

EDU 211D **Multicultural Education**  
Montana State University  
Spring 2022

“We teach who we are.” - *Parker J. Palmer*

“If you care enough for a result, you will most certainly attain it.” - *William James*

**Instructor:** Christopher Mantei, M.Ed.

**Meeting Time:** M, W, & F 8:00 – 8:50

**Classroom:** Reid Hall 301

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**Office Hours:** [Appointments](#) via Zoom

### **Course Description**

**EDU 211D Multicultural Education is a Core 2.0 course that fulfills the general education requirements for graduation for the Diversity (D) designation.**

EDU 211D examines the idea that “we teach who we are,” and this reality carries both light and shadow in its implications. We all have a beautiful “broken wholeness,” which we bring to our classrooms when we teach. Parker Palmer suggests, we often discuss what we should teach to students; however, when the conversation goes more in-depth, we might consider how we should teach. Even as discussions go more in-depth, we must reflect on why we teach; however, rarely do we discuss who teaches. This course examines teacher *Identity* and examines the school-society relationship in the United States and the many issues and variables embedded in this relationship, including equal opportunity, human diversity, ideology, politics, and social change. Foundational perspectives (historical, political, social, and policies) are explored (3 credits; pre-requisite: EDU 222 or 223 and sophomore standing).

### **College of EHHD Diversity Statement**

The College of Education, Health, and Human Development is committed to an environment that fosters diversity and inclusion of all individuals in our college and the MSU community. EHHD believes it is imperative to prepare all individuals within the college to be successful in a diverse world and be aware of power differentials, oppression, and privilege within society. We believe that each student, staff, and faculty member should feel welcomed and valued for their contributions to the educational process in all areas of teaching and learning, research, and service in the MSU community and beyond.

## **Respect for Diversity**

I intend that all students from all backgrounds and perspectives be well-served by this course. I welcome all students' funds of knowledge (i.e., lived experiences) in a supportive educational environment. Our collective diversity is a beneficial and vital resource for this course. I intend to present materials and activities respectful of diversity: gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, religion, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the course's effectiveness for you personally or for other students or student groups.

## **Learning Outcomes**

The primary course goal is to prepare self-reflective teachers who can critically and lovingly evaluate their journeys and institutional goals, policies, and practices that surround and shape classroom practice, primarily as related to human diversity. Course activities, assignments, readings, and discussions are designed to support efforts—as future educators, parents, community members, policymakers, and citizens—to recognize and address dehumanizing biases and injustices within ourselves, educational systems, policies, and practices. To frame our thinking, we'll explore concepts and constructs (e.g., social justice, discrimination, privilege, racism, sexism, etc.) related to various forms of diversity (including ethnicity, religion, linguistic background, socioeconomic status, sexual orientation, and gender identity). Although various contexts are addressed throughout this course, the course's primary focus is on K-12 education praxis in the United States.

## **Through course readings, assignments, class sessions, and assessments, you will learn to:**

- Assemble, reflect upon, and communicate evidence of increasing effectiveness as a teacher.
- Understand and demonstrate respect for diverse cultural patterns and expectations.
- Examine and hold your own story as well as others' stories with cultural humility, empathy, and compassion.
- Examine prejudices, discriminations, and oppressions that have defined our collective American story and shaped individual stories.
- Examine the ways that social privileges have benefitted and harmed each of you.
- Examine how our socialization/culturalization might impact our disposition as a teacher.
- Self-evaluation how our identity shapes our philosophy of education and pedagogies that we use.
- Create lesson plans to integrate Indian Education for All (IEFA) across the curriculum.

- Evaluate instructional objectives, content, instructional, strategies, and interpersonal communication patterns to accommodate or include a broad range of human differences.
- Apply models of healthy, affective, and cognitive development to students, especially those from diverse cultures or backgrounds.

