EDUC 5335 Multicultural Populations
University of St. Thomas
School of Education

Course - Online | Instructor
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Semester | Summer 2017
Number | EDUC 5335
Title | Multicultural Populations
Section | KL57
Name | Dr. John Haro
Telephone | 850-496-8658 cell
Email | haroj@stthom.edu
Office Hours | *Call my cell phone
*Text (make sure to identify yourself by name)
*Email
*Schedule an appointment

Prerequisites | Recommendation of faculty advisor


Course Description
The course examines the cultural context of relationships, issues, and trends in a multicultural 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. Students are given opportunities to explore the impact of racial/ethnic groups on the social, economic, and political foundations of the United States to examine their own cognitions, feelings, and behaviors regarding race, culture, and religious diversity.

**EDUC 5335 Multicultural Populations** will develop the student’s 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 by understanding the 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.

**Course Objectives/Learner Outcomes**

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 understand that ‘different’ does not mean ‘deficient’-just simply different.

4. To realize situations in which ambiguity is present and address conflict directly and effectively; to become conscious of legal, ethical, and professional behavior and practice these in this course and in their personal and professional lives.

**Social Justice Tenets Guiding this Course**

The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the School of Education programs.

- **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

- **Dignity and rights of children**: Children possess full human dignity and are bearers of rights, which should be recognized and upheld in educational processes.

- **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.
Major Assignments:

1. All assignments will be written in APA style: using Word, double-spaced, Times New Roman, 12-point font and one-inch margins.
2. A Title Page is required. See Course Information for a sample Title Page. Follow the sample Title Page exactly.
3. All papers must be written as an essay.
4. Quality is much more important than quantity.

1. **Book Assignment.** Students will read the required readings. Students should integrate the readings into Blackboard Class discussions/postings. You will have a midterm exam and final exam from the readings.

2. **Collective Memory Cultural Story.** You will write your own cultural story as it pertains to your collective memory. Your story may take any direction you wish to recount/relive and retell. A minimum of two full written pages is required.

   I. The first part should cover the following:
   a. 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?
   b. What memory (ies) first defined who you are today? Were they positive/negative/both? What transpired? When? How? Who were the key players?
   c. How did you know you were Asian? Black? Hispanic? Native American? Middle Easterner? White? Etc.?

   II. The second part should be a reflective part on what you wrote, recalled and what memories were brought to surface.
   a. This portion should explain your feelings, emotions, thoughts, ideas, and things you learned from writing your collective memory cultural story.
   b. What did you learn about yourself that you had not thought about before or considered?

      - Write this paper as an essay.
      - A Title Page is required
      - (All assignments will be written in APA style: using Word, double-spaced, Times New Roman, 12-point font and one-inch margins.

3. **Theory Paper.** You will complete the following task by writing a paper with your selected topic. A minimum of two full written pages is required.

   1. Select one theory from the list provided below.
   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;
   4. Explain how can this theory help educators become more sensitized to people who are unlike themselves.

      - Write this paper as an essay.
      - A Title Page is required
      - (All assignments will be written in APA style: using Word, double-spaced, Times New Roman, 12-point font and one-inch margins.

See the topics on the next page (page 4).
4. **Court Cases or Acts Paper**

You will complete the following task by writing a paper with your selected topic. **A minimum of two full written pages is required.**

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. Explain how the law protected the status quo of its time;
5. How do you believe this decision has **affected the mindset** of many people today as it relates to what happened back then?

- Dread Scott v. Sandford (1857)
- Gaines v. Canada
- Shaw v. Reno (1993)
- Indian Removal Act (1830)
- Taka Ozawa v. United States
- Delgado v. Bastrop ISD
- Cisneros v. Corpus Christi
- Immigration Reform Bill
- United States v. Cruikshank
- Bolling v. Sharpe
- Plessy v. Ferguson (1896)
- Brown v. Board of Education (1954)
- Naturalization Act of 1790
- Chinese Exclusion Act
- U.S. v. Bhagat Singh Thind
- Mendez et al. v. Westminster School District
- Hernandez v. Texas
- Civil Rights Act of 1866
- Robinson v. Memphis
- Jim Crow Laws

- Write this paper as an essay.
- A Title Page is required
- (All assignments will be written in APA style: using Word, double-spaced, Times New Roman, 12-point font and one-inch margins.

