

UNIVERSITY OF NORTHERN COLORADO
OFFICE OF EXTENDED STUDIES
SCHOOL OF PSYCHOLOGICAL SCIENCES
Summer 2009
Syllabus

PSY 513- Professional Renewal: Critical Multicultural Education for Social Action (3 credits)

Course Dates: June 10 – July 15, 2009

Wednesdays: 8:30 am – noon, Lowry

This class is a hybrid – class meets both face to face (50%) and online (50%)

Prerequisites or Skills

Prior multicultural or diversity courses or workshops

Consent of instructor

Instructor of Record: Jan Ferrari, M.A.

School of Psychological Sciences, UNC College of Education and Behavioral Sciences

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Office Hours: Wednesdays 12-1 at Lowry and by appointment

Course Description (short)

Focus on participant's commitment to self-critical reflection on their educational aims and values but also on social matters requiring collective or common action if they are to be satisfactorily resolved.

Course Description (long)

Welcome to Critical Multicultural Education for Social Action (CME). A multicultural education class designed from a critical view focuses not only on the individual participant's commitment to "self-critical reflection on their educational aims and values ... (but also on) social matters requiring collective or common action if they are to be satisfactorily resolved" (Carr & Kemmis, 1986, p. 31).

The methodology of action research is conceptualized within iterative cycles of self-reflection, dialogue, and planning to create effective action plans within systems or communities. The CME course provides content and strategies to enhance participant reflection and dialogue with the intention of empowering and encouraging teachers and other staff to engage in social action projects within those systems that affect education in the United States.

Required Text

Banks, J.A. & Banks C.A. (2007). *Multicultural Education: Issues and Perspectives* (6th Ed.)

Articles available on Blackboard

Course Content and Schedule (subject to change by instructor)

<u>Date</u>	<u>Topic and Dialogue Circles</u>	<u>Readings and Dialogue Circles</u>	<u>Research Notebook</u>	<u>Online Assignment</u>
Week 1 Who we are	Introductions Class Orientation Dimension of ME: Content Integration	Banks & Banks (B&B) Ch 1 – Introduction Dialogue Circle (DC): Cultural Self-Awareness Epistemology or Cognitive constructivism and social constructivism	Action Research Notebooks Critical Autobiography Reflection CAR: 1 Due – Who am I? and how do I know what I know?	Read and respond: Holman Jones (2005). <i>Autoethnography: Making the personal political.</i>
Week 2 What we know	Dimension of ME: Knowledge Construction	B & B - Ch 2 Culture and Educational Practices Ch 7 – Classroom Pedagogy DC: Transforming Curriculum and Critical Theory and Action Research	Theme Identification Research Journal check-in; Analysis of CAR 2 Due – Transformations? Yes? No? How?	Read and Respond: Cole, M. (2005). <i>Cross-cultural and historical perspectives on the developmental consequences of education.</i>
Week 3 How we see	Dimension of ME: Prejudice Reduction; Film: <i>Race: The Power of an Illusion</i>	B & B Ch 11 – Colorblind Perspective (ALL) Ch 6 – Gender Bias Ch 8 – Women of Color DC: Reduction of Prejudice	CAR 3– My implicit and explicit bias Research Journal check in	Read and Respond: Knapp, N.F. (2005). “They’re not all like me!” The role of educational psychology in preparing teachers for diversity.

