

## Course Information

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Number:	SY125
Name:	Experiencing Diversity
Description:	In this course, students combine theoretical inquiry with hands-on experience to examine the impact of many different cultures existing in Maine upon their communities, schools, and businesses. By examining their own cultural backgrounds and values, the class becomes a forum in which each member explores means by which to get along with people of wide-ranging backgrounds including cultural, ethnic, social, racial, and sexual orientation.
Credit(s):	3
Offered (DAY schedule):	
Instructor Permission Required:	N
Pre-Requisite(s):	

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### Course Objectives

"Recognize, understand the origins of, and contend with our prejudices.

"Appreciate, understand, and value people of diverse backgrounds who live amongst us.

Be able to work and live harmoniously with people of the most diverse backgrounds by adhering to the principles of a democratic society

**THOMAS COLLEGE**  
**ED 125/SY 125: Experiencing Diversity**  
**Fall 2018**

**Course Time:** Tue/Thu 2:15-3:30p **Sec:** Q **Room:** AD 205A

**Instructor:** Dr. Richard Biffle

**E-mail address:** biffler@thomas.edu

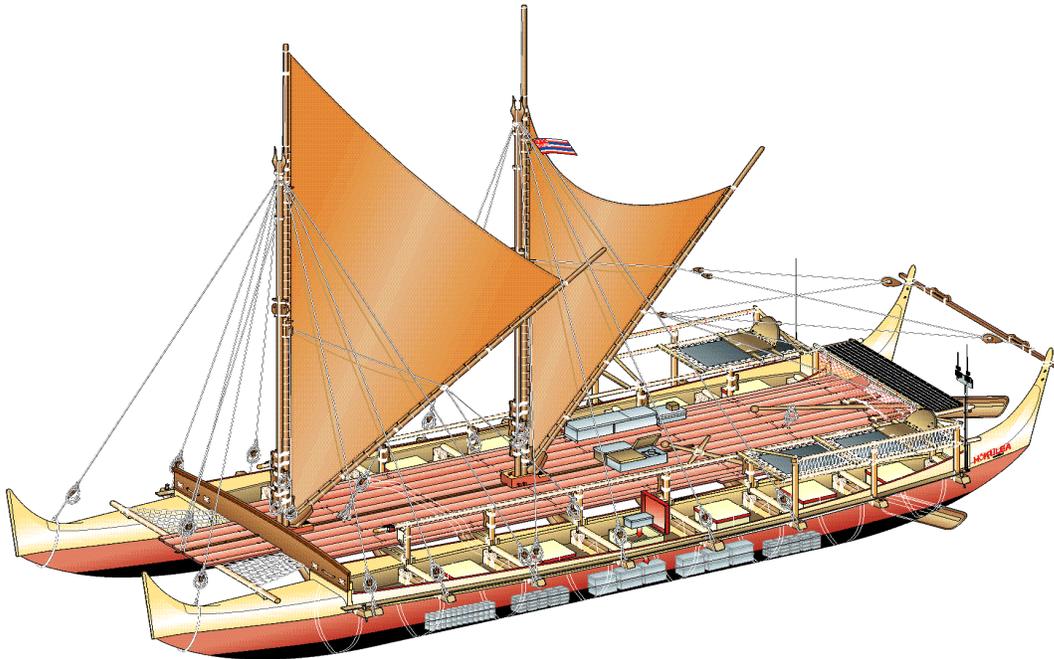
**Office Location:** AD 209

**Office Telephone Number:** 859-1366

**Office Hours:** Mondays, Thursdays by appointment

**COURSE OVERVIEW**

Students combine theoretical inquiry with hands-on experience to examine the impact of different global and U.S. cultures, including the State of Maine, upon their communities, schools, institutions, organizations, and businesses. By examining their own cultural backgrounds and values, the class becomes a forum in which each member explores means by which to get along with people of wide-ranging backgrounds including cultural, ethnic, social, racial, and sexual orientation.



