



Course Syllabus INST 222

School of Education and Human Development | Department of Teaching, Learning, and Culture

INST 222: FOUNDATIONS OF EDUCATION IN A MULTICULTURAL SOCIETY

COURSE INFORMATION

Course Number:	INST 222
Course Title:	Foundations of Education in a Multicultural Society
Section:	505
Time:	MWF 9:10-10:00 AM
Location:	HECC 103
Credit Hours:	3
Pre-Requisite:	N/A

Instructor Details

Instructor: Aminah Crawford

Email: crawfordam@tamu.edu

Office: 327

Office Hours: Office hours are conducted virtually by appointment. In-person meetings are available by appointment as well.

COMMUNITY STATEMENT

The School of Education and Human Development upholds the Aggie Core Values, welcomes all individuals and respects their different experiences, beliefs and values. Our School promotes reasoned discussions and intellectual arguments, accepting disagreement as long as it is respectful. We will not tolerate unprofessional, insensitive, or disrespectful behavior.

COURSE DESCRIPTION

This university core course is intended to provide prospective teachers, and all undergraduate majors at Texas A&M University, with background information and insight into the cultural, historical, and philosophical foundations of education in a multicultural society via popular culture review and constructivism.

GENERAL COURSE OBJECTIVES

Using a constructivist approach, students will become aware of the issues that are pertinent to teaching culturally, linguistically, ethnically, and economically diverse (CLEED) students.



Course Syllabus INST 222

COURSE OBJECTIVES

Students will be able to:

1. Explore discrimination and oppression by examining the history of education in the United States.
2. Define multicultural education and explain its relevance to the educational process.
3. Investigate the educational experiences of various cultural groups in the United States.
4. Review the status of changing demographics of students and teachers in schools.
5. Examine the interaction, social context, management, and organization of CLEED classrooms.
6. Examine the legal mandates related to equity and excellence issues in education.
7. Explore the various views on cultural diversity in the U.S. as related to schools.
8. Recognize and examine the influence of social and cultural factors on the teaching and learning process.
9. Review recent research studies on students of color and students in at-risk situations.
10. Develop culturally responsive teaching and learning strategies.

REQUIRED TEXTBOOK

Banks, J. A. & Banks, C. A. M. (Eds). Multicultural education: Issues and perspectives. Wiley. *(at least the 7th edition or newer)*

Bucher, R. (2015). *Diversity consciousness: Opening our minds to people, cultures and opportunity* (4th ed.) Boston, MA: Pearson. ISBN-13: 978-0321919069*

See Canvas for additional readings for this course.

*** Even though it was written in 2015, be mindful of the language used**

OPTIONAL TEXTBOOKS

American Psychological Association. (7th Eds). *Publication Manual of the American Psychological Association.*

COURSE ENGAGEMENT EXPECTATIONS

- Students are engaged and participatory during the designated class time.
- Students will actively engage in discussion, chats, polls, and other activities throughout the entire class session. Any activities conducted during class will count toward participation points.
- In-class activities that result in participation points cannot be made-up.



Course Syllabus INST 222

CORE CURRICULUM OBJECTIVES: FOUNDATIONAL COMPONENT AREAS

1. Critical Thinking: creative thinking, innovation, inquiry, and analysis, and evaluation and synthesis of information
2. Communication: effective development, interpretation and expression of ideas through written, oral, and visual communication
3. Empirical and Quantitative skills: the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Social Responsibility: intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

CULTURAL DISCOURSE (CD) CORE OBJECTIVES

This course is designated as a CD core course option, in which students will gain knowledge and experiences that will help them to:

1. Understand how to hold respectful discussions and discourse on difficult topics;
2. Understand self and others;
3. Understand power or authority is distributed within organizational systems, including recognizing potential forms of privilege, oppression, and discrimination;
4. Understand how to use and promote informed dialogue to overcome issues dividing, not uniting, individuals and humankind;
5. Understand tolerance and intolerance, and have knowledge of when it is appropriate to be intolerant of specific behaviors/activities that violate our core values as people and Aggies;
6. Understand how to function effectively in a multicultural and global society, and;
7. Understand conflict from multiple viewpoints.

8. Incorporates small group discussions into the course.

Programmatic Standards: SBEC (State Board of Educator Certification) Professional Development

- Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.



Course Syllabus INST 222

Standard III. The teacher promotes student learning by providing responsive instruction that makes the use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

University Learning Outcomes for Undergraduates

A student who graduates from Texas A&M University with a baccalaureate degree will have acquired the knowledge and skills necessary to:

- Master depth of knowledge required for a degree
- Demonstrate critical thinking
- Communicate effectively
- Practice personal and social responsibility
- Demonstrate social, cultural, and global competence
- Prepare to engage in lifelong learning
- Work collaboratively

ALIGNMENT OF ASSIGNMENTS TO COURSE OBJECTIVES

This course will use a wide variety of writing, speaking, and reading-based practices to explore course themes. Interactive discussions, in-class and online activities, and readings are designed to engage students in diverse approaches to articulating their process, values, and experiences of knowing, learning, and teaching. Activities and assignments are situated to help students consider theoretical knowledge and varied perspectives in relation to the realities of current educational practices in the classroom and beyond.

