



**ALT 5633 Multiculturalism and Social Action in Adult Learning and Teaching  
Spring 2008  
Thursday, 5:30-8:15  
DB 2.302 Downtown**

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Tuesday: 4:00-5:00 in MB 2.244  
Thursday: 4:00-5:00 @ the Downtown Campus  
And by Appointment**

#### **ILT MISSION**

The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

#### **ILT GOALS**

The department of ILT will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity

### **1. Course Description**

***The NEW (in process) number, title and description.***

**ALT 6633 Multicultural Issues, Diversity, and Social Action in Adult Education and Human Resource Development:** Cultural (racial, ethnic, gender, linguistic) diversity in the adult educational local, national and global contexts. Topics include cultural self-awareness,

demographic changes and projections, problems/issues in inter-cultural educational settings, theoretical perspectives of multicultural adult education, practical problems and related strategies in handling diversity in adult education settings.

## 2. Course Objectives

In addition to pursuing the ILT goals listed above, this course will explore the role of the adult learner, including, but not limited to, non-traditional, first-generation, and minority college students and community adult education program participants. We will also investigate the roles and responsibilities of the adult education instructor.

By the end of the course, participants will

- Have a greater understanding of their own cultural background, position, ties, prejudices, education and predispositions and to critically reflect upon that background including values, beliefs and biases.
- To further understand the implications of one's cultural background on the educational process.
- To gain awareness of conceptual models and frameworks to guide multicultural adult education practice.
- To understand how systems of inequality shape ideological, cultural, attitudinal, and behavioral responses to race, class, and gender.
- To develop understandings of how race, ethnicity, class, age, gender and other forms of diversity impact the theory and practice of adult education.
- To develop specific skills for educators of adults to respond to cultural diversity in adult instructional settings.
- Have reflected on current issues in adult education.
- Increase their experience analyzing, presenting, and writing at the graduate level.

## 3. Required Texts

Kaplan, M., & Miller, A. T. (Eds.). (2007). *Scholarship of Multicultural Teaching and Learning*. New Directions in Teaching and Learning, 111. San Francisco: Jossey-Bass.

Andersen, M. L., & Collins, P. H. (Eds.). (2007). *Race, Class, & Gender: An Anthology* (6 ed.). Belmont, CA: Thompson-Wadsworth.

**Additional readings will be provided by the instructor, and the class will be generating articles to read as we go along.**

## 4. Course Requirements and Grading

**This course will be run as a seminar and will accommodate different modes of teaching and learning, including short lectures, group discussions, individual presentations, small group activities, and videos. Classroom participation is absolutely essential to the success of this class; because of this, please plan to attend EACH class session and come prepared to share and learn with the class. Your active, engaged, prepared**

**participation and critical reflection on readings and other class materials make up the very centerpiece of this class.**

**Evaluation:**

Class participation, including short presentations and leading discussions	15%
Multicultural Interview Assignment	15%
Multicultural Experience Assignment	15%
Response Papers (2)	15%
Cultural Representation of Difference in Media Assignment	20%
Final Project	20%

**5. General Expectations**

Participants are expected to read all assigned materials, submit written papers, and come to class prepared for dialog and depth of discussion. Active participation in class activities is imperative and there are multiple ways for you to participate. In addition to leading class discussions, other forms of acceptable participation include: suggesting outside readings, films or television programs relating to course topics; attending relevant activities outside of class and reporting on them in class.

Participants will be expected to attend all class sessions whenever possible. Please let me know in advance (if possible) if you will be missing a class. One missed class is fine. Missing more without reasonable cause will be taken into account in the participation grade. Missing 3 sessions will result in either an extra assignment or the loss of one grade level. More than 3 will result in failure.