*“To understand the Hawaiian renaissance, you must understand the Hokule’a. Hokule’a was a replica of the ancient double-hulled canoes. To the Hawaiians, she represented a great culture now nearly obliterated. With her birthing voyages in the 1970s came an emotional rebirth of that culture.” -MJ Harden*

### **CONCEPTUAL FRAMEWORK: Education Program**

The Conceptual Framework serves as a guide for fulfilling the Thomas College Programs in Education. The Education programs at Thomas College are built on the premise that a caring, motivating, and challenging classroom culture is at the heart of successful schools. In order to create that classroom, the Thomas College programs place an emphasis on preparing its students to teach for understanding.

- meet the rigorous professional standards for teaching and in order to help their students meet high standards for learning,
- teach in a caring, student-centered manner, differentiating instruction as needed to enable all learners to succeed, and
- understand issues of equity, use culturally responsive instruction, and build bridges between school and community.

### **Thomas College Diversity Statement**

*Thomas College is committed to promoting a diverse community in an atmosphere of mutual respect. We recognize and appreciate diversity in relation to race, color, national origin, religion, sex, sexual orientation, gender identity and expression, veteran status, age, socioeconomic status, and disability. Prominent among the values that define the Thomas College community is civility, which includes mutual respect, fairness, and appreciation of differences. All members of the college are called upon to promote and value this ethic of common respect and civility. (adopted, Spring 2011)*

### **TEXTS AND RESOURCES**

#### **Course Texts**

- Malala Yousafzai (2015), *I Am Malala*. Publisher: Back Bay Books
- Pat Nyhan (2009), *The New Mainers*. Publisher: Tilbury House; Gardiner, ME
- Joel Spring (2007, 5<sup>th</sup> Ed.). *Deculturalization and the Struggle for Equality*. Publisher: McGraw-Hill Higher Education.
- James Banks (2013, 5<sup>th</sup> Edition). *Introduction to Multicultural Education*. Publisher: Pearson.

#### **Other Resources**

Additional class readings from the Internet and hardcopy articles will be assigned in class.

### **PURPOSE OF THE COURSE**

The purpose of this course is to present an overview of diversity and multicultural education, how it should be examined when looking at self, current societal issues and challenges, and our celebrations as a nation. The focus will be on using culturally relevant practices in such a way that students will have the skills in becoming caring teachers, professional practitioners, researchers, and leaders.

Emphasis will be placed on individuals confronting his or her own racism or bias characteristics, examining current school and organizational structures to investigate how well their strategies serve the needs of culturally disadvantaged students or employees, identifying frameworks and principals of multicultural education, and creating a

caring and culturally meaningful classrooms, businesses, or organizations. In particular, students will highlight if current educational or business practices are damaging or benefiting to the growth of their respective professional communities. Course discussions, reflection activities, case studies, learning key terms, and Internet resources will be the driving tools to impacting students' performance.

### **COURSE OBJECTIVES**

At the conclusion of the course students will be able to:

#### **Foundations of Education: *Cultural and Linguistic Diversity***

- Examine and understand the issues related to culturally disadvantaged populations and communities
- Understand the needs of culturally disadvantaged people and students

#### **Students and Learning: *Learning Theories***

- Articulate the variables and components of culture
- Discuss the importance of culture and how it plays a major role in community building and learning
- Define and apply current learning theories of diversity and multicultural education within required assignments
- Explain why there are misconceptions about diversity and multicultural education
- Articulate how diversity impacts our nation and schools
- Examine the stages of prejudices and how it relates to self

#### **Content and Pedagogy: *Content Area Knowledge***

- Become familiar with the five dimensions of multicultural education
  - Content Integration
  - The Knowledge Construction Process
  - Prejudice Reduction
  - Equity Pedagogy
  - An Empowering Organizational and School Culture/Structure
- Become familiar with the History and Goals of Multicultural Education
- Identify the approaches to multicultural curriculum reforms
  - The Contribution Approach
  - The Ethnic Additive Approach
  - The Transformation Approach
  - The Decision Making and Social Action Approach
- Analyze the purpose of ethnic and cultural knowledge and understanding in the workplace, institutions and schools
- Knowledge and understanding of diverse people in diverse settings
  - Children of Poverty
  - Special/ At-risk Populations
  - Students with disabilities
  - GLBT Populations
- Cultural responsive teaching and language proficiency in schools
  - Language Level 1
  - Language Level 2
- Transforming the discussions and curriculum in helping communities acquire

multicultural literacy and cross-cultural skills.