5. **MID-TERM and FINAL EXAMS**

The **Mid-Term Exam** may be taken from Wednesday, June 14, 6:00am to Sunday, June 18, 11:59 p.m. The Mid-Term Exam is an online exam with 50 multiple-choice questions covering all material covered up to the exam.

The **Final Exam** may be taken from Wednesday, June 28, 6:00am to Sunday, July 2, 11:59 p.m. The Final Exam is an online exam with 50 multiple-choice questions covering all material covered after the Mid-Term Exam.
6. Discussion Board
- There are five Discussion Boards to complete.
- Make sure to **completely answer** each question and/or prompt.
- All assignments will be written in **APA style**: using Word, Times New Roman, 12-point font and one-inch margins. *Exception – Single-space your response.*
- **Copy and Paste** your response in the appropriate Discussion Board area.
- **Do not attach your response.**
- No Title Page is required.

**Discussion Boards 1 – 4**
- **Post an initial response of a minimum of 400 words.**
- **Respond to one classmate with a minimum of 200 words.**

**Discussion Board 5**
- **Post a response of a minimum of 400 words.**
- **You do not need to respond to a classmate.**

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**Module 1:**
This course begins its study of human differences by focusing on individuals and the differences between them. The examination includes the way values are taught and who teaches them. This module also defines and explains several terms that are critical to a discussion of human differences. The confusion that has often accompanied these terms has contributed to the difficult people have had in effectively addressing many diversity issues. In addition to the terms, we will also examine labels that have historically been used to define groups in negative ways, contributing to antagonism between these different groups of people. The first section concludes by explaining two contrasting approaches taken to resolve individual and group problems in society.

The second half of this module explains that prejudice is a global phenomenon and explains and gives examples of language that teaches people to be prejudiced. The module identifies and describes factors that promote prejudice in our society and explains how prejudice can cause discrimination, as well as other factors that cause discrimination. It concludes with a discussion of how prejudices are perpetuated, describing three rationalizations that Americans employ to avoid having to identify and confront their prejudices.

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**Module 2:**
Learning Module 2 describes how ethnic diversity of immigrants historically has been perceived as threatening to white supremacist attitudes of the majority group in the United States. This module describes the negative racial attitudes of Europeans toward people of color in America, beginning with the indigenous people. It goes on to describe the experiences of Asian Americans, primarily Chinese and Japanese immigrants who began coming in the mid to late 1800s only to face strong opposition from white Americans who saw them as foreign and incapable of assimilating.

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**Module 3:**
This Module describes how white privilege is still reflected in the culture of the United States. Ongoing individual racial prejudices have resulted in the perpetuation of negative attitudes and increased racial segregation in neighborhoods and schools. This Module also describes reasons why poverty was historically regarded as a local issue requiring local solutions, which began with simple assistance but eventually included the creation of poorhouses to care for poor people. American cultural values have promoted negative influences upon individual perceptions of poor people in terms of their deficiencies and their personal responsibility for their own poverty. Additionally, this Module covers an historical overview
of the experiences of women in the United States, including the barriers women have encountered and the actions they have taken in response to those barriers. Finally, the module provides an overview of historical influences shaping the American cultural bias against homosexuality, the myths about homosexuals that have emerged from that bias, and recent developments that have confronted and refuted this cultural bias and these myths.

Module 4:
Learning Module 4 begins by addressing the question of why people with disabilities should be included as a minority group and the rationale for including them. This is followed by an overview of some historical perceptions of people with disabilities and how these perceptions have contributed to cultural biases in United States that eventually resulted in the institutionalization of disabled people. Finally, this module will describe changes occurring in major institutions of our society that reflect the growing influence of pluralism as the preferred perspective in response to the increasing diversity of the American people.

Class/Seminar Expectation:
   a) You will submit and complete all assignments in the blackboard course for each of the modules on the Blackboard as required by the instructor.
   b) You are demonstrating your professional ability and reliability; compliance with all course expectations without prompting is expected.

General Course Expectations:
1. The 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.

2. 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 in every class and on Blackboard.

