**COURSE OBJECTIVES and Outline**

The objectives of this course is to help you understand multicultural issues and best practices to identify, define, and solving problems in special education settings and learning contexts. Also you will gain an understanding of the histories, methodologies, and ethics applicable to multiculturalism in special education. Importantly, from your learning you will be able to apply principles and practices in relation to multiculturalism to support your learners. Furthermore, you will gain some of the tools that will enable you to engage effectively in multicultural environments. Through discussions and written work, you will be able to reflect critically to further develop your own knowledge and competencies in relation to multiculturalism in special education.

Required Text

* James A Banks, 2013, An Introduction to Multicultural Education, 5th Edition, Pearson Publications
* Carrie Rothstein-Fisch and Elise Trumbull, 2008, Managing Diverse Classrooms, How to build on students cultural strengths,

Additional Text

* Freire, P. (1970). Pedagogy of the Oppressed, New York: Continuum.
* Valerie Ooka Pang, Multicultural Education, A caring-centered reflective approach, McGraw –Hill Pub

**Course Content**

Week One: Introduction to course and an overview of multiculturalism.

Week One: Labels: The vaccine or virus to future generations?

Week Two: Historical imperatives and multiculturalism, US, UK and beyond.

Week Three: The Politics of Multiculturalism: social Justice, civil rights, Realisms v Idealism.

Week Four: Has Multiculturalism failed in the classroom and beyond? Special education and multiculturalism is it commensurable?

Weeks Five: Multiculturalism for those with English as a second language.

Week Six: Multiculturalism for those with English as a second language continued.

Week Seven: Blue Eyes Brown Eyes and Cultural disparity

Week Eight: Interdisciplinary Teaching and Learning Communities in Special Education.

Week Nine: Pedagogy and Multiculturalism.

Week Ten: Religion, Culture, Ethnicity, Language the complexity of multiculturalism.

Week Eleven: Where do we go from here? Classroom parameters, ethics and differentiation.

Week Twelve: Presentations

Week Thirteen: Presentations

April 16-17th Exam Preparation Days

April 18th-23rd Exam days

1 Midterm exam will consist of a written paper approximately 3 pages long on an assigned topic by the instructor. This will consist of 40 % of your overall grade (date to be confirmed)

2 At the end of the program you will do a 15-20 minute presentation from a list of subjects provided. This will consist of 40% of your overall grade.

3 Attendance and participation in class discussions will represent 20% of your overall grade.

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Grades

A=90-100%

B=80-90%

C=70=80%

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**Other recommended reading**

Abes, E. S., Jones, S. R., & McEwen, M. K. (2007). Reconceptualizing the model of multiple

dimensions of identity: The role of meaning-making capacity in the construction of

multiple identities. Journal of College Student Development, 48, 1-22.

Banks, J. (Ed.) (2007). Diversity and Citizenship Education: Global Perspectives. San

Francisco: Jossey Bass.

Baxter Magolda, M. B., & King, P. M. (Eds.). (2004). Learning partnerships: Theory and

models of practice to educate self-authorship. Sterling, VA: Stylus Press.

Bell, L.A. (1997). Theoretical foundations for social justice education. In M. Adams, L.A. Bell,

& P. Griffin (Eds.), Teaching for diversity and social justice: A sourcebook (pp. 1-15).

New York: Routledge.

Bowe, F. G. (2000). Universal design in education—Teaching nontraditional students.

Westport, CT: Bergin & Garvey

Garber, L. (Ed.) (1994). Tilting the tower. New York: Routledge.

Gay, G. (2000). Culturally responsive teaching: Theory, research, and practice. New

 York: Teachers College Press.

Grant, C. & Sleeter, C. (2006). Turning on learning: Five approaches for multicultural

teaching plans for race, class, gender and disability (4th ed.). Indianapolis, IN: Wiley.

Gurin, P., Dey, E. L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education:

 Theory and impact on student outcomes. Harvard Educational Review, 72(3), 330-366.

Hardiman, R., & Jackson, B. W. (1997). Conceptual foundations for social justice courses. In

M. Adams, L.A. Bell, & P. Griffin (Eds.), Teaching for diversity and social justice: A

sourcebook (pp. 16-29). New York: Routledge.

Higbee, J. L., Miksch, K. L., Jiang, F., Jehangir, R. R., Lundell, D. B., & Bruch, P. L.

 (2004). Assessing our commitment to providing a multicultural learning experience.

Journal of College Reading and Learning, 34 (2), 61-74

Mitchell, W.S. (2005). Achieving diversity: Moving from rhetoric to action. Black Issues in

Higher Education, 22, 90-91.

Newman, S. (1999). Constructing and critiquing reflective practice. Educational Action

Research Journal, 7(1), 145-161.

Platt, A.M. (1993). Beyond the cannon, with great difficulty. Social Justice, 20, 72-82.