**Content and Pedagogy: *Pedagogical Content Knowledge***

- Recognize ways to develop a caring-centered multicultural learning environment.
- Recognize the characteristics and responsibilities associated with selecting cultural relevant materials.

**Coherent and Integrated Instructional Planning**

- Develop and present a presentation to demonstrate cultural aspects of self

**Assessment of Learning**

- Perform peer evaluations

**Learning Environment: *Culture and Community of Learning***

- Utilize multicultural education and culturally relevant resources and materials to describe a student-centered learning environment

**Learning Environment: *Student Behavior and Classroom Management***

- Demonstrate knowledge and application of skills related to managing behavior and procedures in order to establish a comfortable, productive learning and work environments.

**Instruction: *Effective Verbal and Non-Verbal Communication***

- Use of inquiry-based questioning and critical thinking skills in class discussion, class activities, and class presentations

**Professionalism: *Oral and Written Communication Skills***

- Demonstrate effective oral and written communication skills necessary for modeling multicultural education instruction and teaching.

**Professionalism: *Professional, Ethical Behaviors***

- Exhibit professional practice and responsibility in demeanor and appearance as a pre-service member of the teaching profession and internship assignments.

**Professionalism: *Reflects on Practice***

- Evaluates current educational practices and instructional strategies
- Self-reflects upon philosophy of education and teaching practice

**COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES**

The following briefly describes course assignments. More specific expectations will be provided as the course develops. The grading program used allows the instructor to “weigh” assignments. Therefore, each category below is calculated independently and applied to your overall grade.

**A. Course Requirements**

<b><u>Assignment</u></b>	<b><u>Percentage</u></b>	<b><u>Points</u></b>
<i>Attendance/In-class Activities/Participation</i>	20%	20
<i>Reflective Journal Writings (5)</i>	5%	5
<i>Article Critiques (2)</i>	10%	10
<i>“Cultural Visual of Self” with a Reflective Narrative Paper</i>	15%	15
<i>Team Diversity Discussion - Power Point Presentation</i>	20%	20
<i>The PechaKucha Experience (Final Experience)</i>	30%	30
<b>Total</b>		100

**B. Assessment Procedure**

Presentation, projects, and tests will be used to determine student achievement of the course objectives listed. All required assignments are graded. Grades will be computed using the following scale:

A=90-100%	90-100
B=80-89%	80-89
C=70-79%	70-79
D=60-69%	60-69
F=Below 59%	Below 59

**C. Instructional Strategies**

Instructional time will be limited and students will be involved in cooperative learning, inquiry, dialogue, and project development much of the time. Theoretical program components will be introduced and reinforced through active exploration and investigation. Writing and reading will serve to stimulate reflection and questioning.

**E. Attendance Policy**

It is your responsibility to sign the attendance sheet circulated at the beginning of each class session on campus. An absence will be recorded if your signature is not on the sheet. Good class attendance is essential to the learning process. Students are expected to attend all sessions. More than three absences will lower your final grade one grade level – there are no exceptions. If you miss a class session contact the instructor and talk to your peers about the

information you have missed.

#### **F. Late Papers**

Required papers and projects are due on the dates provided in class. Although late papers will be accepted, the grade for these materials will be reduced 10% for each week that they are received late.

#### **G. Class Conduct/Expectations**

You are responsible for your own learning and behavior. Ultimately, this course cannot help you become a successful and effective professional unless you are willing to grow as a student, teacher, and professional. Students are expected to attend and participate in class, read chapters before the class session, work cooperatively on group projects and class discussions, and act professionally in class and while participating in the field experiences. **Cell phones must be turned off or put on silent.** Students who disturb class may be asked to leave the class session.

#### **H. Extra Credit**

Extra credit will NOT be offered and is not permitted. Again, give your best effort as you complete course assignments.

