



EDLF 5000: Multicultural Education

Instructor

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Course Description

“We must learn to live together as brothers [and sisters] or perish together as fools.”

--Martin Luther King, Jr. (1965)

Martin Luther King, Jr. often called attention to our collective failure to work together toward what he called a “beloved community.” For King, the “beloved community” was a community in which people of all races, ethnicities, religions, and genders lived in harmony. Although King’s message was a warning, his call for a “beloved community” challenges us to strive for social justice and see ourselves as part of the larger human family and as residents in a “world house” or international multicultural society. King’s visions of a “beloved community” and “world house” guide the intellectual ethos of this course and will help facilitate our conversations on race, class, political perspectives, ethnicity, disability, culture, sexuality, and gender. Thus, this course is about *diversity, ideas, social justice, and hope*.

Drawing on literature in education, the humanities, and the social sciences, this course is interdisciplinary and students from all fields of study are welcome. Several questions will guide our discourse: What is multiculturalism and how might education inform our understanding of it? What is the social context of multiculturalism in the U.S.? Who am I in a multicultural society? What challenges do we face at this historical moment regarding multiculturalism and diversity? What is social justice? How can we, as educators,

intellectuals, and social justice activists promote diversity and a greater understanding of others in our local community? This course will engage the nexus of multiculturalism, multicultural education, and social justice to respond to these questions. I look forward to us taking this intellectual journey together.

Course Objectives:

In this course, we will:

1. Examine the socio-political forces that shape the United States as a multicultural society;
2. Explore the issues and problems that confront the UVa and Charlottesville communities regarding race, ethnicity, class, gender, sexuality, and disability;
3. Consider the lives and views of students of different backgrounds in our class;
4. Assess contemporary debates regarding multiculturalism and diversity;
5. Identify social justice concepts and ideas and their relationship to contemporary multicultural and/or multicultural education issues;
6. Explore our *identities* in relation to the larger multicultural society; and
7. Think and write critically about complex issues regarding multiculturalism, multicultural education, and social justice.

Readings:

Moody, Anne. 1968. *Coming of Age in Mississippi*. New York: Bantam Dell.
Articles and book chapters are posted on Collab.

As a historian of education interested in *ideas*, I have always been influenced by Richard Weaver’s concept that “ideas have consequences.” As such, critical engagement with ideas is at the heart and soul of this course. To be prepared for class, it is essential that you read the assigned material. As a college student, take advantage of this brief time you have, unfettered by the outside world, to live the “life of the mind.”

Assignments:

- | | |
|---------------------------------------|-----|
| 1. Reading Critiques | 10% |
| 2. Class Participation | 15% |
| 3. Music Social Justice Project | 15% |
| 4. Genealogy and Oral History Project | 20% |
| 5. Community Engagement Project | 20% |
| 6. Final Project | 20% |

Attendance:

Because this class meets only once a week, one missed class is roughly equivalent to three fifty-minute classes. If you know now that you will miss more than two classes, I suggest that you enroll in the course at another time. You are allowed one unexcused class meeting.

Learning Activity Descriptions:

1. Reading Critiques

By 9:00 pm on **Sundays**, you are required to post a brief critique and synthesis of the week's readings (1-2 pages). The purpose of this assignment is to help stimulate meaningful and deep discussion during class. The readings will help you participate in various group and cooperative activities in class (Objectives 1 and 3).

2. Class Participation

Each of us is responsible for our own learning. Thus, participation is a very important component of the course. Come to class prepared to engage in discussion, ask questions, and provide informed comments about the day's readings. The tenor of this course is guided by several ideas: tolerance, respect, and enlightenment. I look forward to learning from each of you (Objectives 1-7).

3. Music Social Justice Group Project

Music has often served as a means of raising consciousness about social issues or problems in society. The purpose of this project is to identify music that raises awareness of societal problems and can be used as a tool for social justice. This semester we will discuss some of Michael Franti and Spearhead's work as an example of social justice music and activism. Please choose a group/album that you are familiar with or push yourself to study a group or album you know little about. You will work in groups of four people for this project. This assignment will culminate in a 5-6 page paper that will incorporate ideas from the readings and class discussions (Objectives 4, 5, 7).

4. Genealogy and Oral History Project

The purpose of this assignment is to examine your identity in relation to the larger multicultural community through your family's cultural, ethnic, class, or other identity. In so doing, you are encouraged to use both genealogical and oral history research methods. This project is designed to help you see your relationship to the world in which you live and to help you learn about the diversity of identities and cultures around you from your classmates. (Objectives, 6, 7).

5. Community Engagement Project

The purpose of this assignment is to 1) gain experience in a wider learning context by interacting with people and organizations outside your normal routine or immediate community, 2) engage in the community in which you live, and 3) consider your role in bringing about greater diversity and social justice. There are many opportunities for students to engage with the community in and around the University and the Charlottesville area. We believe that community engagement will further enhance your

learning experience at UVA and give you another point of reference for the multicultural education course. Please see guidelines on Collab. (Objectives 1-7). **Due October 15 and December 8.**

6. Final Project

The final project provides you with an opportunity to choose between several types of assessments. These can include a professional project related to your field or future profession, a final research paper, or an exploratory and critical narrative of the readings and ideas discussed in class this semester. (Objectives 1-7)

Please note that detailed instructions for assignments will be posted on Collab.

