EDS749  Seminar in Humanistic/Multicultural Education
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Description

As the culminating course in the MPS Program, students integrate prior learning and skills with an examination of the implications of critical theory for a fuller understanding and more effective practice of humanistic/multicultural education. Focus is placed on designing a culminating project to promote greater equity in one’s educational setting. It increases our ability, as caring, critical and reflective professionals, to analyze social institutions and create changes that foster multiculturalism and social justice.

Rationale and Course Objectives

This course provides an opportunity for students to further develop three of the twelve Program Competencies expected upon graduation from our program. 
Socially Responsible Leadership : Understanding the linkage between personal, institutional and social change, graduates will take leadership as ethical and socially responsible citizen-educators in their schools, communities and society.
Critical Analysis : Practiced in reflective, critical thinking and questioning, graduates will integrate critical analysis into all aspects of their educational work.
Application of Theory to Practice : Reflective about the theories, beliefs and values that guide their practice, they will thoughtfully apply theory to practice and constantly assess their educational effectiveness, making appropriate revisions as needed.

Through this course we will develop understandings and skills related to the Course Strands.
A. Integrating Critical Theory and Humanistic/Multicultural Education
   1. Examine the contributions of critical theory to the field of humanistic/multicultural education (inquiry)
   2. Develop a project to foster personal/social change in your educational setting by applying a model for integrating critical theory and humanistic/multicultural education. (intellectual growth, diversity, advocacy, democratic citizenship)
B. Critical Media Literacy
   3. Build critical media literacy understandings and skills. (intellectual growth, democratic citizenship)
C. Socially-Responsible Leadership
   4. Reflect on our social identities and consider how they effect our work/leadership (diversity)
   5. Become active in our workplaces and communities to create more multicultural and socially-just institutions and society (diversity/democratic citizenship)
D. Assessment of MPS Program Learnings
   6. Write a summative, reflective essay that assesses the integration of the MPS Program
competencies into your professional work. (*professionalism, diversity*)

7. Assess the development of the dispositions valued by the School of Education (*professionalism/diversity*)

**Course Topics**

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**Session 1: Introduction to the Course**

**THE CRITICAL THEORISTS**

**Session 2: Paulo Freire**

**Readings:**
- *Pedagogy of the Oppressed* - Paulo Freire, Introduction and Chs. 1-3

**Session 3: Paulo Freire**

**Readings:**
- *Pedagogy of the Oppressed*, Chs. 4-end.
- Optional: "Freire and a Feminist Pedagogy of Difference", Kathleen Weiler.

**Session 4: William Ryan**

**Reading:**
- *Blaming the Victim*, William Ryan
  - Introduction, Ch 1, last chapter, two chapters of your choice
- “This is Your Story: The Progressive Story of America”, Bill Moyers
- “Education Policy, 1964-2004”, Howard Berlak - all article on ERES

**Due:** Web site report: first of four - others due sessions 5, 6, 7

**Session 5: Ira Goldenberg**

**Readings:**

**Session 6: Ira Goldenberg**

**Readings:**
- *Oppression and Social Intervention*, Chs. 4-6

**Due:** Plan for “Connecting to the Community” assignment

**Session 7 - Applying the Ideas of the Critical Theorists**

**Due:** Complete draft of “Analytical Essay on Critical Theory” (*inquiry, intellectual growth, diversity*) Peer feedback will be given in class.

**Session 8 - Applying the Ideas of the Critical Theorists**

**Readings:**
- *The Impossible Will Take a Little While* - Paul Rogat Loeb
  - Introduction to the book, Part One Introduction and article #4.
Due: “Analytical Essay on Critical Theory”
Attach signed, peer-edited first draft, rubric, approved and completed individual goal form.

