

The University of Georgia
Department of Lifelong Education, Administration & Policy
Program in Adult Education

Syllabus
MULTICULTURAL ISSUES IN ADULT EDUCATION
EADU 8050 SPRING SEMESTER 2007
Master's Online Cohort

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Course description:

In adult educational agencies and institutions, government, social services, international, and corporate settings, race, class, gender, language, gay/lesbian/bisexual, and other forms of group difference are having a material impact on policies and practices that affect learners and the wider public. Adult education leaders are required to develop both awareness and competency in facilitating learning environments and planning programs and developing policies that are effective within a context where diversity is evident. What are the ways in which adult educators have conceptualized diversity? What educational strategies have adult educators employed to address diversity? How does RCG function to create to inequality? What are the mechanisms by which we learn about RCG? How is the experience of RCG embedded within larger ideological, cultural, economic, and educational systems? 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 understand how systems of inequality shape ideological, cultural, attitudinal, and behavioral responses to RCG.

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

Course requirements:

Text and readings:

Andersen, M. L., & Hill Collins, P. (2007). *Race, class, and gender: an anthology* (6th ed.). Belmont, CA: Wadsworth. ISBN: 0-495-00689-0

Other readings and course material as assigned and available online through WebCT.

Thoughtful participation in classroom discussions.

Timely submission of assignments.

Multicultural Interviews – due January 25

Ask several (3-5) friends, acquaintances, or colleagues about what they understand the place of race, class or gender in American society. Ask whether, in their opinion, race/gender/or class conscious educational policy or practices are desirable or not.

Ask them whether they have they participated in a 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 describe the kind of multicultural education reported to you.

Summarize the conclusions you draw from your analysis.

Reflection Paper (2) – February 15 & March 22

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.

Cultural Representation of Difference Media Assignment – April 12

Review a TV program, movie or a magazine series to examine how race, class and/or gender are represented. Use the media analysis guide as a template for conducting your analysis. We will select media on March 21. The guide will be distributed at this class meeting. Prepare to present your report (no more than 5 typewritten pages) in class. Assignment is to be handed in on April 11.

Final Project — Due May 1

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 delivered in class and also submitted in written form. Consider this an applied project in which you apply

what you've learned in class. 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 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.

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.

- Ensure that the quality of your written work 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.

Course outline and schedule:

January 11:

Introduction to the course.

The Politics of Difference and Multiculturalism in America.

Part One: Socio-historical and Political Perspectives on Diversity and Multiculturalism in America.

Readings:

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

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, (online)

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.

January 18: The politics of multicultural education

Readings:

Andersen, M. L., & Hill Collins, P. (2007). Why Race, class, and gender still matter. In *Race, class, and gender: an anthology* (6th ed.). Belmont, CA: Wadsworth., 1-16.

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)

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)

January 24: Systems of Inequality

Readings:

Andersen, M. L., & Hill Collins, P. (2007). *Race, class, and gender: an anthology* (6th ed.). Belmont, CA: Wadsworth, 61-90.

Tisdell, E. J. (1993). Interlocking systems of power, privilege, and oppression in adult higher education classes. *Adult Education Quarterly*, 43(4), 203-226. (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

January 31: Cultural Difference and Inequality

Readings:

Andersen, M and Hill-Collins, pp. 17 – 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.

February 7: Systems of Control: Race and Racism

Readings:

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

Gladwell, M. (2005). *Blink: the power of thinking without thinking* (1st ed.). New York: Little Brown and Company. (chapter 3)

Implicit Association Test (available at <https://implicit.harvard.edu/implicit/>)

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.

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

Optional

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.

February 14: Gender and Sexism

Readings:

Andersen, M and Hill-Collins, pp. 147-189.

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)

February 21: The Intersection of Class with Race and Gender

Readings:

Andersen, M and Hill-Collins, pp. 116 – 146 & 283 – 291.

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

February 28: Institutions and Structured Economic Inequality

Readings:

Andersen, M. and P. Hill-Collins, pp. 292 – 320; 413-425

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

March 7: Cultural Institutions and the Production of Ideas

Readings:

Andersen, M. and P. Hill-Collins, pp. 365-403

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.

March 14: Spring Break Week – No Class

March 21: The State, Social Policy and Inequality

Readings

Andersen, M. and P. Hill-Collins, pp. 404 - 412, 442 - 478.

Part Four: Research and practice

March 28: 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)

April 4: 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)

April 11-18: Multicultural Pedagogy

Read five 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)

Video: Bettag, T., Harris, R., Siegel, E., Wray, E., Brieterman, C., Cocklin, A., Koppel, T., Elliott, J., Woodson, R. L., ABC News, ABC Television Network., Peabody Collection. African-American History and Culture Programs., & Peabody Collection. Women's History and Culture Programs. (1996). *ABC News Nightline*. [Washington, D.C.]: Nightline ABC News. (in class)

April 25: Class wrap up, and class projects, final considerations

Additional Information

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 in class 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 or contact via email.

Attendance and Participation

Attendance and/ or participation and the timely submission of all assignments is required. If you are unable to attend class, please inform me in advance. All assignments must be 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.