Appendix B
Multicultural Dimensions of NIU Courses
Question 4

Step 1: Read the six explanations of multiculturalism provided in Question 4, and check one or more that describe your course.

Step 2: Review the syllabus of your course (or syllabi if it is taught by several people) to identify multicultural features.

Following are places in the syllabus where multiculturalism may be found:

   a. Student learning objectives
   b. Content (topics to be explored)
   c. Pedagogical strategies (delivery of instruction)
   d. Learning activities (classroom and other assignments)
   e. Evaluation (exams, projects, experiments, presentations)
   f. Bibliography

Step 3: Select examples of multiculturalism from any of these six areas and match them to one or more of the Question 4 explanations you checked.

Following are excerpts from NIU course syllabi that are matched to Question 4.

___The course includes pedagogical strategies that:
   a) accommodate diverse teaching and learning styles. **AHP 201: Social and Individual Patterns of Drug Use (Example 15).**
      b) may incorporate class materials that use diversity (e.g., race, ethnicity, culture, language, religion, gender, sexual orientation, physical disability) in:
         - Examples: **IENG 480:** Simulation Modeling and Analysis (10)
          **AHP 295:** Ecology of Health (11)
         - Assignments: **TECH 312:** Design Dimensioning & Tolerancing (19)
          **HIST 270:** African American History Before 1865 (23)
         - Exams: **HIST 171:** The World Since 1500
          **COMD 582:** Application of Counseling Theories... (28)

___ The course includes an awareness of and accommodation for a student audience which may include people of differing race, ethnicity, gender, language, social class, religion, sexual orientation, abilities and disabilities, political beliefs, etc.
   **FCNS 362:** Design Trends in Western Costume (17)
   **EPFE 201:** Education as an Agent for Change (16)

___ The course includes scholarship, theories, concepts, facts, contributions, and perspectives of people of differing race, ethnicity, gender, language, social class, religion, sexual orientation, abilities and disabilities, political beliefs, etc., that have been historically underrepresented in all educational arenas.
The course incorporates cultural democracy,
  a) paying attention to a plurality of voices in order to understand human history
  MUSIC 325: Introduction to World Music (6)
  PHIL 331: Classical Ethical Theories (4)

b) and may express a cosmopolitanism in which different groups support one another and become more unified in achieving common goals and interests.
  COMS 305: Argument (12)
  NURS 311: Mental Health Nursing (1)

The course provides opportunities for seeing other cultures (especially those traditionally excluded) in non-traditional ways, such as:
  a) from the insider’s point of view (e.g., an indigenous person’s perspective on indigenous people)
  EPFE 201: Education as an Agent for Change (9)
  b) from a non-mainstream point of view (whatever is mainstream within the context of the course, e.g., American, white, patriarchal, or any combination of items);
  HIST 375: Civil Rights Movement 1954-1974 (8)
  c) in contrast to their own personal perspective.
  PHIL 231: Contemporary Moral Issues (2)

The course promotes valuing diversity and equal opportunity for all people through understanding the contributions and perspectives of people of differing race, ethnicity, culture, language, religion, gender, sexual orientation, and physical abilities and disabilities.
  FCNS 486: Aging and the Family (3)
  ENG 110: The Experience of Literature (7)

Step 4: Estimate the extent to which a particular manifestation of multiculturalism is featured in your general education course.

Step 5: Write examples for each item you marked.

The course includes pedagogical strategies:
  a) that accommodate diverse teaching and learning styles. EPFE 201 instructors use a variety of methods to meet the diverse needs of learners: e.g., lectures, small-group discussions, group projects, posters, role-plays, self-inventories, surveys, debates, problem-solving case studies, and student presentations. To accommodate visual learners, some instructors prepare Power Point lectures and illustrate abstract concepts with video clips. The readings, debates, and small-group discussions accommodate students who are verbal/linguistic learners. Students interested in self-discovery benefit from the self-surveys
and the reflective papers. Group activities and projects are designed to enhance students’ ability to work collaboratively.

It is difficult to know the extent to which individual instructors use one strategy or another to meet individual students’ learning needs. To foster improvement of instruction, EPFE 201 instructors/professors submit their effective teaching strategies, which are added to an electronic database called “Spider.” Anyone can use the resources in this database. In addition, graduate students and adjunct faculties meet regularly with a supervising professor to share instructional ideas. One purpose of these sessions is to help instructors’ learn to meet the diverse learning needs of their students.

b) may incorporate class materials that use diversity (e.g., race, ethnicity, culture, language, religion, gender, sexual orientation, physical disability) in:

- Examples: This course is so infused with multiculturalism that it meets the state’s multicultural requirement for teacher certification. The purpose of this requirement is to prepare teachers adequately to meet the needs of an increasingly diverse student body. EPFE 201 explores educational policy making and practice related to race, ethnicity, culture, language, religion, gender, sexual orientation, and physical disability. For example, students read contrasting articles about whether schools should provide bilingual education and if so, what form(s) it should take. Students explore full inclusion, an educational policy designed to ensure that children with disabilities receive an education equal to that of so-called “normal” students. Guest speakers discuss the implementation of full inclusion in their schools.

