Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office. See http://www.uaf.edu/ufacgov/faculty-senate/curriculum/course-degree-procedures/ for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department: Education/Graduate
Prepared by: Jane Monahan
Email Contact: jemonahan@alaska.edu

College/School: School of Education
Phone: 474-5362
Faculty Contact: Sean Topkok
cstopkok@alaska.edu

1. COURSE IDENTIFICATION: As the course now exists.
Dept: ED
Course #: F682
No. of Credits: 3

COURSE TITLE: Rethinking Multicultural Education

2. ACTION DESIRED: √ Check the changes to be made to the existing course.
Change Course: If Change, indicate below what is changing.
Drop Course: √

NUMBER

PREREQUISITES*
*Prerequisites will be required before a student is allowed to enroll in the course.

TITLE

DESCRIPTION

FREQUENCY OF OFFERING X

CREDITS (including credit distribution)

ADD A STACKED LEVEL
(400/600)
Include syllabi.

How will the two course levels differ from each other? How will each be taught at the appropriate level?

STACKED course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

ADD NEW CROSS-LISTING
Dept. & No. Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

STOP EXISTING CROSS-LISTING
Dept. & No. Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

OTHER (specify)

3. COURSE FORMAT

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT:
(check all that apply)

OTHER FORMAT (specify all that apply)
Mode of delivery (specify lecture, field trips, labs, etc.)

6 weeks to full semester
4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

<table>
<thead>
<tr>
<th>H = Humanities</th>
<th>S = Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

IF YES*, check which core requirements it could be used to fulfill:

<table>
<thead>
<tr>
<th>O = Oral Intensive, *Format 6 also submitted</th>
<th>W = Writing Intensive, *Format 7 submitted</th>
<th>X = Baccalaureate Core</th>
</tr>
</thead>
</table>

4.A Is course content related to northern, arctic or circumpolar studies? If yes, a “snowflake” symbol will be added in the printed Catalog, and flagged in Banner.

| YES | NO | x |

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO x

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

6. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording strike-through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative Aboriginal Indigenous Rights and Policies (s)
3 Credits
Offered As Demand Warrants
Case study: Comparative approach in assessing Aboriginal to analyzing Indigenous rights and policies in different nation-state systems. Seven Aboriginal situations Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

ED F682 Rethinking Multicultural Education

3 Credits
Offered Fall

This course focuses on: 1) rethink the concept of multicultural education; 2) critically analyze and reflect on current multicultural education issues at the national, state and local levels; and 3) translate/apply the results of analysis into local classrooms, school districts, communities and beyond. Topics include: children of immigrants, Alaska Native education, culturally relevant education, social justice education and exploring ways to create stronger family-community-school partnerships. Prerequisite: Graduate standing. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:

ED F682 Rethinking Multicultural Education

3 Credits
Offered Every Other Fall

This multi-disciplinary course focuses on two parts: 1) rethink the concept of critically analyze and reflect on current multicultural education issues at the national, state and local level; 2) critically analyze and reflect on current multicultural education issues at the national, state and local levels; and 3) translate/apply what is learned to individual classrooms, schools, school districts, and beyond, the results of analysis into local classrooms, school districts, communities and beyond. Topics include: children of immigrants, Alaska Native education, culturally relevant education, social justice education and exploring ways to create stronger family-community-school partnerships. Fieldwork required. Prerequisite: Graduate standing. (3+0+1)
8. GRADING SYSTEM: Specify only one.

   LETTER: X  PASS/FAIL: 

9. ESTIMATED IMPACT

   WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

   No faculty impact. This course will be offered on a rotating basis, every other fall, with ED 419/619 Cultural Atlases on an existing faculty member's workload.
   Fieldwork has traditionally been a part of ED 682, however it was not stated in the catalog description. More thorough information in the catalog description may change student interest in taking the course. Minor changes to the catalog wording cause no impact.

