EDUC 5335 Multi-Cultural Populations
University of St. Thomas
School of Education
Summer 2015 (On-line)

Professor
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Place and Time
On-line

For Assistance
UST Education Department: 713-525-3544; Malloy Hall
UST IT Help Desk: 713-525-3544

REQUIRED TEXTS


GENERAL DESCRIPTION
The course examines the cultural context of relationships, issues, and trends in a multicultural and diverse society. An emphasis is placed on a knowledge base related to theories, skills, and models of diversity utilized in working with culturally diverse populations. Participants of the course are given opportunities to explore the impact of racial/ethnic groups on the social, economic, and political foundations of the United States and to examine their own cognitions, feelings, and behaviors regarding race, culture, and religious diversity.

EDUC 5335 Multicultural Populations will develop in students self and professional awareness. The course will challenge and support students to grow in their knowledge, abilities, and skills to work effectively with all their publics, including but not limited to communities, families, students, administrators, counselors, clients, teachers, staff, and supervisors. This course may result in some students feeling discomfort; students will be supported in their journey through painful realities, which are part of the experience of living in the United States.

This course will provide students with opportunities to examine and investigate educational needs in a culturally plural society. Although the course includes the universal view of multicultural theory, it takes the focused view, which holds that culture and diversity are different constructs. The theories and practices of the fourth force (Theories of Multiculturalism) are explored. The historical, philosophical, and psychological foundations of professionals in a pluralistic society are investigated by identifying and focusing on major racial/ethnic groups in the United States. The impact of the various identifiable racial/ethnic groups on the social, economic, and political foundations of the United States are also explored. At the same time, a point of view of this course is that race is a socio-political construct with no basis in biology. Students are given the opportunity to examine their own cognitions, feelings, and behaviors regarding race, culture, and diversity in order to be able to be effective educators with all populations in the United States in the 21st century.
SPECIFIC COMPETENCIES
Based on these competencies, students will work successfully:

1. To classify and analyze their feelings, attitudes, and perceptions toward varying cultural and diverse groups similar and different from them;
2. To demonstrate their ability to reflect on their own cultural history, land base, language, culture, gender, and traditions and be aware of how these impact their cognitions, feelings, and behaviors in their professional settings;
3. To develop the knowledge of salient content, which is related to understanding the historical experiences and characteristics of United States cultural and diverse groups;
4. To experience first hand environments unfamiliar to them in order to enhance their knowledge, abilities, and skills in settings commonly 'different' to them;
5. To understand that ‘different’ does not mean ‘deficient’-just simply different;
6. To practice interacting with unfamiliar people and settings in order to enhance feelings of comfort with unfamiliar people and in unfamiliar settings;
7. To hone their interpersonal skills in applying theories and practices of the fourth force;
8. To demonstrate respect toward the professor and other students by listening, appreciating, and nurturing multiple perspectives and points of view without taking such differences personally or becoming defensive;
9. To practice their understanding that respect for persons is the a priori fundamental principle of ethical and moral action;
10. To act to reduce prejudice, discrimination, and racism and appreciate human differences and civil rights;
11. To realize situations in which ambiguity is present and address conflict directly and effectively;
12. To become conscious of legal, ethical, and professional behavior and practice these in this course and in their personal and professional lives.

COURSE REQUIREMENTS

The following assignments are required to have been accepted as master’s level work in order to receive at least a B- in this course. The professor expects all assignments are submitted when required by the syllabus unless otherwise renegotiated in writing with a student.

A fundamental value in this course is students want to learn for learning’s sake and for professional development and that students pursue education for its own sake, not only for grades, prestige, or any other external motive.

Attendance, Readings, and Engagement
Students are expected to be present for and participate in all class discussions online via BB. All readings are expected to have been completed in preparation of your midterm and final exams. Students are expected to be engaged in the class and group conversation. The assignments and the final examination are designed in such a way that students will be able to achieve master’s level work only when they have completed all reading assignments on time and have engaged in the conversations with other students and the professor.