Week 4 How we change	Dimension of ME: Prejudice Reduction	B & B - Ch 3 – 5 – Social Class, Religion, Ability Ch 15 – Recruiting the Gifted and Diverse DC: Planning Social Action	CAR 4 – Gender, ability, race, religion, etc. biases in my world	Read and Respond: Smith-Maddox, R. & Solorzano, D. (2002). Using critical race theory, Paulo Freire’s problem-posing method, and case study research to confront race and racism in education.
Week 5 What we can do	Dimension of ME: Equity Pedagogy	B & B Ch 10 – Approaches to ME Curriculum Reform DC: What is the problem? What are solutions?	CAR 6 – What can I do? Now? In the future? Seemingly impossible?	Read and Respond: Brown, K.M. (2004). Leadership for social justice and equity: Weaving a transformative framework and pedagogy. Or: Gay, G. (2004). Beyond Brown: Promoting equality through multicultural education.
Week 6 How we can do it	Empowerment in School Culture	B & B Ch 9 – Culturally Responsive Teaching DC: Where do we go from here?	CAR 7 – How did or didn’t the cycles of action research facilitate my planning?	Greenman, N.P. & Dieckmann, J.A. (2004). Considering criticality and culture as pivotal in transformative teacher education. Or: Young, S.L. (2007). Practitioner research on critical multicultural pedagogy: Challenging heterosexism in a public school.

Course Objectives

Upon completion of this course the successful student will be able to:

1. Articulate the current opportunities available as a result of the diversity of culture and ethnicity within public school systems in the United States.
2. Explain critical perspectives of education.
3. Identify and describe learning strategies within each of Banks & Banks (2005) five dimensions of multicultural education.
4. Identify educational materials and instructional strategies to enable learning opportunities for each student.
5. Recognize effects of bias and prejudice; describe strategies for the reduction of bias and prejudice.
6. Develop experiential and integrated pedagogy to positively impact the behaviors and learning of students from a wide variety of cultures and ethnicities.
7. Develop social action projects.

Course Requirements

1. Participate in three interviews
2. Actively and appropriately participate in collaborative dialogue in class and in online discussions
3. Engage in self-reflective journaling to create a Critical Autobiography
4. Develop on-going social action plans
5. Produce a final Research Journal including class notes, critical autobiography reflection assignments, on-going personal and professional self-reflections, interview questions and responses, and action plan iterations

Method of Evaluation

Grades will be awarded as S/U. A satisfactory grade will be achieved through a combination of self-evaluation, peer-evaluation, and instructor evaluation

Supplemental Reading List Attached

Relevant University Policies

Please become familiar with these and other policies pertaining to students by the University of Northern Colorado.

- **Disability Statement:** Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Support Services at 970-351-2289 as soon as possible to ensure that such accommodations are implemented in a timely fashion.
- **Academic Conduct:** The University of Northern Colorado's Student Code of Conduct (http://www.unco.edu/dos/student_code_conduct/student_conduct.html) and Honor Code (http://www.unco.edu/dos/honor_code/index.html) strictly prohibit any form of academic misconduct. Academic misconduct includes but is not limited to plagiarism, cheating, fabrication, and knowingly or recklessly encouraging or making possible any act of plagiarism, cheating, or fabrication. Academic misconduct is an unacceptable activity in scholarship and is in conflict with academic and professional ethics and morals. All incidents of alleged plagiarism or other forms of academic dishonesty will be investigated and violations of academic integrity will result in a consequence that may be as severe as an F in the class and a recommendation for expulsion. For more information on plagiarism and appropriate paraphrasing, please see: http://www.unco.edu/dos/honor_code/defining_plagiarism.html

Professional Standards

This course addresses several Colorado Performance-Based Standards (CPBS) and professional standards specified by the National Council for Accreditation of Teacher Education (NCATE). The matrix of outcomes for candidates, standards addressed, and course activities are located at the end of this syllabus.

Notice

The Office of Extended Studies reserves the right to cancel or reschedule courses based upon enrollment. Enrolled students will be contacted with information of any change.

Student Satisfaction Evaluation

Participants will be asked to evaluate the workshop for instructors' knowledge, interest and enthusiasm as well as providing additional information on classes or topics which you would like to see developed as a future offering from UNC.

Portable Electronic Devices

Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and iPods. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Thank you for your cooperation.