### **Required Texts**

1. Ashlee, A. & Ashlee, K. (2015). *VITAL: A Torch for your social justice journey*. Cincinnati, OH: Brave Space Publishing. ISBN 978-0-692-53298-0 - [Amazon](#).
2. Reese, D., Mendoza, J., Myers, W. D., Parks, P. J., Gates Jr, H. L., Mullenbach, C., & Stevenson, B. (2019). *An Indigenous Peoples' History of the United States for Young People*. Beacon Press. ISBN 978-0-807-04939-6 [Amazon](#).

\*Note: weekly supplemental materials & other resources are the genetic epistemology of the concepts presented throughout this course and are suggested but not required.

### **Instructor Role and Responsibilities**

**Attendance & Participation:** It is just as vital for me to show up and be actively engaged in class as it is for you to show up and be ready to participate. Unless an emergency arises, I will arrange cancellations and adjustments in advance and with prior notice. I will work to make class interactive to encourage participation from everyone. I strive to respond to emails within 12 to 36 hours.

**Feedback:** I will respond to assignments and presentations in a timely and thorough manner. I will provide constructive feedback, use objective grading tools such as rubrics (provided to students, see assignment description on D2L), and provide detailed information about the assignments' grading. If needed, I will discuss concerns with you on an individual basis (via Zoom).

**Learning:** Effective educators are reflective, dedicated to learning from students, and willing to improve their teaching. I will set goals to improve my pedagogy, seek evaluative feedback from you, and modify my pedagogy to suit your learning needs better. I will also strive to cultivate a classroom environment (physical or virtual) that encourages all of us—myself included—to take risks and share ideas and experiences free of judgment.

### **Student Role and Responsibilities**

**Note:** Students who need special accommodations for any reason, make an appointment with me as early as possible, no later than the second week of the term.

**Workload:** A typical 3-credit course assumes 2 hours of work outside of class for each hour spent in class, so *expect an average of 6 hours of homework/resource review each week* during this course. To ensure our class time is used efficiently, please review the syllabus, detailed

assignment descriptions, and rubrics outside of class, and contact the instructor (via email) for further clarification.

**Attendance & Communication:** This course requires active participation from all class members. Each person has a valuable perspective and set of experiences related to multicultural (diversity) education. Please treat this course as if it were a professional teaching job. Come to every class on time, prepared, and ready to participate. **You are expected to be in all scheduled classes.** No makeup for daily points provided unless your absence has been cleared at the university level or with the instructor. In most cases, missing 1-2 days during the semester will not substantially affect your grade.

If you must miss a class, please let me know via email whenever possible (my email is attached to my phone). Suppose an emergency prevents you from attending class or letting me know about your absence in advance. In that case, it is your responsibility to contact me before the next scheduled class meeting to discuss missed content. Communicate with team members if your absence will impact group work.

Deadlines for readings, presentations, and assignments are non-negotiable unless arrangements are made in advance and communicated via email and agreed to by the instructor.

To create an environment conducive to learning, please keep our classroom free of distractions. **Refrain from using your cell phones, laptops, and other communication devices during class unless you are working on course-related activities.** In the event of an emergency that requires you to use these devices, please leave the classroom.

It is your responsibility to **check your email account(s) and the D2L announcement page regularly** for course updates, questions about your work, etc. You are expected to respond to messages from classmates or the instructor (no more than 24 to 36 hours) promptly. [You can forward your D2L email to your preferred email.](#)

**Professionalism & Learning:** This course depends upon learning about ourselves and others in new and potentially unfamiliar ways. This course expects you to take risks with your learning, stretch your comprehension, and experience some discomfort regarding your lived experiences and current knowledge. Throughout the semester, you are expected to exhibit professional behavior. Professionalism demands open-mindedness, personal accountability, intellectual curiosity, engagement in the learning process, and respect for others' perspectives. You will be asked to reflect on your professionalism and learning throughout the course.

