Course Description

In 1997, sociologist Nathan Glazer emphatically declared that “we are all multiculturalists now.” What did he mean? Was he right? These are just two of the many questions that we will address in this course. Other central questions include: What are the core ideas that have animated multicultural education? What does multicultural education look like in practice? And, most broadly, what role should education play in a multiethnic, multireligious, multilingual, etc. nation like the United States? We will explore the following topics, among others: the “culture wars” debates about the literary canon and U.S. history; multicultural approaches to science and math instruction; and the dynamics of a predominantly white teaching force working in schools with large populations of students of color. Along the way we will pay special attention to three key concepts—“race,” “culture” and “diversity.”

This course will address the following Standards of Effective Practice as articulated by the Board of Teaching of the State of Minnesota:

**Standard 3** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

**Standard 5** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard 6** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Standard 7** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, the community and curriculum goals.

**Standard 9** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

**Standard 10** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.
Course Readings


* All additional readings will be available on Moodle *

Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Standards of Effective Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (15%)</td>
<td>Every class</td>
<td>6EFH</td>
</tr>
<tr>
<td>Group Presentation (20%)</td>
<td>Thursdays, starting January 17</td>
<td>5DHMNQPQ, 6DEFH, 7BE</td>
</tr>
<tr>
<td>Journal Reflections (20%)</td>
<td>Fridays by Noon January 25; February 8; and February 22</td>
<td>9EF</td>
</tr>
<tr>
<td>Analytical Essay (20%)</td>
<td>Friday, February 1 by 1159PM</td>
<td>3E, 5B, 9A</td>
</tr>
<tr>
<td>Case Study Final Paper (25%)</td>
<td>1-page proposal due Friday, February 15 by 1159PM; Paper due Saturday, March 16 by 5PM</td>
<td>3EFH, 10A</td>
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The full list of Standards of Effective Practice for Teachers can be found on the Department of Educational Studies website at http://apps.carleton.edu/curricular/educ/teaching_licensure/seps/

Course Outline

INTRODUCTIONS

TH, January 3

- print out and read course syllabus in advance of class

“WHAT THEN IS THE AMERICAN, THIS NEW MAN?”

T, January 8

THE RACE CONCEPT

- Explore [understandingrace.org](http://understandingrace.org)
- R.C. Lewontin, “Confusion About Human Races”
• Melissa Nobles, “”The Tables Present Plain Matters of Fact”
• Snyder, “”The Paradox of Race”

in class: *Race: The Power of an Illusion*

TH, January 10

**DEMOGRAPHICS AND DIVERSITY**

• David Hollinger, “From Species to Ethnos”
• Arthur Schlesinger, *Disuniting of America*, ch.1 (“A New Race?”)

T, January 15

**THE MELTING POT AND THE CULTURE CONCEPT**

• Randolph Bourne, “Transnational America” (1916)
• Horace Kallen, “Democracy Versus the Melting Pot” (1915)
• Alain Locke, “The Contribution of Race to Culture” (1930)
TH, January 17

MULTICULTURAL EDUCATION—THE STANDARD MODEL

• James Banks, “Multicultural Education: Characteristics and Goals”
• Frederick Erickson, “Culture in Society and in Educational Practices”
• Carl Grant and Christine Sleeter, “Race, Class, Gender and Disability in the Classroom”
• Sonia Nieto, Affirming Diversity, excerpt

Group Presentation

THE CULTURE OF POWER

T, January 22

• Lisa Delpit, Other People’s Children, Part 1

TH, January 24

• Delpit, Other People’s Children, Part 2

Group Presentation

*Friday, January 25: Journal Entries due by Noon*

T, January 29

• Delpit, Other People’s Children, Part 3

THE CULTURE WARS: LITERACY and LITERATURE

TH, January 31

CULTURAL LITERACY

• Mark Bauerlein, “Knowledge Deficits”
• E.D. Hirsch, Jr., “Literacy and Cultural Literacy”
• Robert Pattison, “On the Finn Syndrome and the Shakespeare Paradox”

Group Presentation
T, February 5

WHAT’S IN A CANON?

