College of Education

Vision Statement
We develop educational leaders who create tomorrow's opportunities.

Mission Statement
Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

BME 210: Foundations of Multicultural Education
Department of Educational Specialties
Spring 2015 – 3 Credit Hours

General Information:
Instructor: Dr. Jon Reyhner
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Fax: 928 523 1929
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Office Hours: Mon. & Wed. 10:30-11:30; Tue. & Th. 1:00-2:00

Course prerequisites: There are no prerequisites for this class.

Course Description: This course focuses primarily on the perspectives of ethnic minority populations in schools, including linguistically and culturally diverse students, exploring the historical, legal, theoretical, and sociological foundations of U.S. educational programs.

Student Learning Expectations/Outcomes for this Course:
Upon completion of this course, students will be able to:
• Explain through specific examples the major historical trends concerning the education of linguistically and culturally diverse students in the United States.
• Analyze critical issues in the education of linguistically & culturally diverse students in a sociopolitical context.
• Discuss issues related to the education of linguistically and culturally diverse students and reflect on these issues.
• Discuss a work of literature representing a perspective of American cultural diversity.
• Investigate the life history of a linguistically and culturally diverse student in terms of his/her experiences and perspectives in school and discuss what you could as a teacher to help their school experiences.

Course Structure Approach: Lecture, readings, discussion, cooperative learning activities, videotapes, etc. Students’ grades will be updated about once a week on Blackboard.

Textbooks and Required Materials:

NAU has an Emergency Textbook Loan Program. Eligible students can apply for assistance with acquisition of textbooks for the semester. More information at: http://nau.edu/LEADS-Center/Textbook-Loan-Program/

Course Outline (Subject to Change): Each week read the assigned selections in the textbook.

Week
1: Read Ch. 15 of Noel “Connecting with Multicultural Families & Communities” and in a one full page paper (typed, double spaced, 12 point type, 1” margins) discuss the readings in that chapter in relation to how your family, or the family of someone you know, did or did not support schooling (5 points).
2: Read Ch. 7 of Noel on “The Conservative Tradition” and write a one page paper discussing whether this country is putting too much focus on ethnic identity as Schlesinger maintains in selection 16 (5 points).
3: Read Ch. 4 of Noel “Culture” and read essays on multicultural education at http://www.edchange.org/multicultural/papers/keith.html. Write a one page paper on the rules of Lisa Delpit’s “culture of power.” Do you think they are real? Are you a member of that culture? (5 points).
4: Read Ch. 8 of Noel “Critical Pedagogy” and in your one page chapter reaction reflect on whether your high school and/or NAU education was similar to Freire’s “banking education,” or “transformational”/“problem posing education” (5 points). Web Site Review due
5: Read Ch. 10 of Noel “Race & Immigration” and discuss in your one-page paper what teaching practices you find effective and compare and contrast them to effective practices described in Ch. 10 of Noel’s book (5 points).
6: Read Ch. 13 of Noel “Social Class.
7: Read Ch. 14 of Noel “Multicultural Classrooms & Schools” and in a two-page paper discuss the effects of social class in the United States on K-12 students (10 points). Read a copy of the Navajo Hopi Observer (free at the
Student Union and elsewhere in Flagstaff and on-line) and write a one page paper on some aspect of its cultural
textbook and assignment for each week. Weekly quizzes and/or written assignments (some in class and
and Spring Break

8: Read Ch. 2 of Noel “Sociological & Anthropological Perspectives” and visit the Teaching Tolerance web site at http://www.tolerance.org/ and be prepared to discuss in class and share something you learned from it. American Exceptionalism Paper due

9: Read Ch. 3 of Noel “Ethnographic perspectives” and also read Guns, Germs, Steel and Education at http://jan.ucc.nau.edu/~jar/AIE/NARggs.html and Creating Sacred Places for Children at http://jan.ucc.nau.edu/~jar/AIE/ETplaces.htm. Reflecting on class readings for weeks 4-7, write a 2 page paper discussing what social classes attended your high school and whether what Jean Anyon (Ch. 13, Sel. 31) and others write accurately describe your own high school experiences? Do you think you and other students in your and different schools compete on a “level playing field” with you? Were classes in your school tracked? (10 points).

Spring Break

10: Read Ch. 1 of Noel “Historical & Philosophical Perspectives” Find an example of ethnocentrism (e.g., in a newspaper, magazine or on-line) and bring it to class next week. Read the article “Aligning Language Education Policies to International Human Rights Standards” in BB Learn shell. Reflecting on class readings for this week write a one page paper discussing how successful the Civil Rights movement in the U.S. has been (5 points). Life History due. Be prepared to discuss your interview in class.

11. Read Ch. 5 of Noel “Racism & Prejudice” and in a one page paper discuss what Peggy McIntosh means by “white privilege and explain whether you are or are not benefitting from “white privilege” (5 points).

12: Read Ch. 6 of Noel “Identity Development” and the Humility vs. Self Esteem article at http://jan.ucc.nau.edu/~jar/AIE/EThumility.html. Incorporate you one page paper on identity due this week into the Alexie Identity Paper, which is due this week.

13: Read Ch. 9 of Noel “Gender” and in your one page paper reflect on whether you think too much or too little is being done in American schools to achieve gender equity (5 points).

14: Read Ch. 11 of Noel “Language” and visit the Teaching Indigenous Languages web site at http://nau.edu/TIL and read the second and third articles reachable through the “articles” link on the menu bar and visit the U.S. English web site at http://www.us-english.org/. In your one page paper discuss if the move to make English the “Official Language” of the United States is an example of hegemony and ethnocentrism? (5 points). Textbook Evaluation due. Be prepared to share it in class. In your evaluation think about how the Civil War is handled (was slavery or states rights given as the main issue in the war?) and how historical figures like Rosa Parks, Martin Luther King, Malcolm X, Cesar Chavez and others are portrayed if they are included.

