



# The University of Georgia

Department of Lifelong Education, Administration & Policy  
Program in Adult Education

## Syllabus

### Multicultural Issues in Adult Education

EADU 8050 Fall Semester 2006

**Master's Cohort via WebCT**

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Dr. Talmadge C. Guy  
706-542-4015 (o)  
706-542-4024 (fax)  
tguy@uga.edu (email)

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#### **Course description:**

In adult educational agencies and institutions, government, social services, and corporate settings, race, class, gender, language, gay/lesbian/bisexual, and other forms of group difference are having a material impact on policies, practices and interactions that affect learners, educators, and the wider public. Adult education leaders are challenged to develop both awareness and competency in facilitating learning, planning programs, and developing policies that are effective within ethnically, racially, gender, and linguistically diverse settings. What are the ways in which adult educators have conceptualized diversity? What approaches to diversity are appropriate, effective? What strategies are available for adult educators, activists, and organizations to respond to issues of the pernicious effects of racism, sexism, ethnocentrism and other systems of domination? These and other key questions form the core content of this course.

Adult educators are challenged understand and to effectively engage issues of diversity in their research, practice, as well as personal lives. The contexts in which we engage issues of diversity are multiple including organizational, political, educational, as well as moral contexts. It is incumbent upon adult educators to understand and be prepared to respond to issues of diversity in both their practice, and in their advocacy for constituents they serve. This course is intended to initiate or to facilitate that preparation.

#### **Course Objectives:**

1. To increase the understanding of one's cultural background and to critically reflect upon that background including values, and beliefs, and biases. And further to understand the implications of one's cultural background on the educational process.
2. To gain awareness of conceptual models and frameworks to guide multicultural adult

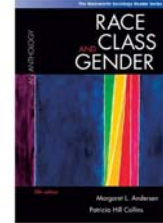
education practice.

3. To develop specific skills for educators of adults to respond to cultural diversity in adult instructional settings.

### **Course requirements:**

Required readings:

Andersen, M. L., & Hill Collins, P. (2004). *Race, class, and gender: an anthology* (5th ed.). Belmont, CA: Wadsworth. ISBN 0534568904



All other readings, as well as instructor supplied material, is available online. Click on the '**Readings**' link located on the course menu to the left of the WebCT home screen to access course readings. Other class material and optional readings are available through the course content module.

- Thoughtful participation in online discussions.
- Timely submission of assignments.

### **Multicultural Interviews – due September 5**

Ask several (3-5) friends, acquaintances, or colleagues about what they understand multicultural education to be. Ask whether, in their opinion, multiculturalism is a social good or not. Ask them to give an example of multicultural education. Have they participated in multicultural education activity or event? What are the main values or central ideas that characterize multicultural education?

After you finish your interviews, use the Sleeter and Grant model available in the course content module # 1.6 to analyze the kind of multicultural education reported to you. Summarize the conclusions you draw from your analysis.

### **Reflection Paper (2) – September 14 & October 18**

Two short reflection papers are due. The purpose of this assignment is to give you an opportunity to reflect on the previous weeks' topics and to express your views about what you have learned, any questions you may have and any concerns you wish to share. Reflection papers should be no more four (4) double spaced, typewritten pages at 12 point font.

### **Representing Difference Media Assignment – November 10**

Review a TV program, movie or a magazine series to examine how race, class and/or gender are represented. Use the Critical Viewing Guide as a template for conducting your analysis. The guide will be available under the cultural production topic, # 9.10 & 9.11. Prepare to present your report (no more than 4 typewritten pages) online.

### **Final Project — Due December 8**

Class participants are asked to prepare a class project on a topic of your choice (related of course to multicultural adult education). These presentations are to be submitted in written form. Consider this an applied project in which you apply what you've learned s. You have wide latitude in terms of the kind of project you select: possibilities include developing a curriculum, organizing a seminar, planning a training program, organizing a community or group for social or political action, etc. In any event, the project should be focused on issues of race, class, gender, or other form of diversity. You may collaborate on an activity. However, such groups should include no more than three collaborators and I should have a very clear idea of who is responsible for what part of the project.

