Course Description and Purpose
This graduate level course is designed for educators who are preparing to teach or are already teaching students from culturally and linguistically diverse backgrounds. Its primary purpose is to invite discussion, exploration, analysis, and critical reflection about the implications of such diversity for our teaching. The course focuses initially on a survey of relevant literature and theory from multicultural and anti-racist education, but moves quickly towards consideration of practical issues and approaches to creating more inclusive classrooms and schools.

Through the study and presentation of various articles, books, and other supporting information about multicultural and anti-racist teaching practice, participants will become knowledgeable about the influences of gender, race, ethnic/national origin, historical inequity, sexual preference, first language, and other forms of difference on students' schooling experiences. At the risk of stating the obvious, the goal of this study is to get you to examine your own attitudes and teaching practices with an eye to changing them as necessary to create broader educational success for all of your students. In particular, it is my hope, that you will develop an awareness of the need to become an advocate for diverse students, based on the specific context in which you currently encounter them, and to motivate you to push for necessary modifications in your school sites, as well.

Course Rationale
Predictions that “minority” students would become a majority population within our public schools have begun to prove accurate; in many of our schools, the "minority" population is actually the majority. Thus, this course has been developed in order to equip practicing teachers with effective instructional strategies and sufficient basic knowledge on the education of culturally and linguistically diverse learners so that they will be able to implement the curricular and practical changes necessary to accommodate such learners. A secondary goal is to develop teachers’ skills to analyze any curriculum, instruction, and/or program for its likely effectiveness with diverse learners.

Course Objectives
Through this course, students will:
1. become familiar with varying perspectives of teachers, materials, and students regarding diversity;
2. examine their own “philosophic sets” regarding the need for education that allows for and promotes the contributions of all educational stakeholders to a democratic society;
3. develop the ability to analyze problems, issues, and the behavior of individuals in school settings using the concepts and terminology learned in this course;
4. acquire knowledge about historical, sociocultural, linguistic, school adjustment, and academic achievement factors affecting the behavior of the culturally different learner;
5. acquire knowledge about and be able to evaluate procedures, models, methods, curriculum, strategies, assessment tools & teaching behaviors in multicultural and anti-racist education;
6. learn strategies for adjusting instruction and curriculum to meet and reflect sensitivity to the characteristics of the learner;
7. explore the implications of diversity for teachers’ roles in the contemporary U. S. classroom; and
8. gain knowledge on how to promote positive and productive interactions among diverse groups.

**Required Texts** (Please note that all required texts are available at the UNC Bookstore.)

(3) One additional text of your choice from among those asterisked in the list of optional/ recommended texts that follows immediately below, which you will be responsible for reading in small groups and presenting on to the rest of your peers. (*Please do not purchase these in advance, as the reading groups will be selected for these shortly after the course begins.*)