**Ethical Participation:** Academic dishonesty will result in severe consequences. You will fail the assignment, and perhaps the course—also, possible denial of the opportunity to repeat the course in the future. Possible jeopardizing of your standing in the Teacher Education Program, and a

possible referral to the Dean of Students. D2L will analyze assignments in this course with Turnitin.com (plagiarism detection software). Such dishonesty includes, but is not limited to:

- Copy others' work (in whole or part) into your assignments, presentations, etc., without appropriate recognition and documentation.
- Re-using work (in whole or part) you completed for another course without correct documentation ("self-plagiarism").
- Using the views, opinions, or ideas of others without acknowledgment.
- Paraphrasing another person's original phraseology, metaphor, or other literary devices without appropriate recognition in my work without acknowledgment.
- Claiming independent credit for work on a collaborative project or presentation.
- Claiming credit for work you did not do.
- Cheating on quizzes, exams, or other assessments.
- Compromising confidentiality demanded in discussions, activities, etc.
- Degrading or otherwise harassing others during class activities or discussions.

If you are unsure how to document sources for your work correctly, please refer to the American Psychological Association (APA) guidelines, [consult online resources](#), schedule a session with [MSU's Writing Center](#), or arrange to meet with the instructor. Be cautious about using online citation generators, which are not always accurate for a description of [MSU's Student Conduct Code](#).

**Collaboration:** Educators in today's schools regularly collaborate with colleagues, administrators, parents/guardians, and community members. This class emphasizes collaborative planning, teaching, and reflection for several assignments and many in-class activities. **You are expected to communicate consistently with your team members on collaborative projects and endeavor to address your team's areas of concern before coming to the instructor and excel on your tasks to support your team's success.**

**Student Educational Records:** All specific academic records related to this course are confidential and will not be shared with anyone—including parents, cooperating teachers, and potential employers—without a written release. That said, instructor or graduate student research based upon classroom activities, assessments, and observations may occur under the MSU Institutional Review Board's human subjects research policies. If such research is disseminated to a broader audience through or publication, I will remove all identifying information to protect your identity.

## Directory of Services

1. [Field Placement and Certification Office](#) (247 Reid Hall)
2. [Education Advising Center](#) (132 Reid Hall)
4. [Student Chapter, MFPE](#)
5. [Global Computer Labs](#) (304, 305, & 306 Reid Hall)
6. [MSU's Writing Center](#) (1-114 Wilson; Renne Library Commons)

## Remote/Zoom Meetings

Due to the necessity to create an educational experience that is fluid, each class will be securely available through [Zoom](#) (live and recorded sessions). I intend to record each lecture, face-to-face or remote, through the Zoom platform. This course is designed to be adaptable if there is a circumstance to transition to remote sessions. I will keep students informed of any changes to the course regarding COVID-related influencers.

## Grading (total = 800 points)

Class CCs (Daily Points)	(5 pts x 42 classes)	210 points	24.4%
Discussion Threads	(10 pts x 1 through 11 )	110 points	12.7%
Cultural Autobiography		60 points	7%
Cultural Plunge Reflection Paper		60 points	7%
Group D7 Presentation		100 points	11.6%
Indigenous Peoples' Project		60 points	7%
IEFA Project		200 points	23.3%
Final Reflection Paper		60 points	7%
Total		860 points	100%

## Grading will be computed on the following scale

A ....	100 — 93%	B ....	84 — 82%	C ....	74 — 72%	F ....	59 — 0%
A- ...	92 — 90%	B- ...	81 — 80%	C- ...	71 — 70%		
B+ ...	89 — 85%	C+...	79 — 75%	D ...	69 — 60%		

## Assignment Overviews

Specific detailed information regarding each of the major assignments *will be provided later and made available through D2L*. See the following descriptions for the necessary information.

**Class Courageous Conversations (CCs) (5 Points/class engagement)** **This category combines attendance, reading daily CC, participation, and in-class reflections.** A variety of experiential activities will provide a foundation for the critical analysis of various concepts, constructs, readings, and strategies explored in the course. For example, the student will critique curricular

resources, make plans to address challenges presented in case studies, and participate in simulations. Please note that no make-up opportunities are available for missed in-class learning activities.

