PsTL 5106 SYLLABUS
Multicultural Teaching and Learning in Diverse Postsecondary Contexts
3 Credits
Required Core Course for PsTL Graduate Certificate & Master’s of Arts
No prerequisites

Instructor: Karen Miksch, Associate Professor, PsTL DGS
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Telephone: (612) 625-3398
Office Hours: Monday 2:00-4:30
Tuesday 9:00-11:00
Friday 1:00-3:00
& By Appointment

COURSE DESCRIPTION:
Welcome to PsTL 5106! I look forward to working together and learning from one another. In this course we will all share the responsibility of facilitating our own learning.

This graduate seminar provides an overview of the issues, principles, and practices associated with effective college teaching in diverse postsecondary contexts. Students will explore theory and pedagogy as they relate to culturally responsive teaching from the perspectives of both the teacher and the learner in postsecondary settings. In addition to exploring teachers’ and students’ diverse and multiple social identities and a variety of student learning styles, course topics will include Critical Multicultural Education (CME), Social Justice Education (SIJ), Universal Instructional Design (UID), Integrated Multicultural Instructional Design (IMID), problem-based learning, inquiry-based teaching, and other models for ensuring engagement and inclusion. The interaction of theory and practice is an important theme (and challenge) of the course.

DEFINITIONS:
Diversity
“Diversity” is a term that can have many meanings. For purposes of this course, diversity will be used to refer to the existence of students’ diverse and unique social identities, whether defined by race, ethnicity, culture, religion, spirituality, age, gender, sexual orientation, disability, social class, language, citizenship, or any other facet of identity or combination thereof.

Multiculturalism
It is not unusual to see the terms “diverse” and “multicultural” used interchangeably. It is critical to distinguish between the existence of diversity and the many ways in which attitudes and behaviors shape how people respond to this diversity. For purposes of this course, our starting definition of “multiculturalism” will refer to how we respond to diverse social identities: “If diversity is an empirical condition—the existence of multiple group identities in a society—multiculturalism names a particular posture towards this reality” (Miksch, Bruch, Higbee, Jehangir, & Lundell, 2003, p. 6). Multicultural education critically engages systems of hierarchy and institutional privilege that are often
left out of notions of individual diversity. The emphasis on the links between the forms of
diversity and relations of power is the main factor differentiating multicultural education
from diversity training. We will continue to refine this definition as a class.

COURSE OBJECTIVES:
1. Apply multicultural educational theories and best practices to identify, define, and
solve problems in diverse postsecondary teaching and learning contexts.
2. Consider how theory can guide research as well as practice.
3. Explore models for teaching in diverse postsecondary classrooms and other learning
environments (e.g., learning centers).
4. Learn how multiculturalism can be embedded effectively throughout the learning process and
environment.
5. Apply principles and practices of multicultural and multidisciplinary scholarship in
creative and innovative ways to advance postsecondary teaching and learning.
6. Develop the skills to reflect on and develop our teaching practice and facilitate
learning for ourselves and others.
7. Advance skills in writing in American Psychological Association (APA) style (6th
ed.).

REQUIRED TEXTS:


--WEB VISTA READER (available on-line at www.myu.umn.edu) includes journal
articles and excerpts from the following texts:


Higbee, J. L., & Goff, E. (Eds.). (2008). Pedagogy and student services for institutional
transformation: Implementing Universal Design in higher education.
Minneapolis, MN: Regents of the University of Minnesota, Center for Research
on Developmental Education and Urban Literacy, College of Education and
Human Development, University of Minneapolis. (Available on-line in course
reader).

Kaplan, M., & Miller, A.T. (Eds.) (2007). Scholarship of multicultural teaching and
COURSE REQUIREMENTS

The course requirements are designed to provide students with the opportunity to hone the course learning objectives.

Discussion Questions and Reflection Projects
Each week (unless noted on course outline), write two discussion questions. Please provide questions to the instructor and weekly facilitator prior to class. (For the first section of the course, the facilitator will be the instructor. For the second and third section of the course, students will sign up to “take over the class.”) You will post discussion questions on the course WebVista site. Use your questions to engage with the reading in a focused way that reflects on your teaching and learning philosophy. Questions will be a spring-board for our seminar discussion. Be sure to include two questions each week.

In addition, you will be asked to do several essays or creative projects this semester to further reflect on the reading. These are noted on the course outline and will be discussed in class.

Seminar Participation
Your seminar participation will be assessed in two ways: weekly participation and a teaching exercise where you “take over the class.”

