

Multicultural Education
T&L 433
Fall 2007

Grading: A-F Section 2 #6878
Prerequisites: Admission to Teacher Education
Time: 2-3:30 Tues/Thurs.
August – December
Classroom: Education Building Room 201

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Office Hours: Mon/Wed. 9-4 Tues/Thurs. by appointment

Academic Catalog Statement on Multicultural Education:

This class takes an anthropological view of multicultural education. It will help students to better understand students in culturally diverse classrooms as well as prepare them to teach about cultural diversity. This class examines several cultures, but is particularly interested in American Indians of North Dakota. Those original groups include: Lakota, Dakota, and Nakota, Chippewa, and the three affiliated tribes: the Mandan, Hidatsa, and Arikara.

Departmental Framework:

This course is aligned with the conceptual framework defined by the Departments of Teaching and Learning and with the Interstate New Teacher Assessment and Support Consortium Standards (INTASC) which have been adopted for the undergraduate programs in the Department of Teaching and Learning. (Note: *Not every dimension* of the conceptual framework of every INTASC principle is covered in any single course).

Ten INTASC Standards

Standard One-Knowledge of subject matter
Standard Two-Knowledge of human development and learning
Standard Three-Adapting instruction for individual needs
Standard Four-Multiple instructional strategies
Standard Five-Classroom motivation and management
Standard Six-Communication skills
Standard Seven-Instructional planning skills
Standard Eight-Assessment of student learning
Standard Nine-Professional commitment and responsibility
Standard Ten-Partnerships

Conceptual Framework: (www.und.nodak.edu/ept/ncate/conframework.tml).

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Throughout our programs we support development of teachers who are learners, active agents of learning, and articulate visionaries.

The structural complexity of teacher education is pulled together by a common conceptual framework of teacher preparation that is supported by the missions of the university, the colleges, and departments. Our conceptual framework is continually evolving as it is influenced by our study of preparation. We view our programs as holistic and dynamic. While supported by the framework that is provided by the INTASC principles, we would not identify any single course of learning experience exclusively woven throughout our teacher education programs; teacher as learner, teacher as active agent of learning, and teacher as articulate visionary.

Exceptionality Policy: Students who feel they may need instructional modification to complete course requirements due to exceptionality have the responsibility of making the instructor aware of this in a timely manner.

Expectations: Participation is mandatory. By attending classes regularly and taking part in the discussions you will prove to me that you are a learner and that you take your role as a student seriously. All assignments including readings are to be completed by agreed upon dates. If an assignment is late and without conferring with the instructor, it will not be accepted, and will affect the final grade.

Professionalism: I expect all students to be respectful of each other. Paying attention when I am lecturing and when your peers are speaking or asking a question is important. Each of us has our own unique way to learn and communicate. Be respectful to each others' diverse ways.

Live text Compliance: Every education student is required to have purchased the live text software. You will need this to complete several of your assignments.

Field Trip Policy: This class participates in a field trip, and will be attended by everyone except the students who are Speech and Language Pathology majors. The field trip is to an American Indian reservation school K-12. The instructor plans the trip each semester and communicates through mail, email, and phone with the principals in the school where we will visit. The field trip is an opportunity for teacher education students to become immersed in a culture and a school community that is unlike their own. The field trip was implemented as a way to give our students as much experience in cultural diversity. By not taking part in the field trip, the preparation, before the teaching during and the livetext reflection and assessment after you cannot meet the requirement for this class.

Summer Field Trip: During the summer session students will go to an elementary school in the area where there is a summer migrant program. Early Childhood majors in

the class will have an opportunity to observe in Headstart in East Grand Forks, Minnesota.

Dispositions: Professional dispositions are formally and/or informally monitored throughout the teacher education program. Faculty, instructors, and/or cooperating teachers may request a one-on-one meeting with a teacher candidate to discuss areas of concern. Written documentation of this conference may be included in the candidate's permanent file. Special procedures are delineated on the form "Professional Dispositions for UND Teacher Education."

Required Text:

Author: Sonia Nieto. *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. 4th Edition. Pearson Education Inc. Boston, MA. 02116.
ISBN: 0-205-38692-X.

In addition each student will read a multicultural children/young adult book. You do not have to purchase this novel as one will be provided for you to borrow. You will sign the book out and return it in the condition loaned to you. If for some reason the book is lost, stolen, or damaged you will reimburse me for the cost of the book.

*I will also give you a various journal articles to read as supplemental materials.

Attendance/Participation:

We do not have an attendance policy in the college of education and human development. However, faculty do grade on participation. Participation means to read, share, discuss and take part in the scheduled class. If you are not in attendance you are not participating. In T&L 433 I will provide name cards for your attendance. You are responsible for picking up your card every class period and returning it to me at the end of the period. If you neglect to do this you will lose participation points. I would really like you to learn this procedure right away.

Grading Scale:

90-100 A 75-89 B 65-74 C 54-64 D 53-below F

Course Goals:

- Understand the *terminology* and cultural *nuances* related to diversity and culture appreciation stated in the text and in our conversations. (INTASC 1, 2, 5, & 9).
- Research and write a personal cultural history (INTASC 1, 2, & 5).
- Field Trip to a culturally diverse school setting. (INTASC 1- 9).

