



**EDAD 697.01W and EDAD 697.02W (Subterm I)
EDAD 697.03W and EDAD 697.04W (Subterm II)**

Multicultural Education for Administrators

Texas A&M University-Commerce
College of Education and Human Services
Department of Educational Leadership
Spring 2014

Instructor Information

Dr. Paul M. Sullivan, Assistant Professor
Department of Educational Leadership
Texas A&M University-Commerce
Young Education North Building, Office #116
P.O. Box 3011
Commerce, TX 75429-3011

Office Location: Young Education North Building, Office #116

Office Hours: Monday, Tuesday, Wednesday 7:00-9:00

Office Phone: 903.886.5756

Office Fax: 903.886.5507

Cell Phone: 210-744-2226

University Email Address:

Paul.Sullivan@tamuc.edu

REQUIRED TEXTS

Nieto, Sonia (2012). *Affirming diversity: The sociopolitical context of multicultural education* (6th edition). Boston: Pearson.

Yousafzai, Malala (2013). *I Am Malala*. New York: Little Brown

This course has been designed to provide an historical, sociological and philosophical foundation of multicultural education. The following are the instructional goals of this course:

1. To create awareness and understanding of the plight of the uneducated women, in the certain areas of Central Asia. What are the implications?
2. To examine the nature of intergroup relations in U.S. society from different theoretical perspectives in order to shed light on the causes and complex dynamics of racism, neocolonialism, classism, sexism and other forms of discrimination and intergroup conflict.

3. To promote the study of the historical and contemporary experiences and contributions of people of color, women and other underrepresented groups.
4. To analyze the influence on learning of such social identities as race, class, ethnicity, language and gender and to understand how discrimination based on these factors translates into school structures, policies and practices that perpetuate inequality.
5. To develop a sound philosophical rationale for multicultural education and critically examine the role of multicultural education in school reform and social change.
6. To reconcile the contradiction of teacher and student and become critical co-investigators through dialogue (i.e., naming, reflecting, and acting upon reality)

Week by Week Subject

1. Setting the Context
2. Understanding the Sociopolitical Context of Multicultural Education
3. Defining multicultural education for school reform
4. Racism, Discrimination, and Expectations of Students' Achievement
5. Structural and Organizational Issues in Classrooms and School
6. Culture, Identity and Learning
7. Affirming Diversity: Implications for teachers, schools, families and communities

Evaluations

Points and Weight Exam/No Exam	Grades
Discussion Board- 10 points	A= 90% and above
Writing Assignments- 20 points	B=80-89 %
Journal Responses - 10 points	C= 70-79%
Family Education History Project – 25	D=60-69% F= -60%
Ethnographic Case Study-35	

Supplemental material will be provided in eCollege.

Note: This syllabus will be altered or changed and serves only as a guideline.

Topics for Discussion and Doctoral Exploration:

- Multicultural relationships outside the USA
- ESL/LEP student population
- Hispanic Leadership Representation in Northeast Texas
- Hispanic Leadership Representation in South Texas
- Comprehensive Immigration Reform
- Network Broadcast Anchors and Their Take on Race, Culture and Ethnicity
- Racial Profiling by Law Enforcement Agencies

Lending to minorities
Bilingual Education/Dual Language
The Glass Ceiling for Women
Re-districting for governmental entities
Affirmative Action for Universities and Local Governments
Racial and Ethnic Stereotyping
African American Debate on Social Status and Class
The Media and Race Relations
The Evangelical Movement and its impact on Society
The Catholic Church in the 21st Century
Newcomers to the U.S. and our perceptions

Other Topics:

United Way serving organizations
American Jewish Committee/Center
Catholic Charities
Nexus, Genesis, Safe Haven,
Casa de los Amigos
Dallas Concilio
Homeward Bound
Stew Pot
Dallas Homeless Center
Garland Day Labor Center
Herrera Intake Center
Vickery Meadow Learning Center
SMU Women's Center
Local City Council persons
Local School Board members
NAACP leaders
LULAC leaders
ACLU
United Negro College Fund
Southern Christian Leadership Council
Dallas Gay and lesbian Alliance
Prominent Church leaders

Participation, Attendance, Professionalism

Student participation (discussion and final project) is a critical element of the course structure. Students with more than two unexcused absences from a major discussion will be dropped one letter grade. Students are expected to engage in the scholarly discourse of the scheduled subject matter. Students are expected to respect (not necessarily agree with) opinions of classmates.

Academic Honesty

Please see the *TAMU-C Graduate Catalog* and the *Publication Manual of the American Psychological Association* for a discussion of academic honesty. Academic honesty is especially important when citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. ***Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to***

plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource materials (TAMU-C Graduate Catalog). Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (*see TAMU-C Student Guide Handbook, Policies and Procedures, Conduct*).

Dropping the Class

If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of the course. **Incompletes:** Per university policy, "A Plan for Completing the Grade of X" Requests are limited to "circumstances beyond student's control which prevented the student from attending classes during Finals Week or the preceding three weeks" (Policy A 12.07, 1998). The extension cannot exceed one semester. Failure to fulfill plan requirements within the specified time will result in an F.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: StudentDisabilityServices@tamu-commerce.edu

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148**