Assignments & Activities	Course Objectives	Core Curriculum Objectives	CD Objectives
<i>Diversity consciousness: Opening our minds to people....</i> Textbook Readings	2-10	1-4	1-7,9
Supplemental Critical Readings, Media, and/or Current Events, and Articles	1-10	1-4	1-7,9
Journal #1 of 5: Autoethnography Discussion	8	2,4	1,2,4-7,9
Journal #2 of 5: Video Response	2,3,7	2,4	1,2,4-7,9



Course Syllabus INST 222

Journal #3 of 5: Picture This	1,2	2,4	1,2,4,8+9
Journal #4 of 5: Current Event	1,2	2,4	1-6,8+9
Journal #5 of 5: PEPA	7	2,4	1-6,9
Pre + Post Diversity Attitude Survey	1,7	1	2,5
Critical LC Discussions	1, 2, 4, 6, 7	1,2	1-5, 8+9
Cultural Plunge Project	1-8	1-4	1-9
Civil Rights Project	1,9,10	1-4	1-9, 8+9
Weekly Class Discussions & Dialogue	1-8	1,2	2,5,9

** Assignment details are below and a tentative weekly schedule appears at the end of the syllabus.*

Assignments	Type of Assignment	Total
About Me Poster	Individual	50
Journal Assignments (5)	Individual	200
Banned Books	Group	150
Civil Rights Project	Group	200
Cross Cultural Plunge	Group	250
Pre/Post Diversity Attitude Survey	Individual	50

MULTICULTURAL EDUCATION ASSIGNMENTS

About Me Poster, 50 points

Please introduce yourself to the class! This low stake assignment is designed to help you introduce yourself and learn more about your classmates.

Journal Assignments, 5 x 40 Points each, 200 points in Total

There are 5 Journal assignments that will be graded this semester, and each one is worth 10 points. Your response to the prompts should include:

A. Labeled

- (e.g. Journal 2 – Self-discovery) – **1 point**



Course Syllabus INST 222

- Number the parts of your journal entry as labeled in the prompt – **1 point**
- B. Authentic and personal; the entries should speak to your innermost and truthful opinions and/or reactions -**5 points**
- C. 500 words in length (no more than 600 words and place your word count at the bottom right corner of your journal entry in **BOLD** font) – **1 point**
- D. Citations (specifically cite the page number of the assigned reading or cite the specific time (minute and second for a video) as required - **2 points**
 - Please underline your specific cited reading(s) (e.g. Bucher, 2015, p. 20)
 - Highlight your cited video in red font (e.g. **Sample Video 1, 1.41 – 2.33**)
 - No bibliography is required
- E. Well-written and thorough/complete response shared in a coherent and scholarly way. – **5 points**

Autoethnographic Discussion, 40 points (this will be journal entry # 1 of 5)

This assignment will be an autoethnographic study of how we came to learn what we know about ourselves as cultural beings, how are our racial and ethnic identities are part of our everyday lives, at home, in the media, in the curriculum, etc. Please write a **450–550-word** response describing the different elements of your culture and how these have impacted your attitudes, beliefs and behaviors. Include information on your family background, childhood experiences, schooling experiences, significant intercultural experiences, and your final thoughts. Your final thoughts are a critical analysis of how these experiences affected what you know and feel about your own racial and ethnic identity and what you know and feel about groups different from your own. (Rubric will be posted on Canvas)

Use the following questions to guide your thoughts on sharing your experiences:

1. Are you clear about your ethnic/racial identity? If yes, why do you think you are clear? If no, why do you think you are not clear?
2. Who/what were the most significant influences in the establishment of your ethnic/racial identity?
3. What feelings did you experience when writing this paper?
4. When some asks you to describe yourself, what is the first thing you say? Why choose that descriptor?

Important note: In this assignment, I am looking for in-depth analysis of your lived experiences, your reflection on who you are as a cultural being. This reflexive piece is how you study and grow in your cultural awareness. How has culture shaped who you are as a person and in your relation to others? (e.g. How do you express care, respect, joy? What does it mean to grow as a girl, to be a woman in your family? What are the sayings, stories, experiences in your family that inform what your priorities are?). The more of this analysis in your assignment, the better the grade. Note: **DO NOT REVEAL DEEPLY PERSONAL INFORMATION IF YOU ARE UNCOMFORTABLE SHARING IT WITH YOUR PEERS.**



Course Syllabus INST 222

Precious Knowledge Video Response, 40 points (this will be journal entry # 2 of 5)

Please write a **450–550-word response** describing a summary of the film and detail your reaction to it. Use the following guidelines to help you with your explanation:

- How is the film related to ideas and concerns discussed in the course? For example, what points made in the course textbook, class discussions, or lectures are treated more fully in the film?
- How is the work related to problems in our present-day world?
- How is the material related to your life, experiences, feelings and ideas? For instance, what emotions did the work arouse in you?
- Did the work increase your understanding of a particular issue? Did it change your perspective in any way?