Absence
Absence, which means students are not present/logged in the online class, as required, can result in the renegotiation of this contract. After two absences from class, the student will be administratively withdrawn from the class. After the first absence, the professor and student will have a conference to discuss the future of the student’s enrollment in this class. This conference is not a guarantee of staying in the class; the student is expected to keep abreast of the readings and other responsibilities of enrollment in this class. Again, if a student is absent twice from class, the student will be administratively dropped from the course. If the time has passed when an administrative withdrawal can take place, unless students with one absence can be withdraw from the class, the grade for the class will be a failure. This is UST policy.
Assignments

All assignments will be written in APA style, using Word, double spaced, Times New Roman, and 12-point. Students will submit electronic hard copies of written assignments on the day they are due according to the schedule. Send all assignments to my email account and I will confirm receipt with a ‘thank you.’

All BB and assignments are due by Sunday, 11:59pm.

1. Book Assignment. Students will read Deculturalization and the Struggle for Equality. Students should integrate this reading into BB Class discussions/postings. You will have a final exam question from this book.

2. Collective Memory Cultural Story. Students will write a paper of no more than three pages. Students will write their own cultural story as it pertains to your collective memory. The first part could cover the following: What event/situation/experience/role-model/memory first defined you as to who you are as part of a cultural/racial/gender/social/etc. group? What memory(ies) first defined who you are today? Were they positive/negative/both? What transpired? When? How? Who were the key players? How did you know you were Asian? Black? Hispanic? Native American? Middle Easterner? White? Etc? Your story may take any direction you wish to recount/relive and retell. The second part should be a reflective part on what you wrote, recalled and what memories were brought to surface. This portion should explain your feelings, emotions, thoughts, ideas, and things you learned from writing your collective memory cultural story. In short, what did you learn about yourself that you had not thought about before or considered? Send your assignment to me via email. Due: 6/14/2015. Request to extend BB availability will not be granted.

3. Theories. You will complete the following task by writing a short 2-3 page paper and create a pp or other media presentation with your selected references on the website: 1) Select one theory from the list provided and submit to me. You should check to see if your theory has been taken prior to submitting one; 2) explain the theory and give an operational definition as you understood it, not the author’s words; 3) speak on the strengths as well as the limitations of this theory; and 4) how can this theory help educators become more sensitized to people who are unlike themselves. Send your assignment to my email account. Due: 7/19/2015. Request to extend BB availability will not be granted.

- Antiracist Theory
- Assimilation Theory
- Deculturalization Theory
- Pluralism Theory
- Hegemony Theory
- Cognitive Dissonance Theory
- Conflict Theory
- Multicultural Counseling Theory
- Feminist Theory
- Deficit Theory
- Choice Theory

- Allports Social Contact Theory
- Acculturation Theory
- Cultural Deprivation Theory
- Critical Race Theory
- Cultural Discontinuity Theory
- Ambivalence Amplification Theory
- Critical Theory
- Social Construct Theory
- White Racial Identity Theory
- Labeling Theory

4. Court Cases or Acts. You will write a short paper (2-3 pages long) along with references. Send to me via email. Your task is as follows: 1) Select a legal court case or Act from the list; 2) Do research on your case or Act and briefly summarize it; 3) Reflect on what was interesting about this case or Act; 4) How did the law protect the status quo of its time?; and last 5) How do you believe this decision has affected the mindset of many people today as it relates to what happened back then? Send your assignment to my email account. Do not drop in Digital drop box. Due: 08/02/2015. Request to extend BB availability will not be granted.
MID-TERM and FINAL EXAMINATIONS

The Midterm exam covers material from module one until the week before the exam. The Final Exam covers material starting after the midterm until the end. The exams are essay style and/or multiple choice. There will be no regurgitation of what students have learned. Application of content and process as experienced in this course will be expected. Cases, dialogues, and reflections may be part of the essays. Integration, creativity, and depth are indications of graduate level work.

EVALUATION/GRADING

Class assignments:

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<thead>
<tr>
<th>Assignment</th>
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<tr>
<td>10 Online Discussions/Postings</td>
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<tr>
<td>Theories Paper</td>
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<tr>
<td>Court Cases Paper</td>
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<tr>
<td>Collective Memory Story Paper</td>
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<td>Final Exam</td>
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<td><strong>Total</strong></td>
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<th>Grade</th>
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Grading and Point Equivalents

- A  = 4.0  Unusual and superior achievement
- A- = 3.7
- B+ = 3.3
- B  = 3.0  Satisfactory achievement
- B- = 2.7

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Master’s Level Work is substantively and qualitatively more complex than Bachelors Level Work. It is never “from a book,” for example, demonstrative of having memorized lists or thoughts unchanged from a book. It shows depth, integration, and creativity. Depth requires showing understanding of complexity, comfort with ambiguity, or understanding uncertainty. Master’s Level Work integrates the domain of the course with students’ lived experiences both personal and professional. Creativity is demonstrated when students enhance scenarios or call up lived experiences related to the issues under consideration. Master’s Level Work demonstrates the ability to look within oneself, for example, reflecting on one’s own culture and how it influences one or engaging in meta-cognition regarding the history of oppression, privilege, racism, sexism, etc.

