



The University of Georgia

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

MULTICULTURAL ISSUES IN ADULT EDUCATION EADU 8050 SUMMER SEMESTER 2008

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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 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 to 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.

Class Meeting Dates

June 11 & 18; July 9 & 23

All other class activities will be conducted online via WebCT.

Class Assignments

Reflection Paper (2) – June 25 & July 2

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 – July 16

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 July 1. 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 July 16.

Poster Presentation

Please prepare a poster session for the last class meeting on July 23. This poster display should be a representation of your final paper which is due the following week. Examples of poster displays were be shared in class for your reference.

Final Paper — Due July 30

Class participants are asked to prepare a class paper on a topic of your choice (related of course to multicultural adult education).

Assignment	Due Date	Possible Points
Reflection Paper 1	June 25	10 Points
Reflection Paper 2	July 2	10 Points
Cultural Representation of Difference Media	July 16	25 Points
Poster Presentation	July 23	20 Points
Final Paper	July 30	35 Points
		Total: 100 Points

Grading policy follows that of The University of Georgia:

A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D	69-60
F	below 59

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.

- We will accept an 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 our email addresses: tguy@uga.edu & jib@uga.edu

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 reflection paper 1.doc
tguy final paper.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:

June 11 - 18:

Introduction to the course.

Review of Syllabus.

General Discussion.

Historical Overview of Multicultural Adult Education

Race, Class, Gender in Adult education

Universality of Gender

Video: Race: Power of an Illusion

Race Quiz

Readings: Historical Background

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)

June 18: Systems of Inequality and the Intersection of Race, Class and Gender

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

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

Frankenberg, R. (1994). Whiteness and American-ness: 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.

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)

Johnson-Bailey, J. (2004). Hitting and climbing the proverbial wall: Participation and retention issues for Black graduate women. *Race, Ethnicity, & Education*, 7(4), 331-349.

June 25: Race and Racism

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., 1-90.

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

Johnson-Bailey, J., & Cervero, R. M. (2000). The invisible politics of race in adult education. In A. L. Wilson & E. R. Hayes (Eds.), *Handbook of adult and continuing education: New edition* (pp. 147-160). San Francisco: Jossey-Bass.

Johnson-Bailey, J., & Cervero, R. M. (2008). Different worlds and divergent paths: Academic careers defined by race and gender. *Harvard Educational Review*, 78(2), 311-332.

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

July 2: Class and Classism

Readings:

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.

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

July 9: 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)

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

Video:

Greenwald, R., Cheek, D., Cronkite, W., Disinformation Company., & Carolina Productions. (2004). *Outfoxed Rupert Murdoch's war on journalism* [videorecording]. New York: Carolina Productions Inc. production company, Disinformation Co. distributor.

Part Four: Research on practice

July 16: 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)

July 16 - 23: 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)

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)

Johnson-Bailey, J., & Lee, M. (2005). Women of color in the academy: Where's our authority in the classroom? *Feminist Teacher*, 15(2), 111-123. (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)

Poster Session

Integrated Questions – Things you've always wanted to know but were afraid to ask.

Course Wrap-Up

Further Reading: Multicultural Research

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)

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:

We are available on request to meet with you at any time. Please call our offices or contact us via email.

Attendance and Participation

Attendance and/or participation and the timely submission of all assignments are required. If you are unable to attend class, please inform us 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 instructors. Students will be informed in writing of any changes made.