10. LIBRARY COLLECTIONS

   Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

   No X Yes 

   Proposed change does not require a change to library collection.

11. IMPACTS ON PROGRAMS/DEPTS:

   What programs/departments will be affected by this proposed action?
   Include information on the Programs/Departments contacted (e.g., email, memo)

   Students in the Master of Education, MA in Cross Cultural Studies programs are the most likely students in this class. No impact is anticipated for these students or the departments.

12. POSITIVE AND NEGATIVE IMPACTS

   Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

   Positive – updated description provides a better picture of the course. Adding “fieldwork required” informs potential students they will spend time outside of class to satisfy the course requirements. Offering the course every other fall will potentially increase enrollment.
   Negative – none

13. JUSTIFICATION FOR ACTION REQUESTED

   The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

   ED 682 is a required course in the M. Ed. in Cross Cultural Education. The course is relatively new and was assigned to a new faculty member in the School of Education last year. Small changes in the course description were made by the new instructor to better reflect the course purpose.

   Changing the course to an alternate year rotation should help course enrollment. The course will alternate with ED 419/619 Cultural Atlases, which was approved as a new course for AY 2015-16. These courses will likely draw the same students – M. Ed. in Cross Cultural Education majors and MA in Cross Cultural Studies majors. Since this population is small, offering the courses every other year increases the likelihood they will fill.

   ED 682 has traditionally required 10 - 12 hours of fieldwork in a P-12 school or community setting. The hours are a natural part of the culminating project in the course. Adding the words ‘fieldwork required’ makes this requirement known to potential students. The accrediting body for the School of Education CAEP (formerly NCATE) requires all graduates from an initial teacher certification program or advanced (master’s) program to participate in fieldwork activities. Adding this language to the course description represents to CAEP we are meeting this requirement.
APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

Signature, Chair, Program/Department of: Cindy Fabbri, Graduate Education, School of Education  
Date 6/05/2015

Signature, Chair, College/School Curriculum Council for: Gary Jacobsen, School of Education  
Date 10/8/15

Signature, Dean, College/School of: Stephen Atwater, Interim Dean, School of Education  
Date 10/12/15

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

Signature of Provost (if applicable)

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair  
Date

Faculty Senate Review Committee: __Curriculum Review    __GAAC
                     __Core Review    __SADAC
ED 682: Rethinking Multicultural Education

Place: Gruening 204  Time: Wednesdays 5:15-8:15 pm
Fall 2015 * Sept 3 - Dec 19

Audio conference information: Toll-Free Number: 866-832-7806 PIN: 1926829
Please silence your cell phones (if your cell phone rings, you buy pizza for the whole class)

Instructor:  Sean Asiqluq Topkok, Ph.D., Assistant Professor
Office:  Gruening 708C
Office Telephone:  474-5537
Office Hours:  M & W 1:00-3:00 pm, by email, or by appointment
E-mail:  cstopkok@alaska.edu

"I worry multiculturalism has been equated with ‘diversity’ and has become the ‘everyone else’ category. Teacher education credential coursework at many universities, for instance, require some sort of ‘diversity’ class as a part of their core sequences. Although I generally believe in the importance of requiring such courses and certainly do not want them taken out of teacher credential programs, the ‘every aspect of difference’ nature of these classes oftentimes means students - future teachers in this case - may talk about race, privilege, and a myriad associated with diversity but give short shrift to the painful and powerful systematic racism, the legacies of colonization, and the realities of cultural oppression." (Au, 2014, p. 3).

Credits: (3+0+1)
Prerequisites: Completed a bachelor's degree or permission of instructor.