Picture Project, 40 points (this will be journal entry # 3 of 5)

In order to begin thinking about how spaces can include or exclude individuals, this assignment will challenge students to consider spaces on campus wherein they feel included and spaces on campus wherein they feel excluded. You will be asked to take at least 2 pictures, one of a space of inclusion and one of a space of exclusion, on the TAMU campus (or very near surrounding areas). It is important that you not take pictures of what you think is the right answer, but rather take pictures of spaces in which you truly felt included or excluded. You will bring your pictures to class on **October 11** as part of our Small Group Activity/ Discussion. Then you will have a journal entry/ reflection based on your pictures as well as your takeaways from the class discussion that will be due **October 18**. Please take some time to carefully consider your pictures as I do not want this to be a last-minute decision, but something that you truly put some thought into. (Rubric will be posted on Canvas)

Current Event Assignment, 40 points (This will be journal entry # 4 of 5)

Each person in the class is to participate in analysis of a chosen current event related to issues of race, ethnicity, gender, ability, social class or issues of inequity. This exercise aims to develop the students' critical thinking skills, knowledge about others and ground social responsibility. You can use social media, attend an online discussion forum, or interview others that discuss this event. **YOU MUST clear your current event project with me in advance.** (Rubric will be posted on Canvas)

Important considerations:

- Include some limited information about the event but focus on what you learned about different experiences/points of view related to the event and your own positioning.
- Include information about context, where is this happening, what is the historical moment or this event, how are these aspects reflected in this event?
- What did you expect? What did you find? Were your preconceptions validated? Did it



Course Syllabus INST 222

- impact the way you view your own culture and the culture of others?
- How will this experience affect how you teach and interact with others, particularly your students and colleagues?

What should you determine before you get started?

- Why are you interested in this current event?
- What do you expect to hear?
- What do you know about this current event and the cultural/social group affected by it?
- How do you feel about participating/attending/interacting on the public discussion or event?

Do's and Don'ts of this assignment Do's

- Be a participating member when you attend of the online event
- Feel free to add an artifact to your digital story (i.e. flyer)
- You are a guest in that space, follow the rules of that space and be open to listen
- Be attentive to your own thoughts, physical response, questions. This is the most important part of this exercise, focus on your own experience, your observations, pre-conceived ideas, realizations.
- Don'ts
 - Don't do anything that has the potential to endanger you, or anything illegal.
 - Generalize the experiences of a social/cultural group based on one experience, focus on your awareness and offer questions rather than generalizing statements.

This assignment will be due towards the end of the semester (November 4) so that you can choose something that is truly relevant. However, at any point in the semester, you might find a current event that resonates with you or our reading for that week. Please feel free to submit this assignment early should that be the case. This will serve as a formative assessment for me to better gauge how each student is processing through the course material.

Some things you might consider:

- Look at the stories that have made the front page of a local newspaper during the last few days and discuss why each of those stories made headlines. How is this related to our understanding of a multicultural society?
- Choose a news event, such as a protest or the election, etc. that is relevant to multicultural education. Closely examine this event by comparing the coverage from different news sources. How is the coverage similar and how is it different? What is the narrative about the event?
- Reflect on a current event and make a connection between this event and our course content. How does it support or defy the research presented in the class?

Examples of events:

- Attend virtual/in-person public speaking engagement



Course Syllabus INST 222

- Attend a K-12 school parent-teacher conference, science fair, or school board meeting
- Attend virtual event on teaching in a global pandemic that addresses issues of inequity
- Attend virtual public discussion and dive into Tweeter to follow reactions to Supreme Court's rulings or political debates

Your response should include:

- A brief synopsis of the current event – *1 point*
- A detailed explanation of your approach to analyzing this event (i.e. are you looking at a story from the perspective of different news outlets, or did you decide to analyze the photographs, etc...) – *2 points*
- A connection to course content. Which terms are relevant to this current event, how does this relate to class readings and/or discussions, what makes this current event relevant to multicultural education? Be sure that you properly cite any readings/ videos that you discuss. – *2 points*
- A direct link to the current event/ article – *1 point*
- Well-written and thorough/complete response shared in a coherent and scholarly way – *4 points*

Professional Engagement Peer Assessment (PEPA) Form, 40 points (Final Journal Entry #5 of 5)

Your mini team/learning community (LC) peers will have an opportunity to evaluate your participation this semester. This endeavor is worth 10 points (entered on the course calendar as Journal #5 of 5) and is due at the end of the course. As a student your participation is expected for all learning community activities and considered absolutely mandatory. Participation is based on interaction with instructor and peers, and includes: (a) participating/cooperating in all course activities; (b) completing assigned tasks; and (c) attending group meetings. (See PEPA Form)

Banned Books Project, (Learning Community), 150 points

Any work could be attacked at any time, by anybody, for any cause, anywhere. In this project, you will learn about censorship and book bans and their impact on teaching and learning. The American Library Association's Office for Intellectual Freedom (OIF) publishes a list of the Top 10 Most Challenged Books each year. The lists are based on data from reports submitted by community members and library professionals as well as on news articles that have been published across the country. Using the American Library Association's (ALA) list of the most often challenged books (<https://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/top10>), LC's will choose a banned book from the list and create a presentation outlining their opinions and make their own decisions about what should be done with these books in schools.

In this project, you will:

Demonstrate your understanding of your banned book, its themes and meanings by creating a clear analysis about its censorship. **Your LC will use concepts and themes discussed in class to either support the banning of your chosen book or advocate for its inclusion in**



Course Syllabus INST 222

schools. This task will require you to focus on what words, images and elements of a story are important to your argument.