#### **I. Policies Related to Students with Disabilities**

It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Student Affairs Office at (207)-859-1243. That office through the student will make contact to the instructor of this class. The instructor will then be happy to work with the student so that a reasonable accommodation of any disability can be made.

#### **ADDITIONAL COURSE INFORMATION**

- A. *Recommended and/or required Reading List*** – Separate handouts will be provided by the instructor.
- B. *Academic Integrity and Honesty*** – Students are expected to follow the honor code as outlined in the current Thomas College Catalogue, which can be found online in the Academic Information section. Plagiarism, as defined within will not be tolerated.
- D. *Course Revisions and Changes*** – The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying the course syllabus.

**ED 125/SY 125: Experiencing Diversity**  
**Description of Assignments & Requirements**



**In-Class Activities/ Participation** **(20%)**      **20 points**

Assignments and small projects assigned and completed in the context of the class and not identified in this syllabus are considered in-class assignments. In-class activities allow you the opportunity to practice and apply new concepts and may be related to readings, class discussions, or field experiences.

**Participation**

Participation and professional behavior are expected of every student. All students are required to be prepared and participate actively and energetically in class. Students will be asked to lead and participate in several non-graded, small group activities to model multicultural education instruction and its components. Both the quantity and quality of your participation will be evaluated. Your participation and professionalism grade will be evaluated on the following characteristics:

- Engagement in whole class discussion/activity on daily basis
- Engagement in small group discussion/activity on daily basis
- Respectful listener/active listening
- Meaningful contribution to discussions
- Bringing materials to class daily; textbook, readings packets, articles, etc.
- Willingness to respond to questions and interact with others in meaningful and respectful way
- Timeliness to class
- Professional consideration of ideas (nonverbal behaviors)
- Willingness to reflect openly and honestly
- Completing readings prior to class



**Reflective Journal Entry** **(5%)**      **5 points**

Students will complete a reflective journal (5 entries in all) connected to readings, class activities, classroom experiences, collaborations, class discussions as well as personal experiences. It is extremely important that you reflect from first person. The more open and honest you are in your reflections, the more you will gain personally from this course. I will be the only reader, and will also respond to your reflections. You are submitting one reflective journal according to the assigned date [See Course Schedule] Note: *Each journal entry must have a minimum of 600- 800 words per response.*



### **Two Article Critiques**

**(10%)**

**10 points**

Article critiques should be only 1 1/2-2 pages in length. Each critique should include a short summary and a reflection on the article you read. I am interested in a brief summary as well as your thoughts/reflection of the article.

**Reflection questions:** How does the information in this article relate to my classroom or life experiences? Will this technique or method work for me? Why/why not? I agree or disagree with the author because... Also, relate to different topics discussed in class or activities completed in class in your reflection. These are suggestions for how to structure your reflection; you are free to add other thoughts that are not listed here.

The articles you critique should focus on some aspect of diversity, inclusion, cultural proficiency and multicultural education. Reference the article you critique at the top of your first page using APA style manual, 5<sup>th</sup> edition as a guideline on how your references should look. Points will be deducted if any part of your APA is typed incorrectly.



### **Self - Cultural Visual with Self Reflective Narrative**

**(15%)**

**15 points**

You will create a cultural visual representing yourself. Be as creative as possible! There are no limits to how your visual should look! Use materials such as magazines, newspapers, photos, clipart, tissue paper, cardboard etc. Your tools can be color pencils, markers, paint, glue, scissors, glitter pens etc. (**THINK COLLAGE**, use key words, phases, any type of message that represents you) Use poster board size of any color you like.

The purpose is to show various aspects of your culture, your language, your religious beliefs, your family history, your cultural group(s) and background, your values/beliefs, your traditions, experiences, etc.

You will present your poster board to your peers. You will simply explain what you selected and how it connects to your very own culture. Finally, you will complete a 1-2 page narrative explaining why your culture is important. Do you feel your culture was incorporated in your childhood school curriculum? Explain. Why is it important to integrate students' culture into the school curriculum? Explain. Rubric will be provided and discussed for the narrative.



