

LB
88-89

ED 499

Multi-cultural/Multi-ethnic Education
Credit: 2 Semester Hours

Prerequisites:

It is strongly recommended that one methods course be taken prior to, or concurrently with ED 499.

Course Description:

Implementation of appropriate curricula programs must be predicated upon an understanding and appreciation of the cultural diversity that has made America what it is today. This course provides preservice educators with an understanding and appreciation of the diversity in the United States. The course will also provide preservice educators with the ability to locate and develop curricula materials appropriate to this country's diversity.

Course Objectives:

1. Students will study the philosophical and historical evolution of education that is multi-cultural.
2. Students will acquire knowledge regarding the sources of cultural diversity in American educational systems.
3. Students will acquire knowledge regarding the effects of cultural diversity upon the testing of children and acquire skills in test selection.
4. Students will examine their own attitudes and behaviors as they relate to cultural diversity in society and multicultural education in schools.
5. Students will locate, design and produce instructional materials and strategies which can be infused into the regular classroom curriculum.

Suggested Texts

Multi-ethnic Education, 2nd edition (James Banks)

Ethnic Pride (Greta Barclay Lipson and Jane A. Romatowski)

Course Outline

- Topic I The Evolution of Multi-cultural Education in the United States (2 weeks).
- A. Educational movements in the twentieth century

- B. Social ideologies underlying the educational movement
- C. Diversity in the schools in the United States based on:
 - race
 - ethnicity
 - religion
 - sex
 - disabling conditions
 - socio-economic status
 - language

Topic II Public Policies and multi-cultural education in the United States (2 weeks).

- A. Brown v. Board of Education
- B. Civil rights
- C. Ethnic Studies Heritage Act
- D. Title IX

Topic III Examining Your Ethnic Heritage (2 weeks)

- A. View filmstrips and videos on ethnic studies in the United States
- B. Share your ethnic heritage with peers

Topic IV The teacher's Role as a Multi-Cultural Education Facilitator (2 weeks)

- A. Students will identify strategies
- B. Students will role-play strategies

Topic V Evaluating a School's Program (3 weeks)

- A. NCSS Guidelines for multi-cultural education
- B. Boyer's Administration and School Evaluation
 - a. Instructional strategies
 - b. testing materials
 - c. print materials
 - d. non-print materials/media
 - e. climate
- C. Discussion of culture free testing v. standardized and criterion referenced tests.

Topic VI Curriculum that is multi-cultural (3 weeks)

- A. Review of multi-cultural education programs and curriculum
- B. Designing a multi-cultural lesson

Methodology

Topics I and II will involve lecture/discussion. Topics III and IV will emphasize student participation and interaction. Topics V and VI will require individualized (or group) instruction/learning depending upon students' major.

Evaluation

1. Class participation and interaction
2. Tests (Mid term and Final)
3. Two five-page papers (Sample topics)
 - a. Social Ills and American Education
 - b. Your Ethnic Heritage

Revised April 18, 1988