Incompletes are given only at the discretion of the professor for reasons considered serious. Only hospitalization or other equally serious life experiences can postpone a final examination. Again, the final decision rests on the professor of record.

PEDAGOGY

EDUC 5335 Multicultural Populations uses a Freirian model as its pedagogy. Consequently, the professor believes students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally significant. In addition, the professor believes life experiences brought to the table in conversation are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course. The role of the professor is to come to class discussion prepared and to facilitate conversation, and keep the conversation on topic. I will respond to posts in general but will not go into depth to avoid patronizing or changing the direction of the conversation. The role of students is to come to the class prepared to participate in the class discussion and pondered the readings in order so we can have a scholarly conversation with classmates and professor and can integrate the readings with their professional lives and lived experiences.

LANGUAGE DIVERSITY

The University of Saint Thomas values the speaking of one or more than one or two languages. The Masters programs at the University of Saint Thomas are especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with students for whom English is not their first language. The Tutoring Center is always available to assist students who might need help with written English. In addition, it is recommended students who are monolingual, bilingual or multilingual bring these gifts to the table in their journey through this course and the Master of Education Program.

RETENTION

For retention in EDUC 5335 Multicultural Populations and the School of Education at the University of Saint Thomas “candidates must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Catalog 2006-2008, p. 4)
**Integrity** is the most important quality for success in this class and in the School of Education at the University of Saint Thomas. Integrity requires students to be authentic and honest in all academic, professional, and affective work. Integrity implies students become familiar with and practice at all times the Codes of Ethics of their professions.

Professionals perform their service in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail in this course or dismiss from this course students who violate the honor system, integrity, plagiarism. Dismissal is not limited to academic dishonesty and plagiarism.

**Plagiarism** is taking credit for any thought, idea, written or spoken work that does not come from the student. When writing any paper, reference information, websites, books, etc., if a student paraphrases, then the reference must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that students have written in the past, or change a few phrases here and there. Students are required to meet the standards explained in the APA Manual (2010) regarding avoiding plagiarism. **Plagiarism is a serious offense that will result in students’ failing the course, being dismissed from the School of Education as well as from UST.** Plagiarism is a serious violation of integrity. It is not tolerated in the School of Education. Students who engage in plagiarism have demonstrated that they do not have the moral standards necessary to be trusted.

**AMERICANS WITH DISABILITIES ACT**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations.

The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students contact the professor immediately if they have needs. All information is confidential. Students should contact the professor before class or request time to discuss any matters. Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to contact to me during the first two weeks of class. In addition, students with special needs will contact the Office of Counseling Services for Students with Special Needs by calling 713-525-3162 or 6953. The accommodations will become official when the professor receives word in writing from the officer in charge of ADA compliance.
**TOPICAL OUTLINE-Subject to change on short notice**

**These readings are expected to have been completed at the time class begins. These readings include those posted on Blackboard in the Course Documents.**

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<tr>
<th>Learning Module</th>
<th>Day/Date</th>
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| LM1  
Individual Attitudes and Interpersonal Relations and Understanding Ourselves and Others” | 5/25-5/31      | • Read Chapter 1 and 2  
• View/Listen to Lecture  
• **Discussion Question: Post on any of the following based on what you read: Inconsistencies between values and behaviors; how perceptions vary among cultural groups; as well on how prejudices are formed, manifested and carried out; how difference is not deficient just different based** |
| LM2  
Communication, Conflict, and Conflict Resolution | 6/1-6/7        | • Read Chapter 3: Communication and Conflict  
• Read: BLACKBOARD: Brother and Sisters to Us  
• Read: Spring (2010) – Chapter 1 Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans  
• View/Listen to Lecture  
• **Discussion Question: Post on one of the three readings: 1) The complexities in communication among genders, cultural groups, Socio-economic status and the conflicts that may arise; 2) Your reaction and/or personal reflection to Brother and Sisters to Us; and 3) How is Deculturalization evident today in the 21st Century?** |
| LM3  
Immigrants and Oppression                          | 6/8-6/14       | • Read Chapter 4: Immigrants and Oppression: The Assault on Cultural and Language Diversity  
• Read: BLACKBOARD: Strangers No Longer  
• Read: Spring (2010) – Chapter 2 Native Americans: Deculturalization, Schooling, and Globalization  
• View/Listen to Lecture  
• **Collective Memory Story Due!!**  

