

**Doane University | College of Education**  
**EDU 624 Multicultural Education and Practice**  
**Course Syllabus**

**Information**

Instructor: Paulvince Obuon, Ed.D  
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Class Schedule: M-F July 1 - July 5, 2024 | Time: 8:00-5:30  
Credit Hours: 3  
Zoom Link: **Please find the meeting links on the Zoom tab on the left of our Canvas course page.**

**Introduction**

Welcome to class! I am Paulvince and my background is in Curriculum and Instruction, Curriculum Development, English as a Second Language (EL) instruction, and building leadership. This class will require a lot of collaboration, teamwork, and will require your participation as we explore the ideas and issues in the sociopolitical context of multicultural education. Be prepared to work collaboratively as we discuss, define, and identify how to implement culturally relevant pedagogy. Students will be expected to maintain a courteous, collegial, and cordial manner in all interactions with peers and instructor.

**Textbook (or materials)**

Nieto, S. & Bode, P. (2018). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. 7th Edition. New York: Pearson.

**Course Description**

Fulfills the requirement of Nebraska State Law LB250 for Human Relations training for Nebraska  
This course will provide an opportunity for individuals to enhance their understanding of issues that are interconnected with a multicultural framework. Dialogue will be generated through critical readings of literature that address ethnicity, race, gender, and poverty, along with single parenting. Participants will spend time in experiential learning environments at a school and/or community site, which reflects the literature.

## Student Learning Objectives

1. Demonstrate an awareness of the pluralistic society in which we live including its history, lifestyles, and contributions of various groups and individuals.
2. Recognize and confront biases, including, but not limited to ethnicity, race, language, social class, religion, gender, sexual orientation, and ability.
3. Demonstrate an awareness of the impact that dehumanizing biases have on interpersonal relationships. Recognize these biases within the school system itself.
4. Translate the knowledge and awareness of differences into attitudes, teaching pedagogy which will improve relationships and the success of students.
5. Demonstrate the respect for human life, dignity and individual rights.
6. Give evidence of the ability to relate effectively to other individuals and/or groups in a pluralistic society separate from the student's own background.
7. Demonstrate an ability to listen empathetically to the values and beliefs of others, and be able to articulate one's values and beliefs in a non-hostile or argumentative way.
8. Provide evidence in the form of a written statement regarding one's understanding and beliefs regarding pluralism and cultural diversity in multicultural education settings.

## Doane University Education Standards

The Doane University Teacher Education Program believes all educators to be developing professionals who:

1. Understand content
2. Understand development
3. Understand differences
4. Design instructional strategies
5. Manage and motivate
6. Communicate
7. Plan
8. Assess
9. Reflect
10. Participate in professional community

## Doane University Education Department Mission Statement

To meet future expectations for our nation's schools as they respond to a changing world, the Doane Education faculty believes the education of teachers and administrators is a developmental and emergent process. For development to occur, the roles of the educational professional are learner, teacher, researcher, and leader. To facilitate this growth, we will: 1) establish collaborative opportunities; 2) promote reflective inquiry tied to coursework, practicum experiences and action research; 3) provide leadership experiences; and 4) facilitate learning in context. We believe these essential elements create practices designed to develop the knowledge, skills, and dispositions for the developing professional. These elements are grounded in reflective and collaborative work, which advocates success for all students.

## Course Evaluation

Course evaluation will be a link that is sent to your Doane email. Please complete this evaluation as soon as you can. This can be completed on your computer, iPad, tablet, or your phone.

## Syllabus Disclaimer

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course/schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of changes.

## Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at Doane University facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Doane University staff coordinates transition from other colleges and universities regarding disability policies, procedures, and accommodations. Please contact Dr. Tim Frey ([timothy.frey@doane.edu](mailto:timothy.frey@doane.edu)) about accommodations.

## Assessment

All work is expected to be completed at the graduate level and be wholly the students own. This means that final products need to be typed and original pieces of work specifically created for this course. One cannot turn in materials designed for another graduate level course. All coursework is due on the date stated in the syllabus unless the instructor approves other arrangements. Any work not meeting the standard of professional quality as determined by the instructor will be returned for review and revision. The instructor will make the final determination on the quality of products produced for the class.

## Mandatory Reporting Statement

At Doane, all university employees, including faculty, are considered “Mandatory Reporters.” As a “Mandatory Reporter,” I am required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell me about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, I have to share the information with the University’s Title IX Coordinator. My report does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) at [doane.edu/cape-project](http://doane.edu/cape-project)

## Technical Help

To obtain technical support contact the Help Desk - 402-826-8411 or email - [helpdesk@doane.edu](mailto:helpdesk@doane.edu)

## Toolbox

Link to Graduate catalog for Education: <http://www.doane.edu/schedule-catalogs-and-calendars>

To obtain technical support contact: [helpdesk@doane.edu](mailto:helpdesk@doane.edu)

Link to Education web page: <https://www.doane.edu/college-of-education>

## Course Expectations

1. Attendance: Attend class sessions consistent with university policy.
2. Late Policy: All work is expected to be turned in on the due date. Due dates are given in the syllabus schedule. You are responsible to know when assignments are due. If there is confusion on assignment due dates or assignment instructions, ask - but ask well ahead of the due date.
3. Emergencies: An emergency is rare and unexpected even during the course. If one occurs, you must contact the professor immediately by phone, text, or email and detail what the emergency is. It will then be up to the professor to decide if an extended period of time is to be given and work can be made up.