• William Bennett, *To Reclaim A Legacy*, excerpt
• Allan Bloom, “Books”
• Lawrence Levine, “Canons and Culture”
• Adalaide Morris, “Dick, Jane and American Literature: Fighting with Canons”

*Friday, February 1: Analytical Essay due by 1159PM*

SCIENCE AND MATH

TH, February 7

• Okhee Lee, “Promoting Scientific Inquiry with Elementary Students from Diverse Cultures and Languages”

Group Presentation

*Friday, February 8: Journal Entries due by Noon*

T, February 12

• Marcia Ascher, “Introduction,” “Numbers: Words and Symbols” and “In Conclusion”
• Robert Moses and Charles Cobb, Jr., “Algebra and Civil Rights?”
• Explore the Algebra Project website

WHITENESS

TH, February 14

WHITE TEACHERS, DIVERSE CLASSROOMS

• Stephen Hancock, “White Women’s Work”

Group Presentation

*Friday, February 15: 1-page Final Paper Proposal due by 1159PM*
T, February 19

WHITE PRIVILEGE

- Julie Landsman, “Being White”
- Rogers Smith, “The Hidden Lessons of American Citizenship Laws”

in class: Tim Wise, “The Pathology of Privilege”

THE CULTURE WARS: HISTORY

TH, February 21

WHOSE AMERICA?

- Gary Nash et al., “In the Matter of History”
- Schlesinger, Disuniting, chs. 2 (“History the Weapon”) and 3 (“The Battle of the Schools”)

Group Presentation

*Friday, February 22: Journal Entries due by Noon*

T, February 26

E PLURIBUS UNUM?

- Lynne Cheney, “The End of History”
- Peter Charles Hoffer, Past Imperfect, excerpt
- Schlesinger, Disuniting, chs. 4 (“The Decomposition of America”) and 5 (“E Pluribus Unum?”)

PARENTS AND TEACHERS

TH, February 28

THE VIEW FROM A “TIGER MOTHER”

- Amy Chua, The Battle Hymn of the Tiger Mother, excerpt
- Julianne Hing, “The Creation—and Consequences—of the Model Minority Myth”
- Sandra Tsing Loh, “Sympathy for the Tiger Moms?”

Group Presentation
T, March 4

THE VIEW FROM THE CLASSROOM

• Linda Christensen, “What Happened to the Golden Door?”
• Stan Karp, “Arranged Marriages, Rearranged Ideas”
• Nathaniel Smith, “Reconstructing Race”

CONCLUSIONS

TH, March 7

• Anthony Appiah, “The Case for Contamination”
• Russell Jacoby, “The Myth of Multiculturalism”

*Saturday, March 16: Case Study Final Paper due by 5PM*

Course Assignments and Grading

Participation, 15%

“Be Prepared.” The Scout motto sums up the crux of participation. Because this course places a premium on classroom and small-group discussions, students are expected to come to every class on time with the assigned readings completed, ready to participate meaningfully in all class activities. **I will often send out guiding questions for the readings over email.** I expect that you will bring notes to class based on these questions.

Speaking up, while important, is not the only hallmark of participation. Active listening and engaging with others’ ideas respectfully are also key components of participation. *Air-time* is less important than the relevance and sincerity of your contributions.

Please *power-down* your electronic devices—laptops, cell-phones, etc.—before the start of class (and, yes, we can still see you when you are surreptitiously texting under the table).

Group Presentation, 20%

Thursdays, starting January 17
Working in small groups, prepare a half hour presentation that illuminates a significant contemporary educational debate, controversy or policy initiative pertaining to multicultural education. Prepare a class handout with a 250-word summary of the issue at hand along with a short bibliography (minimum of five sources). In your presentation, draw at least one noteworthy connection between the topic and our course material. Email me the topic of your presentation at least one week in advance. Each group should also meet with me in advance to discuss their ideas and plans. I highly recommend that all groups practice their presentations before class.

