EDMU 660: Multicultural and Multiethnic Education in American Schools

1. Course Basics

EDMU 660: "Multicultural and Multiethnic Education in American Schools

- Section 1T: CRN# 21775, 6:30-9:10pm on Wednesdays, 3 credits, Face to Face
- Section 880: CRN# 21798, 6:30-9:10pm on Wednesdays, 3 credits, Synchronous Online

2. Instructor Information

Gilbert C. Park, PhD
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Ball State University, Muncie, IN
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Office Hours: 9-11am on Wednesdays and/or By Appointments

3. Course Information

Course Description

This course analyzes social and cultural factors that affect education and schooling in the United States as a multicultural and multi-ethnic society. Course readings, assignments, and activities explore, from an interdisciplinary social science perspective, cultural issues in educational policy as well as the processes in classrooms that reproduce patterns of oppression and discrimination in school and in society. The focus is on the potential of multicultural education to promote equal educational opportunity in schools. The intention is to increase the awareness and sensitivity of teachers, professional staff, school administrators, parents, and other educational leaders to the educational implications of cultural, ethnic, and socio-economic diversity.

Prerequisites

Graduate Standing

Course Objectives or SLOs (Student Learning Outcomes)

- To understand and recognize the historic and contemporary importance of cultural and ethnic diversity in American educational policy and practice.
- To apply cultural awareness to oneself and to others in educational contexts and policy making as well as everyday living and socializing.
- To recognize personal and institutional racism, sexism, and class discrimination and to develop strategies for creating culturally relevant curriculum, pedagogy, and evaluation policies.
- To analyze sociological and multicultural concepts which contribute to the understanding of individual and collective behavior.
- To develop a critical perspective on literature and research around cultural and language diversity.
- To be able to identify dominant and subordinate cultural perspectives and relationships of power in society as they effect education.
- To become aware of the strengths of non-dominant cultures and their contribution to society as a whole.

Course Modality/Structure

This is a webcast course with Face to Face (Section 1T) and Synchronous Online (Section 880)

4. Course Materials

Textbook Affordability: TABO (textbook affordability at BSU – openly licensed course material. *Cost of instructional materials is $40 or less. Learning, teaching, and research materials reside in the public domain or under copyright released under an open license permitting no-cost access, re-use, re-purpose, adaptation, and redistribution by others.*

Readings

- Course Reader is available electronically via Canvas & e-Reserve at the Library. These may require you to sign-in using your BSU user name and password.
- **One** of the four literature of your choice (See ***Literature Presentation*** below)

*This course requires access to an electronic devise (e.g. computer) and a reliable high-speed internet.

5. Course Assignments and Assessments

Pass or Fail --- Disposition Assessment for Teaching License

Disposition Assessment for those pursuing *Teaching License*: Becoming an effective teacher includes demonstrating professional dispositions, which include attitudes, habits of action, and commitments that foster student learning and assist in elevating the education profession, as well as in interacting with families, community members, and colleagues. The Ball State Disposition Assessment System is a systematic, consistent approach to assessing and supporting teacher candidates' disposition growth throughout their preparation. This system has two components: (1) a disposition rubric system, and (2) a disposition alert system, which provide opportunities for deliberate feedback and guidance regarding teacher candidates' disposition development. Information about the rubric, procedures, and alert policy are available on the OTS Website at https://www.bsu.edu/academics/collegesanddepartments/teachers-college/centers-schools-and-offices/otes An unsatisfactory mark on disposition assessment may result in failure of the course.

14% Attendance & Participation (both small & large groups)

- This course combines two sections: 1) *Face-To-Face* section that requires in-person attendance and 2) *Synchronous Online* section that requires electronic attendance using the provided link on Canvas.
- Attendance Policy: This course will adhere to the policy published in the BSU Code of Student Rights & Responsibilities. You are required to attend class, either in person or electronically, on-time and stay for the duration of the class. Not attending class may affect student financial aid. Absences should be discussed with the instructor as soon as possible. Missed classes may result in loss of class participation scores or missed assessments. Any make-ups are at the discretion of the instructor and on presentation of a documented excuse satisfactory to the course instructor. No assignments will be accepted past the designated due date without documentation of extenuating circumstances.
- Participation: You're required to actively contributing the learning of one's own and others. In addition, each student is required to formulate a question around which the course discussion will take place. *Regardless of your semester point total, participation points may be used to adjust your final grade.*

2% Self Introduction: See Canvas

48% 12 Critical Response Papers (CRPs): Each CRP should be 500 to 2000 words, in which one reflects upon how her or his own family, community, or school experiences have affected one's reactions to, thoughts about, and understanding of a particular reading.