INTEGRATING CRITICAL THEORY AND HUMANISTIC/MULTICULTURAL EDUCATION

Session 9 - Integrating Theory and Practice
Readings:
a. Reread "Reflective Minds, Intentional Hearts..."
b. Articles integrating humanistic education and critical theory - 3 required, all recommended
   - "What is Liberating Education? A Conversation with Miles Horton" - Bingham Graves,
   - “What Are Radical Social Services?” - Jeffrey Galper,
   - “Inside the Classroom: Social Vision & Critical Pedagogy” William Bigelow, (h.s. social studies)
   - “Teaching How to Read the World and Change It : Critical Pedagogy in the Intermediate Grades”, Bob Petersen (elementary)
   - "Revising the Classroom: Teaching to Read, Write and Fight Injustice", Linda Christensen, (h.s.English)
c. We will begin reading a news journal that brings a critical perspective to current issues
d. Democracy Now assignment

Session 10 - Reflecting on Your Learning in the MPS Program
Readings:
The Impossible Will Take a Little While - Paul Rogat Loeb,
Due: Reflective Essay and Disposition Assessment (professionalism, diversity)

Session 11 - Defining Equity Projects
Readings:
The Impossible Will Take a Little While
Teaching for Diversity and Social Justice, selected chapters.
Due: “Worksheet: Equity Project”

Session 12 - Developing Equity Projects: Applying the Process of Integrating Humanistic/Multicultural Education and Critical Theory
Readings: The Impossible Will Take a Little While,
Due: First draft, “Equity Project”

Session 13 - Sharing Equity Projects
Readings:
The Impossible Will Take a Little While
   Part 8. Intro., #s 40, 42, 43. Part 9. Intro., Angelou, #s 45, 49
-“Why We Need to Go Beyond the Classroom”, Stan Karp
Due: Second Draft, “Equity Project”

Session 14 - Course Closure
Readings:
- “Steady Work”, Tom Roderick

Due: “Equity Project”. Attach: approved Equity Project Worksheet; signed, peer-edited drafts; original rubric; approved and completed individual goal form. (intellectual growth, diversity, advocacy, democratic decisionmaking) and Course Evaluation.

Course Assignments/Requirements

A. Readings

1. Pedagogy of the Oppressed, Paulo Freire
2. Blaming the Victim, William Ryan
3. Oppression and Social Intervention, Ira Goldenberg (copies available from the instructor)
4. The Impossible Will Take a Little While, Paul Rogat Loeb
5. Teaching for Diversity and Social Justice, 2nd ed Maurianne Adams, Lee Bell, Pat Griffin.
6. Articles as assigned

Required articles are available on Blackboard on the ERES tab. You will be able to print readings from there. In addition, current events articles related to the Socially-Responsible Leadership Strand will be passed out in class.

7. Several issues of a current news journal to be provided at cost by the instructor.

B. Assessment

Final grading will be based on:

a. Class attendance and participation - 10%
b. “Analytical Essay: Critical Theory” (25% of this grade will be your cooperative group grade) - 30%
c. “Equity Project” (25% of this grade will be your cooperative group grade) - 40%
d. Responses to focus questions, media literacy, and community connection assignments - 10%
e. “Reflective Essay” - 10%

2. Your two papers will include self and group evaluation as follows:

a. Instructor assessment evaluating the substantive ideas in the paper, 70% ia
b. Self assessment, evaluating your writing improvement, 15% (attach “Individual Goal Form”) sa
   c. Group assessment, evaluating your group’s process, 15% (attach “Group Evaluation Form”) ga
C. Criteria for Written Work

Expectations are that written work will be graduate quality. If you have had difficulty with writing in the past, please speak with me and contact the Learning Resource Center at the beginning of the semester and get help through their Writers Assistance Program.

D. Expectations

Students are expected to:

1. Attend classes regularly

2. Complete readings, participate in cooperative group responsibilities, and Seminar discussions. In particular, your contribution to your cooperative groups will be essential for effective participation in the class. Such cooperation can result in successful learning for all.

3. Keep a binder to include materials and assignments related to the Course Strands
   a. Integrating Critical Theory into Humanistic/Multicultural Education
      1. Notes on readings
         Focus question responses
         Questions about the material for cooperative group use
         Critical Theory Paper, Equity Project
   b. Critical Media Literacy
      Website Report
      News journal summaries
   c. Socially Responsible Leadership
      List of Organizations
      Letter to Editor materials
      Current events articles
   d. Assessment of MPS Program Learning
      Reflective Essay
      Dispositions Assessment

4. Complete typed responses to papers, project, focus questions, and media literacy questions, as assigned, turned in on the due date.

5. Take advantage of my office hours if you need help or want to talk.

6. Maintain the highest standards of honesty in their work. Cheating, forgery and plagiarism (intentional or unintentional) are serious offenses. If you are unsure of what constitutes plagiarism, please see me.

7. See me if you need special considerations due to a disability.
Bibliography

Contemporary


Wiley.


Traditional


9.11