Your LC will show you really understand your book and support your argument by evidence of your ability to:

- Incorporate textual evidence from a story into your project’s argument, analysis and conclusion.
- Support or counter censorship in schools, libraries and communities based of logical, historical and textual evidence from class content.

You may use the questions below to help guide your research and outline your project:

- What message is the author conveying in this book and why might certain groups want it banned?
- What group is being silenced with the censorship of this book?
- Who should have access to this book? Should it be given to certain age groups? Should this book be removed completely?

In this learning experience, students are encouraged to become masters of course content. Please follow the steps below to prepare for and complete this assignment.

STEP 1 PREPARE: Choose your Banned Book with your LC. Complete this reading alone or with your LC and as you read, consider additional questions you may have for your LC, connections you can make to other readings from class, and key points you would like to acknowledge with peers.

STEP 2 CONNECT: Meet regularly with your LCs and discuss your book. This is an opportunity to clarify any misunderstandings and to build your own understanding of the reading. Use this time to establish the specific questions you would like to pose and/or specific discussion points you would like to have.

STEP 3 PLAN: Each person will plan to give a **brief** synopsis (1 min or less) of the critical understandings from their reading. Then spend the majority of the time discussing the text in depth. LCs will need to meet with each other and have a discussion over their learning. This is an opportunity to incorporate new learnings/ understandings from other peers into your final presentation.

STEP 4 PRESENT: On the day of the Banned Book Presentations, be prepared to give a 10–15-minute presentation. You will be evaluated based on the following criteria:

- (a) Comprehension/command of the reading; convincing argument stating whether your book should/should not be banned with connections to class content;
- (b) Thoughtful and engaging questions that are predetermined as based on your reading;
- (c) Ability to respond to peers’ follow-up questions;



Course Syllabus INST 222

You will be given credit if you are able to pose questions, respond to peers, collaborate with your LC on new learning, and aid in the continual flow of the conversation of your presentation. The presentation will be required to turn into Canvas on the day the group presents.

Intergenerational Civil Rights Project, (Learning Community) 200 Points

The Civil Rights Project (CRP) is a learning community (LC) assignment. The objective of this exercise is to interview 3 persons per group who are friends or relatives of a member of the group. The individuals must have had a PreK-12 experience with segregation and/or integration circa the 1954 Brown vs. Board of Education decision. The person you select should be 55-60 years of age or older. Please use The rubric for instructions on how to complete and submit this assignment. The final product will be a 12–15-minute video presentation turned into Canvas. As a group each LC will be review the other groups Civil Rights Projects and turn in a document with your group’s assessment and two questions you have for the group. (Rubric will be posted on Canvas)

Cultural Plunge, (Learning Community) 250 points

To successfully complete the Final Culture Project, students will participate in a Cross-Cultural Plunge experience. LCs will work together to choose a cultural group that is NOT representative of any LC members. This means pick a marginalized group that none of the LC identify with. LCs will provide at least a 100-year history on this cultural group, participate in an activity important to this cultural group, connect their learning to class objectives as well as society, and give a 12-15 minute presentation of findings. The presentation will be presented to the class, on the date assigned on our syllabus. It is an assumption that you are taking this course to increase your knowledge base in cultural foundations, so use this assignment as an opportunity to challenge yourself and the (mis)conceptions about other cultures. The presentation will be required to turn into Canvas on the day the group presents (Rubric will be posted on Canvas)

Middle and End of Course Assessment

Sometime in the 5th/6th and 13th week of the semester, you will receive an email about end of course assessment (AEFIS). This assessment is for the actual content delivered in the course and the capabilities of the instructor to provide that content.

Grading Policy

- A = 900-1000 points
- B = 800-899 points
- C = 700-799 points
- D = 600-699 points
- F = 500 points and below

Letter grades are based on total points earned for all assignments:

Class Participation/ Attendance = 100 points



Course Syllabus INST 222

About Me Poster = 50 points

Journals 5x40 points = 200 points

Banned Books Project = 150 points

Civil Rights Assignment= 200 points

Cultural Plunge = 250 points

Pre/Post Diversity Attitude Survey = 50 points

Total Points = 1000

Submitting Assignments

Every major assignment is documented using Canvas. Please put your name on every assignment (both in the title of the saved document and within the document itself). Keep your assignments in a safe place and give them clear and distinguishable titles such as “Crawford INST 602 Autoethnography,” clear titles will help you to find your materials as they accumulate, and they will help your instructors to properly credit your work. You are responsible for submitting the correct assignment. Please check each assignment, after submitting your work to ensure the correct assignment is uploaded. Additionally, assignment will only be accepted as Microsoft Office files (Word, Excel, PowerPoint) or Adobe PDF (.pdf) unless otherwise stated.

Class Discussions:

This course runs on YOUR participation in class discussions!!!! I repeat, at times, content and course discussions will consider controversial subjects or topics that are deeply personal. While students are certainly not required to agree with the viewpoints shared by others, or myself, a demeanor of respect and academic investigation of perspectives is expected. Also, this is a reading intensive class that will require you to critically reflect on ideas rather than just recycling thoughts. Individual class members may have strong opinions about material on this syllabus, or about the content of discussions. I encourage members of the class to EXPRESS their opinions, explore controversial material, RISK making mistakes in writing about and discussing issues, and ask for HELP in understanding ideas they do not understand. This intellectually rigorous work may be uncomfortable at times, but risking such discomfort often leads to insight.

