All nations, no matter how big or how small, are culturally diverse. This diversity raises a question for educators: How do we organize and operate schools and other educational agencies given this diversity? Fearing that the acknowledgment of diverse cultures in schools would encourage cultural factions and make national unity more difficult to achieve, most nations have opted to ignore diversity as much as possible and try to operate monocultural schools. For the past 25 years, however, educational theorists and practitioners have argued that successful unity as a nation and effective learning for the individual depends on developing a multicultural school. While there has been much agreement on the idea that education must be multicultural, there are some major disagreements as to what this means. Furthermore, in the past couple of years a major campaign has been waged in the United States against the very idea of diversity and multicultural education by ultraconservative politicians and media. This course will explore different theoretical responses to the question of cultural diversity and encourage students to construct their own responses to particular cases.

Goals of the Course

• To become familiar with some theories related to culture and their relationship to schooling or other educational agencies.

• To analyze and understand the ethical commitments of different curricular responses to cultural diversity.

• To analyze and critique the present educational response of schools or other educational agencies to cultural diversity.

In order to accomplish these goals, the course will assume three important positions. (1) Education must be understood as primarily a social activity. (2) Students must actively participate in the process of their own and their peers’ education. (3) All statements of knowledge and value by students and the instructor must lay themselves open to critical dialogue.
Required Reading

Sleeter and Grant. Making Choices for Multicultural Education: Five Approaches to Race, Class, and Gender.

Readings for EDL 621 may be purchased from the Oxford Copy Shop.

Other readings may be assigned.

Course Requirements:

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<tr>
<th>Grade Distribution Plan #1</th>
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<tr>
<td>• 1 short (4 page) paper:</td>
<td>(33%)</td>
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<tr>
<td>• 1 assigned article review</td>
<td>(33%)</td>
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<tr>
<td>• Final examination:</td>
<td>(34%)</td>
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<th>Grade Distribution Plan #2</th>
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<td>• 1 short (4 page) paper:</td>
<td>(50%)</td>
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<tr>
<td>• 1 assigned article review</td>
<td>(50%)</td>
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Grade Distribution Plan #3 (For advanced graduate students only)

|                                                            |      |
|                                                            | (100%)|
| • 1 long term paper on topic of choice (must have permission of instructor) |

Short paper: You will be assigned a 4 page paper on a given topic. To write your essay you will need only the knowledge gained from class lectures and readings.

Article review: You will be assigned an article to read and review. Your essay will be limited to 5 pages and will have to address the 3 kinds of questions learned in the course: analytic, interpretive, and normative.

Attendance policy: At the instructor’s discretion, any student missing two classes may be dropped from the course, assigned a grade of “F,” or assigned work to make-up what was missed. More than one missed class may result in a lower final grade.

Policy for late papers: All papers are due on due date. Papers submitted on time will be graded in a timely fashion with appropriate written comments by the instructor. Papers submitted late will not be graded down. Late papers are evaluated in the same way as those that are submitted on time; except, late papers are placed at the bottom of the instructor’s work load and will be graded when the instructor gets the time. Also, late papers may not have the same degree of written comments as those submitted on time. It is the student’s responsibility to keep a copy of all papers not turned in on time.
Course Outline

6/16  Topic:  Introduction to the Foundations of Multicultural Education  
reading:  "Introduction" to reader

I. EDUCATION AND CULTURAL POLITICS

6/17  Reading:  Sleeter/Grant, Ch. 1  
Topic:  Constructing Identity (semiotics)

6/18  Reading:  Fordham/Ogbu, “Black Students’ School Success”  
Mehan et. al., "Forming Academic Identities"  
Topic:  Constructing Solidarity (rituals)

6/19  Reading:  Quantz, R. & P. Magolda, "Nonrational Classroom Performance"  
McCadden, B. "Let’s Get Our Houses in Order"  
topic:  Constructing the "Other"

6/23  Reading:  Kondo, Dorinne. "On Being a Conceptual Anomily"  
Nilan, P. "Kazzies, DBT's and Tryhards"  
Topic:  Labeling/Deviance Theory: Exceptionality

6/24  Reading:  Bowditch, "Getting Rid of Troublemakers"  
Bogdan/Taylor, “The Judged, Not the Judges”  
Topic:  The Idea of Culture and Cultural Politics

Hewitt, “White Adolescent Creole Users”  
ARTICLE REVIEW ASSIGNED  
Topic:  Race and Ethnicity

6/26  Reading:  Knowles, Caroline. "Race, Identities, & Lives"  
Bernstein, "Goin Gangsta, Choosin' Cholita"  
Topic:  Race

6/30  ARTICLE REVIEW DUE  
Reading:  Lareau, Annette & Erin McNamara Horvat. "Moments of Social Inclusion and Exclusion"  
Berlak, H. "Race & the Achievement Gap" download from website  
Topic:  Racism & Schooling

7/1  Reading:  Wacquant, Loïc & William Julius Wilson, “The Cost of Racial and Class Exclusion in the Inner City”  
Ogbu, John. "Racial Stratification and Education in the U.S."  
Video:  Primetime: True Colors

7/2  Reading  McIntosh, P. "White Privilege & Male Privilege"  
Feagin, J. "The Continuing Significance of Racism"  
Topic:  Gender & Education: Feminist Theories
7/3  Reading:  McLeod, J. "Subjectivity and Schooling in a Longitudinal Study of Secondary Students"
       Shugart, H. et. al. "Mediating Third-Wave Feminism"
       topic:  Gender & Education: Masculinities & Schooling

7/7  Reading:  Voman & Ten Dam. “Equal but Different”
       Renold. “Learning the ‘Hard’ Way”

       SHORT PAPER ASSIGNED

II. IDEOLOGY & MULTICULTURAL EDUCATION

   Topic:  Teaching the Exceptional and Culturally Different

7/8  Reading:  Sleeter/Grant, Ch. 2
       Topic:  Human Relations

7/9  Reading:  Sleeter/Grant, Ch. 3
       Topic:  Single-Group Studies

7/10 Reading:  Sleeter/Grant, Ch. 4
       Topic:  Multicultural Education

7/14  SHORT PAPER DUE
       Reading:  Sleeter/Grant, Ch. 5
       Topic:  Education That is Multicultural & Social Reconstructionist

7/15 Reading:  Sleeter/Grant, Ch.6
       Topic:  Values & Multicultural Education

7/16 Reading:  Sleeter/Grant, Ch. 7
       Topic:  Foundations of Multicultural Education

       FINAL EXAM DISTRIBUTED

7/17  FINAL EXAM DUE