Monday 4/11	Racial Identity Development and Education	*Friday, April 15, April Break*
Unit 4. – GENDER			
13	Monday 4/18	Understanding Gender and Sexuality	*Monday, April 18, April Break*

14	Monday 4/25	Understanding Heterosexism	
15	Monday 5/2	The Transgender Experience and Multicultural Education	**Book Review: due Sun, 5/8, 11:59 pm.**
16	Monday 5/9	Book Review Presentations	
	Monday 5/16 3:00 pm	**Final Exam - in class**	

Components of your final grade (Description of these requirements can be found below.)

1. Attendance and Participation – Lectures and Discussions (10%)
2. Readings and Reflections (~30%)
3. Diversity Events (10% – plus fulfills your DPI diversity requirement for graduation)
4. Midterm Exam (15%)
5. Book Review and Presentation (10%)
6. Final Exam (25%)

Grading criteria

A	100-95%		
A-	94-90%	C	76-73%
B+	89-87%	C-	72-70%
B	86-83%	D+	69-65%
B-	82-80%	D	64-60%
C+	79-77%	F	59% and below

Description of Course Requirements

1. ATTENDANCE AND PARTICIPATION

Option 1. – LECTURE AND DISCUSSION (10%)

To earn the 10 attendance point, it is expected that you attend class regularly. PLEASE PLAN AHEAD and DO NOT SCHEDULE meetings and appointments during class time.

You may miss three (3) class periods without penalty. After the fourth (4th) absence (**regardless of the nature of your absence**), you will lose half of the attendance grade OR see option 2.

Option 2. - LECTURE AND DISCUSSION (No attendance grade)

Due to Covid, you might not be able to attend class regularly. In this case, you will not earn any attendance points and be penalized by missing classes. Simply, your grade will be heavier weighted on the assignments and exams – see below.

Because of the nature of the attendance policy, **YOU DO NOT HAVE TO E-MAIL ME IN CASE YOU MISS CLASS. HOWEVER, PLEASE DO LET ME KNOW ABOUT ANY ISSUES THAT PREVENT YOUR SUCCESSUL COMPLETEION OF ASSIGNMENTS AS SOON AS A PROBLEM ARRISES.**

2. READINGS and REFLECTIONS (~30%)

- **You will regularly complete homework assignments in this class**. Homework assignments will be posted on Canvas. You will have access to them about a week before it is due. You must **complete the homework on the due date**. Per university policy, you will spend on average at least 2-3 hours per course credit per week on homework assignments. Please plan accordingly.

- Most assignments will be worth 0.5 or 1 point.

- All work should be completed on the date when it is due, however,

  - You get 24 hour grace period for emergencies on 3 occasions throughout the semester.

  - After the 24 hour grace period, no work will be accepted for any reasons.

To find the assignments, follow the instructions below:

✓ Go to the UW-Platteville website
✓ Sign in on "Canvas LOGIN NETID"
✓ On the Dashboard Select our course
✓ Find the weekly modules by scrolling down the homepage instead of clicking on the Assignments.
✓ Select the appropriate week to find **all homework and resources** for that module/week.
✓ **TRY NOT TO WORK ONLY OFF THE ASSIGNMENT PAGE.**

3. DIVERSITY EVENTS (10% – plus this fulfills your DPI diversity requirement for graduation)

During the semester, you will be asked to explore cultural diversity in order to better understand the issues that we discuss in class. To do so, there will be a series of opportunities offered, presentations, etc. – posted on Canvas, under Announcements. You will attend/complete at the **minimum of 4 activities and submit for each a short reflection**. This assignment will also fulfill your DPI diversity requirement without which you will not be able to apply for a teaching license after graduation.

4. EXAMS (Midterm 15% and Final 25%)

You will take a midterm and a final cumulative exam in this course. The exams will measure your in-depth understanding of the readings, homework, concepts, and research covered in class. The exams might include multiple choice, short answer, or longer essay questions. The dates are posted in the course calendar.

Alternative testing time:

- You must notify me 72 hours **before** the exam in case you cannot take it during the scheduled time. When you notify me, you also must schedule an alternative testing time.
- Alternative exam time without penalty will be given in a case by case basis. (Disability is an exception.)
- Otherwise, 25% penalty will apply.
- The missed exam has to be taken no later than 5 business days after the original scheduled time.
- Only **one late exam is allowed**.

5. BOOK REVIEW AND PRESENTATION (10%)

You will choose a book that has been challenged or banned in schools. In this assignment you will be asked to first assess the ways in which the book could support multicultural understanding of children and juxtapose this analysis with those people' arguments who would like to take the book off the K-12 library shelves. These books are typically written by an author who have a deep insight into the perspective of non-mainstream groups. Your analysis will be presented to the class toward the end of the semester. This assignment will also serve you to better understand the impact of discrimination and social inequality in education by highlighting the perspectives of marginalized groups in educational settings (See Gen Ed. SLOs).

Detailed rubrics will be provided. The due date is listed in our course calendar. Missing the due date will result in a lowered grade (-10%). After 5 days, no work will be accepted for any reasons.