Discussion Question: Post on one of the three readings: 1) How has the tenants of Xenophobia and Nativism hurt our relationships with people who are unlike ourselves; 2) Your reaction/personal reflections to Strangers No Longer; and 3) Reactions to chapter on Native Americans by Spring |
| LM4  
Race and Oppression: The Experiences of People of Color in America | 6/15-6/21      | • Read Chapter 5: The Experiences of People of Color in America  
• Read: BLACKBOARD: What We have Seen & Heard  
• View/Listen to Lecture  
• **Discussion Question: Post on one of the three readings: 1) How is the USA in general dealing with the changing demographics based on what you read; 2) Your reaction/personal reflections to What We Have Seen & Heard; and 3) Reactions/reflectations to Spring reading** |
### TOPICAL OUTLINE CONTINUED

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<th>Learning Module</th>
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- Read: BLACKBOARD: Religious Liberty by Joslyn Ogden  
- View/Listen to Lecture  
  **Discussion Question:** Post on the two readings: 1) What are some of the similarities of then to now based on what you read? What is occurring today that is similar to back then? 2) Your thoughts/reflections on Religious Liberty |
- Read: Spring (2010) – Chapter 4 Asian Americans: Exclusion and Segregation  
- View/Listen to Lecture.  
  **Discussion Question:** Post on the two readings based on what you read: 1) Why do certain people feel they have to ‘oppress’ others? What is the ultimate goal? and 2) Based on your readings from the Spring book, what are some thought provoking examples of this oppression and its outcome? |
| **LM8** Confronting a Legacy of White Domination in America  | 7/6-7/12       | - Read Chapter 8: Racism: Confronting a Legacy of White Domination in America  
- Read: BLACKBOARD: White Privilege by Peggy McIntosh  
- View Lecture  
  **Theory Paper Due!!**  
  **Discussion Question:** Post on the two readings: 1) How evident or common is White Privilege today?; 2) Your personal thoughts/reflection on the following statement: There is nothing wrong if I have White privilege-it’s what I do with it that is important! |
| **LM9** Sexism: Where the Personal Become Political | 7/13-7/19      | - Read Chapter 9: Sexism: Where the Personal becomes Political  
- Chapter 5 Hispanic/Latino Americans: Exclusion and Segregation  
- View/Listen to Lecture  
  **Discussion Question:** Post on the two readings: 1) Is sexism alive and well today in the 21st Century? How so? and 2) Personal reflections on the Spring reading |
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| **LM10** Heterosexism: Transforming Homosexuality  | 7/20-7/26      | • Read Chapter 10 Heterosexim: Transforming Homosexuality from Deviant to Different  
• Read BB: Always our Children  
• View/Listen to Lecture  
• **Court Case or Acts Assignment Due**  
• Discussion Question: Post on the two readings: 1) What are the many assumptions/stereotypes we make of homosexual people? and 2) Your personal reflections/thoughts on the document Always Our Children |
| from Deviant to Different                           |                |                                                                                                                                                  |
| **LM11** Classism: Misperception and Myths About    | 7/27-8/2       | • Read Chapter 11 Classism: Misperception & Myths about Income, Wealth, and Poverty  
• Read BB: A Decade After 'Economic Justice for All'  
• Read BB: Why Ruby Payne is a Pain  
• View/Listen to Lecture  
• Discussion Question: Post on the three readings: 1) Your thoughts on the myths concerning poverty; 2) Reflections on 'A Decade after Economic Justice for All'; and 3) Why should we be cautious of people like Ruby Payne when it comes to generalizations and stereotypes? |
| Income, Wealth, and Poverty                         | 11/10/14       |                                                                                                                                                  |
|                                                    | 11/16/14       |                                                                                                                                                  |
| **LM12** Final Exam                                 | 8/4            | • Final Exam covers all materials LM7 to LM11. All material from after midterm in essence.                                                      |