Course Description:
This multi-disciplinary course focuses on two parts: 1) critically analyze and reflect on current multicultural education issues at the national, state and local level; 2) translate/apply what is learned to individual classrooms, schools, school districts, and beyond. Topics include: children of immigrants, Alaska Native education, culturally relevant education, social justice education and exploring ways to create stronger family-community-school partnerships. Fieldwork required. Prerequisite: Graduate standing. (3+0+1)

Course Activities:
Through readings, lectures, guest presentations, small group discussions, fieldwork, and independent research, students will:
• Explore multicultural educational practices of various peoples;
• To produce or generate new resources, relationships, and opportunities that will be useful for yourself and others in classrooms and/or communities over time;
• Compare and contrast educational experiences; and
• Critically examine contemporary multicultural educational topics and issues.

This is a seminar style course. I encourage you to take a critical approach in reviewing course materials and during class discussions. Please come to class prepared to discuss readings and audiovisual materials in respectful and cooperative ways. I do not expect students to always agree with me, with each other, or with any of the course materials; however I expect you to be respectful of other’s ideas even if you disagree with them.

Course activities will include active class discussions, Moodle discussion forums, presentations, and one community education presentation. I will post announcements on Moodle and have these sent to your e-mail; please make sure you check this account regularly.

Course Outcomes:
• To examine the intellectual and socio-political perspectives of multiculturalism and multicultural education;
• To examine the connections between and among cultures (e.g., race/class/gender) and other notions of difference, education and schooling;
• To examine possibilities for transformation of schooling (and society) through cultural approaches to education; and
• To make connections between theoretical/conceptual propositions and practices and/or everyday lives and experiences.

Required Texts:

Required Supplementary Readings:
At the instructor’s discretion there may be changes (additions/deletions) to this list. All of these readings will be available via hyperlink or e-reserve. Readings can be accessed on Moodle.

Course Requirements:

ED 682 Rethinking Multicultural Education Fall 2015 revised 20 August 2015
Attendance/Participation (25%)  
Students will be expected to come to class regularly, on time, and prepared to actively discuss the readings for the week. As noted in the schedule you will need complete the readings for Week 2 during Week 1, etc. If you must miss more than one class (one grace class will be allowed), if possible, please contact me in advance. Your grade will be based on the quality of your participation, not the quantity. Since we only meet once a week, two or more absences will reduce your grade. You are also welcome to use the call-in number or videoconference if unable to come to campus or join via VCS for any reason.

Class Discussion Leader (20%)  
Full and active participation in discussions, as well as serving as a class discussion leader, will be a major part of your participation grade. Each person will design and facilitate a 60 to 90-minute discussion/presentation/activity based on the week's readings. You can assume that everyone in the class has done the readings so the purpose of your facilitation should not be to simply summarize the readings but to guide the class in analyzing and discussing the arguments and issues raised in them. You must meet with me at least one week before your scheduled session in order to plan your course of action for the facilitation. You are not expected to be experts on the theme or readings for the week; however, you are expected to have carefully read the assigned material, to prepare a series of guiding questions for the discussion, and to facilitate discussion on the topic. Creativity is encouraged.

Critical Analysis Paper #1 (10%)  
Focus: Self Portrait  
One of the most difficult, yet necessary, experiences for people who want to understand others is to understand themselves. Write a short narrative about how race and ethnicity have shaped your identity, your family's identity, or your understandings of your family. Your narrative should include the following: How would you describe your own racial and ethnic identity? How, if any, have these identities changed? How have these racial and ethnic identities have had an impact on your educational experiences? What sense of "difference" do you recognize in yourself? You are welcome to include other identities (e.g., class, gender, sexual orientation, generational status, etc.), but the emphasis is racial and ethnic identities.

Critical Analysis Paper #2 (10%)  
Focus: Commentary  
Write a 4-5 pages commentary on the story you have written, use course materials and other readings and resources (scholarly and practical) to support your points.

Community Education Project & Showcase (35%)  
Community Education Project and Showcase Guidelines  
Project work in Multicultural and Social Justice Education typically has three inter-related purposes:
• To connect with themes, issues, and methods of learning & knowing that have been important in the course;

• To be meaningful, relevant, and -- if possible -- empowering for those who participate in the work of the project; and

• To produce or generate new resources, relationships, and opportunities through fieldwork that will be useful to others in classrooms or communities over time.