**6. Assignments and Due Dates**

- a. Read assigned materials prior to each class session
- b. Response Papers (2) -- **Due: February 21 & March 27**
- c. Multicultural Interview Assignment -- **Due: February 7**
- d. Multicultural Experience Assignment -- **Due: March 6**
- e. Cultural Representation of Difference in Media Assignment -- **Due: April 10**
- f. Final Project -- **Due: April 24**

**7. General Requirements Related to Assignments**

- All written material should be double spaced and in 12 point font.
- **Please use APA (5<sup>th</sup> edition) of citation and references in your papers. I will be taking correct APA formatting and style into account when assigning grades.**
- In your assignments, please make every effort to use inclusive language. I realize this is often problematic, since English does not have an inclusive pronoun and avoiding “he/his” can create awkward phrasing sometimes. As a former English and Composition instructor, I’ll be glad to help you with this.
- In the scholarly community, the ability to write well is probably the single most important skill a person can possess. I therefore, believe that honing your academic writing skills is one of the most important tasks you will do in graduate school. Use the **Tomás Rivera Center!** Your fees are paying for it and they have special

assistance for graduate students. Take advantage of their services. I will expect high quality in your written assignments. After you have used the TRC, I will be happy to review and discuss drafts of your papers, provided you give me enough advance notice. Assignments that are turned in on the due dates are assumed to be in final form, and no rewrites will be accepted after the due date.

## 8. Classroom Behavior Expectations

*Classroom Behavior:* All members of the class are expected to behave with courtesy and respect toward others. Should behavioral disruptions interfere with the business of the classroom and the ability of class members to learn, they may be reported to the Office of Student Judicial Affairs in accordance with Section 202 of the UTSA Student Code of Conduct (<http://www.utsa.edu/OSJA/index.cfm>).

I have designed this class to be a safe place for learning and discussion. Any rude or intolerant behavior toward others will not be accepted.

As a courtesy to the class and to facilitate your own learning, **turn off cell phones before entering the classroom.** *Any laptop use must be directly related to what we are doing in class.* Please make every attempt to be on time and prepared for class in order to minimize disruptions.

## 9. University Policy on Academic Dishonesty

Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT Regent's Rules of Regulation). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. If you have any questions about this (especially what constitutes plagiarism), please stop by my office and I'd be most happy to discuss it. You can also refer to the UTSA Student Code of Conduct on scholastic dishonesty and disciplinary action. This is available at: <http://www.utsa.edu/OSJA/index.cfm>

## 10. Academic Success and the Tomás Rivera Center

*Academic Success and the Tomás Rivera Center:* The TRC provides an array of services to assist students in achieving learning success. For graduate students, they offer help with graduate level writing, basic quantitative research, library skills, APA citation, and presentation skills. The TRC is located in the University Center 1.01.02 (far west end of the UC). You can reach them via the web ([www.utsa.edu/trcss](http://www.utsa.edu/trcss)) or by phone (458-4694).

## **11. Other Student Support Services**

UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (office: MS 2.03.18; phone: 458-4157; web: <http://www.utsa.edu/disability/>).

## **Detailed Descriptions of Assignments**

### **Assignment: Multicultural Interviews**

**Due:** February 7

Ask several (3-5) friends, acquaintances, or colleagues about what they understand the place of race, class or gender in American society. Ask whether, in their opinion, race-conscious, gender-conscious, sexual orientation-conscious or class-conscious educational policy or practices are desirable or not. Ask them whether they have they participated in a multicultural education activity or event? What are the main values or central ideas that characterize multicultural education? After you finish your interviews, describe the kind of multicultural education reported to you. Is it truly multicultural or are the opinions and experiences ethnocentric to the ethnicity of the interviewees? Given our readings so far, Summarize the conclusions you draw from your analysis. Be prepared to present your findings to the class. Papers should be 5-7 pages in length.

### **Assignment: Multicultural Experience**

**Due Date:** March 6

For this assignment, I would like you to attend a service of another religion. If you are Christian (Protestant or Catholic), I would like you to go to a Jewish, Hindu, Buddhist, or Muslim service, not just a different Christian denomination. Consider the idea that most Americans see this as a “Christian” nation and our language, laws, customs, and cultures are often default to a Christian way of seeing the world. When you attend another service, think about the people around you and how that must make them feel. If you are a non-Christian, think in the reverse. If you are atheist or agnostic, attend a service that is alien to your life experience (i.e. if you’ve been to a Protestant or Catholic service, choose a different one).