**Discussion Threads (10 points each)** **Submission for every 250-word or 120-second video Discussion Thread is due every Friday by 11:59 PM on D2L. Two 100-word responses or 60-second videos are due every Sunday by 11:59 PM.** Discussions are submitted in the week's discussion thread. Students must submit the discussion thread before viewing other journal entries. Upon submission, students will respond to a minimum of two (2) fellow students' journal entries by Sunday. The original post must be 250-words or 120-second video, and each response must be 100-words or 60-second videos. Each discussion thread description is under the Discussion tab on D2L. Remember to respond to a new cohort members each discussion thread. Remember Class Norms when responding to classmate's discussion thread. [See the full Assignment Description and video in the Content on D2L.](#)

**Cultural Autobiography (100 points)** **Submission Date - Please refer to Schedule of Topics.** **Write a 1000-1200 word paper (Please follow this direction on the length and remember APA is double spaced!).** Discussing the role your cultural heritage and life experiences have played throughout your education (e.g., significant positive or negative experiences; school concerning academic, social, and cultural backgrounds; participation in peer groups and extracurricular activities; cultural diversity of peer group(s); personal accomplishments). The cultural autobiography is an opportunity to conduct a narrative inquiry of teaching, leading, and learning by examining your cultural experience. Specifically with issues and perspectives in cultural diversity and making connections of theory and practice with your educational experiences, a dialectic interplay between your funds of knowledge and the theory. (Your only exposure to theory may be limited at this point; however, what you have covered in past courses and this course is all right – use it as a framework for some of your thoughts). [See the full Assignment Description and video in the Content on D2L.](#)

**Cultural Plunge (60 points)** **Submission Date - Please refer to Schedule of Topics.**

The cultural plunge is an opportunity for you to attend an event of a group of people whose culture is unfamiliar. In a **500-750 word page paper**, summarize the event you attended and reflect upon stereotypes you observed, stereotypes are broken, key lessons you learned, any personal change that occurred, and applications of your experience as a future classroom teacher. Suggested activities include events or services at a church; synagogue, or mosque; a powwow; a lecture by a guest speaker at MSU/in the community; a performance at MSU/in the community; a cultural festival, visiting/working at a homeless shelter/community outreach program, spending time in a special education classroom, attending a facility for disabled people, visiting/

participating in a senior citizen center event, etc. Your paper should include the following:

- Describe the event you chose to attend by answering the following:
  - What you attended
  - Where it was held
  - When it took place
  - Who sponsored it; who was involved
- Describe why you chose the event that you did for your Cultural Plunge.
- Describe what you learned from your Cultural Plunge.
- Describe what you felt being a part of this event – did you enjoy the event, struggle with it, a combination of both? Be vulnerable and honest here. These are your feelings and values – they deserve to be honored and examined by you. You deserve to honor yourself by doing this.

See the full Assignment Description and video in the Content on D2L.

**Group D7 Presentation (100 points)** Presentations are on Tuesdays of the topic week of *Phase II* of the course. Presentations must be submitted (please submit individually) on D2L before the beginning of class on the day of the presentation. Groups will present the societal implications (nationally and globally) to the cohort. The presentation will include:

- Presentations will be 35-45 mins
- Global, National, State, and local discrimination
- Past and current struggles of the group (Global, National, State, and local)
- Landmark legislation (positive or negative) at the Global, National, State, and local levels
- Stories of the members of the marginalized group
- Each member of the group must contribute to the presentation
- Video(s) usage must be limited to 10 minutes, (not included into the 35-45 min requirement)

See the full Assignment Description and video in the Content on D2L.