My hope, then, is that both the process and product represented by your project will make a difference to you now and in the future. Furthermore, I expect that others will be able to benefit from and/or continue to build on your effort. You can work individually or in a small group to document or analyze issues/stories/experiences relevant to multicultural education in a local, national and/or global context.

By the 4th class meeting, students need to declare the option they intend to pursue from those listed below:

1. A scholarly paper (20-25 pp.) on a topic related to the course.*

2. A “publishable” paper (20-25 pp.) on a topic related to the course.*

3. A critical analysis of 2-3 of the course readings (10-12 pp. each).

4. A curriculum project that indicates how you might incorporate multicultural issues into educational settings (e.g., K-12, higher education, adult education, the classroom, the community, etc.).

5. An individual option (with clear connections to the course) that is previously discussed and negotiated with the professor.

* These paper options are more appropriate to those students who already have been researching and writing about a topic that is relevant to this course. These papers will need to be done in stages and not left to the last class without any feedback from the professor.

Please let me know your CEP via email.

Showcase

Prepare a 15-minute presentation that showcase your project and highlights important insights or contributions generated from your project. Creativity is strongly encouraged.

### Grading Policy

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>25</td>
</tr>
<tr>
<td>Presentation/Discussion</td>
<td>20</td>
</tr>
<tr>
<td>Critical Analysis Paper #1</td>
<td>10</td>
</tr>
<tr>
<td>Critical Analysis Paper #2</td>
<td>10</td>
</tr>
<tr>
<td>Community Education Project</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grading - Note: any grade below a "B" is generally not acceptable in a graduate program.

- 94-100 points = A
- 77-79 points = C+
- 90-93 points = A-
- 74-76 points = C
- 87-89 points = B+
- 70-73 points = C-
- 84-86 points = B
- 60-69 points = D
- 80-83 points = B-
- Below 60 points = F

For additional grading policy information, see the UAF Catalog.

### Disability Services

- Any student eligible for and needing reasonable accommodations due to a disability is requested to speak with me no later than September 19, 2015.
- I encourage students with documented disabilities, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, attention deficit/hyperactive disorder, psychiatric disabilities, to discuss with me, after class or during my office hours, possible reasonable accommodations.
- Students with documented disabilities who may need reasonable academic accommodations should discuss these with me during the first two weeks of class.
- If you have specific physical, psychiatric or learning disabilities and require reasonable accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to Disability Services in room 208 of the Whitaker Building and request a letter of accommodation.

### Support Services

- Academic Advising Center 907-474-6396 [http://www.uaf.edu/advising](http://www.uaf.edu/advising)
- Rasmuson Library Off-Campus Service 1-800-478-5348 [http://www.uaf.edu/library/offcampus](http://www.uaf.edu/library/offcampus)
- Full text articles on-line: [http://lexicon.ci.anchorage.ak.us/databasesforalaskans/home.html](http://lexicon.ci.anchorage.ak.us/databasesforalaskans/home.html)

### Plagiarism Policy

High ethical standards are essential for maintaining credibility in this field. Every course taught at UAF seeks to maintain these standards, starting with an emphasis on producing original and
factual work. If you cite or quote from someone else’s work, you must include a proper citation using an established style sheet. Plagiarism is defined as appropriating passages or ideas from another person’s work and using them as one’s own. Neither plagiarism nor fabrication will be tolerated. Any student found to have plagiarized or fabricated statements will receive, at a minimum, an automatic “F” for the class. Further action, such as expulsion, will also be considered. The UAF Code of Conduct can be found online at:

http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct
## ED 682 - Tentative Course Schedule Fall 2014