Weekly participation: Your participation in class is highly valued. Our class will be a collaboration in which our efforts will depend on the exploration of a number of perspectives and viewpoints. Class participation therefore includes a variety of ways to contribute to the course development, including meaningful contribution to class discussions, small group work, oral and written reflections on our teaching and learning philosophies, office-hour discussions, reviewing drafts of other students’ work and providing useful written and/or oral comments. As a class, we will draft our expectations for engaged participation and this “code” will be used to assess participation.

Please read the assigned reading prior to class in order to be able to fully participate. Bring this syllabus and the assigned reading to class.

If you know in advance that you must miss a class, contact the instructor. In addition to your weekly discussion questions, she will assign you an additional task to help provide your perspective during the seminar you will miss. If, due to unforeseen circumstances you must miss a class and are unable to contact the instructor in advance, meet with her prior to the next seminar to discuss a make-up assignment. If you chose not to “make-up” a seminar that you miss, half a letter grade will be deducted from your participation score.

Teaching the class: Each student will have the opportunity to “take over the class.” During week two, students will sign up for a seminar. Working in small teams students will do a review of their week’s topic and develop their own interpretation. The assigned readings will give you a start on your review. Explore the library and Internet for other references. In particular, look at articles in the Journal on Excellence in College
Teaching, Equity and Excellence in Higher Education, Multicultural Education, and New Directions in Teaching and Learning. You will present your interpretation in class and teach the class on the topic. One-week prior to your class, you will distribute electronic or hard copies of at least one additional essential text on the topic to the rest of the class. You should plan to engage class members through the use of appropriate teaching and learning strategies for approximately 60 to 90 minutes. This is your chance to be creative and take some risks in a supportive teaching environment!

Classroom Observation
We will have the opportunity to review a syllabus, course materials, and observe an undergraduate class. You will write a reflective essay discussing your observation and the implementation of Integrated Multicultural Instructional Design (IMID) principles. A detailed assignment guide will be provided in class, along with assessment criteria.

Final Project
The final project gives you the opportunity to teach a 30-minute unit related to the academic discipline of your choice. The project includes an accompanying paper (2-3 double-spaced pages, 1-inch margins, standard 12-point font, in APA style, including references) that explains the pedagogical approach used; as well as a “road map” with a brief description of the intended project. A detailed assignment guide will be provided.

Writing Support
All students must submit a draft of the final project to the instructor and incorporate draft feedback into the final project. In addition, although it is not required, all students are encouraged to bring a draft of their classroom observation essay to office for feedback. In addition, students are encouraged to review each other’s drafts and provide feedback (and attach the draft to the final paper). Finally, all students are encouraged to visit The Center for Writing. The Center for Writing: http://writing.umn.edu/ 227 Lind Hall 612 626-7579. Offers all University of Minnesota students free, individualized writing instruction. Please see the instructor if you need additional support during this course and we will work together to find the appropriate resources available on campus.

GRADE DETERMINATION
Grades will be determined according to the following weights:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discussion Questions &amp; Reflection Projects</td>
<td>100</td>
</tr>
<tr>
<td>2. Participation &amp; Seminar Facilitation</td>
<td>100</td>
</tr>
<tr>
<td>3. Observation &amp; Essay</td>
<td>100</td>
</tr>
<tr>
<td>4. Final Project</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
</tr>
</tbody>
</table>
Course grades will be assigned based upon the following criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Range</th>
<th>Corresponding Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92%</td>
<td>460-500 pts</td>
<td>A</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
<td>450-459.9 pts</td>
<td>A-</td>
</tr>
<tr>
<td>Bt</td>
<td>88%</td>
<td>440-449.9 pts</td>
<td>Bt</td>
</tr>
<tr>
<td>B</td>
<td>82%</td>
<td>410-439.9 pts</td>
<td>B</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
<td>400-409.9 pts</td>
<td>B-</td>
</tr>
<tr>
<td>Ct</td>
<td>78%</td>
<td>390-399.9 pts</td>
<td>Ct</td>
</tr>
<tr>
<td>C</td>
<td>72%</td>
<td>360-389.9 pts</td>
<td>C</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
<td>350-359.9 pts</td>
<td>C-</td>
</tr>
<tr>
<td>D+</td>
<td>68%</td>
<td>340-349.9 pts</td>
<td>D+</td>
</tr>
<tr>
<td>D</td>
<td>62%</td>
<td>310-339.9 pts</td>
<td>D</td>
</tr>
<tr>
<td>F</td>
<td>below 62%</td>
<td>0-309.9 pts</td>
<td>F</td>
</tr>
</tbody>
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**EVALUATION OF STUDENT PERFORMANCE:**

A--Achievement that is outstanding relative to the level necessary to meet course requirements
B--Achievement that is significantly above the level necessary to meet course requirements
C--Achievement that meets the course requirements in every respect
D--Achievement that is worthy of credit even though it fails to meet fully the course requirements
F--Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I)
I (Incomplete)--Assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., hospitalization), a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.
COURSE OUTLINE
Subject to change—announcements will be made in class and posted on the course Vista site, available at: http://www.myu.umn.edu

Please Note: All readings, class handouts, and this syllabus are available on-line at http://www.myu.umn.edu except for the texts by Freire and Adams, et al.