Late Work Policy

Submitting work on time is critical for student success. **No late work is accepted for unexcused absences per Section 7.4 of the University Student Rules Policy.** This includes any assignment submitted after the due date/time provided in Canvas. Work submitted by a student as makeup for an excused absence is not considered late work and is exempted from the late work policy (Student Rule 7).

Grading Inquiry Policy - Any student that has questions/concerns regarding the grading, scoring, and/or evaluation of any course assignment must email the instructor within 7 days of the date grades were posted to Canvas for that assignment. Failure to follow these procedures might forfeit any additional opportunities for seeking clarification and/or engaging in



Course Syllabus INST 222

discussions regarding performance.

Attendance

Attendance is required. The participation grade will be lowered by 5 points for every unexcused/undocumented absence. Students are expected to attend every class session, be on time, and remain for the entire class period. University rules regarding absences will be followed. To be granted an excused absence (and therefore incur no penalty for a missed class unless these become excessive), you must provide proper documentation within 48 hours of the absence to the instructor (this does not mean an email stating you are ill) for all absences, including those less than 3 days; however, you will still be responsible for missed work. For specific information on what constitutes excused absences please see <http://student-rules.tamu.edu/rule07>. Tardies will also count toward absences. Class will begin promptly which means you are expected to be in class and ready to participate at the designated start time. Three tardies equal one absence, which will count as an unexcused absence for the course.

The Teaching, Learning, and Culture Undergraduate Committee has stipulated the following absenteeism policy: Students are expected to be in attendance for at least 80% of class meetings, and 80% of field experiences. Faculty will recommend a Q drop of the course(s) when a student reaches 20% absenteeism (regardless of excuse). Class discussion and participation are vital as students learn to apply research and theory in a classroom setting. The goal is for students to move forward to a successful clinical teaching experience and, ultimately, a teaching career.

Syllabus Updates

This syllabus is subject to change. The most current version is always available on Canvas, and you will be notified when changes are posted.

CLASS INFORMATION AND POLICIES

CLASS CLIMATE & DIFFICULT DIALOGUES

At times, content and course discussions will consider controversial subjects or topics that are deeply personal. While students are certainly not required to agree with the viewpoints shared by others, a demeanor of respect and academic investigation of perspectives is expected. Also, this is a reading intensive class that will require you to critically reflect on ideas rather than just recycling thoughts. Individual class members may have strong opinions about material on this syllabus, or about the content of discussions. I encourage members of the class to express their opinions, explore controversial material, risk making mistakes in writing about and discussing issues, and ask for help in understanding ideas they do not understand. This intellectually rigorous work may be uncomfortable at times, but risking such discomfort often leads to insight.

Please follow the guidelines below to help create a **non-discriminatory classroom climate**:

- Speak from your own experience and reading.
- Engage thoughtfully with the evidence and content of the class.
- Listen with respect to others' thoughts and feelings, even if they differ significantly from your own.
- Do not expect yourself or other class members to speak as representatives of a particular social/ cultural group.



Course Syllabus INST 222

- Share the time and make space for all students who wish to contribute.

WRITING GUIDELINES

There will be links on Canvas to turn items in and you will attach all assignments as Word documents.

In terms of content, I need to see evidence of **original and rigorous thinking and a logical flow of ideas**. I expect to see that you have understood the course material or are making a serious effort to do so and that you are connecting the course material to your own ideas and experiences. While many writings are less formal in nature, they still need to demonstrate seriousness of thought, efforts at understanding the readings, attempts to connect ideas to their historical and modern contexts and with your own experiences, and clarity of expression.

Regarding form, your work should include parenthetical citations and a reference list in APA format whenever you discuss the intellectual work of someone else (i.e., our readings, online sources, videos, etc.). You will only be required to follow APA's formal paper guidelines (i.e. title page, header, etc.) if/when I specify this for a larger assignment. ALL work should be neatly formatted and without spelling or grammatical errors. Free APA guidelines and sample papers can be found online at <http://owl.english.purdue.edu/owl/resource/560/01/>, or <http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/>, or visit the library or bookstore and pick up the complete APA manual and style guide.

Please proofread—A useful exercise is to read your writing out loud and ask yourself whether it *sounds* right to you. Does it sound like other academic writing you have enjoyed reading? You are likely to catch any weak writing, as well as the errors that auto-correct missed!

Canvas

This course will be offered in an online format, and can be accessed on the first day of class by using your TAMU net ID and password to logon to Canvas at <http://canvas.tamu.edu>. Please explore the system by clicking on different icons, which house the various assignments and information items for this course. All work will be stored, submitted, and assessed online. Each assignment description will provide instructions on where to find and turn in the assignment.

No-Devices Policy

Unless I ask you to use your phone, tablet, or laptop for a specific activity during class, these are to remain put away and your attention should be on the speaker or activity at hand. If you have a special need/situation that requires access to your device during class time, please let me know in advance, and be as courteous as possible when using it so as not to disrupt your peers' learning.