3. Absence: Absence, which means students are not present, can result in the renegotiation of this contract. After more than one absence from the 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 more than once, 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.
Grading distribution:

- Online Discussions (5) 15%
- Collective Memory Story Paper 15%
- Theory Paper 15%
- Court Case Paper 15%
- Midterm Exam 20%
- Final Exam 20%

Total – 100%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94 - 100</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>90 – 93</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>88 - 89</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>83 - 87</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80 - 82</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>78 - 79</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>73 - 77</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>70 - 72</td>
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<tr>
<td>D+</td>
<td>1.3</td>
<td>68 - 69</td>
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<tr>
<td>D</td>
<td>1.0</td>
<td>63 - 67</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 67</td>
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Student Accommodations

If you have a documented disability that may impact your performance in this class, please contact me to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crooker Center, 713.525.6953 or 3162.

Academic Integrity

Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper or project, reference your information, websites, books, etc. that is not your own.

Use of personal technology devices

(Set by instructor)

Use of UST Email Accounts

All email correspondence will be through the my.stthom email system. Please check your email through your my.stthom account daily for correspondence and announcements.
Criteria for Grading Written Work

- Address the topic and answer the questions and/or prompts and provide thoughtful and insightful comments.
- Writing skills are at a graduate school level.
- Use grammar, spelling, sentence structure, and punctuation, etc. correctly.
- Follow directions.
- Present material in a clear and logical manner.
- Give evidence of ability to synthesize information from various sources to support the topic
- Makes pertinent references to texts and other readings.
- Show ability to apply theory to practical situations.
- The assignments are submitted on time. Late work usually results in grade reduction.

APA writing guidelines must be followed for all written papers. Some examples of APA guidelines are below:

- Times New Roman
- Font 12
- Margins - 1" top, bottom, left and right
- Double-space the entire paper, including between paragraphs. In a PC, go to Page Layout and make sure the “points” are set to “0”. Highlight the entire document first. In a Mac, go to Format and then go to Paragraph. Make sure the “points” are set to “0”. Highlight the entire document first.
- Indent new paragraphs five spaces or tab.
- Do not use abbreviations.
- When using acronyms, write out the words, and then place the acronym in parenthesis next to the word separated by a space. For example, State of Texas Assessments of Academic Readiness (STAAR) or The Admission, Review and Dismissal (ARD) process.
- Do not start a sentence with an acronym.
- Usually, numbers 1-9 are written (one, two, first, second, etc.) and numbers 10 and higher are numerals (10, 11, 10th, 11th, etc.). Spell out the number at the beginning of a sentence or rewrite the sentence with the number in the sentence.
- Percent’s are written as follows: 3%, 11%, 95%, etc. If you use a percent at the beginning of a sentence you should spell the word. For example - Ten percent of the students passed the exam.

Other requirements

- Do not repeat questions in your paper.
- Use a Title Page with all assignments, except Discussion Board.
- All papers are essay format.
**Point Deductions:**

**Late Assignments:**
- Anything submitted after due date and 11:59:00 p.m. to 1 day late – 5% deduction
- Each additional day - 5% deduction (For example, 3 days late results in a 15% deduction)
- After the due date, a zero will be assigned as the grade until the assignment is submitted.

**Grammar errors (spelling, punctuation, sentence structure, spacing, etc.):**
- 0-3 errors – 0% deduction
- 4-6 errors – 3% deduction
- 7-9 errors – 6% deduction
- 10+ errors - 10% deduction

**Major APA errors:**
- Double spacing, Font 12, Times New Roman, 1” margins, etc.)
- Each major error – 3% deduction

**Length Requirement:**
- Each written assignment that does not meet minimum length requirement of paper - 10% deduction

**Other Deductions:**
- Subjective: Answering question(s) completely, defending your position, overall flow of paper, etc. – Percent deduction is at professor’s discretion
# Schedule

1. **All assignments are due by 11:59 p.m. on the Sunday after the class.** For example...the first class is during the week of May 29. The written assignment highlighted in yellow is due on Sunday June 4, 11:59 p.m.

2. **All graded written assignments and “Due Dates” are highlighted in yellow.** Reading Assignments are highlighted in green.