Course Withdrawal Information

In accordance with University and Colorado Department of Higher Education policy, if you drop this class after the course starts you will be assessed a drop fee. The drop fee is pro-rated up to the half-way point in the class. You are legally responsible for payment of full tuition once 50% of this course has been concluded. In order to be eligible to receive any refund of tuition, you must contact the Office of Extended Studies (1-800-232-1749) to formally withdraw from your class. Your refund, if applicable, will be based on the date of contact with our office. Withdrawals received via telephone during non-business hours will be processed and dated on the next working day. Failure to notify us will result in UNC tuition being owed even though you do not attend or complete the coursework.

Information About Colorado, University, and National Accreditation Standards Relevant to this Educational Psychology Course

I. This course focuses on these Colorado Performance Based Standards

http://www.cde.state.co.us/cdeprof/li_perfbasedstandards.htm

5: Knowledge of Classroom and Instructional Management

Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.

5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.

Raise the academic level of a group of students, over time, to a higher level.

Understand the cognitive processes associated with various kinds of learning (e.g., critical thinking, problem solving, invention, memorization, and recall) and ensure attention to those learning processes so the student can master content standards.

6: Knowledge of Individualization and Instruction

6.1 Employ a wide variety of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and material to achieve different curricular purposes.

II. This course focuses on these NCATE (National Council for the Accreditation of Teacher Education, 2002) Standards

go to unit standards at <http://ncate.org/public/standards.asp>

Standard 1: Candidate Skills, Knowledge, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Candidates are knowledgeable in the subjects they teach and methods for teaching these subjects to students.

Candidates understand pedagogical knowledge and skills. They develop meaningful learning experiences to facilitate learning for all students; they make adjustments to learning based on their reflections; they can make ideas accessible to students; they consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world problems.

Candidates work with students, families, and communities effectively.

Candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Candidates learn to conceptualize teaching and to draw upon representations of students' own experiences and knowledge. They learn how to challenge students toward cognitive complexity and engage all students, including students with exceptionalities, through instructional conversation.

Note. Illustrations of NCATE standards (bulleted items) are sometimes paraphrased from the NCATE handbook.

III. This course strives to support students' attainment of goals for prospective teachers as established by faculty at the University of Northern Colorado

<http://www.unco.edu/cebs/framework.htm>

Candidate Proficiencies for Initial Programs at the University of Northern Colorado

Competence in Caring

1. Candidates understand the importance of caring as an underlying attribute of an effective professional (knowledge).

2. Candidates are able to mediate ideas and communicate caring viewpoints, through the modification and adaptation of the curriculum and development of supportive interventions in the school, community, and family (skills).
3. Candidates demonstrate a desire to reflect upon and promote unbiased attitudes and impart the skills necessary for understanding and performing successfully in a diverse world (dispositions).

Mastery of Subject Matter

4. Candidates understand the subject matter they are preparing to teach (knowledge).
5. Candidates are able to identify, design, and employ assessment strategies and use technology to create solution-focused interventions that support the acquisition of subject matter knowledge in their students (skills).
6. Candidates demonstrate an appreciation for academic understanding, knowledge, intellectual examination, and evidence-based decision-making (dispositions).

Understanding Education as a Collaborative Enterprise

7. Candidates understand the need to work collaboratively with their colleagues, students, families, communities, and other professionals to improve learning environments for students (knowledge).
8. Candidates are able to work collaboratively and utilize technology to implement instruction and related interventions (skills).
9. Candidates are able to reflect critically about their personal experiences, identities as professionals, and beliefs about the profession (dispositions).

Continuous Inquiry for Renewal

10. Candidates understand the principles of standards-based decision-making, pedagogical content knowledge, pedagogical knowledge, and how this knowledge informs practice to support learning and development (knowledge).
11. Candidates are able to analyze, synthesize, and evaluate the professional literature to inform practice in their discipline (skills).
12. Candidates respect and model appropriate professional and ethical behaviors that embody their commitment to systematic research, educational inquiry, and practice (dispositions).