Write a 4-6 page response to this experience in light of the discussions and readings we are covering. Make sure you discuss YOUR religious background as you compare it to a very different experience. What did you learn?

### **Assignment: Reflection Papers (2)**

**Due Dates:** February 21 & March 27

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.

### **Assignment: Cultural Representation of Difference in Media Assignment**

**Due Date:** April 10

Review a TV program, movie or a magazine **series** (not just one TV show or magazine issue) 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 March 6. The guide will be

distributed at this class meeting. Prepare to present your report (no more than 5 typewritten pages) as a presentation in class.  
Assignment is to be handed in on April 10.

**Assignment: Final Project**  
**Due Date: April 24**

Class participants are asked to prepare a class project on a topic of your choice (related of course to multicultural adult education). These presentations are to be delivered in class and also submitted in written form. Consider this an **applied project in which you apply what you've learned in class**. You have wide latitude in terms of the kind of project you select: possibilities include developing a curriculum, organizing a seminar, planning a training program, organizing a community or group for social or political action, etc. In any event, the project should be focused on issues of race, class, gender, sexual orientation or other form of diversity. You may collaborate on an activity. However, such groups should include no more than three collaborators and I should have a very clear idea of who is responsible for what part of the project.

### **CLASS SCHEDULE**

I've organized the class schedule with topics and readings for each week. I expect that early in the course, we will follow a pre-defined (i.e. instructor defined) schedule for the readings and topics. However, as the course progresses and our interests and points of view become known, we can negotiate the scheduling of particular readings and discussions. **It is my intent to allow flexibility in scheduling readings, discussions and assignments.**

Therefore, this schedule **may change significantly** during the semester. Please keep up with changes and, if you miss a class, check with a classmate about assignments for the following week. **I will also be adding readings as the course progresses.**

**Course Outline—NOTE: This list WILL CHANGE as the class progresses and additional readings will be added.**

Date	Topic	Readings	Assignments
1/17/08	Introduction to the course	None in preparation for the 1 <sup>st</sup> day of class.	Relax and get to know your classmates! Complete 1 <sup>st</sup> Day Questionnaire
1/24	The Politics of Multicultural Education	*A&HC pp. 1-16 **K&M ch. 1	Take the Race Literacy Quiz at <a href="http://www.newsreel.org/guides/race/quiz.htm">http://www.newsreel.org/guides/race/quiz.htm</a> And bring your results to class. BE HONEST! Don't look at the answers before you respond.
1/31	Systems of Inequality	A&HC pp. 61-90 ✓ Handout: Omi, M. (2000). Racial identity and the state: standards for classification ✓ Handout: Wildman, S.M. & Davis, A. (2000). Language and silence: Making systems of privilege visible	
2/7	Cultural Difference and Inequality	A&HC pp. 17-64	<b>Multicultural Interviews Due</b> Present your findings to class
2/14	Systems of Control: Race and Racism	A&HC pp. 75-126	Take all sections of the Implicit Association Test (available at <a href="https://implicit.harvard.edu/implicit/">https://implicit.harvard.edu/implicit/</a> ) Be prepared to discuss your results when you come to class.
2/21	Gender and Sexism	A&HC pp. 147-189	<b>Response Paper #1 Due</b>
2/28	The intersection of Class with Race and Gender	A&HC pp. 116-146 & 283-291	
3/6	The Politics of Heterosexism	TBA Handout: Guide to Media Research	<b>Multicultural Experience Assignments Due</b> Present your experience to the class <b>Choose Media for Media Project</b>
3/13	Institutions and Structured Economic	A&HC pp. 292-320 & 413-425	

