COURSE DESCRIPTION:
This class encourages an approach to teaching and learning that is based on cultural pluralism and an interdependent world. It promotes the concept of equal access and educational excellence among all children and youth. Students are introduced to the integration of multicultural perspectives into traditional curriculum and methods of instruction. The content of this class focuses on the social constructions of class, ethnicity, gender, and culture.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.
I. Introduction to Multicultural Education as a Reform Movement
   A. Multiculturalism, Social Justice, and Educational Reform
      1. History
      2. Goals
   B. Multicultural Education as a Concept
      1. Celebrate Diversity
      2. Pursue Equality
      3. Attain Empowerment
   C. Multicultural Education as a Process for Teaching/Learning
      1. Conventional (Mainstream) Teaching/Learning
      2. Critical Pedagogy /EduAction
      3. Educational Reconstructionism

II. Local Cultural Diversity
   A. History/Heritage
      1. Native American
      2. Coronado, Santa Fe Trail, Hispanic heritage
      3. Immigrants from Europe
      4. Slavery/Abolitionism, African-American heritage
   B. Contemporary Context
      1. Civil Rights struggles
      2. Labor movement
      3. Women's movement
      4. New Immigrants: Hmong, Eastern Europeans

III. Enculturation: Problems and Prospects
   A. The Socialization Process
   B. Conformity
   C. Social Control
   D. Social Justice
   E. Oppression
   F. Liberation

IV. Social Class and Educational Inequality
   A. Social Class and Wealth
   B. Social Class and Life Chances
   C. Relationship of Social Structure and Educational Structure
   D. Relationship of Social Structure and Educational Beliefs
      1. Standardized Texting, IQ
      2. Cultural Deprivation
   E. Relationship of Social Structure and Curriculum

V. Racism in School and Society
   A. Interpersonal racism
   B. Institutional racism
C. Direct and Indirect Costs of Racism
D. Unequal schools
E. Unequal student attainment
F. Causes of racism in school and society
G. Achieving Educational equality

VI. Sexism in School and Society
A. Interpersonal sexism
B. Institutional sexism
C. Direct and Indirect Costs of Sexism
D. Unequal schools
E. Unequal student attainment
F. Causes of sexism in school and society
G. Achieving Educational equality

VII. Approaches to Multicultural Education Reform
A. Why is reform necessary?
B. Contributions Approach
C. Additive Approach
D. Performing Arts-based Approach
E. Transformational Approach
F. Social Action Approach

EXPECTED LEARNER OUTCOMES:

A. The student will be able to identify and discuss the major problem areas of education and social justice as seen from the perspective of the multicultural education reform movement.
B. The student will be able to recognize, describe, and respect local cultural diversity.
C. The student will be able to describe and evaluate the problems and prospects of the social enculturation process.
D. The student will be able to identify and assess the impacts of class inequalities in school and society.
E. The student will be able to identify and assess the impacts of racial inequalities in school and society.
F. The student will be able to identify and assess the impacts of gender inequalities in school and society.
G. The student will be able to compare and contrast a variety of approaches to multicultural education reform.

COURSE COMPETENCIES:

The student will be able to identify and discuss the major problem areas of education and social justice as seen from the perspective of the multicultural education reform movement.
1. The student will be able to demonstrate familiarity with the history of the multicultural education reform movement and the development of its goals.
2. The student will be able to define and explain the idea of "multiculturalism" in education in terms of celebrating diversity, pursuing equality, and attaining empowerment.
3. The student will be able to describe the impact of multiculturalism on the process of teaching/learning in terms of critical pedagogy and EduAction.

**The student will be able to recognize, describe, and respect local cultural diversity.**

4. The student will be able to describe the historical contributions of various ethnic and social groups to local cultures and their struggles for social justice and human rights.
5. The student will be able to describe the contemporary contributions of various ethnic and social groups to local cultures and their struggles for social justice and human rights.

**The student will be able to describe and evaluate the problems and prospects of the social enculturation process.**

6. The student will be able to define the socialization/enculturation process.
7. The student will be able to discuss pros and cons of socialization to conformity.
8. The student will be able to define social control and social oppression.
9. The student will be able to discuss the nature of social justice, human rights, and liberation from oppression.

**The student will be able to identify and assess the impacts of class inequalities in school and society.**

10. The student will be able to describe and assess the relationship of social class and wealth.
11. The student will be able to describe and assess the relationship of social class and life chances.
12. The student will be able to compare social structure and educational structure.
13. The student will be able to discuss and evaluate the correlation between social structure and educational beliefs like standardized testing, IQ, and cultural deprivation.
14. The student will be able to discuss and evaluate the correlation between social structure and the curriculum.

**The student will be able to identify and assess the impacts of racial inequalities in school and society.**

15. The student will be able to define interpersonal racism.
16. The student will be able to define institutional racism.
17. The student will be able to explain the meaning of minority social status.
18. The student will be able to identify and assess the direct and indirect costs of racism.
19. The student will be able to describe the problem of racially unequal schools.
20. The student will be able to identify the extent of racially unequal student attainment.
21. The student will be able to explain the causes of racism in school and society.
22. The student will be able to discuss the prospects and strategies for achieving racial equality.

*The student will be able to identify and assess the impacts of gender inequalities in school and society.*

23. The student will be able to identify and assess the impacts of gender inequalities in school and society.
24. The student will be able to define interpersonal sexism.
25. The student will be able to define institutional sexism.
26. The student will be able to explain the direct and indirect costs of sexism.
27. The student will be able to describe the problems of gender inequality in schools.
28. The student will be able to evaluate the impacts of sexism on unequal student attainment.
29. The student will be able to explain the causes of sexism in school and society.
30. The student will be able to discuss the prospects and strategies for achieving gender equality.

*The student will be able to compare and contrast a variety of approaches to multicultural education reform.*

31. The student will be able to compare and contrast a variety of approaches to multicultural education reform.
32. The student will be able to show the relationship of critical thinking skills to traditional goals of higher education, democratic citizenship, and multiculturalism in schools.
33. The student will be able to describe and evaluate the adequacy of school history textbooks on the development of democratic citizenship skills.
34. The student will be able to discuss critically the Contributions Approach.
35. The student will be able to discuss critically the Additive Approach.
36. The student will be able to discuss critically the Performing Arts-based Approach.
37. The student will be able to discuss critically the Transformational Approach.
38. The student will be able to discuss critically the Social Action Approach.

**ASSESSMENT OF LEARNER OUTCOMES:**

Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and participation.

**SPECIAL NOTES:**

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff.
that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of the Academic Resource Center, in Rm. 3354 or call 913-288-7670.