

**EDUC 364-Cultural Diversity & Schooling  
Summer 2005 (CRN#30153)**

Professor John J. Halcón

**Mission Statement**

The mission of the College of Education is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices.

We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by the COE Governance Community, October, 1997).

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Meeting Times:	0800-1150 am
Meeting Days:	TR
Room:	UH441
Dates:	July 5-August 11

**COURSE DESCRIPTION**

Required of all credential candidates. This course explores cultural and linguistic diversity as critical variables in achieving educational equity for ALL students. Major units include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.

## **Course Objectives**

Students completing EDUC 364 will be able to demonstrate:

- Developing competencies in *TPE 15: Social Justice and Equity*;
- Understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
- Understanding of cultural diversity in the United States and California;
- A general familiarity with cultural responsive pedagogy;
- Understanding of gay, lesbian, bisexual and transgender students, teachers and families.

## **Authorization to teach English Language Learners (ELLs)**

The credential program at CSUSM has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach ELL's is met through the infusion of content and experiences with the Multiple Subject Program, as well as additional coursework. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach ELL's (formerly called CLAD).

## **College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

**Class Standard** (for summer only) 2 absences and you will be dropped from the class.

# COMPETENCIES

## Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple or Single Subject(s) Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. You can incorporate artifacts from this class into your final comprehensive portfolio. The following TPE is addressed in this course:

### ***TPE 15: Social Justice and Equity***

Teacher candidates will be able to identify issues of social justice and equity in the classroom to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

### **Course Objectives**

1. To expand student's knowledge about the diversity that is part of today's school and community.
2. To provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts.
3. To provide support to all students who represent national, state, and regional diversity in our public schools.
4. To gain an understanding of "at risk" children.

## **GENERAL CONSIDERATIONS**

### **All rights reserved**

I reserve the right to change, add to, or delete any and all material from the course.

### **Outcomes and Standards**

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. (Note: As of 2002, the CLAD competencies are collectively referred to as an *Authorization to Teach English Learners*.)

Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in "seat time", meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

### **Academic Honesty**

I expect that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance.

### **Appeals**

Every student has the right to appeal a grade, or appeal for appeal for redress of grievances incurred in the context of the class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult with Dr. Peggy Kelly, Associate Dean of the College of Education.

## **Students with Disabilities Requiring Reasonable Accommodations**

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor. Every effort will be made to accommodate the student's special needs.

## **COURSE REQUIREMENTS**

### **Required Texts**

- Spring, Joel . Deculturalization and the struggle for equality ( 2001). Fourth edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-232275-6.
- Rothenberg, Paula. Race, Class, & Gender in the United States: An Integrated Study (2004). 6<sup>th</sup> Edition. VHPS. ISBN: 0716-75515-7.
- John J. Halcón & Michelle Lustig. Reading Packet for EDUC 364.

### **Recommended Text**

- Villaseñor, Victor. Rain of Gold. (1992). Delta Press. ISBN: 0385-31177-X

### **Grading Policy**

- All required work must be submitted on time.
- You will lose one complete grade on an assignment for late submissions.
- Your reference of choice for **ALL** papers and/or written assignments is the APA (American Psychological Association) Handbook. (Refer to [www.apastyle.org/index.html](http://www.apastyle.org/index.html))

## **Assessment**

**There are 1000 points possible:**

**Attendance and Class Participation (100 points)** -First is the expectation that you will attend all class sessions and participate actively in class discussions. There are twelve (12) class meetings this summer. Each class you attend is worth 10 points. If you miss two (2) classes, you will be dropped from the course.

**Personal/Family Background (200 points) Assignment #1:** By researching and studying one's family background it is possible to gain an appreciation about ourselves as individuals and our many similarities and differences.

In this assignment you are to write a 6-8 page narrative about your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value.

Reflect on your own experiences in terms of your cultural referents, your family background, and other factors determined by your own circumstances and upbringing. Be prepared to discuss your assignment within a larger class dialogue. **SHOW ME THE REFLECTION!!**

**Discussion Board (300 points)--Ongoing:** Students are required to participate in the class Bulletin Board. Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, and current events, related to the class. Six (6) substantial entries are expected. Each entry will earn you up to 50 points!