	Inequality		
3/20	SPRING BREAK!	None	HAVE FUN!
3/27	Cultural Institutions and the Production of Ideas	A&HC pp. 365-403	<b>Response Paper #2 Due</b>
4/3	The State, Social policy and Inequality	A&HC pp. 404-412 & 442-478	
4/10	Multicultural Research	Handout: Tisdell, E. J. & Thompson, P.M. (2007), 'From a different angle': The role of pop culture in teaching for diversity and critical media literacy in adult education TBA	<b>Cultural Representation of Difference in Media Assignment Due</b> Present your findings to the class
4/17	Becoming Multicultural: The personal and the professional in multicultural work	TBA	Final Project Presentations
4/24	Multicultural Pedagogy	K&M Chapters 2,4,5,11 & 12	<b>Final Project Presentations --Final Project Papers Due</b>

\*A&HC = Andersen, M. L., & Collins, P. H. (Eds.). (2007). *Race, Class, & Gender: An Anthology* (6 ed.). Belmont, CA: Thompson-Wadsworth.

\*\*K&M = Kaplan, M., & Miller, A. T. (Eds.). (2007). *Scholarship of Multicultural Teaching and Learning*. New Directions in Teaching and Learning, 111. San Francisco: Jossey-Bass.

**\*\*\*TBA – To Be Announced (Later)**

***Things to consider as we discuss difference this semester:***

***RACE - The Power of an Illusion***

**Ten Things Everyone Should Know About Race**

Our eyes tell us that people look different. No one has trouble distinguishing a Czech from a Chinese, but what do those differences mean? Are they biological? Has race always been with us? How does race affect people today? There's less – and more – to race than meets the eye:

1. **Race is a modern idea.** Ancient societies, like the Greeks, did not divide people according to physical distinctions, but according to religion, status, class, even language. The English language didn't even have the word 'race' until it turns up in 1508 in a poem by William Dunbar referring to a line of kings.
2. **Race has no genetic basis.** Not one characteristic, trait or even one gene distinguishes all the members of one so-called race from all the members of another so-called race.
3. **Human subspecies don't exist.** Unlike many animals, modern humans simply haven't been around long enough or isolated enough to evolve into separate subspecies or races. Despite surface appearances, we are one of the most similar of all species.
4. **Skin color really is only skin deep.** Most traits are inherited independently from one another. The genes influencing skin color have nothing to do with the genes influencing hair form, eye shape, blood type, musical talent, athletic ability or forms of intelligence. Knowing someone's skin color doesn't necessarily tell you anything else about him or her.
5. **Most variation is within, not between, "races."** Of the small amount of total human variation, 85% exists within any local population, be they Italians, Kurds, Koreans or Cherokees. About 94% can be found within any continent. That means two random Koreans may be as genetically different as a Korean and an Italian.
6. **Slavery predates race.** Throughout much of human history, societies have enslaved others, often as a result of conquest or war, even debt, but not because of physical characteristics or a belief in natural inferiority. Due to a unique set of historical circumstances, ours was the first slave system where all the slaves shared similar physical characteristics.
7. **Race and freedom evolved together.** The U.S. was founded on the radical new principle that "All men are created equal." But our early economy was based largely on slavery. How could this anomaly be rationalized? The new idea of race helped explain why some people could be denied the rights and freedoms that others took for granted.
8. **Race justified social inequalities as natural.** As the race idea evolved, white superiority became "common sense" in America. It justified not only slavery but also the extermination of Indians, exclusion of Asian immigrants, and the taking of Mexican lands by a nation that professed a belief in democracy. Racial practices were institutionalized within American government, laws, and society.
9. **Race isn't biological, but racism is still real.** Race is a powerful social idea that gives people different access to opportunities and resources. Our government and social institutions have created advantages that disproportionately channel wealth, power, and resources to white people. This affects everyone, whether we are aware of it or not.
10. **Colorblindness will not end racism.** Pretending race doesn't exist is not the same as creating equality. Race is more than stereotypes and individual prejudice. To combat racism, we need to identify and remedy social policies and institutional practices that advantage some groups at the expense of others.