Critical Reflection Paper Rubric

	Unsatisfactory	Satisfactory/Proficient	Distinguished
Summary	Does not provide an overview of the reading	Provides an overview and identifies main arguments of the reading	Provides an overview, identifies main arguments of the reading, and elaborates significant findings
a Reflection/ Reaction	Does not reflect on or react to the reading	Reflects on personal experiences in regards to the reading or teaching implications; reacts to the arguments or findings of the reading	Critiques the arguments or findings while meaningfully reflects on teaching experiences or her or his school experiences

16% Literature Presentation: On the first day of class, the books below will be introduced, and you may choose one of the books below for a PowerPoint Presentation. If you would like to choose a different book, please let me know ASAP.

- Lee, S. J. (2005). Up against Whiteness: Race, school, and immigrant youth. NY: Teachers College Press.
- Fordham, S. (1996). Blacked out: dilemmas of race, identity, and success at Capital High. The University of Chicago Press.
- Olsen, L. (1997). Made in America: immigrant students in our public schools. NY: The New Press.
- Valenzuela, A. (1999). Subtractive Schooling: U.S. Mexican youth and the politics of caring. Albany, NY: State University of New York Press

Rubric for Book Review/Presentation

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
OVERVIEW **P3 Principle #3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Does not provide an overview (i.e. Method., & Findings)of the study	Provides an overview of the study	Provides an overview of the study while identifying major argument(s) and/or issues	Provides an overview Articulates the argument with meaningful critics

CONNECTION	Does not make connections between the literature and class materials	Makes basic connections between class material and previously held ideas	Understands connections between class material and the literature and is able to analyze the connections	Able to make connection between course material and the literature while analyzes and reflects on those connections productively
IMPLICATION **P9 Principle #9:** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.	Does not consider the implications of the findings in the field of education	Considers the implications of the findings in the field of education	Demonstrates the implications with solid examples	Demonstrates the implications with solid examples; able to provide rationales using course material
Communication	Inappropriate for an educator that is poorly organized paper presented	Sufficient for an educator with some problems in terms of organization & grammar	Some errors within the range of what is appropriate for an educator in terms of organization and grammar.	Well written and presented without errors

20% Cultural Autobiography: The purpose of this project is to develop a coherent story of your socialization within the family, school, and/or other social organizations, which explicitly examines how your views towards differences on issues of race, class, ethnicity, gender, culture, language, sexual orientation, ability, religion, and other social categories were formed and developed. In this paper, you are to

- Describe the socio-cultural context of your personal development (social class, ethnicity, religion, etc.).
- Identify and describe significant experiences, influences, major events or "turning points" that have fundamentally shaped your identity and the social groups.
- Reflect on how these events influenced your values, beliefs, and attitudes towards people in other social groups.
- Connect & analyze these to and from the lens of the course.
- Be sure to provide your definition of multicultural education as an analytical framework through which your life experiences are examined.

Rubric for Cultural Autobiography (KEY ASSESSMENT)

- **I. Diversity**: Consider socio-cultural nuances on issues of diversity, social organization and sources of inequality and relative privilege of dominant groups (5pts)

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

Does not consider socio-cultural nuances on diversity, social organization. Does not understand sources of inequality nor the privilege of dominant groups	Has a basic understanding of socio-cultural nuances, social organization and sources of inequality, does not necessarily understand the relative privilege of dominant groups	Considers socio-cultural nuances in social organization and understands the sources of inequality including the role of dominant groups	Routinely considers socio-cultural nuances, analyzes social organization and the sources of inequality in order to reduce the impact on students, curriculum and assessment including consideration of the role of dominant groups

- **INTASC** > P3.K.4 , P3.K.5 , P3.D.1 , P3.D.2 , P3.D.3 , P3.D.4 , P3.D.5 , P3.P.5
- **II. Connections**: Connect previous ideas, knowledge, and ideas with class content (5pts)

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Does not make connections between previously held ideas and class materials and experiences	Makes basic connections between class material and previously held ideas	Understands connections between class material and previously held ideas and is able to analyze the connections	Understands connections between class material and previously held ideas and is able to analyze the connections

- **INTASC** > P3.K.4 , P3.K.5 , P3.D.1 , P3.D.2 , P3.D.3 , P3.D.4 , P3.D.5 , P3.P.5
- **III. Analysis**: Demonstrate observation skills, analysis, reflection and empathy (5pts)

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Does not demonstrate effective observation, analysis, reflection and empath	Is capable of basic or descriptive observation, analysis, reflection, and empathy	Is able to effectively observe, analyze, reflect on and have empathy with others in diverse contexts	Demonstrates insightful observations, analysis, and reflects on materials and experiences with empathy

