ALT 6633 Multiculturalism, Diversity and Social Action in Adult Education and Human 
Resource Development 
Spring 2010 
Thursday, 5:30-8:15 
HSS 3.03.14

Robin Redmon Wright, Ph.D. 
Office: 1604 Campus, MB 2.244 
458-5640 
robin.wright@utsa.edu 
Thursday: 3:00-5:00 in MB 2.244 
Tuesday: 5:00-5:30 @ the Downtown Campus (room to be announced) 
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
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 Text**


Additional readings will be provided by the instructor.

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 to learn with the class. Your active, engaged, prepared participation and your critical reflection on the readings, as well as the other class materials, make up the very centerpiece of this class.

**Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation, including short presentations</td>
<td>15%</td>
</tr>
<tr>
<td>Multicultural Interview Assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Multicultural Experience Assignment</td>
<td>15%</td>
</tr>
<tr>
<td>Response Papers (2)</td>
<td>15%</td>
</tr>
<tr>
<td>Cultural Representation of Difference in Media Assignment</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>20%</td>
</tr>
</tbody>
</table>
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 one class discussion and reporting on your assigned topic, other forms of acceptable participation include, but are not limited to: suggesting outside readings, films or television programs related to course topics, attending relevant activities outside of class, and reporting on those activities in class.

Participants will be expected to attend all class sessions. Please let me know in advance (if possible) if you will be missing a class. Missing more than one class without reasonable cause will adversely affect the participation grade. Missing 3 sessions will result in either an extra assignment or the loss of one grade level. Accruing 3 or more absences will result in a grade of F.

6. **Assignments and Due Dates**
   a. Read assigned materials prior to each class session
   b. Response Papers (2) -- **Due: February 18 & March 25**
   c. Multicultural Interview Assignment -- **Due: February 4**
   d. Multicultural Experience Assignment -- **Due: March 4**
   e. Cultural Representation of Difference in Media Assignment -- **Due: April 8**
   f. Final Project -- **Due: April 22**

7. **General Requirements Related to Assignments**
   - All written material should be double spaced and in 12-point font.
   - **Please use APA (6th edition) of citation and references in your papers. Correct APA formatting and style will be taken 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.
   - In the scholarly community, the ability to write well is probably the single most important skill a person can possess. Therefore, honing your academic writing skills is one of the most important tasks you will accomplish in graduate school. Take advantage of the **Tomás Rivera Center Graduate Writing Workshops!** 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.

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).
This class is designed to be a safe place for learning and discussion. Any rude or intolerant behavior toward others will not be permitted.

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) 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 4

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 4

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. You will also be sharing your experience with the class. 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 18 & March 25

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 at least two (2) but no more than four (5) double-spaced, typewritten pages at 12-point font.

Assignment: Cultural Representation of Difference in Media Assignment
Due Date: April 8

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 9.

Assignment: Final Project
Due Date: April 22

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.

PH.D. STUDENTS In addition to the final project, you will ALSO create a syllabus for a graduate multiculturalism course for adults (like this one). I’m sure you have great ideas for texts and assignments. Create a syllabus for a 15 week course (approx. 2 ¾ hours per week) and write a 5 or 6 page explanation of your reasoning for the readings, assignments, grading, etc. This will be handed in with your final projects.

CLASS SCHEDULE
The class schedule is organized with topics and readings for each week. It is expected 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. The intention is 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.

This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.
## Course Outline

NOTE: This list WILL probably CHANGE as the class progresses and additional readings will be added.

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14/10</td>
<td>1</td>
<td>Introduction to the course</td>
<td>None in preparation for the 1st day of class.</td>
<td>Relax and get to know your classmates!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Complete 1st Day Questionnaire</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Film: <em>Paul Mooney: Know your history!</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>And bring your results to class. BE HONEST!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Don’t look at the answers before you respond.</td>
</tr>
<tr>
<td>1/28</td>
<td>3</td>
<td>Systems of Inequality</td>
<td>A&amp;HC pp. 61-86</td>
<td>Film: <em>Race: The Power of an Illusion – Part 2</em></td>
</tr>
<tr>
<td>2/4</td>
<td>4</td>
<td>Cultural Difference and Inequality</td>
<td>A&amp;HC pp. 17-60</td>
<td>Multicultural Interviews Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Present your findings to class</td>
</tr>
<tr>
<td>2/11</td>
<td>5</td>
<td>Systems of Control: Race and Racism</td>
<td>A&amp;HC pp. 87-152, 216-234</td>
<td>Take all sections of the Implicit Association Test (available at <a href="https://implicit.harvard.edu/implicit/">https://implicit.harvard.edu/implicit/</a>)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Be prepared to discuss your results when you come to class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Film: <em>Tim Wise on White Privilege</em></td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Assignments</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2/25</td>
<td>8</td>
<td>The Politics of Heterosexism</td>
<td><a href="#">Handout: Guide to Media Research</a></td>
<td><strong>Multicultural Experience Assignments Due</strong>&lt;br&gt;Present your experience to the class</td>
</tr>
</tbody>
</table>
| 3/4  | 7    | The intersection of Class with Race and Gender | A&HC pp. 193-216 & 283-291  
Mohab, S. (2005). Class and Race. *New Directions for Adult and Continuing Education,* | **Choose Media for Media Project** |
<table>
<thead>
<tr>
<th>Date</th>
<th>#</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/11</td>
<td>9</td>
<td>Institutions &amp; Structured Economic Inequality</td>
<td>A&amp;HC pp. 262-330 &amp; 386-394</td>
<td></td>
</tr>
<tr>
<td>3/18</td>
<td></td>
<td>SPRING BREAK!!!</td>
<td>NO CLASS MEETING</td>
<td></td>
</tr>
<tr>
<td>4/1</td>
<td>11</td>
<td>The State, Social policy and Inequality</td>
<td>IDEA SURVEYS! A&amp;HC pp. 407-500</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Event</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>4/22</td>
<td>14</td>
<td>Living with Awareness—Enlarging your lifeworld and becoming a better educator.</td>
<td>A&amp;HC pp. 501-557</td>
<td></td>
</tr>
<tr>
<td>4/29</td>
<td>15</td>
<td>“STUDY DAY”</td>
<td>Final Project Presentations for Feedback</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>16</td>
<td>Wrap up</td>
<td>Final Project Papers Due</td>
<td></td>
</tr>
</tbody>
</table>


TBA = To Be Announced.
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.

Copyright (c) California Newsreel, 2003