Microsoft Office

Students are expected to use Office word processing and presentation software to complete assignments. Written work should be submitted in Microsoft Word or PowerPoint. Students may also use other resources that are viewable via a direct link, such as Prezi or YouTube. (If you do not have Office, you can obtain it inexpensively through the university.)

Academic Integrity Policy

Last modified 07/31/2024



Course Syllabus INST 222

University rules and other policies related to academic integrity will be enforced. The student code of conduct that you will be held responsible for is located online at <http://student-rules.tamu.edu/>. Any violation of these regulations, including acts of plagiarism, cheating, or use of non-cited internet material, will be dealt with on an individual basis according to the severity of the misconduct.

Help with Technology

Instructional Technology Services, 004C Heldenfels Hall, Texas A&M University, 3002 TAMU, 979-458-3417, itshelp@tamu.edu, <http://its.tamu.edu/>. You can also call computer services for the TLAC department at 979-845-1111.

UNIVERSITY RULES AND REGULATIONS

Academic Integrity Statement

An Aggie does not lie, cheat, or steal, nor tolerate those who do.

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics, which Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies promoting understanding and loyalty to truth, and confidence in each other.

Please visit the Academic Integrity website at <http://www.tamu.edu/aggiehonor/> to learn more about the Aggie Honor System Office at Texas A&M University.

Social Media Policy

When students in the School of Education and Human Development at Texas A&M University choose to join or engage with social networking groups, they do so as future educators and as such assume the responsibility for monitoring content and addressing inappropriate behavior or activity on these networks. This includes acting to protect the safety of minors online, peers, and district personnel. Any concerns should be immediately brought to the attention of any faculty member at Texas A&M University.

American with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit <http://disability.tamu.edu>.

Statement on Plagiarism

Last modified 07/31/2024



Course Syllabus INST 222

The handouts used in this course are copyrighted. “Handouts” means all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless expressly granted permission. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Teaching, Learning and Culture (TLAC) Statement

The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.



Course Syllabus INST 222

Texas A&M University Policy on Attendance and Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (¹Muster)

7.1.1 Participation in an activity appearing on the university authorized activity list. ([see List of Authorized and Sponsored Activities](#))

7.1.2 Death or major illness in a student's immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse's child, spouse's parents, spouse's grandparents, step-mother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student's academic Dean or designee.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student's presence.

7.1.5 Religious holy day. ([See Appendix IV.](#))

7.1.6 Injury or Illness that is too severe or contagious for the student to attend class.

7.1.6.1-.3 Injury or illness of three or more days and non-acute medical service.

7.1.7 Required participation in military duties.

7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.1.9 Mandatory participation as a student-athlete in NCAA-sanctioned competition.

7.1.10 In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

Campus Carry

In accordance with state law, the licensed carry of concealed handguns will be allowed at Texas A&M University System member institutions beginning on August 1, 2016.

Each university president and agency CEO consulted with their respective students, staff members, and faculty and proposed rules that take into account specific safety considerations and the uniqueness of their campus environment. The proposals were reviewed by the Texas A&M System Office of General Counsel, approved by the Chancellor for submission to the Board, and were considered and accepted by the Texas A&M System Board of Regents on April 27, 2016.



Course Syllabus INST 222

No rule at any Texas A&M System member prohibits a licensed holder from carrying a concealed handgun in classrooms or residential facilities owned and operated, or leased and operated, by the institution.

However, in keeping with the law, there will be certain locations throughout the System where concealed carry will, or may at times, be prohibited.

For more details visit. <http://www.tamus.edu/campus-carry-rules/>

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus
Texas A&M College Station

Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below) Disabilities may include, but are not limited to attentional, learning, mental health, disability related needs with Disability Resources and their instructors as soon as possible.

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.



Course Syllabus INST 222

INST 222 Course Schedule ***Subject to change***

Class Meeting	Class Topic and Readings <i>*Readings due prior to class meeting*</i>	Assignments Due (Friday at 11:59pm CST) or otherwise noted
Week 1: Introductions + Significance of Multicultural Education		
First day of class August 19	Topics: <ul style="list-style-type: none"> ▪ Review Syllabus ▪ Course Design and Expectations 	
August 21	Topics: <ul style="list-style-type: none"> ▪ Finish Reviewing Syllabus ▪ Class Projects/ LCs ▪ What is the significance of ME? Readings: <ul style="list-style-type: none"> ▪ Ronald Takaki, A different mirror 	
August 23	Topics: <ul style="list-style-type: none"> ▪ Establishing a framework for effective conversations Readings: <ul style="list-style-type: none"> • Singleton & Hays (2008). Beginning Courageous Conversations about Race (pp. 18-23) • Ted Talk, the Danger of a different story (video) 	Diversity Pre-Assessment Syllabus Quiz About Me Poster Due 9AM
Week 2: Defining Multicultural Education and Avoiding Misconceptions		
August 26	Topics: <ul style="list-style-type: none"> • What are the major functions of ME? • 7 Principles of ME • Readings: <ul style="list-style-type: none"> • Banks & Banks - Characteristics and Goals (canvas) • 7 Principles of Multicultural Education (Canvas) • Banks & Banks - Chp 1 	
August 28	Topics: <ul style="list-style-type: none"> • Characteristics and goals of ME • Key terms and concepts of ME Readings: <ul style="list-style-type: none"> • Culturally Relevant Pedagogy- Ladson-Billings (Canvas) • Culturally Responsive Teaching- Gay (Canvas) 	
August 30	Topics: <ul style="list-style-type: none"> ▪ Characteristics and goals of ME 	
Week 3: Culture, Respect, and Inclusion		
September 2	LABOR DAY	