### **Team PowerPoint Presentation**

**(20%)**

**20 points**

In small groups, you will present a topic with regards to diversity, inclusion, cultural proficiency and multicultural education. As a class, we will decide on the topics and each group will present as to which topic. A rubric for the PowerPoint will be provided and discussed.



### **The PechaKucha Experience**

**(30%)**

**30 points**

As we have discovered, many authors, historians and writers have provided the world with an engaging and informative “*visual narrative*” of many historical places, spaces, places and events in our lives.

We will be using the **PechaKucha** format in creating a series of “slides” related to the following topic: “*America- 2017: An Introspective View.*”

**PechaKucha** (Japanese: ペチャクチャ, IPA: [petca kutca], *chit-chat*) is a presentation style in which 20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total). The format, which keeps presentations concise and fast-paced, powers multiple-speaker events called PechaKucha Nights (PKNs).

PechaKucha Night was devised in February 2003 by Astrid Klein and Mark Dytham of Tokyo's Klein-Dytham Architecture (KDa), as a way to attract people to SuperDeluxe, their experimental event space in Roppongi, and to allow young designers to meet, show their work, and exchange ideas.

### **Your Task**

You will create a slide show presentation (20 slides in all) to share with the class. The 20 slides must be divided in the following manner --- **10 slides that represent what is good about America** and **10 slides that identify challenges we face as a country**. You are only allowed 20 slides and these images must be retrieved from internet sources. You may comment on all or some of the slides – further information will be shared in this regard.

We will be using **power-point only** to upload your images. Information will be shared on how to use power-point for those students who are unfamiliar with its use. A flash drive will be provided for each team (both “pairs” will use one flash drive). Please “name” your presentation for uploading purposes.

Once all the presentations have been uploaded, we will have “a PechaKucha showcase” of your work. Remember the following guidelines: creating 20 slides addressing the topic; presentation time period is 6 minutes and 20 seconds; and you should provide some comments during your presentation.

Enjoy the journey!

**ED 125/SY 125: Experiencing Diversity**  
**Fall 2018**  
**Tentative Class Calendar/Schedule (subject to change)**

<b>Day</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Reading(s) Assignment</b>	<b>Assignment(s)/ Due</b>
<b>W1</b>				
<b>Tue</b>	<b>8/28</b>	<i>Welcome</i> Introduction and course overview	Read: I Am Malala Part 1 & 2	
<b>Thu</b>	<b>8/30</b>	Video - " <b>Faces of America-1</b> " with Dr. Henry Louis Gates, Jr.	Read: I Am Malala Part 3 & 4	<b>-Notes on "Faces"</b>
<b>W2</b>		<b><i>Dimensions, History, Goals</i></b>		
<b>Tue</b>	<b>9/4</b>	Approaches to diversity, social justice, and multicultural education	Read: I Am Malala Part 5	<b><i>Self-Cultural Visual with reflective narrative due</i></b>
<b>Thu</b>	<b>9/6</b>	Goals of Multicultural Education and culturally responsive education/inclusion	"I Am Malala..." "Fish Bowl Team Experience"	
<b>W3</b>				
<b>Tue</b>	<b>9/11</b>	<i>Global/U.S. Census Data</i> Historical and cultural knowledge of ethnic groups	"I Am Malala..." "Fish Bowl Team Experience"	
<b>Thu</b>	<b>9/13</b>	<i>Global/U.S. Census Data</i>	Joel Spring – Chapter 2	<b><i>Journal entry # 1 due</i></b>
<b>W4</b>		<b><i>Conceptual and Philosophical Issues</i></b>		
<b>Tue</b>	<b>9/18</b>	<i>Global/U.S. Census Data</i> Categories, paradigms, and concepts	Joel Spring-Chapter 1	<b><i>-Bring an article related to ME issues/topics to class-- be prepared to share with a peer</i></b>
<b>Thu</b>	<b>9/20</b>	<i>Global/U.S. Census Data</i>	Nyhan – Chap 1-3	<b><i>1<sup>st</sup> article critique due</i></b>
<b>W5</b>				
<b>Tue</b>	<b>9/25</b>	<i>Global/U.S. Census Data</i>	Joel Spring- Chapter 3	
<b>Thu</b>	<b>9/27</b>	Video - " <b>Faces of America-2</b> " with Dr. Henry Louis Gates, Jr.		<b><i>Journal entry # 2 due</i></b> <b><i>-Notes on "Faces"</i></b>
<b>W6</b>		<b><i>Knowledge Construction and School Reform</i></b>		
<b>Tue</b>	<b>10/2</b>	Approaches, knowledge, and conceptual models of a multicultural curriculum	Nyhan- Chap 7-8-9	