**Journal Reflections, 20%**
Fridays by noon: January 25, February 9 and February 22

You are required to keep a running journal responding to and making connections among the readings, classes, current events and your personal experience. Your entries should consider the readings, classroom discussions, etc. on personal, interpersonal, institutional and societal levels. You will submit these entries on Moodle three times during the term. I expect that you will have at least two entries (approx. 500-750 words total) for me to read each time you submit your journal.

**Analytical Essay (1,000 words), 20%**
Friday, February 1 by 1159PM

The goal of this essay is to present a critical analysis of one of the course texts we have read before the due date. Your essay should have a central argument that focuses on what is most significant, provocative or problematic about the text. Concentrate your energies on developing your own original analysis—deepening or complicating our understanding of the text—rather than on summarizing the text. Please see the Guidelines for Critical Reading below.

*Revision Option*: You may revise your analytical essay based on my feedback. If you choose to do so, you will need to hand in the revised paper along with a 1-paragraph description of how you addressed my comments. Revisions are due a week after I return the papers to you. The final grade for the paper will be the average of the original and revised essay grades.
Case Study Final Paper (approx. 2,000 words), 25%
1-page proposal with your topic, research question and an initial bibliography due on Friday, February 15 by 1159PM

Final Paper due on Saturday, March 16 by 5PM

The goal of this paper is to analyze a particular example of multicultural education in practice. You might examine a specific multicultural education textbook, curriculum, website or policy initiative. Your paper will:

1. describe the practice
2. analyze the practice based on our course readings and at least three additional scholarly sources (articles, book chapters and/or books) that we have NOT read for class
3. recommend how the practice should change if changes need to be made and/or describe why the practice is effective, referring to specific evidence from the readings inside and outside of class

The Fine Print

Attendance:

Given the importance that all Educational Studies classes place on learning with peers through classroom discussions, students are expected to come to every class session. After two unexcused absences from class, each subsequent absence will result in the lowering of your course grade by a third (e.g. from an A to an A-).

Guidelines for Written Assignments:

1. All written assignments should be double-spaced and written in 12-point *Times* font
2. Include a word-count at the top of each assignment
3. Use a standard format (APA, Chicago, etc.) for all citations
4. Submit all of your assignments using the dropboxes on Moodle
5. No late assignments will be accepted without prior approval from the instructor

The Writing Center:

Please note that the Writing Center (located on the 2nd floor of Scoville) has peer writing consultants who can work with you during any stage of the writing process, from brainstorming to final proofreading. Walk-ins are welcome, although writers with appointments have priority: https://apps.carleton.edu/campus/asc/writingcenter/
Guidelines for Critical Reading

As a critical reader of a particular text, you should use the following four questions to guide your reading:

1. What are the author’s main claims? This is the analysis issue—what is the author’s angle?
2. Who says? This is the validity issue—what is the author’s evidence?
3. What’s new? This is the value-added issue—what does the author contribute that we don’t already know?
4. Who cares? This is the significance issue—is the text worth reading?

Academic Honesty:

Sharing ideas with friends is central to the academic enterprise at Carleton. So too is availing yourself of the ever-expanding universe of print and digital resources available through the Library. In your written work, of course, it is imperative that the words you present as your own are in fact original to you. When you borrow somebody else’s ideas or words, make sure to cite the original author. For more on academic honesty at Carleton, including a helpful overview of citations, see: http://apps.carleton.edu/campus/doc/honesty/

Disability Services:

Carleton is committed to providing reasonable accommodations to students with disabilities. Students seeking accommodations should contact the Coordinator of Disability Services, Andy Christensen, at 222-4464 or anchrist@carleton.edu, to begin the process.

Bibliography:


Bauerlein, Mark. The Dumbest Generation: How the Digital Age Stupefies Young


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