**Research Paper (200 points)**-Each group will select a topic of their choice on diversity issues (with the exception of special education) and will write a 8-10 page paper (APA style only). Papers are due (August 11), the last day of class (no plastic covers please!)

Suggestion: For your final paper, take one of the topics on the syllabus and research some aspect of it. Prepare a final PowerPoint presentation.

**Final PowerPoint Presentation (200 points)**-- Each group will select a topic of their choosing on Multicultural Education and prepare a PowerPoint presentation and discussion for the class. Presentations will be done on the last class meeting.

## **Schedule of Readings**

### **Week 1 July 5 Introductions/Definitions/Culture**

Read This Week:

Paula Rothenberg. Part I-The Social Construction of Difference: Race, Class, Gender and Sexuality (pp 1-118).

Joel Spring: Chapter 1. *Deculturalization and the Claim of Racial and Cultural Superiority by Anglo Americans* (pp 115).

Sonia Nieto: *Multicultural Education in Practice* (pp. 101-121).

Horace Miner. *Body Ritual Among the Nacirema* (pp 5-10).

**July 7 VIDEO #1: RACE: #1**

### **Week 2 July 12 Ethnic, Cultural/Socio-Economic Diversity**

Read This Week:

Paula Rothenberg. Part II-Understanding Racism, Sexism, Heterosexism, and Class Privilege (pp119-208).

Joel Spring: Chapter 2. *Deculturalization and the Schooling of Native Americans* (pp 17-31).

Chapter 3. *Education and Segregation: African Americans* (pp 35-51).

Chapter 4. *Asian Americans: Exclusion and Segregation* (pp 55-63).

Stacey J. Lee: *Academic Achievements Among Asian Americans* (pp. 53-69)

**July 14 VIDEO #2:**

**RACE: #2**

**Week 3 July 19 'At Risk' Children**

Read This Week:

**Paula Rothenberg**. Part III-Discrimination in Everyday Life (pp. 09-272).

**Ron Takaki**: *A Different Mirror* (pp 11-21).

**Beverly Tatum**: *Embracing a Cross-Racial Dialogue* (pp 35-42).

**July 21 VIDEO #3:**

**RACE: #3**

**Week 4 July 26 Immigrants & Migrants**

Read This Week:

**Paula Rothenberg**. Part IV. The Economics of Race, Class, and Gender in the United States (pp. 273-332).

**Gloria Ladson-Billings**: *Culturally Relevant Teaching* (pp 21-33).

**L. Delpit & J. Dowdy**: *No Kinda Sense* (pp 43-51).

**Joel Spring**: Chapter 5. *Hispanic/Latino Americans: Exclusion and Segregation*. (Pp 68-89).

**July 28 VIDEO #4: A Day Without A Mexican**

**Week 5 August 2 Linguistic Diversity & Bilingual Ed**

Read This Week:

**Paula Rothenberg**. Part V-Many Voices, Many Lives: Some Consequences of Racial, Gender and Class Inequality (pp. 333-342).

**Harry C. Weinberg**: *Bilingual Education: Teaching English in the 90's* (pp 87-90).



**L.J. Santamaria, T.V. Fletcher & C.S. Bos**: *Effective Pedagogy for English Language Learners in Inclusive Classrooms* (pp 63-86).

**James Cummins**: *Alternative Paradigms in Bilingual Education Research: Does Research Have a Place?* (Pp 91-97).

**August 4 VIDEO #5: The Mexican American Civil Rights Movement**

**Week 6 August 9 Culture Wars: Them vs. Us**

Read This Week:

**Paula Rothenberg**. Part VII. Maintaining Race, Class, and Gender Hierarchies: Social Control.

**Joel Spring**: Chapter 6. *The Great Civil Rights movement and the New Culture Wars* (pp 94-116).

**Peggy McIntosh**: *White Privilege: Unpacking the Invisible Knapsack* (pp 1-4).

**August 11 Class Presentations**

**Recommended Readings:**

**Paula Rothenberg**. Part VI- How it Happened: Race and Gender Issues in U.S. Law ( 435-509).

**Paula Rothenberg**. Part VIII: Making a Difference: Social Activism (pp 598-636).