<b>Thu</b>	<b>10/4</b>		Joel Spring- Chapter 4	
<b>W7</b>				
<b>Tue</b>	<b>10/9</b>	<b>No Class- Columbus Break</b>		
<b>Thu</b>	<b>10/11</b>	Race, disability, giftedness, and school reform	Nyhan – Chap 4-5-6 Joel Spring- Chapter 5	
<b>W8</b>		<b><i>Curriculum and Organizational Strategies for Decision Making, Policy and Action</i></b>		
<b>Tue</b>	<b>10/16</b>	Changes and paradigm shifts in organizations, schools, teaching and learning	Nyhan – Chap 10-11-12	<b><i>Journal entry #3 due</i></b>
<b>Thu</b>	<b>10/18</b>	Planning and assessment approaches in curricular and organizational transformation		
<b>W 9</b>				
<b>Tue</b>	<b>10/23</b>	Diversity Simulation	Nyhan – Chap 13-14-15	
<b>Thu</b>	<b>10/25</b>	Video: “ <b><i>Faces of America-3</i></b> ” with Dr. Henry Louis Gates, Jr.		<b>-Notes on “Faces”</b>
<b>W10</b>		<b><i>Gender, Language, Intergroup Relations, and Guidelines</i></b>		
<b>Tue</b>	<b>10/30</b>	Multiple voices and multiple perspectives	Nyhan – Chap 16-17-18 Joel Spring- Chapter 6	<b><i>2<sup>nd</sup> article critique due</i></b>
<b>Thu</b>	<b>11/1</b>	Guidelines for reducing prejudice and discrimination in schools, institutions and organizations		
<b>W11</b>				
<b>Tue</b>	<b>11/6</b>	<b>“GLBT Presentation”</b> Guest Panelists	Nyhan – Chap 19-20-21	
<b>Thu</b>	<b>11/8</b>			<b><i>Journal entry # 4 due</i></b>
<b>W12</b>				
<b>Tue</b>	<b>11/13</b>	Continuing the work of unpopular ideas	Nyhan- Chap 22-23-24- 25	
<b>Thu</b>	<b>11/15</b>	Video- “ <b><i>Faces of America-4</i></b> ” with Dr. Henry Louis Gates, Jr.	<i>Summary of “Faces of America” episodes</i>	<b>-Notes on “Faces”</b>

<b>W13</b>				
<b>Tue</b>	<b>11/20</b>	<b>“Diversity Discussion”</b> Guest Panelists		
<b>Thu</b>	<b>11/22</b>	<b>No Class –</b> <b>Thanksgiving Break</b>		
<b>W14</b>				
<b>Tue</b>	<b>11/27</b>	<i>Team presentations</i> <i>T1, T2, T3</i>		
<b>Thu</b>	<b>11/29</b>	<i>Team presentations</i> <i>T4, T5</i>		<i>-Journal entry # 5</i> <i>due</i>
<b>W15</b>				
<b>Tue</b>	<b>12/4</b>	<u><i>PechaKucha Presentations</i></u>		
<b>Thu</b>	<b>12/6</b>	<u><i>PechaKucha Presentations</i></u>  <i>Final Experience and</i> <i>Course Evaluation</i>		<b>All Final Papers</b> <b>and Assignments</b> <b>Due</b>
<b>W16</b>				
		<i>Finals Week (Dec 10 – 14)</i>		