#### General writing guidelines for assignments

- Double-space type all course papers and assignments (i.e. reflection papers, bibliographies, etc).
- Follow the APA Manual, 5th Edition for style and citation guidelines – a brief guide is available online through the UGA library web site: <http://www.libs.uga.edu/ref/apastyle.html> .
- Use inclusive language (that means avoiding the exclusive use of masculine or feminine pronouns when referring to men and women) in your writing.
- I will accept electronic version for all assignments. Request a receipt if sending a paper electronically to ensure it has arrived safely to its destination. Please send to my email address: [tguy@uga.edu](mailto:tguy@uga.edu).

#### **DO NOT SEND ASSIGNMENTS THROUGH WEBCT!**

Name the file that you are sending by using your first initial and last name and the name of the assignment as in the following examples:

tguy multicultural interviews.doc

tguy reflection paper 1.doc

tguy final project.ppt.

If you do not use Microsoft Word as your word processor, please save your file to rich text file. If you don't know how to save a file to rich text, please go to <http://atis.wmich.edu/students/tutorials/software/rtf.html> for instructions on how to convert your document to rich text.

- Ensure that the quality of your writing reflects the quality of your paper's content. Correct grammar and spelling errors, as well as awkward or unclear sentences and paragraphs before the final paper is submitted. Papers that have many such errors will be returned unmarked.
- Quality written assignments generally meet the following criteria:

*Includes the title and name of the author at the beginning of the paper.*

Clearly identifies the question being addressed or the purpose of the paper.

Provides an overview of the structure and organization in the introductory section of the paper.

Defines key terms, concepts and slogans.

Gives examples when they enhance the understanding of the concept being discussed.

*Applies theory from the assigned readings or elsewhere.*

Demonstrates the ability to self-reflect and discover core values and beliefs.

Considers implications and/or consequences.

Provides a strong summary and conclusion.

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## **Course outline and schedule:**

### **August 21: Introduction & Historical Overview of Diversity in America**

Order book

What is Multiculturalism?

*Part One: Historical and Political Perspectives on Diversity and Multiculturalism in America.*

Readings:

Banks, J. A. (1994). *Multicultural Education: Historical Development, Dimensions, & Practice*. Banks, J. A. and Banks, C. A. *Multicultural education: Issues and perspectives*, 3rd edition. John Wiley & Sons.

Frankenberg, R. (1994). Whiteness and Americanness: examining constructions of race, culture, and nation in White women's life narratives. In R. Sanjek & S. Gregory (Eds.), *Race* (pp. 62-77). New Brunswick: Rutgers University Press.

Pai, Y. (1991). Cultural Pluralism, Democracy, and Multicultural Education. In Cassara (Ed.), *Theory and Practice of Adult Education*. (pp. 11-27)

### **August 28: The politics of multicultural education**

Readings:

Sleeter, C. E. (1995) An analysis of the critiques of multicultural education. In Banks, J. A. and C. M Banks. *Handbook of research in multicultural education*. 81 – 91. (online)

Sleeter, C. E. (1996). Political perspectives about difference and inequality. In C. Sleeter, *Multicultural education as social activism*. Albany: SUNY, 35 – 63. (online)

Garvey, J. (1999). My problem with multicultural education. In P. Hill-Collins, and M. L. Andersen, *Race, class, and gender: an Anthology, 4<sup>th</sup> edition*. Wadsworth Sociology Reader, 361 – 365. (online)

Giroux, H. A. (2000). The limits of academic multiculturalism. In *Impure acts: the practical politics of cultural studies* (pp. 61-86). New York: Routledge. (online)

### **September 8: “Culture” and “power” in education**

Readings:

Darder, A. (1996). The Link between culture and power. Ch 2 in *Culture and power in the classroom*. Westport, CT. Bergin & Garvey, pp. 26 - 45.

Sleeter, C. (1996). Multicultural education as a form of resistance to oppression. Ch 1 in *Multicultural Education as a Social Activism*. SUNY, pp 1 - 15.