- **INTASC** > P3.K.4 , P3.K.5 , P3.D.1 , P3.D.2 , P3.D.3 , P3.D.4 , P3.D.5 , P3.P.5
- **IV. Communication**: written organization, mechanics of grammar appropriate for a teacher (5pts)

UNSATISFACTORY	BASIC	PROFICIENT (2.5-4)	DISTINGUISHED
Poor grammar, spelling that interferes with communication	Within range of allowable grammatical and stylistic errors	Few grammatical and stylistic errors	Error-free grammatical and stylistic form

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***Assignment details, including instructions, relevant readings, due dates, and grading criteria/*rubrics will be posted and updated on Canvas. Please check Canvas regularly to stay informed and on track.**

Course Grading Scale

Letter Grade	Range
A	100% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%
C+	<80% - 77%
C	<77% - 74%
C-	<74% - 70%
D+	<70% - 67%

D	<67% - 64%
D-	<64% - 61%
F	<61% - 0%

6. University Policies and Statements

University Statement

We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse. If you need course adaptations or accommodations because of a disability, please contact the instructor of record as soon as possible. Ball State's Disability Services Office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

Attendance

This course will adhere to the policy published in the BSU Code of Student Rights & Responsibilities. You are required to attend class on-time and stay for the duration of the class. Not attending class may affect student financial aid. Absences should be discussed with the instructor as soon as possible. Missed classes may result in loss of class participation scores or missed assessments. Any make-ups are at the discretion of the instructor and on presentation of a documented excuse satisfactory to the course instructor. No assignments will be accepted past the designated due date without documentation of extenuating circumstances.
You should take attendance in all classes—even if you do not assign points for attendance. You will be asked to verify students' attendance and provide the last date of attendance for a student in association with financial aid requirements. In addition, you will be expected to submit attendance verification and midterm progress report on EAB Navigate.

Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit bsu.edu/titleix or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant **chooses** to meet with the Title IX Coordinator,

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If a complaint is filed by the complainant or the University, an investigation will begin following University policy.

University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar. Review the University Grade Appeal Policy and Process.]

Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's academic integrity website (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the University Student Academic Ethics Policy.

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently by yourself. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

Generative AI Statement

Broader Use of Generative AI Permitted Within Specified Guidelines: The use of Generative AI tools, including ChatGPT, is encouraged/permitted in this course for students who wish to use them. You may

choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. However, you must cite any AI-generated material that informed your work. Using an AI tool to generate content without proper attribution constitutes a violation of Ball State University's Student Academic Ethics Policy.]

7. Student Support Services

The Learning Center

The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on "Navigate" in the Academic Tools section, or just go directly to bsu.navigate.eab.com.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center. Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: BallStateLC.

The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing. The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

The Basic Needs Hub

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, help is available through the Basic Needs Hub. The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a Basic Needs Assistance Form.

The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help

resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found **here**.

The Speaking Center

The Speaking Center is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message.

The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this direct link to sign up for a time**.** Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

8. Canvas and Student Privacy

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.
Find more information by visiting the Canvas Voluntary Product Accessibility Template (VPAT).

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading **Ball State's FERPA and Privacy and Protection.**

Video Conferencing Recording

This course will be recorded. Recordings maybe available on Canvas upon request.

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

9. Course Expectations and Policies

Course Participation Expectations

- This course is designed with weekly activities, discussion, and other forms of regular collaboration and communication.
- It is recommended that you log into your Canvas course 3 to 4 times a week and check your official Ball State email account daily to view announcements and prepare for class.
- Complete all assignments, quizzes, tests, and any other activities by the stated due dates.

Feedback Policy

- I will respond to email from your official Ball State email address within 24 hours during week days (Monday-Friday) and within 48 hours on the weekend.
- I will read every discussion post but I will not always personally comment on posts.
- I will grade your quizzes, assignments, and discussions no later than within 5 school days of submission.
- Contact me directly if you have questions or concerns about your performance in class.

Late Assignment Policy

- All assignments are due by 6:30 pm (EST/EDT) on the due dates indicated.
- Assignments posted after the indicated due dates will be subject to a decreased grade for each day late.
- Internet connectivity and technical issues may occur and impede you from turning in work on time. Turn in work early and often, and set up a back-up plan, such as visiting a local library or borrowing a peer's computer.
- Canvas will not accept assignments for grading after 11:59 pm EST/EDT on the final day of class.

Assignment Submission Policy

- All assignments should be submitted as Word documents with extensions of .doc or .docx unless otherwise indicated in the assignment description.
- Assignments, unless otherwise indicated, should be submitted using the assignment link in the module**.**

Grading Policy

- It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience.
- In the absence of mistakes, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades.

Engagement Expectations

To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

10. Subject to Change Statement

This syllabus is subject to change in the event of extenuating circumstances.