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
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</thead>
<tbody>
<tr>
<td>Learning Module 1</td>
<td>Week 1</td>
<td>- Read: Koppelman (Chapter 1, 2, and 3)</td>
</tr>
<tr>
<td>Individual Attitudes and Interpersonal Relations</td>
<td>Week of May 29</td>
<td>- Read: BLACKBOARD: <em>Brother and Sisters to Us</em></td>
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<td>- Read: Spring (Chapter 1)</td>
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<td>- View/Listen to Lecture</td>
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<td></td>
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<td><strong>Discussion Board 1 Due</strong></td>
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<td><strong>Assignment is due on Sunday, June 4, 11:59 p.m.</strong></td>
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<tr>
<td>Learning Module 2</td>
<td>Week 2</td>
<td>- Read: Koppelman (Chapters 4, 5, 6, and 7)</td>
</tr>
<tr>
<td>Cultural Foundations of Oppression in the United States</td>
<td>Week of June 5</td>
<td>- Read: BLACKBOARD: <em>Strangers No Longer, What We Have Seen and Heard, Religious Liberty by, Joslyn Ogden</em></td>
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<td></td>
<td>- Read: Spring (Chapters 2, 3, and 4)</td>
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<td>- View/Listen to Lecture</td>
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<td><strong>Discussion Board 2 Due</strong></td>
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<td><strong>Collective Memory Cultural Reflection Due</strong></td>
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<td><strong>Assignments are due on Sunday, June 11, 11:59 p.m.</strong></td>
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<tr>
<td>Mid-Term Exam</td>
<td>Week 3</td>
<td><strong>Midterm Exam</strong></td>
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<td></td>
<td>Week of June 12</td>
<td>- The online exam will cover Chapters 1-6 in Koppelman and the additional readings.</td>
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<td>- Check out sample questions and review terms.</td>
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<td>- You have 3 hours to complete the 50 multiple-choice questions.</td>
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<td>- Select a situation with no distractions or interruptions.</td>
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<td>- When you complete the exam, hit the SUBMIT button.</td>
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<td>- Once in a while a student may be knocked out in the middle of an exam. If this happens please e-mail or call me immediately.</td>
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<td>- Prior to the exam you may discuss the exam with your peers.</td>
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<td><strong>Midterm Exam is due on Sunday, June 18, 11:59 p.m.</strong></td>
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<td>The Mid-Term Exam may be taken from Wednesday, June 14, 6:00am to Sunday, June 18, 11:59 p.m.</td>
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<td><strong>Week 3 is continued on the next page (page 11).</strong></td>
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<tr>
<td>Learning Module 3</td>
<td>Week 3</td>
<td>Week of June 12</td>
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| Contemporary Dilemmas for Intergroup Relations | - Read: Koppelman (Chapter 8, 9, 10, 11, and 12)
| | - Read: Spring (Chapter 5) |
| | - Read: BLACKBOARD: White Privilege by Peggy McIntosh |
| | - Read BB: Always our Children/Siempre Nuestros Hijos |
| | - Read BB: A Decade After ‘Economic Justice for All’ |
| | - Read BB: Why Ruby Payne is a Pain |
| | - View/Listen to Lecture |
| | - Theory Paper Due |
| | - Discussion Board 3 Due |
| | Assignments are due on Sunday, June 18, 11:59 p.m. |

<table>
<thead>
<tr>
<th>Learning Module 4</th>
<th>Week 4</th>
<th>Week of June 19</th>
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<tbody>
<tr>
<td>The Challenge of Diversity in American Institutions</td>
<td>- Read: Koppelman (Chapters 13-14)</td>
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<td>- Read: BLACKBOARD: The Harvest of Justice is Sown in Peace</td>
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<td>- Read: Spring (Chapters 6 and 7)</td>
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<td>- View/Listen to lecture</td>
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<td></td>
<td>- Prepare for Final Exam</td>
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<td>- Discussion Board 4 Due</td>
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<td>- Court Case Due</td>
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<td>Assignments are due on Sunday, June 25, 11:59 p.m.</td>
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<thead>
<tr>
<th>Learning Module 5 and Final Exam</th>
<th>Week 5</th>
<th>Week of June 26</th>
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<tbody>
<tr>
<td></td>
<td>- Final Exam Due</td>
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<td>The Final Exam may be taken from Wednesday, June 28, 6:00am to Sunday, July 2, 11:59 p.m.</td>
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<td>The exam covers all materials from chapters 7-14, plus additional text and articles.</td>
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<td>You have 3 hours to complete the 50 multiple-choice questions.</td>
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<td>Select a situation with no distractions or interruptions</td>
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<td>When you complete the exam, hit the SUBMIT button</td>
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<td>- Discussion Board 5 Due</td>
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<td>Assignments are due on Sunday, July 2, 11:59 p.m.</td>
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