15: Read Ch. 12 of Noel “Religion” and in your one page paper make a case whether there should be more or less separation of church and state in the United States, especially in regard to schools. (5 points).

16: Final Examination: 5/4/15, 12:30-2:30

Assessment of Student Learning Outcomes: Assessment is based on the class tests and assignments listed below.

Weekly quizzes and assignments: Read the textbooks & other assignments prior to class on each topic. Weekly quizzes and/or written assignments (some in class and some out of class) may be given or assigned in class.

Chapter reflections: Respond to the discussion topics in the course calendar. Single-space your name in the upper right hand corner of your paper and the chapter number(s) you are reflecting on. Your reflection must show that you read and thought about at least two of the assigned selection in the assigned readings (you don’t have to agree with their content).

American Exceptionalism Paper: At least three full pages plus references. In your paper define the concept of “American Exceptionalism” (there are Internet sources for this) and discuss and draw a conclusion as to whether this concept is a real assessment of the United States of America or is just an example of ethnocentrism. Use APA style to cite your sources used in your paper and for the reference section at the end of your paper (This is similar to the system use in the Noel book of readings). Cline Library’s EBSCO Host Academic Search Complete is a good source of information on this topic.


Web Site Review: Using Google, Yahoo or another popular search engine, do a search of the term “multicultural education” and a related topic of interest to you (special education, engineering, nursing, etc.). Describe 5 multicultural education related web sites that you find that you think would be especially useful for teachers or are especially interesting to you. Describe briefly each web site and why it is useful or interesting (One or two
Life History: Investigate the life history of a linguistically and ethnically/culturally diverse adult (18 or older and someone from a different ethnic group than your own) in terms of his or her school experiences and perspectives. I suggest a first paragraph giving some information about who you interviewed including some information about the education level and work experience of their family (don't use their real name or any personal details that could identify that person), then the results of the interview in essay format (not in question & answer format) and a concluding paragraph on how a teacher might have helped this person or one like him or her when in school. Some questions that can be asked are: did the person experience racism/prejudice in or out of school? Did any of their teachers particularly stand out in their memory and why? Did the schools curriculum/textbooks reflect their cultural/ethnic background? Did they receive any multicultural education? Was their education more what Paulo Freire calls the “banking method” or was it more “transformational”? (At least two double spaced full pages)

U.S. History Textbook Evaluation: Evaluate a junior or senior high U.S. history textbook (or other appropriate curriculum material with instructor's permission) on its multicultural content. A checklist will be provided of things to look for in your textbook. Textbooks are available for review in the College of Education’s Curriculum Library (Room 190).

Midterm and Final Exam: These will be a combination of essay, matching, and multiple-choice questions.

Grading System:

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<th>Final Exam</th>
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<th>Article Reviews/Reactions</th>
<th>American Exceptionalism Paper</th>
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Course Policy:
1. Please read NAU course policies at http://nau.edu/OCLDAA/_Forms/UCC/SyllabusPolicyStmts2-2014/
2. NAU course drop deadline – 1/22/2015; withdrawal (W) deadline – 3/13/2015
3. Regular attendance is expected and all assignments should be submitted on the due date to receive full credit. While class attendance is required, please be cautious about attending class if you are feeling ill or if you have to travel over icy or snow covered roads.
4. Papers handed in late without a valid excuse (medical, sports, etc.) may lose points.
5. All students need to evacuate the building if the fire alarm sounds. If the fire alarm is sounds during a test, leave your exam face-down on your desk, and exit the building.
6. Cell phones must be turned off during class and are not allowed to be visible. Laptops are only to be used for taking notes.
7. If you must be absent, you are responsible for getting class notes, announcements, etc. from another student.
8. If you are unable to take an exam at the regularly scheduled time, notify the instructor before the exam.
9. Writing errors, such as spelling, punctuation, grammatical errors, etc., will be taken into consideration and may lower your grade. Papers, unless otherwise indicated, must be typed double-spaced in "Times" (like this syllabus) or similar typeface with 12 point type and 1" margins. Use APA reference style.
10. Students are permitted and encouraged to proofread and critique each other's assignments.
11. Make a copy of every assignment before you submit it to the instructor. Keep returned copies of all graded assignments until you have received your final grade and are satisfied with it.
12. In the event of an unusual final point distribution, the final point requirements may be lowered. This will be solely at the instructor's discretion.
13. Assignments submitted as a requirement for another class cannot be submitted for this class. All assignments should be the original work of the student completed for this class.
14. Plagiarism is defined as knowingly using the work of others and presenting it as your own. Academic dishonesty includes cheating on tests or lying about class work. If an individual engages in these activities the NAU Student Handbook policy will be followed. If you take more than three words in succession from a source, put them in quotation marks and site your source! Plagiarized work will receive an F (zero points).

NAU Educational Support Services: Main Office, Room 201 (2nd Floor) University Union
Student Learning Centers: Tutoring-room 201; Transfer and Commuter Connections office/lounge-room 247; Peer Jacks lounge and staff-room 201
TRIO Outreach programs: Educational Talent Search (ETS)/Educational Opportunity Center (EOC)/Nizhoni-room 241; Upward Bound and Upward Bound Math Science-room 201

Northern Arizona University Writing Center: Health and Learning Center, room 3113. The South SLC is located in the Learning Resource Center, Bldg. #61. 928-523-6842