May, S. (1998) Critical multiculturalism. (online)

Cunningham, P. (1997). Race, class, gender, and the practice of adult education in the United States, chapter 7, In Wangoola, P. & Youngman, F. (eds.) *Towards a transformative political economy of adult education: Theoretical and practical challenges*. DeKalb, IL: LEPS Press, 139 - 159. (online)

*Part Two: Conceptualizing Race, Class, and Gender in the United States*

### **September 15: Cultural Difference, Power, and Inequality: A Systems Approach**

Readings:

Andersen, M and Hill-Collins, pp. 1 – 64.

Fischman, G. and McLaren, P. (1999). Peter McLaren: A Call for multicultural revolution. *Multicultural education*, 6(4) Summer 1999, 32-34.

Grant, C. and Sachs, J. M. (1995). Multicultural education and postmodernism: Movement toward a dialogue. Chapter 4 In B. Kanpol and P. McLaren (eds.) *Critical multiculturalism: Uncommon voices in a common struggle*, pp. 89 - 105.

### **September 25: Race**

Readings:

Andersen, M and Hill-Collins, pp. 75-126

Sleeter, C. (1996). Gender as a mediator of racial consciousness. Chapter two in *Multicultural education as social activism*. Albany: State University of New York Press, 17 - 35.

Wilkins, R. (1997/1992). White out. In Delgado, R and Stefancic, J. (eds) *Critical white studies: Looking behind the mirror*. Philadelphia: Temple University Press, 658 – 663.

Video: Race – The Power of an Illusion (PBS)

### **October 6: Gender**

Readings:

Andersen, M and Hill-Collins, pp. 166 – 214.

Morgan, D. (1990). Learning to be a man: Dilemmas and contradictions of masculine experience. Chapter 4 in Luke, C. (ed.) *Feminisms and Pedagogies of everyday life*. Albany: State University of New York Press, 103 - 115. (online)

### **October 13: Positionality and the Intersection of Race, Class, and Gender**

Readings:

Andersen, M and Hill-Collins, pp. 149 – 165. & 228 – 237.

Lipsitz, G. (1997). Class and consciousness: Teaching about social class. In A. Kumar (Ed) *Class issues: pedagogy, cultural studies and the public sphere*. (pp. 9-21). New York: New York University Press. (online)

*Part Three: Institutions and Society*

### **October 20: Structured Economic Inequality**

Readings:

Andersen, M. and P. Hill-Collins, pp. 127 – 149; 215 - .227; & 248- 265.

Wolfe, A. (2002). The Power Elite Now. *The American Prospect Online*. Nov 30, 2002. (online)

### **October 27: Cultural Institutions and the Production of Ideas**

Readings:

Andersen, M. and P. Hill-Collins, pp. 310 – 353

Transcript of Video: Kilbourne, J., Jhally, S., Hawkes, J., Ericsson, S., Smith, J., Perry, C., Monahan, T., & Media Education Foundation. (2000). *Killing us softly 3: advertising's image of women* [videorecording]. Northampton, MA: Media Education Foundation.

Available online:

<http://www.mediaed.org/videos/MediaGenderAndDiversity/KillingUsSoftly3/studyguide/html>

### **November 6: The State, Social Policy and Inequality**

#### Readings

Andersen, M. and P. Hill-Collins, pp. 354 – 394; & 395 – 409.

*Part Four: Research and practice*

### **November 13: Multicultural Research**

#### Readings:

Bennett, C. (2001). Genres of research in multicultural education. *Review of educational research*, Summer 2001, 71(2), 171 – 217. (online)

Grant, C. A. and Millar, S. (1992). Research and multicultural education: Barriers, needs, and boundaries. In C. A. Grant, *Research and multicultural education: from the margins to the mainstream*. Falmer Press, 7 – 18. (online)

Lopez, G. (2001). Re-visiting white racism in educational research: Critical race theory and the problem of method. Book reviews. *Educational Researcher* January/February, 29 – 33. (online)