Week One: September 9
Introduction to Course & Our Learning Narratives

Week Two: September 16
Reflective Teaching Practice in Postsecondary Education

Reading: On-line Reader (Chapter 1 and 2 from Brookfield).

Assignment: Reflection/Creative Project: Prepare 3 to 5 minute “teacher narrative”; post 2 Discussion Questions due by 10:00 a.m. —please post on WebVista course site.

Week Three: September 23
Pedagogy of the Oppressed and Freire’s Banking Concept

Reading: Preface & Chapters 1 & 2 in Freire.

Assignment: Post 2 Discussion Questions due by 10:00 a.m.

Week Four: September 30
Freire’s Dialogics and Theory of Antidialogical Action

Reading: Chapters 3 & 4 in Freire.

Assignment: Develop 2 discussion questions based on the reading and post prior to 10 a.m; Reflection paper or creative project on Freire: Choose a topic, concept, or idea from Pedagogy of the Oppressed and discuss why it is particularly meaningful for you and how it will guide your future work, being as specific as possible. Bring to class.

Week Five: October 7
Social Justice Education (SJE)

Reading: Chapters 1-3 in Adams et al. (pp. 1-66). plus additional reading from team.

TEACHING TEAM #1: ______________________________

Assignment: 2 Discussion Questions due by __________. Reflection Project?
**Week Six: October 14**

*Designing & Facilitating SJE courses*

**Reading:** Chapters 4-5 in Adams et al.; plus additional reading from team.

**TEACHING TEAM #2:** ______________________________

**Assignment:** 2 Discussion Questions due by _________. Reflection Project?

**Week Seven: October 21**

*Integrated Multicultural Instructional Design (IMID)*

**Reading:** On-Line Reader (Chapters from Higbee & Goff); plus additional reading from team.

**TEACHING TEAM #3:** ______________________________

**Assignment:** 2 Discussion Questions due by _________. Reflection Project?

**Week Eight: October 28**

*Classroom Observations and Final Project Workshop*

Reading: Syllabi and other course related assignment guides to prepare for observation.

YOU WILL EACH CONDUCT CLASSROOM OBSERVATION OUTSIDE OF CLASS PRIOR TO THIS CLASS SESSION.

**Assignment:** In class discussion of observation & draft papers. Bring draft paper to class.

**DRAFT OBSERVATION PAPER DUE.**

**Week Nine: November 4**

*Critical Multicultural Education*

**Reading:** On-Line Reader (Chapters from Kaplan, M., & Miller) plus additional reading from team.

**TEACHING TEAM #4:** ______________________________

**Assignment:** 2 Discussion Questions due by _________. Reflection Project?

**FINAL CLASSROOM OBSERVATION ESSAY DUE.**
Week Ten: November 11

Teaching for Diversity and Social Justice, Revisited!

Reading: Teaching Team will assign chapters from Adams et al. plus a journal article.

TEACHING TEAM #5: ____________________________

Assignment: 2 Discussion Questions due by _________. Reflection Project?

Week Eleven: November 18

Knowing Ourselves and Our Students

Reading: Chapters 16 and 17 in Adams et al.

Final Project Workshop

Week Twelve: Thanksgiving

No Class.

Week Thirteen: December 2

Reflective Practice Revisited

Student Projects.

(No weekly reflection due this week).

Week Fourteen: December 9th

Our Teaching Narratives

Student Projects & Course Evaluation.

(No weekly reflection due this week).
UNIVERSITY POLICIES:

Statement on Accommodations

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations. Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. Disability Services determine appropriate accommodations through consultation with the student. See the instructor for information about contacting Disability Services or call DS Student Services at 626-1333.

Statement on Classroom Conduct

http://www1.umn.edu/usenate/policies/classexpectguide.html
http://www1.umn.edu/regents/policies/academic/StudentConductCode.pdf
Also see University of Minnesota Classroom Expectations Guide at:
http://www.fpd.finop.umn.edu/groups/senate/documents/policy/classexpectguide.html

Statement on Academic Misconduct

http://www1.umn.edu/regents/policies/humanresources/Academic_Misconduct.pdf
Scholastic misconduct is broadly defined as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work."
Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as you own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work.

Statement Regarding Sexual Harassment

http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program; (2) submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. University policy prohibits sexual harassment. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity, 419 Morrill Hall.)