Humanistic/Multicultural Approaches to Education and Human Services  EDS541/01
Terry Murray, Ph.D.
Office: Old Main Building 104
Phone: 257-2828
Email: murrayt@newpaltz.edu
Fax: 257-2859
Office Hours: Mondays, 10:30 a.m. – 12:00 noon; Tuesdays, Wednesdays & Thursdays 4:15 – 5:40 p.m.

Course Description
This core course examines the philosophical, psychological and social origins of humanistic/multicultural education. It explores the contributions of humanistic psychology and education, critical theory, and multicultural education to the evolution of this progressive approach to teaching and helping. Through this exploration, we trace the development of a program that is committed to the preparation of caring, critical and reflective professionals. In particular, we explore the relationship between the dynamics of knowledge, relationship, power, and place, considering their interrelationship and how they are understood and applied across theories.

This course is intended to support the development of several important skills that are central to students’ development as a graduate student: critical reading, writing, group work, instructional/training design, and reflective practice. Through the assigned paper and project, the course places particular emphasis on developing students’ abilities to understand the implications of this integrated set of theories for their lives and professional practices, and to apply these theories in concrete, relevant ways.

Conceptual Framework

SUNY at NEW PALTZ
CONCEPTUAL FRAMEWORK FOR THE PROFESSIONAL EDUCATION UNIT
CARING, CRITICAL, AND REFLECTIVE PROFESSIONALS RESPONSIVE TO THE NEEDS OF A DIVERSE SOCIETY

Our unit (School of Education, Art Education Department, and Communication Disorders Department) is committed to the preparation of caring, critical, and reflective professionals who are academically strong, pedagogically skilled, and responsive to the needs of our diverse society. We strive to prepare teachers and school administrators who create classroom and school communities where all students learn in meaningful ways. Our work is grounded in these values and commitments, which we strive to nurture in ourselves as in our candidates:

- Inquiry
- Intellectual growth
- Professionalism
- Appreciation of human diversity
- Advocacy for students
- Democratic citizenship
Course Objectives
1) To explore the philosophical, social and psychological foundations of humanistic/multicultural education and identify the principles for teaching and helping that emerge from these foundations. (inquiry)
2) To examine how our individual assumptions about human nature and society shape our values and actions as educators and human service professionals. (inquiry)
3) To consider the social/political contexts within which we need to understand the evolution of humanistic/multicultural education. (inquiry)
4) To identify how this program’s principles guide our actions to more effectively support full human development, social justice, and respect for diversity in our institutions and the broader society. (appreciation for diversity) (democratic citizenship) (professional growth)
5) To gain knowledge, develop skills, and foster attitudes needed to effectively apply humanistic/multicultural principles in our work and lives. (intellectual & professional growth)

Student Learning Outcomes (SLOs)
In particular, this course supports students in developing the following p

Course Topics
1. Introduction and overview of course
2. Building a community of learners
3. Foundations - progressive education
4. The origins of humanistic psychology and education
4. The evolution of humanistic education
5. Critical theory
6. Multicultural education:
7. Developing an integrated understanding of humanistic education, critical theory, and multicultural education.
8. Applying theory to practice through instructional and training design.

Course Assignments/Requirements
Readings
Bell & Schniedewind, "Realizing the promise of humanistic education: A reconstructed pedagogy for personal & social change"
Dewey, Experience & Education
Freire, Pedagogy of the Oppressed
hooks, Teaching to Transgress: Education for the practice of freedom
Huang, “Making training friendly to other cultures”
McLaren, Life in schools: An introduction to critical pedagogy in the foundations of education

Supplementary Readings
Ewalt, Freeman, Kirk & Poole, Multicultural Issues in Social Work
Lee, Blando, Mizelle & Orozco, Introduction to Multicultural Counseling for the Helping Professional
Pope, Reynolds & Muelle, Multicultural Competence in Student Affairs

Assessment
1. **Regular class attendance and consistent preparation for and participation in class.**
   Your active and informed participation energizes your own learning as well as the learning of other students so please be prepared when you come to class, ready to contribute to class discussion and actively participate in class activities. More than two absences will affect your final grade. *(5% of your grade)*

2. **Homework:** During the initial weeks of the course, you will be required to complete and submit the discussion guides related to the assigned readings. These assignments will be randomly reviewed and commented on by the instructor *(10% of your grade)*

3. **Synthesis paper:** This is a cumulative paper, in three parts, that asks you to discuss and apply foundational theories in the development of Humanistic/Multicultural Education. *(50% of your grade)* Further guidelines can be found in the course resource packet and will be discussed in class.

4. **Theory to Practice Project:** During the course, you will be introduced to a set of concepts and skills needed to apply humanistic, critical, and multicultural education theories to the design of instruction and training. In addition to accounting for **20% of your grade** in this course, for students seeking teacher certification, successful completion of this assignment will satisfy one of the Program competencies.

5. **Summative Theme Paper:** After reading about and discussing the nature of knowledge, relationship, power and place from multiple theoretical perspectives, this final paper asks you to chose one of these dynamics as a focus for discussion. You will summarize what you have learned about this dynamics, drawing on multiple theories to support your discussion. *(15% of your grade)*

Criteria for Assessment
Course assignments will be evaluated using the following rubrics:
- written work – rubrics for writing & content
- theory to practice project – rubric for sequence of lessons or training sequence

Expectations
- To begin and end class on time.
- To receive assignments when they are due. Late papers will be accepted only if previous arrangements have been made in advance.
- To give no incompletes for the course unless explicitly negotiated in advance. Otherwise, grades will be based on assignments completed.
- To have people take advantage of my office hours or telephone if you need help with the material. Please feel free to be in contact with me!
- To receive work of graduate quality. Please see rubrics distributed in class for specific criteria.
- Electronic technology is both a blessing and a burden. Though cell phones now allow us to call, text, and Twitter, and to access the Web, they can also be an intrusion into the classroom and a serious distraction to teaching and learning. It will be important for you to be present physically, mentally and emotionally during this course. Please do not use your cell phone during class. If you are on call because of your job or a home role, please alert me before class.
- To enjoy a rich educational experience with a diverse community of learners!

**Academic Integrity**

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery and plagiarism (intentional or unintentional) are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action. Cases involving alleged academic misconduct which require disciplinary action and/or grade appeal action will be adjudicated in accordance with "Procedures for Resolving Academic Integrity Cases" as described in Sum and Substance. If you are unsure of what constitutes plagiarism, please see the instructor.

**Students with disabilities**

It is important that this is a positive, supportive learning environment for everyone. If you have a disability that requires academic accommodation or other specific assistance in this course, please speak with me so that I can work with you to coordinate services through the campus Disability Resource Center.

**Bibliography**

A. **Contemporary References**


B. Traditional References