Course Syllabus INST 222

September 4	<p>Topics:</p> <ul style="list-style-type: none"> ▪ What is culture? ▪ Why is culture important? <p>Readings:</p> <ul style="list-style-type: none"> ▪ Diversity & Equity in the Classroom Ch. 2 ▪ Banks & Banks Chp 2 	Cultural Plunge /Book Ban Planning Sheet Due
September 6	<p>Topics:</p> <ul style="list-style-type: none"> ▪ Whose culture has capital? <p>Readings:</p> <ul style="list-style-type: none"> ▪ Yosso’s Cultural Capital (Canvas) ▪ Culture Clash p. 42-45 (Canvas) 	
Week 4: A History of Education in U.S.		
September 9	<p>Topics:</p> <ul style="list-style-type: none"> ▪ What is the history of education in the US? <p>Readings:</p> <ul style="list-style-type: none"> ▪ Woman’s High Calling: The Teaching Profession in America, 1830-1860 (Melder, 2012) ▪ Hill-Jackson, V. (2017), "...And Then There Were None: * Reversing the Exodus of Black Women from the Teaching Profession", Black Female Teachers (Advances in Race and Ethnicity in Education, Vol. 6), Emerald Publishing Limited, Bingley, pp. 9-48. https://doi.org/10.1108/S2051-231720170000006002 	Journal #1 of 5 “Autoethnographic Discussion”
September 11	<p>Topics:</p> <ul style="list-style-type: none"> ▪ How has public education changed over time? ▪ In Class Film: Austin Revealed: Chicano Civil Rights “Desegregation and Education” 	
September 13	<p>Topics:</p> <ul style="list-style-type: none"> ▪ Where does ME fit in the history of education in the U.S.? <p>Readings:</p> <ul style="list-style-type: none"> ▪ Profoundly Multicultural Questions 	Make a plan to get your pictures taken across campus (for future Picture This assignment)
Week 5: Defining Multicultural Education		
September 16	<p>Topics:</p> <ul style="list-style-type: none"> • What are misconceptions of ME <p>Readings:</p> <ul style="list-style-type: none"> • Misconceptions of Multicultural Education (Canvas) 	Civil Rights Project: Group Planning Sheet
September 18	<p>Topics:</p> <ul style="list-style-type: none"> • Defining ME <p>Readings:</p> <ul style="list-style-type: none"> • Banks & Banks - Culture, Teaching, and Learning (Canvas) • Koppelman, K.L. (2011). Perspectives on human differences: Selected readings on diversity in America. (pp. 301-305). Boston, MA: Pearson. 	
September 20	<p>Topics:</p> <ul style="list-style-type: none"> • Defining ME <p>Readings:</p> <ul style="list-style-type: none"> • Nieto, J. (2006). The Cultural Plunge: Cultural Immersion as a Means of Promoting Self-awareness and Cultural Sensitivity among Student Teachers 	

Week 5: Issues of Social Class/SES and Religion in Education



Course Syllabus INST 222

September 23	<p>Topics:</p> <ul style="list-style-type: none"> • What is the relationship between social class and higher education? • How do schools influence social-class inequalities? <p>Readings</p> <ul style="list-style-type: none"> • Banks & Banks Chp 3 	Journal #2 of 5 Respond to a video: "Precious Knowledge" Due
September 25	<p>Topics:</p> <ul style="list-style-type: none"> ▪ What is religious pluralism? ▪ How does religion intersect with education in America? <p>Readings:</p> <ul style="list-style-type: none"> ▪ Banks & Banks Chp 4 	
September 27	<p>Topics:</p> <ul style="list-style-type: none"> • Social class, religion, and identity <p>Readings:</p> <ul style="list-style-type: none"> • Gorski: Myth of Poverty: (Canvas) 	
Week 7: Race, Prejudice, and Discrimination		
September 30	<p>Topics:</p> <ul style="list-style-type: none"> • What factors contribute to racial disparities in education? <p>Readings:</p> <ul style="list-style-type: none"> • Banks & Banks, Chapter 10 	
October 3	<p>Topics:</p> <ul style="list-style-type: none"> ▪ Racial disparities in education <p>Readings:</p> <ul style="list-style-type: none"> ▪ Anderson excerpt (Canvas) ▪ Ladson-Billings: Education debt (Canvas) 	
October 5	<p>Topics:</p> <ul style="list-style-type: none"> ▪ Prejudice and discrimination <p>Readings:</p> <ul style="list-style-type: none"> • Bucher-Chp 3. 	
Week 8: Ethnicity and Language		
October 7	FALL BREAK.	
October 9	<p>Topics:</p> <ul style="list-style-type: none"> ▪ What is the history of the U.S. to language diversity? <p>Readings:</p> <ul style="list-style-type: none"> ▪ Banks & Banks Chp 10 	
October 11	<p>Topics:</p> <ul style="list-style-type: none"> • Approaches to support linguistically diverse youth <p>Readings</p> <ul style="list-style-type: none"> • Banks & Banks Chp 11 	Upload pictures for Journal #3
Week 9: Ability		