**Indigenous Peoples' Project (60 Points)** Submission Date - Please refer to Schedule of Topics.

**Presentation is due at the end of Phase II.** During the first two weeks of Phase III, we will be discussing a text that presents American History (Northern and Southern hemispheres) through the lenses of First Nations' (the indigenous peoples' of the western hemisphere). *Students are required to read the text during weeks 5 through 11 (Phase II).* According to Audible, "[t]oday in the United States, there are more than 500 federally recognized Indigenous nations comprising nearly three million people, descendants of the 15 million Native people who once inhabited this land. The centuries-long genocidal program of the US settler-colonial regimen has largely been omitted from history. {Roxanne] Dunbar-Ortiz adroitly challenges the United States' founding



myth and shows how policy against the Indigenous peoples was colonialist and designed to seize the territories of the original inhabitants, displacing or eliminating them. And as Dunbar-Ortiz reveals, this policy was praised in popular culture through writers like James Fenimore Cooper and Walt Whitman and in the highest government and military offices. Spanning more than 400 years, this classic bottom-up peoples' history radically reframes US history and explodes the silences that have haunted our national narrative." Does *An Indigenous Peoples' History of the United States for Young People* create a theoretical framework that can be utilized in a P-12 classroom to integrate an Indian Education for All framework nationally and globally? If so, why? If no, why? Students have an option to present a [Pecha Kucha](#) for extra credit about *An Indigenous Peoples' History of the United States for Young People*. **I have provided a more detailed description of the assignment D2L.**

Requirements:

- Must cover the 10 chapters and Author's conclusion
- Must include your critical analysis of the text's framework
- Does *An Indigenous Peoples' History of United States for Young People* create a theoretical framework that can be utilized in a P-12 classroom to integrate an Indian Education for All framework nationally and globally? If so, why? If no, why?
- Submit to D2L before first week of Phase III
- Present the Pecha Kucha video on Day 2 of the first week of Phase III

**NOTE:** [See the full Assignment Description and video in the Content on D2L.](#)

**Indian Education for All (IEFA) Project (200 points)** **Presentations are due before presentation week (Please submit individually).** *Refer to Schedule of Topics/Assignments for IEFA Due Dates.*

Montana's Indian Education for All (IEFA) legislation is unique in that it recognizes the potential for teachers to work with Native peoples to reframe learning for all students. Throughout this course, we will explore ways to integrate IEFA into our teaching and thinking. **It is important to remember that EDU 211D is a *foundational* course in "multicultural education."** We don't have the time needed to learn about educational experiences and interests for all cultural sub-groups in the U.S. **To model meaningful, in-depth approaches to culturally sustaining/revitalizing practice, our course uses the lens of IEFA.** There are multiple reasons for this:

- MSU's Teacher Education Program is responsible for preparing teachers for Montana licensure, which requires a practical understanding of IEFA.
- In Montana, Native children comprise the largest ethnic "minority" group in K-12 schools.
- IEFA serves as a multicultural (diverse) education model across the country, around the world, and within various ethnic and cultural contexts.

The IEFA project consists of four parts. Parts I and II offer an opportunity for you to critically evaluate materials or resources that have been developed by Montana's Office of Public Instruction, researchers, Tribal leaders, Tribal Elders, and teachers. Part III asks you to collaborate with several other students to develop a unit plan (each team member will contribute 1 lesson to the team's unit). For Part IV, each team will present its integrated, culturally responsive unit with individual lesson plans to the class. This project is the MSU Teacher Education Program diversity signature assignment; student scores monitor teacher candidate preparation for accreditation purposes. [See the full Assignment Description and video in the Content on D2L.](#)

**Final Reflection Paper (60 points) Submission Date - Please refer to Schedule of Topics.**

This paper has three parts:

1. Revisit your Cultural Autobiography; discuss how your views about your own cultural identity have shifted, changed, deepened, what awareness has developed for you regarding the interplay of culture, diversity, and identity.
2. How has your understanding of "cultural humility" changed throughout the class; in what ways do you approach a cultural boundary now as opposed to the beginning of this class.
3. How will these CCs impact your role as a teacher? What does "we teach who we are" mean for you now? How has your understanding of multicultural education changed? Discuss one specific example of how your classroom teaching will be different as a result of these discussions. The final reflection is your last opportunity to synthesize all you have learned in the course, so you should include specific references to readings, philosophies, and discussion topics. Your complete paper should be concise (900-1200 words).

[See the full Assignment Description and video in the Content on D2L](#)