Readings & class activities subject to change at the discretion of the instructor. Guest speakers will be determined by their schedules.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Sept. 9</td>
<td><strong>Introductions</strong></td>
<td>Napolean: Yuuyaraq</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Montague-Wineberger: Chapters 5-7</td>
</tr>
<tr>
<td>Week 2: Sept. 16</td>
<td><strong>Student-led Discussions</strong></td>
<td><strong>Rethinking Multicultural Education</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Idris, Razak, &amp; Fasheh: Perspectives</td>
</tr>
<tr>
<td>Week 3: Sept. 23</td>
<td><strong>Student-led Discussions</strong></td>
<td><strong>Anti-Racist Orientations</strong></td>
</tr>
<tr>
<td></td>
<td>Video: For the Rights of All -</td>
<td>Au: Section I, pp. 7-79</td>
</tr>
<tr>
<td></td>
<td>Ending Jim Crow in Alaska</td>
<td></td>
</tr>
<tr>
<td>Week 4: Sept. 30</td>
<td><strong>Student-led Discussions</strong></td>
<td><strong>Language, Culture, and Power</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CAP #1 Due</strong></td>
<td>Au: Section III, pp. 135-210</td>
</tr>
<tr>
<td>Week 5: Oct. 7</td>
<td><strong>Student-led Discussions</strong></td>
<td><strong>Towards a Culturally Relevant Education</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ladsen-Billings: Preface, Chapters 1-5</td>
</tr>
<tr>
<td>Date</td>
<td>Class Activities</td>
<td>Readings</td>
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<tr>
<td>Week 6: Oct. 14</td>
<td>Student-led Discussions</td>
<td>Towards a Culturally Relevant Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ladsen-Billings: Chapters 6-7, Afterword, Appendixes A &amp; B</td>
</tr>
<tr>
<td>Week 7: Oct. 21</td>
<td>Student-led Discussions</td>
<td>Transnational Identities, Multicultural Classrooms and Communities</td>
</tr>
<tr>
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<td>Au: Section IV, pp. 211-281</td>
</tr>
<tr>
<td>Week 8: Oct. 28</td>
<td>Student-led Discussions</td>
<td>Children of Immigrants in U.S. Schools</td>
</tr>
<tr>
<td></td>
<td>CAP #2 Due</td>
<td>Olsen: Preface, Introduction, and Chapters 1-5</td>
</tr>
<tr>
<td>Week 9: Nov. 4</td>
<td>Student-led Discussions</td>
<td>Children of Immigrants in U.S. Schools</td>
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<tr>
<td></td>
<td></td>
<td>Olsen: Chapters 7-11</td>
</tr>
<tr>
<td>Week 10: Nov. 11</td>
<td>Student-led Discussions</td>
<td>Alaska Native Education</td>
</tr>
<tr>
<td>Week 11: Nov. 18</td>
<td>Student-led Discussions</td>
<td>Alaska Native Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Barnhardt &amp; Kawagley: Part V (pp. 255-289); Part VI (pp. 291-331); pp. 147-159</td>
</tr>
<tr>
<td>Week 12: Nov. 25</td>
<td>Guest Speaker: TBD</td>
<td>(Mis)Understanding Families</td>
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<tr>
<td></td>
<td></td>
<td>Bates &amp; Oleska: Chapter 6, Metge: Ethnic Group Relations in New Zealand</td>
</tr>
<tr>
<td>Date</td>
<td>Class Activities</td>
<td>Readings</td>
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<tr>
<td>Week 13: Dec. 2</td>
<td>Student-led Discussions</td>
<td>Teachers as Cultural Workers Freire</td>
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<tr>
<td>Week 14: Dec. 9</td>
<td>Student-led Discussions</td>
<td>Community Race, Culture in the Classroom</td>
</tr>
<tr>
<td></td>
<td>Community Education Project Due</td>
<td>Au: Section V, pp. 283-401</td>
</tr>
<tr>
<td>Week 15: Dec. 18</td>
<td>Project presentations Course wrap-up</td>
<td>Community Education Project Showcase</td>
</tr>
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