



The University of Georgia

Department of Lifelong Education, Administration & Policy

Program in Adult Education

Syllabus

MULTICULTURAL ISSUES IN ADULT EDUCATION

EADU 8050 SPRING SEMESTER 2008

Adult Education Master's Cohort via WebCT

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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 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 approaches to diversity are appropriate, effective? What strategies are available for adult educators, organizations, and activists 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: (available through the UGA bookstore)

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

Sheared, V., & Sissel, P. A. (Eds) (2001). *Making space: merging theory and practice in adult education*. Westport, CT.: Bergin & Garvey.

Other readings and course material available online through WebCT.

Additional requirements

Thoughtful participation in classroom online discussions—aim for 2 to 3 thoughtful postings in each topic.

Timely submission of assignments.

Multicultural Interviews – due January 24

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 describe the kind of multicultural education reported to you. Summarize the conclusions you draw from your analysis?

Reflection Paper (2) – February 18 & March 17

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 – April 14

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 April 30

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 7: Introduction & Historical Overview of Diversity in America

What is Multiculturalism? The Problem of Diversity.

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, (pp. 1-22)

Sissel & Sheared, *Opening the Gates, Making Space*, chapter 1. pp, 3 – 14.

Cunningham, P. (1996). Race, class, gender, and the practice of adult education in the United States. In P. Wangoola & F. Youngman (Eds.), *Towards a transformative political economy of adult education: Theoretical and practical challenges* (pp. 139-159). DeKalb, IL: LEPS Press.

January 14: The politics of multicultural education

Readings:

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

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)

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

January 22: “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.

Flannery & Hayes, Challenging adult learning: a feminist perspective. Ch 3, *Making Space*, pp, 29-40.

Shore, S, Talking about whiteness: Adult Learning Principles and the “Invisible Norm”. Ch 4. *Making Space*, pp. 42-56.

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

January 28: Cultural Difference, Power, and Inequality

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.

Hemphill, D. Incorporating postmodernist perspectives into adult education. Ch 2, *making Space*, pp. 15-28.

February 4: 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)

February 11: 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)

February 18: 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

February 25: 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)

March 7: 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>

March 11-15: Spring Break Week – No Class

March 17: The State, Social Policy and Inequality

Readings

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

Part Four: Research and practice

March 24: 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)

March 31 – April 18: Developing Multicultural Practice

Readings:

Guy, T. C. (in press). Culturally Relevant Curriculum Development for Teachers of Adults: The Importance of Identity, Positionality, and Classroom Dynamics. () V. Wang (Ed) *Curriculum Development for Adult Learners in the Global Community: Volume II: Teaching and Learning*. Malabar: Krieger Publishing Company.

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)

In *Making Space*, read chapters 11, 12, 13, 14, 15, 16, 17, 18 & 19.

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)

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

Readings:

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)

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 or participate online, 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.