- Assignments: Assignments vary considerably across all sections of this course. Some instructors require students to interview persons of another race, ethnicity, or religion and write a paper discussing what they learned from the experience. The interview questions generally concern education, schooling, lifelong learning and related topics. Other instructors require students to work in groups to plan an experimental school, including a building, student body, teacher requirements, and curriculum. Each group of school founders must develop policies about the multicultural issues explored in the course (race, ethnicity, language, religion, gender, and inclusion). Most instructors require short papers in which students examine these issues and write their own views about them.

- Exams: EPFE 201 is offered in both small (25 students) and large (125 students) sections. Three professors teach large sections, and their exams are multiple-choice. Two of the three also require papers designed to evaluate the extent to which students can demonstrate a knowledge of the major controversial issues addressed in the course and the extent to which the students can articulate and defend their views on these issues. As was previously stated, the issues are generally considered “multicultural”: race, ethnicity, language, religion, gender, sexual orientation, and disability.
Instructors teaching the small sections usually require short and long papers requiring students to address these same issues in a variety of ways.

Examples of Multiculturalism:

The following examples are drawn from NIU courses currently being taught.

A. Student Learning Objectives

1) NURS 311: Mental Health Nursing To analyze case studies and present evidence of how nurses assist culturally diverse individuals, families, and groups in the processes of adaptation and integration to make decisions.

2) PHIL 231: Contemporary Moral Issues To demonstrate an appreciation for a wide range of moral views by writing/presenting/role playing several different and opposite moral perspectives possible for a moral problem or issue.

3) FCNS 486: Aging and the Family To identify and present how several different cultures care for older members of their society. Analyze each culture for specific differences in family influence, care-giving, decision-making, etc.

B. Course Content

4) PHIL 331: Classical Ethical Theories

“. . .I now see a multicultural dimension to many of the issues I have already been discussing. For example, in my philosophy of the arts course I routinely discuss current theories of the nature of art. Many of these theories are problematic because they are not sensitive to the fact that the concept of the fine arts as a distinct area of human endeavor arose in the west in the 18th century and was not used in earlier periods in the West or in nonwestern cultures. This cultural blindness results in what now seem to me to be obvious defects in theories such as George Dickie’s institutional theory of art. In addition, I find that my awareness of the Chinese tradition in ethics has made me aware of points of view that go largely unquestioned in the western tradition and routinely raise these issues in all the ethics courses I teach.”

Required Reading: Morgan, Classics of Moral and Political Theory, 2nd ed. Ivanhoe & Van Norden, Readings in Classical Chinese Philosophy

5) SOCI 454: Racial and Ethnic Minority Family Systems

“This course also takes a critical look at institutionalized systems of racial and ethnic discrimination within the present-day United States and the adaptive responses of families as they attempt both to retain distinct cultural identities as well as improve access to the American socio-economic opportunity structure.”
6) MUSIC 325: Introduction to World Music
“In Russian and Balkan units, I selected polyphonic songs sung exclusively by women. Students often asked why men did not sing with them. This was an opportunity for me to explain the social status and working conditions of women in rural societies. . . .

I selected examples from minorities of an area to illustrate their struggle for survival. For instance, I use the Kalinga tribe of the Philippines, Aborigines of Australia, Miao of Southwest China and Northern Thailand, the Andean people of Central America, etc. to illustrate their traditional concept of music and their change due to outside influences.”

7) ENGLISH 110: The Experience of Literature
“This class is designed to expose students to a wide selection of works from as many contemporary ethnic authors as can be studied in a semester. . . . We will look at how a writer’s ethnicity and background influence the theme of his/her work.

8) HIST 375: Civil Rights Movement 1954-1974
“Although the Modern Civil Rights Movement was male-centered, women played major roles. I include discussion and readings on women. . . . Homosexuals in the Movement is a difficult discussion because little literature exists. . . . Interviews with former SNCC members (males and females) who are homosexuals are used.”

9) EPFE 201: Education as an Agent for Change
In addition to reading the works of nationally recognized educational spokespersons, students read personal narratives by those labeled at risk, Hispanic, African American, Asian, gifted, and disabled.