A NOTE ON PROFESSIONALISM

I would like to ask us that we all (that includes me) hold ourselves to the highest professional behavior. Please remember that part of your college education is to internalize the dispositions listed below. Note that these are not something that you turn on and off; in contrast, they must become part of who you are, and you shall always demonstrate these qualities:

1. Be punctual and attend meetings on time;
2. Collaborate effectively; that is contribute to group work to the best of your abilities;
3. Respect the contributions of others. While you don't have to agree with anybody or anything, you do need to understand various viewpoints and perspectives;
4. Be patient and please remember that while we are at different places in our learning about equity and justice, all of us have important insights that are valueable in the group discussions;
5. Meet due dates;
6. Manage your time efficiently;
7. Demonstrate high work ethic at all times;
8. Work independently; take ownership for your own learning;
9. Recognize, define, and solve problems as soon as they arise;
10. Reach out for help as you need to;
11. Own your mistakes; and at the same time
12. PLEASE BE KIND TO YOURSELF!

Additional Support for a Successful Course Completion

PLEASE READ CAREFULLY

Bias and Hate Incidents
Incidents of hate and bias make students and staff feel unwelcome and unsafe. As a result, instances of bias and hate will not be tolerated under any circumstance and will be reported to the Dean of Students immediately.

Religious observances
Please ask me for religious accommodations no later than the second week of class.

VISA and Accommodations
Accommodations will be made for pre-service teachers with disabilities. If you are a student with a disability that requires accommodations, you are welcome to meet with me to discuss the arrangements you need. You must have a VISA (Verified Individualized Services and Accommodations). To request academic accommodations due to a disability, please contact the UW-Platteville Services for Students with Disabilities. Email: sswd@uwplatt.edu Phone: 608-342-1818. Address: 200 Ullsvik Hall
https://www.uwplatt.edu/department/services-students-disabilities

Your experience in this class is important to me. If you have already established accommodations through Services for Students with Disabilities (SSWD), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through SSWD, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention, learning, vision, hearing, physical or health impacts), you may contact SSWD at 608-342-1818 to make an appointment. If you don't have a VISA, but you need special accommodations, please let me know as well.

International Students
"U.S. federal regulations state that all international students on an F-1 or J-1 visa must register and maintain a full-course of study (12 credits for undergraduates and 9 credits for graduate students) during the fall and spring semesters. Prior to dropping below full-time status, international students should consult the International Student & Scholar Services (ISSS) Office in Royce Hall (first floor) or call 608-342-1852 if you are experiencing difficulties maintaining a full-time course load. Visit https://campus.uwplatt.edu/isss for more information."

Culturally and Linguistically Diverse Students
In keeping with UW-Platteville's strategic priorities to foster a community of achievement and respect, this class strives to be an inclusive learning community, respecting those of differing backgrounds and beliefs. As a community, we aim to be respectful to all citizens in this class, regardless of race, color, creed, religion, age, sex, sexual orientation, gender identity or expression, national origin, ancestry, disability, pregnancy, marital or prenatal status, genetic information, socioeconomic status, immigration status, military service, arrest record, conviction record, or political affiliation. I welcome individuals and communities of all backgrounds and invite you to talk to me about your learning style and learning needs.

Sexual Assault/Harassment, Dating/Domestic Violence, and Stalking
UW-Platteville is committed to creating and maintaining a safe learning environment for everyone. If you have been impacted by violence of this nature please report the incident to the Title IX Coordinator, a Deputy Title IX Coordinator, another mandatory reporter, UW-Platteville Police Dept. or local law enforcement. Further information can be found at https://www.uwplatt.edu/department/dean-students/sexual-violence

Non-Traditional and Veteran Students
"If you are a veteran or non-traditional student, the Robert and James Wright Center for Non-Traditional and Veteran Students is a resource to help support your success. For more information, visit their website at https://campus.uwplatt.edu/non-traditional-and-veterans

Technology/Laptop Policy
In order to maintain a distraction-free learning environment for all class members, please adhere to the following two guidelines: Technology use during class is limited to appropriate, academically relevant purposes. Phones/ tablets/ smartwatches/ computers are set up and muted in advance of the start of the class. If you require technology as a way to engage in class, please let me know. Pre-service Teachers must check their school email at least once a day for updates to the course. Pre-service teachers must have access and be able to navigate UW-Platteville digital learning platform. If you have any questions, please let me know. If you are having trouble navigating the digital learning platform or accessing your email please contact UW-Platteville Information Technology Services at https://campus.uwplatt.edu/its 608-342-1400

Email Etiquette
Because that email will be the most common form of communication between the instructor and the pre-service, it is important that we establish parameters for email usage. Please use appropriate language in the subject heading, introduction, body, and salutation of the email. Also, please allow 24 hours for a response to an email.

Plagiarism
All pre-service teachers are required to comply by the academic integrity guidelines outlined by the UW-Platteville Dean of Students Office. While I certainly do not anticipate encountering plagiarism in this class, I would like to draw attention to the issue in order to prevent unintentional instances from taking place. In general, plagiarism means presenting someone else's words or ideas as if they are your own. Specifically, copying text from an Internet site or simply paraphrasing lectures, written source material, or media without proper credit are examples of plagiarism. If you are at any time unsure of whether or not a particular piece of your own work might be considered plagiarism, please check with the instructor for guidance. A statement about student conduct related to academic integrity is included in the UW-Platteville Student Handbook.
https://www.uwplatt.edu/department/dean-students/conduct

SHARING AND SUBMITTING THE WORK OF OTHERS
IS AN ACADEMIC MISCONDUCT WHICH IS SUBJECT TO DISCIPLINARY ACTIONS.