INSTRUCTOR AND OFFICE HOURS:

Dr. Kathy Hytten 453-6076
Pulliam 129B khytten@siu.edu

Office Hours: Tuesdays 1:30 – 4:30pm
Wednesdays 1:30 – 4:30pm

COURSE DESCRIPTION AND OBJECTIVES

In this course we will study the relationship between education and culture, in particular, we will look at the meaning of diversity and how it impacts (and should impact) what we do in schools. Often when we talk about issues of race, diversity, and/or multiculturalism, our discussions are framed in terms of “others,” “differences,” or those on the “margins.” We talk about trying to reach out to minority groups and to historically marginalized people to include them more into the “mainstream.” In education, this usually translates into calls for including more diverse voices in classes and curricula. Yet we rarely ask questions about the values and norms that constitute dominant approaches to teaching and learning. Moreover, in focusing on inclusion, we tend to ignore important issues of power, privilege, and systemic exclusion. When we take these issues seriously, our focus shifts from solely learning about the “other” to considering the ways in which the dominant culture “others.” Only when we can understand the interplay between dominant and marginalized cultures can we more thoughtfully address issues of diversity.

The goal of this class is to help you to think more critically about diversity through exploring the relationships among culture, diversity, power, and privilege. We will begin in the first part of the class by considering some framing questions:

- How do we define/understand culture/diversity?
- What is at the root of problems surrounding diversity?
- What is privilege and how does it work?
- How are privilege and individualistic thinking related?
- How do the “isms” function?

We will then discuss how we might productively address issues surrounding diversity and cultural differences, especially in the context of education. Here we will learn about the experiences of marginalized people, practice viewing problems and issues systemically (as opposed to primarily individualistically), consider what it takes to effectively dialogue across difference, learn strategies for performing privilege and power differently, discuss alternatives to the status quo of schooling, and study culturally relevant approaches to education.
Class will proceed through a discussion/seminar format. I expect that you will come to class prepared to critically engage the readings with both comments and questions. You will participate in both small and large group discussions and a variety of activities in class.

**REQUIRED TEXTS**


Articles available in a course dropbox folder. All articles for this class will be in an EAHE 544 dropbox folder that I will invite you to join after the first night of class.

**COURSE CONTENT AND READINGS**

**JANUARY 16: Introduction/Overview**

**JANUARY 23: Privilege, Power and Difference**

Johnson, Privilege, Power and Difference.

**JANUARY 30: Racism, Privilege & Resistance**


*Reflective Paper #1 Due*
FEBRUARY 6: Other People’s Children

Delpit, *Other People’s Children*, Introductions, Parts 1 & 2.


FEBRUARY 13: Multicultural Education


FEBRUARY 20: Whiteness


Reflective Paper #2 Due

FEBRUARY 27: Inclusive Education


MARCH 6: Critical Race Theory

Delgado & Stefancic. Critical Race Theory

MARCH 13: No Class – Spring Break

MARCH 20: Critical Race Theory and Counternarratives


Reflective Letter Due

MARCH 27: bell hooks on Race and Racism


hooks, Writing beyond race, chapters 1-8.

APRIL 3: bell hooks Continued

hooks, Writing beyond race, chapters 9-18.

Research Paper Outline Due

APRIL 10: Patricia Hill Collins: On Intersectionality and Intellectual Activism

APRIL 17: Paths Forward


APRIL 24: Closing Comments and Final Presentations

Final Presentation Summary/Handout Due

MAY 1: No Class - AERA

Research Paper Due via Email

EVALUATION

Each of the readings for this course was chosen with the aim of generating discussion and dialogue about important issues. My goal is to have you thoughtfully engage the topics raised, to contribute additional issues to in-class discussions, and to be able to articulate your ideas clearly and concisely. You will not be expected to memorize any information. Each of the required assignments is described below, with its weight in parentheses.

Attendance and Class Participation (10%)
You are expected to carefully prepare the readings before each class so that you can participate in both small and large group discussions. Active presence in class is required. Excessive absences (i.e., more than one) may affect your grade negatively. You may also be asked to complete short, in-class writing assignments as part of your participation grade.

Reflective Writings (20%)
The purpose of the reflective writings is for you to think critically about the readings in relation to your own experiences. You are required to write a total of 2, two-page reflective papers on
the readings. I will assign a topic or question for each of the reflective writings the week before they are due. I expect that these papers will be carefully written and to the point. They must not exceed two, double-spaced pages.