Course Schedule	Assignment
<p>SESSION 1</p> <ul style="list-style-type: none"><li>● Course Expectations</li><li>● Getting to Know You</li><li>● Multicultural Education within a Sociopolitical Context</li><li>● Sociopolitical Context of Multicultural Education</li><li>● Defining Multicultural Education</li></ul>	<ul style="list-style-type: none"><li>● Nieto &amp; Bode: Chapter 1 &amp; 2<ul style="list-style-type: none"><li>○ Instructor covers Chapters 1 &amp; 2</li></ul></li></ul>
<p>SESSION 2</p> <p>Developing a Conceptual Framework for Multicultural Education “The Isms”</p> <ul style="list-style-type: none"><li>● Racism, Discrimination, and Expectations of Students’ Achievement<ul style="list-style-type: none"><li>○ Definitions</li><li>○ Racism, Discrimination, &amp; Silence</li><li>○ Student Achievement Expectations</li><li>○ Teacher Expectations</li></ul></li><li>● Culture, Identity, and Learning<ul style="list-style-type: none"><li>○ Definitions</li><li>○ Learning Styles, Communication, &amp; Pedagogy and Culture</li><li>○ Culturally Relevant Pedagogy</li><li>○ Culture Activity</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Nieto &amp; Bode: Chapter 3 &amp; 4<ul style="list-style-type: none"><li>○ Case study</li></ul></li></ul>

<p><b>SESSION 3</b></p> <ul style="list-style-type: none"> <li>● Linguistic Diversity in U.S. Classrooms <ul style="list-style-type: none"> <li>○ Definitions</li> <li>○ Demographics &amp; History</li> <li>○ Approaches to Teaching ELLs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Nieto &amp; Bode: Chapter 5 &amp; 6 <ul style="list-style-type: none"> <li>○ Case study</li> </ul> </li> </ul>
<p><b>SESSION 4</b></p> <ul style="list-style-type: none"> <li>● Implications for Diversity for Teaching and Learning in a Multicultural Society <ul style="list-style-type: none"> <li>○ Learning From Students</li> <li>○ Adapting Curriculum for Multicultural Classrooms</li> </ul> </li> </ul>	<p>Nieto &amp; Bode: Chapter 7 &amp; 8</p> <ul style="list-style-type: none"> <li>● Case study</li> <li>● Topic Experts Presentations</li> </ul>
<p><b>SESSION 5</b></p> <p>Factors Impacting Learning and Achievement Round Table Group Presentations</p> <ul style="list-style-type: none"> <li>● Structural and Organizational Issues</li> <li>● Student Learning and Achievement Issues</li> </ul> <p>Implications for Teachers, Schools, Families, &amp; Communities</p>	<p>Nieto &amp; Bode: Chapters 9 &amp; 10</p> <ul style="list-style-type: none"> <li>● Interview/Event - Due July 5, 2024</li> <li>● Personal Values Paper - Due July 5, 2024</li> </ul>

COURSE OUTCOMES	ACTIVITY		DUE DATES
Attendance and Participation	Attend each class and participate in class discussions and activities including assisting in organizing classroom presentations and collaborating in small group activities.	50	Daily
Case Studies	<p>Each group will be assigned a case study from the text. Each group member must prepare a quick summary and facts about the case study to be shared with the class. You may consider the following roles within your groups.</p> <ul style="list-style-type: none"> <li>● <b>Leader</b> - will make sure the group makes it through all parts of the assigned reading and will guide/lead the discussion. The leader will also be responsible for gathering all the prepared materials from other group members.</li> <li>● <b>Questionnaire</b> - Will prepare questions over the reading which reflect different levels of Bloom's Taxonomy, will seek the participation of all members of the group.</li> <li>● <b>Prior Knowledge Guru</b> - will discuss their prior knowledge and experience on the topics in the daily reading and encourage others in the group to share their experiences with the topic as well.</li> <li>● <b>Application Guru</b> - will apply the reading assignment to our future classrooms as well as classrooms they have experienced.</li> <li>● <b>Take-Away Guru</b> - will summarize the most important points of the chapter. If we can only take away and retain parts of what we read. What is crucial for us to know?</li> </ul>	30	Daily

Topic Presentation	<p>You will be assigned to work with others to present a particular multicultural classroom strategy to the class for our better understanding. You will be responsible for researching and conveying the information on your assigned topic. It will be important for each member of the group to participate equally.</p> <ul style="list-style-type: none"> <li>● Role of Students and Student Identities within School Structure</li> <li>● Disciplinary Policies and Restorative Justice</li> <li>● Pedagogy -How Should We Teach?</li> <li>● Tracking and Retention</li> <li>● Role of Teachers and Teacher Expectations</li> </ul>	50	July 5, 2024
Interview or event	<p>Step out of your comfort zone and interview a person from another culture, ethnicity, or value system (either different from you or different from those you usually work with, worship with, etc - branch out) OR attend an event which would put you in a new and different situation with people different from you culturally, ethnically, or in their beliefs and values. Complete a two-page (double spaced) reflection identifying the event/interview and what you learned from the experience.</p>	100	July 5, 2024
Personal Values Paper	<p>Write a 3-4 page (APA style) reflective paper which discusses your understanding of diversity and teaching the children of diverse backgrounds. Consider the following.</p> <ul style="list-style-type: none"> <li>● What new understanding do you have?</li> <li>● What are the specific ways you can be more effective in teaching these students?</li> <li>● What are some ways in which the schools currently are not meeting the needs of these students?</li> <li>● Finally, apply all you have learned in this course toward your future classroom.</li> </ul> <p>Use the learning from the text and class discussions.</p>	150	July 5, 2024
TOTAL		400	