10) IENG 480: Simulation Modeling and Analysis
This is a “mathematically intensive course with very little room to address multicultural issues from the content perspective. . . . I addressed gender equity issues in the design of facilities, such as restrooms, in manufacturing plants and also distributed one of the actual news stories related to this discussion which I downloaded from the Internet.”

11) AHP 295: Ecology of Health
“This course is a survey of the Public/Community Health field. It has been transformed to incorporate material and discussions of how factors related to diversity (cultural, racial, economic, etc.) can both negatively and positively impact health status. . . . Lectures include demographic data on the increase in the minority population, reasons for demographic shifts, and a framework for understanding race and health.”

12) COMS 305: Argument
“Argument is used to solve problems. Therefore, emphasis is placed on the critical evaluation of the causes and effects of existing relationships in society, and how well proposed solutions address these status quo relationships. This is a constant consideration in the study of argument. However, this course will involve an additional concentration of the cultural implications of arguments proffered in debate settings. That is, students
will be encouraged to consider the effect of argumentative positions on the cultural communities affected by the proposals being advanced.”

13) HIST 349: African History Since 1600
“Since African history whether written by insiders or outsiders has remained male centered for so long, it takes some ingenuity to discuss women in most societies prior to the eve of European colonialism. However, we use oral histories to see just when women are mentioned and in what roles. Moreover, women in power positions (i.e. queen, queen mothers, princesses, religious leaders, etc.) in 17th to 19th century states are discussed (D. Sweetman, Women Leaders in African History).

14) TECH 312: Design, Dimensioning & Tolerancing
“Technology programs tend to attract male students more than female students. During oral presentations, I ensure that I do not refer to engineers or technologists as “he” as that might be perceived as gender bias by female students. If a situation arose, I would also gently correct a student if their remark excluded certain groups. This does happen quite frequently if instructors are not aware or make a conscious effort to use appropriate language. Also, if a case study requires the inclusion of an engineer, I often assign that role to a “female” engineer.”

C.-D. Pedagogical Strategies/Learning Activities

In Example 15, activities that reflect Howard Gardner’s theory of multiple intelligences are identified.

15) AHP 201: Social and Individual Patterns of Drug Use
“Lectures cover material in addition to that in the textbook and supplementary reading list (Verbal-linguistic). Films and videos are used to complement the textbook and lectures (Visual/Spatial). Small group discussions (Interpersonal/Social) and demonstrations (Visual/Spatial) are also used. The course activities are designed to facilitate learning among students of all learning styles, incorporating factual information, personal relevance, applications, and self-discovery (Intrapersonal) learning opportunities. The course activities have been developed to facilitate the learning of students in very large sections.

“Music related to class material is played as the students arrive, as they leave and between PowerPoint slides. At first the professor selected music and music clips from her own collection. Subsequently, the students have provided her with recorded music that represents music on the course topics that the students can relate.”

Musical/Rhythmic

Statement in the syllabus and sensitivity to classroom dynamics reveal the professor’s willingness to make provisions so that all students feel welcome:

16) EPFE 201: Educational as an Agent for Change. “In developing Power Point presentations, I noticed that most of the drawings in the picture file were of White people. I searched for and included drawings of people who looked like Asian-, Hispanic-, and
African-Americans. Since studies have shown that Hispanics and African Americans are unfairly excluded from many gifted education programs, I used pictures of those groups to illustrate the lecture on the needs of gifted children.”

17) FCNS 362: Design Trends in Western Costume
Syllabus statement: “I encourage students with disabilities, including chronic illnesses or learning disabilities, to see me during my office hours or by appointment to discuss appropriate accommodations that might be helpful to them.”

18) SOCI 170: Introduction to Sociology
“ I encourage my students to make use of email to communicate with me regularly, recognizing that not everyone is comfortable enough to go to a professor’s office, and I find that many of my students will, in fact, choose this option over coming to Zulauf Hall during office hours.”

19) TECH 312: Design Dimensioning & Tolerancing
“I use group discussions frequently. Wherever possible, I strive to create a balanced team weighing aspects such as race, sex of the participant, known disability, etc. I have noticed in the past that without instructor initiative groups often tend to be divided in terms of race or sex of the participants. One interesting feature I have observed through personal research is that it is better not to assign a female student all by herself in a group with other male students. Often, given this scenario, they end up as record keepers.