Takacs, D. (2003). How Does Your Positionality Bias Your Epistemology? *Thought and Action*, 19(1), 27-38. (online)

### **November 20: Becoming multicultural: The Personal and the Professional in multicultural work**

#### Readings:

Howard, G. (1999). White man dancing: A story of personal transformation. Chapter 1 in *We can't teach what we don't know, White teachers multiracial schools*. Teachers College Press, 10 - 24. (online)

Houston, M. (1997). When black women talk to white women: Why dialogues are difficult. In Alberto González, Marsha Houston, Victoria Chen (Eds) *Our voices: essays in culture, ethnicity, and communication*. 2nd ed. Los Angeles, CA.: Roxbury Publishing Company. (online)

### **November 27: Multicultural Pedagogies**

Read six of the following --

#### Readings:

Adams, M. (1997). Pedagogical frameworks for social justice education. In M. Adams, L. A. Bell & P. Griffin (Eds.), *Teaching for Diversity and Social Justice* (pp. 30-43). New York: Routledge.

- Akintunde, O. (1999). White Racism, White Supremacy, White Privilege, and the Social Construction of Race: Moving from Modernist to Postmodernist Multiculturalism. *Multicultural Education*, 7(2), 2 - 8. (online)
- Brookfield, S. (2000). A political analysis of discussion groups: Chapter eleven in Cervero, R. & Wilson, A. *Power in Practice: Adult Education and The Struggle for Knowledge and Power In Society*. San Francisco: Jossey-Bass Publishers, Inc., 206 - 225. (online)
- Collins, Michael, (1998). Dimensions of critical pedagogy, Chapter 4 in *Critical crosscurrents in education*. Malabar, FL.: Krieger Publishing Company, 63 - 77. (online)
- Giroux, H. (1997). Racial Politics and the Pedagogy of Whiteness In Hill, M. (Ed.) *Whiteness: a Critical reader*. New York: New York University Press, 294 - 315. (online)
- Grace, A. P. & Gouthro, P. A. (2000). Using Models of Feminist pedagogies to think about issues and directions in graduate education for women students. *Studies In Continuing Education*. 22(1), 5 - 28. (online)
- Guy, T. C. (1999). Culture as context for adult education: the Need for culturally relevant adult education. Chapter one in Providing culturally relevant adult education. *New directions for adult and continuing education*, 82. San Francisco: Jossey-Bass, 5 - 18. (online)
- Hart, M. (1990). Liberation through consciousness raising. Chapter 3 in Mezirow, J. & Associates. *Fostering critical reflection in adulthood*. San Francisco: Jossey-Bass Publishers, 47 - 73. (Online)
- Hart, M. (2000). Transforming boundaries of power in the classroom: learning from La Mestiza. Chapter 9 in Cervero, R. and Wilson, A. (2000). *Power in practice: The Struggle for knowledge and power in society*. San Francisco: Jossey-Bass Publishers, Inc., 164 - 183. (online)
- Lockard, L. (1999). Navajo literacy. Providing culturally relevant adult education: a challenge for the 21st century. *New Directions for Adult and Continuing Education*, San Francisco: Jossey Bass, San Francisco: Jossey-Bass, 67- 78. (Online)

**December 6: Final considerations**

*Additional Information*

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Academic Honesty

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work.

Special assistance

If anyone feels that they need special assistance due a physical condition, please feel free to discuss this with me during or after class. The University of Georgia has resources available for students with certain disabilities. In addition, other accommodations may be made in consultation with me or with other students.

Appointments:

I am available on request to meet with you at any time. Please call me at my office (706.542.4015) or contact via email (tguy@uga.edu).

Attendance and Participation

Attendance and/ or participation and the timely submission of all assignments is required. If you are unable to attend or participate in an online class, please inform me in advance. All assignments must completed according to requirements in this syllabus and turned in on time. Failure to do so may result in a lower class grade.

Subject to Change

**This syllabus is subject to change at any time at the discretion of the instructor. Students will be informed of any changes made.**