- Understand various learning styles, parenting styles, gay and lesbian issues, exceptional learners, and poverty. (INTASC 1-9).
- Attend five cultural events. Each event requires a typed interpretation of the event and what you learned from it. (INTASC 1, 2, & 10). (See form a.)
- View (in class) an array of videos on diversity and other issues relating to culture. (INTASC 2, 3, 4, 5, & 6). (See form b).
- Learn about the four American Indian Reservations in North Dakota, the history, language, school settings, population, tribal government, sovereignty laws, and early education for North Dakota's first people. (INTASC 1-10).
- Working in a small group to develop a case study that you will present to the class. The case study must reflect a cultural topic that is relevant in today's schools. (INTASC 1-10).
- Learn basic Lakota language. You will develop a web for the various ways to teach linguistically diverse learners. (INTASC 1-8).
- Create with a partner, a showcase of a culture. You will create a backdrop, and have available some hands on learning activities to engage the people who will stop by your showcase to ask questions. This is your midterm for the class so it needs to be top notch. Follow the rubric for guidance. (INTASC 1, 3, 7, & 10). (See form c.).
- You will create a Character Chart using Multicultural Literature. You will use magazine, drawings, or clip art to help create your visual on tag board. You may use the multicultural child/young adult novel for this assignment, or any other multicultural book of your choosing. (INTASC 2, 4, & 7).
- Live text assignment: You will write a research paper based on a critical issue in multicultural education. (INTASC 1-10). We will look at the on line live text area for this assignment.
- This semester we will be involved in a cultural sharing opportunity with diverse college students here on campus. The details will be provided once I have a meeting with the director of this program. (INTASC 2, 3, 6, 9, &10).

Titles of videos that will be viewed in class on various cultural topics.

1. **Cross Cultural Communication:** 40 minutes.
This video on the concept of culture what it is and how people in the world are all different.
2. **A Place at the Table:** 40 Minutes.
This video is about the history and identity through the eyes of today's young. The cultural groups represented are: African American, American Indian, Euro-American, Jamaican American, and Gay and Lesbian Americans.
3. **Multicultural Books:** 30 Minutes.
RIF (Reading is Fundamental) is a series of 3-minutes episodes designed to keep educators, parents, and local RIF coordinators informed on the latest literacy topics. Multicultural Literature introduces children to different people and cultures of the world. Authors, educators, and publishers discuss the richness of multicultural literature and offer suggestions for selecting books that celebrate diversity.
4. **Where the Spirit Lives:** 120 Minutes.
This video is a made for TV movie about early Indigenous people. It shows how Native children were taken from their parents and put in boarding schools. The story takes place in the 1930's. It is an extremely useful video as it portrays what forced assimilation nearly destroyed the culture and languages of a whole generation of Native people.
5. **America in Black and White:** 18 Minutes.
This short video explains what the term "colorism" is and how it affects black and white people in American.
6. **Women in the KKK:** 20 Minutes.
A 20/20 newscast of the faces of hate. This video shows how these women are raising their children to hate and taking the lead in what used to be a male dominated group.

Form A: Cultural Events

Make 5 copies of this page as each event will be recorded on this form. I will accept handwritten events.

You are required to attend *five* cultural events in your home communities, neighboring communities or campus community.

Cultural Event _____ (number these please)

1. Where and when did the event take place?

2. Were you an active member in the even or an observer?

3. What was it that attracted you to attend this event?

4. What new knowledge did you learn from this event?

5. What questions do you have after attending this event?

6. Did you feel at ease it this cultural setting?

7. How many people were involved in the event (an estimate)?

Form B: Video Responses

Make 5 copies of this form as you will type or write your response to the video.

1. List three ideas that you learned from the video?

1.

2.

3.

2. Has your thinking has been altered after viewing this video? How so?

3. What more are do you want to know about this topic?

4. Where/how can you find out more information about this topic?

Form C: Midterm Showcase

Follow the rubric to ensure you meet the requirements for this assignment.
Check off each of these and turn this form in to me with each of your names

Name: _____

You must have addressed all four areas in your showcase to receive the highest grade possible. Rate yourself on each of these by writing 1-4. Follow the description of each of the rating scale.

____ a backdrop that is eye-catching and creative

____ a lesson plan based on one of the content areas pertaining to your showcase theme

____ a recipe, a sample, or a food item for sharing that is related to your showcase

____ Includes that *something* that gives it pizzazz! Name what that something is!

1. **Exceptional**

All areas are top notch. Everything comes together. The viewers are amazed!

2. **Reasonable**

The showcase is well planned and eye-catching, but is not totally awesome!

3. **Adequate**

One of the areas is lacking and it is clearly visible.

4. **Poorly done**

Looks thrown together and lackluster

Lessons are blah

Food is unappetizing

Presenters seem uninterested

Overall b o r i n g

Form D: Rubric for Family History Assignment

You must have all three of the critical components.

Critical Component 1:

The author has done research by speaking with family, interviewing a family member, or examining family documents

Critical Component 2:

The author writes the document like a well-told story.

Critical Component 3: Four sections.

The author writes his/her story in four sections

#1. Childhood

#2. Adolescence

#3. Adulthood

#4. The journey continues

Childhood section should reflect on when you were born and where you were raised. You may want to list family traditions. School settings friends and things you were interested in at that time. Explain your own family values.

Adolescent level the reader will explain certain things that have shaped his/her belief system. For example: when your first encountered prejudice or racism. Or in high school what group did you associate with? How did that shape you as a person?

The Adulthood level should tell the reader who you are now and then tie in your family belief system and how your culture has influenced who you are today.

The journey continues is the last level and it is a continuing level. The writer may want to explain how humans grow in mind and experience and how these experiences shape who you are. In the last paragraph of your document I want you to address who you are now as a cultural being.