Assignments:

20) COMS 305: Argument

21) NURS 311: Mental Health Nursing
Media Case Study paper. “Under the list of suggested films you will note that they represent a variety of cultures—most of them are not from the dominant North American culture (i.e. *Life is Beautiful*, Italy; *Passion Fish*, Bayou Louisiana; *The Wedding Banquet*, Chinese/Chinese American; *The Castle*, Australia; *The Eighth Day*, France; *Children of Heaven*, Iran; *El Norte*, Guatemala). Students are encouraged to choose a film from a culture other than their own. It is expected that the case study will be written with regard to the cultural context of the film.”
22) **SOCI 170: Introduction to Sociology** Sample Web page assignments that students are to preview: *Society of Dead Sociologists, The archives of African American Music and Culture, Asian Barbie, Shalom Center, The Promise Keepers, The Nation of Islam*

23) **HIST 270: African American History Before 1865**
   “a) You are a female slave, who knows how to write, and you are to maintain a diary for two weeks, concerning your experiences. Information must include historical accuracy, based on geographical region and environment. Only male students can select this assignment. b) You are a male slave who is an artisan, who knows how to write, with same stipulations as in the above examples. Only female students can select this assignment. The purpose of this assignment is to get students to consider gender issues, which they could otherwise avoid when selecting research topics, etc.

24) **LEEA 554: Policy Analysis for School Administrators**
   Early in the course, attention is given to various forms of power: overt, shaping of consciousness, and mobilization of bias. Students are given a copy of a chart based on Lenski’s (1966) concept of the distributive system. After a brief discussion of the first column, the socio-economic class system, students are divided into groups to brainstorm the corollary categories in other societal systems. They are told that they may change the placement of lines in each column to reflect the relative proportion of persons in each of that column’s system. What becomes clear in the ensuing discussion is that those who occupy the “high” end of one category tend to be those who occupy the “high” end of all the other categories. The question of whether/how persons can change their position in the social system leads to a discussion of hegemony/marginalization. The effects of two forms of power—shaping of consciousness and mobilization of bias—then assume a concrete form in students’ understanding.

   **E. Evaluation:**

   Examination questions, projects, and presentations should be tied to course objectives.

25) **NURS 311: Mental Health Nursing**
   **Student Learning Objective:** To analyze case studies, demonstrating the ability to assist culturally diverse individuals, families, and groups in the processes of adaptation, integration, and decision making.

   **Exam Question:** You are working in the Emergency Room of a large, metropolitan hospital. An Asian family arrives carrying a small child with burns all over her body. Explore your professional nurse roles in assisting the child and her family in the processes of *adaptation, integration*, and *decision-making*. Be careful to define these three terms and use clarifying information drawn from lectures, assigned readings, and other sources of information.
26) **HIST 171: The World Since 1500**  
**Student Learning Objective:** Students should demonstrate an understanding of the historical origins of diverse political, religious, and social institutions and values, and of the process of globalization.

**Exam questions:**  
1. In the post-Columbian era the single greatest threat to native people of North America and their cultures proved to be  
   a. Buffalo.  
   b. Smallpox and other diseases from Europe.  
   c. Competition with African slaves for jobs.  
   d. Christian missionary activity.

2. Between 1750 and 1913 the gap in average wealth between the industrializing and non-industrializing regions  
   a. Stayed about the same.  
   b. Narrowed considerably.  
   c. Increased slightly.  
   d. Increased enormously.

3. In the late 19th century, US immigration policy excluded female immigrants from  
   a. Poland.  
   b. Ireland.  
   c. China.  
   d. Japan.

**Projects:**

27) **English 504: Materials and Methods of Teaching English in the Middle and High Schools.**

**Objective:** “Students will demonstrate they are able to teach using the content knowledge, pedagogical practices, and reflective stance detailed in the NIU Conceptual Framework for Educator Certification Programs and in the Certification Portfolio requirements based on National Council of Teachers of English standards for good professional practice. (Copies of these documents will be provided and discussed).”

**Assignment:** Design an English lesson.  
“Freshman English class (“high level”)—third period, near the end of the second semester. You are in a medium sized suburban high school with mostly white, middle class students, some with very conservative Christian beliefs. This class of 25 students includes two students whose parents are from India, but they have lived in the U.S. for five years and read, write and speak English quite fluently. You also have three African American students. Most of your students are very grade driven and competitive. . . In your plans you will need to consider one student who has been diagnosed as dyslexic and
who works regularly with a tutor outside of school. . . .” (one among several scenarios
provided by professor)

28) COMD 582: Application of Counseling Theories and Techniques with
Individuals Who are Deaf and Hard of Hearing

Student Learning Objective: Exhibit the development or improvement of counseling
skills in relation to work with clients having disabilities across cultures, particularly those
who are deaf or hard of hearing.

Group Presentation: Students will work in groups to research the impacts of disabilities
on various ethnic/racial or socioeconomic groups. Implications for families and for
rehabilitation process will be explored through literature review, interview, and other
forms of information collection. Group presentations will provide a forum for sharing this
material and for exhibiting the development or improvement of group members
counseling skills with clients having disabilities.

Lucy F. Townsend, EPF Dept., NIU
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