**Reflective Letter (20%)**
Write a letter to someone in your life (e.g., a friend, family member, or colleague) about what you have learned so far about diversity, culture, racism and/or privilege (4-6 pages). You can focus on anything that stood out to you in the first half of the semester. Your tone and approach should be conversational, however, you should also cite specific passages from at least 5 of the readings to support your comments.

**Research Paper (45%)**
You are required to write a research paper that is related to the themes and issues we have discussed throughout the semester (at least 15 pages, excluding references). In this paper you should defend an original argument/thesis and well as discuss the significance and relevance of your claims. You must cite at least 10 sources, at least 5 of which are not course readings. In developing your thesis, you will want to think about the tools or lenses the readings and discussions have provided for thinking about diversity differently. In order to give you some feedback about your final paper before it is due, you are required to turn in a one-page (single spaced) outline of your argument several weeks before the deadline. In this outline, you should identify your thesis, discuss the evidence that you will draw on to make your arguments, briefly outline how you imagine developing those arguments, and state the significance of your research.

**Final Presentation (5%)**
On the last day of class, you are required to do a 3-5 minute presentation of what you got out of the class, and the issues related to diversity most relevant to you at this point in your academic career and professional life. You are also required to summarize (or otherwise creatively present) your thoughts on one single-sided page, with copies provided for each of your classmates.

**EXPECTATIONS FOR WRITTEN ASSIGNMENTS**
All written assignments for this class must be typed, double-spaced, and use 1-1.25 inch margins all around and 10-12 point font (your outline and final one page handout can be single spaced). You do not need a cover page; simply make sure at least your name and the title of the paper or assignment are on the first page. In general, the following criteria apply for each assignment. More specific detail will be given in class.

**A level work** is clearly outstanding and reflects substantial effort. All aspects of the assignment are responded to in a cogent, organized and cohesive manner. Well-chosen, supportive examples and persuasive reasoning are utilized. There is an introduction, conclusion, and transition between sections. The mechanics of the paper are excellent – there are very few grammatical or spelling errors. The paper is handed in on time.
**B level work** is of high quality. Most of the aspects of the assignment are covered in an adequate and organized manner. Supportive examples are given and arguments are organized and sensible. There is a clear structure to the paper. The mechanics of the paper are good – there are some minor grammatical and/or spelling errors, but these do not detract substantially from the content of the paper. The paper is handed in on time, unless an extension is granted.

**C level work and below** is unsatisfactory. The main aspects of the assignment are not addressed, and the paper shows serious weaknesses. Examples are not offered or developed. The paper lacks a clear organizational structure. The mechanics of the paper are poor. There are a number of grammatical and/or spelling errors. The paper may be late.

**Suggestions for written work**

- **Outline** your assignments before writing them, especially your research paper. Make sure you offer specific points and clear arguments in support of those points. You should used subsections in your research paper.

- **Proofread** all work before you hand it in. If you are not a good proofreader, have a friend proofread your papers also. Make sure your argument is clear and examples are provided. Watch out for abrupt transitions, run-on sentences, and sentence fragments.

- **Use spell and grammar check.**

- If you receive grades on your written work that you are not happy with, please come talk to me. I am happy to help you to improve your writing for future assignments. You may also consider utilizing one the **writing centers** on campus, located in room 226 in Morris Library (453-1231) and in the lower level of Trueblood Hall (453-2927).

**PLAGIARISM**

Every semester I have a problem with students plagiarizing papers. The most common form of plagiarism has been taking material from the Internet and handing it in as your own. You are plagiarizing if:

- You use another person’s words, expressions or ideas in your writing without directly citing them by using quotation marks and including an appropriate reference.

- You significantly paraphrase an author’s argument (e.g., through rearranging words, or changing only some of the words) without providing an appropriate reference.

- You hand in work that someone else wrote.

Your reflective papers and reflective letter do not require you to do any outside research. For these papers, you do not need footnotes or a reference page. You simply must put the last name
of the author and the page number in parentheses at the end of a quote. For your final paper, you must include a works cited page with a full bibliographic reference for each source (you can use any citation style you like, e.g., APA, MLA, Chicago).

PLEASE NOTE: If you plagiarize any aspect of any of the written assignments, you will receive a grade of F for both the assignment and the class.

STUDENTS WITH DISABILITIES

I encourage anyone with disabilities who requires accommodations to meet the expectations and requirements of this course to talk with me as soon as possible and to also work with the SIU Disability Support Services (DSS) office to facilitate any accommodations. DSS is located in Woody Hall room B-150 and can be reached at mail code 4705, DSSsiu@siu.edu, 453-5738 (ph), 453-5700 (FAX), or 453-2293 (TTY).

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.