Course Syllabus INST 222

October 14	<p>Topics:</p> <ul style="list-style-type: none"> ▪ Defining exceptionality <p>Readings:</p> <ul style="list-style-type: none"> ▪ Banks & Banks Chp 12 	Journal #3 of 5 “Picture This” are Due
October 16	<p>Topics:</p> <ul style="list-style-type: none"> ▪ Defining exceptionality ▪ What is culturally responsive education for those with exceptionality? <p>Readings:</p> <ul style="list-style-type: none"> ▪ Banks & Banks Chp 13 	
October 18	<p>Topics:</p> <ul style="list-style-type: none"> ▪ Seeing exceptionality in our everyday ▪ Discuss Photos 	
Week 10: Developing Diversity Consciousness		
October 21	<p>Topics:</p> <ul style="list-style-type: none"> ▪ What is the value in examining ourselves and our worlds? <p>Readings:</p> <ul style="list-style-type: none"> ▪ Bucher Chp 1 	**Cultural Plunge Project Planning Sheet Checkpoint due
October 23	<p>Topics:</p> <ul style="list-style-type: none"> ▪ What are the benefits of acquiring diversity skills? ▪ How to build diversity consciousness skills <p>Readings:</p> <ul style="list-style-type: none"> ▪ Bucher Chp 4 	
October 25	<p>Topics:</p> <ul style="list-style-type: none"> ▪ Strategies for developing diversity consciousness ▪ Bucher Chp 7 	
Week 11: Cross-Cultural Communication		
October 28	<p>Topics:</p> <ul style="list-style-type: none"> ▪ How do we engage in meaningful cross-cultural dialogue? <p>Readings:</p> <ul style="list-style-type: none"> ▪ Bucher Chp 5 	
October 30	<p>Topics</p> <ul style="list-style-type: none"> • The global reach of social networking <p>Readings</p> <ul style="list-style-type: none"> • Bucher Chp 6 	
November 1	<p>Topics:</p> <ul style="list-style-type: none"> ▪ What is the relationship between diversity consciousness and teamwork skills? 	
Week 12: School Discipline		
November 4	<p>Topics:</p> <ul style="list-style-type: none"> ▪ How can ME inform school discipline? <p>Readings:</p> <ul style="list-style-type: none"> ▪ The Employment of School Resource Officers in High Schools Associated with Black Girls Discipline Outcomes- Williams et al. (Canvas) ▪ Culturally Responsive Classroom Management (Canvas) 	Journal #4 of 5 “Current Event” Due



Course Syllabus INST 222

	<ul style="list-style-type: none"> A Gap in Culturally Responsive Classroom Management Coverage? - Williams (Canvas) 	
November 6	Mandatory workday-This will be a work time for your Book Ban/Cultural Plunge Project. Our classroom will be available if you would like to meet with your learning community in our usual space	
November 8	Mandatory workday-This will be a work time for your Book Ban/ Cultural Plunge Project. Our classroom will be available if you would like to meet with your learning community in our usual space	
Week 13: School Reform + Classroom Assessment		
November 11	<p>Topics:</p> <ul style="list-style-type: none"> What does school reform look like with a multicultural perspective? <p>Readings:</p> <ul style="list-style-type: none"> Banks & Banks Chp. 14 	
November 13	LC Book Ban Presentations	Upload Book Ban Presentations
November 15	LC Book Ban Presentations	Upload Book Ban Presentations
Week 14: Becoming a Culturally/Diversity Conscious Educator		
November 18	<p>Topics:</p> <ul style="list-style-type: none"> What is a culturally conscious educator? Compare and contrast leadership styles <p>Readings:</p> <ul style="list-style-type: none"> Bucher Chp 8 Invisible Knapsack (Canvas) Dear White Teachers: What Are We Waiting For? -Ozier (Canvas) 	
November 20	LC Cultural Plunge Presentations	Upload Cultural Plunge Presentations
November 22	LC Cultural Plunge Presentations	Upload Cultural Plunge Presentations
Week 15: Rethinking Multicultural Education - Looking Ahead		
November 25	<p>Topics:</p> <ul style="list-style-type: none"> In what direction is ME headed? What are challenges ME may face ahead? End of Course Assessment <p>Readings:</p> <ul style="list-style-type: none"> Nieto (2017) Re-imagining multicultural education: new visions, new possibilities (Canvas) 	



Course Syllabus INST 222

November 27	THANKSGIVING HOLIDAY	Upload recording of Civil Rights Project Due Tonight (Wednesday) by 11:59 PM
November 29	THANKSGIVING HOLIDAY	
Week 16: Class Wrap-Up		
December 2 Last Day of Class	Topics: <ul style="list-style-type: none"> ▪ Class Wrap-up ▪ Final Assignments due by Monday Dec 2 @ 11:59 PM ▪ PEPA Form ▪ Response to Classmates Civil Rights Project (one document per group) ▪ Post Diversity Attitude Survey 	Journal #5 of 5 "PEPA form"