University Email Policy

Students are expected to activate and then check on a frequent and consistent basis their official UVA email address to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

University of Virginia Honor System

All work should be pledged in the spirit of the Honor System of the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following **pledge should be written out** at the end of all quizzes, examinations, individual assignments and papers: **"I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)"**. The pledge **must be signed by the student and dated**. For more information please visit <http://www.virginia.edu/honor/>.

Special Needs

It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.), should contact the Learning Needs and Evaluation Center (LNEC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student's responsibility to follow up with the instructor about logistics and implementation of accommodations.

If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the LNEC: 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax. For more information, visit the UVA Special Needs website at <http://www.virginia.edu/studenthealth/l nec.html>.

Course Outline

Date	Topic	Readings	In-Class Activities	Objectives
Sept. 1	Introduction and course overview	None	Introductions and small group discussions	3,6
Sept. 8	What Does Civil Rights have to do with Multicultural Education?	Moody, <i>Coming of Age in Mississippi</i>	Film: <i>Crash</i> Small and large group discussions	1,2
Sept. 15	Stereotypes in a Multicultural Society	Moody, <i>Coming of Age in Mississippi</i>	Film: <i>Crash</i> Small and large group discussions	1,4,7
Sept. 22	What Does Social Justice Have to Do with Multicultural Education?	Freire. Chapter 2 of <i>Pedagogy of the Oppressed</i>	Discussion groups	5,6
Sept. 29	Is America Religiously Tolerant?	“Religion Among the Millennials,” “Lugg’s “One Nation Under God? Religion and the Politics of Education in a Post-9/11 America”	View clips from Bill Maher’s <i>Religilous</i> Small group discussion of film and readings	1,4,7
Oct. 6	<i>Genealogy and Oral History Project Due</i>	None	Each student will present their project to their group	3,4
Oct. 13	Does Class Matter?	Kozol, Chapter 2 from <i>Savage Inequalities</i>	Small/large group discussions	1,4,5,7

Date	Topic	Readings	In-Class Activities	Objectives
Oct. 20	Music as a Tool of Social Justice in the Contemporary World	None	Listen to Marvin Gaye's "What's Going On?" Discussion of the song as a tool of social justice. Work in groups and analyze Michael Franti and Spearhead's <i>Stay Human</i> . Analyze three songs from the CD and report out to class	1,4,5,7
Oct. 27	Exploring Feminism	Silverstein, "Integrating Feminism and Multiculturalism: Scientific Fact or Science Fiction?"	Guest lecturer and discussion	1,2,4,7
Nov. 3	Disability, Schooling, and Society	Connor and Gabel, "Welcoming the Unwelcome: Disability as Diversity"	View TED Talk: "I got 99 problems... and palsy is just one" by Maysoon Zayid on Youtube; Panel discussion on disability	1,2,4,7
Nov. 10	Sexuality and Education	Loutzeinheiser, "Can We Learn Queerly? Normativity and Social Justice Pedagogies"	Group discussion; Music Social Justice presentations	1,2,4,7
Nov. 17	What are the Culture Wars and How Did We Get Here?	Hoagland, "The Gravity of Falling: Having Hurtled Through the American Century, We Are Distracted and Confused, But Can We Find Our Way Again"	View <i>Examined Life</i> . A documentary of philosophers and intellectuals discussing a multiplicity of diversity issues in US society. Music Social Justice Presentations	1,2,7

Date	Topic	Readings	In-Class Activities	Objectives
Nov. 24	Music Social Justice presentations	None	Music Social Justice presentations	1-7
Dec. 1	Where Do We Go From Here: Chaos or Community?	Martin Luther King, Jr., "The World House"	All Music Social Justice projects due; Wrap up of class	
Dec. 8	Reading Day			
Dec 13	Final Project Due			

Grading Scale:

A+: 98-100; A: 95-97-A-92-94 B+:90-92; B-: 80-83 C+: 77-79 C: 73-76 C-: 70-72 D+: 67-69
D: 64-66

"Live the full life of the mind, exhilarated by new ideas, intoxicated by the Romance of the unusual."

Ernest Hemingway

A Note About the Instructor:

I was born in Rock Hill, South Carolina during the 1960s, came of age during the late 1970s and early 1980s, and entered college in the 1980s. In the 1990s, I taught middle school social studies and high school AP history. I am a southern Baptist and politically independent. As a professor whose scholarship focuses primarily on the history of American education, the civil rights movement, and the history of ideas, I've written on civil rights and education, American educational thought, and hip hop as a social movement. Much of my view of the world is shaped by the 1960s-1980s in U.S. history. However, I continue to seek intellectual growth and look forward to hearing your ideas in class, which will also be influenced by your worldviews. An exchange of ideas, I believe can lead to understanding and intellectual transformation.