

College of Education
California State University, San Marcos

EDUC 364-E06-Cultural Diversity & Schooling
Summer 2004

Instructor: Professor Michelle L. Lustig, MSW, ACSW
Office: off Campus
Telephone: (619) 543-0774 ext. 215
E-mail: mlustig@casey.org
Meeting Times: MW 1800-2150
Classroom: UH 441
Office Hours: by appointment or immediately following class

Mission Statement of the College of Education at CSUSM

The mission of the College of Education Community 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 COE Governance Community, October, 1997).

COURSE DESCRIPTION

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. This course presents a particular focus on “at risk” kids. This course is for students having an interest in diversity and educational issues and is a prerequisite for all teacher credential program candidates in education. Highly refined oral and written communication, information literacy, and appropriate use of technology are required of professional educators; therefore they are required as methods for completing course requirements.

Authorization to Teach English Learners

Beginning in the fall of 2002, CSUSM is an early adopter for the new AB 2042 program standards. The intent is to prepare new teachers for the diversity of languages often encountered in California public school classrooms. The

authorization to teach English learners is met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach English learners (*my note: 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*). **NOTE:** *This means that if you miss three (3) classes you cannot receive a passing grade for the class!*

COMPETENCIES

Standards Alignment

The course objectives, assignments, and assessments have been aligned with the CCTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are addressed in this class:

Standard 3: Relationships between theory and practice

Standard 4: Pedagogical thought and reflective practice

Standard 5: Equity, Diversity, and access to the core curriculum

Standard 10: Preparation for learning to create a supportive, healthy environment for student learning

Standard 11: Preparation to use educational ideas and research

Standard 12: Profession perspectives toward student learning and the teaching profession

Standard 13: Preparation to teach English learners

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects 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 following TPE's are addressed in this course:

Primary Emphasis:

- TPE 8: Learning about students
- TPE 11: Social environment
- TPE 12: Professional, legal, and ethical obligations

Secondary Emphasis:

- TPE 4: Making content accessible
- TPE 7: Teaching English learners
- TPE 13: Professional growth

Course Objectives

The purposes of this course are fourfold:

- Expand and nuance students' knowledge about the diversity that is a part of today's school and communities;
- Provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- Provide support to all students who represent national, state, and regional diversity.
- Gain experience working with "at risk" children and/or young people.

GENERAL CONSIDERATIONS

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY AND ALL MATERIAL FROM THE COURSE.

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. If there are questions about academic honesty, consult the University catalog.

Appeals

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

Ability

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 at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students who require reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, Room 5025a, and can be reached at (760) 750-4905 or (760) 750-4909 (TDD users).

COURSE REQUIREMENTS

Required Texts

**Spring, J. Deculturalization and the struggle for equality (2001). Third edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-232275-6.

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

**Pelzer, Dave (1995). A child called "It": An abused child's journey from victim to victor. Health Communications. , Inc. Deerfield Beach, FL. ISBN: 1-55874-366-9.

**Class Reader: Reading Packet for EDUC 364: Cultural Diversity and Schooling. John J. Halcon and Michelle Lustig.

GRADING POLICY

All required work must be submitted on time. You will lose one complete grade 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>)

Assessment

Your performance in class will be assessed along the following criteria. **There are 1000 points possible:**

1. **Attendance and Class Participation (150 points)** –First is the expectation that you will attend all class sessions and participate actively in class discussions. During summer session each meeting counts as two class sessions therefore, if you miss TWO class sessions, you will be dropped from the class
2. **Personal/Family Background Reflection (150 points) Assignment #1** DUE: **July 26**. 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 4-5 page narrative about your family background. This may include some or all of the following: religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation, and any other information you think is of interest and value (related to the class). Reflect on your own experiences in terms of your cultural referents, your background, that of your family, as determined by your own circumstances and upbringing. Be prepared to discuss your assignment within a larger class dialogue (Meets TPE 8, 11, 13).
3. **Discussion Board (300 points)--Ongoing**: Students are required to participate in the class Bulletin Board (asynchronous) on WebCT. Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, and current events, related to the class. A minimum of one substantial entry per week is expected. Each entry will earn you 60 points! Last posting will be **Wed. August 11!**
4. **Group Work :(200 points)**: Over the course of the session you will be given a variety of mini group projects. You will have ample class time to work on these projects. Topics will cover a variety of diversity issues including religious diversity, ethnic diversity, cultural identity etc.
5. **Final Paper (100 points) & Presentation (100 points)-- Finals Week**
The class will divide into groups. Each group will select a topic of their choosing on Multicultural Education and prepare a 30-minute PowerPoint presentation and discussion for the class. Presentations will be done during Finals Week. A group paper must accompany the Presentation (**No plastic covers----please!**). **All group members will receive group grades for both the presentation and paper.**

Schedule of Class Discussions and Readings

M/W

Week 1 July 7 Introduction/Definitions/Culture: Review of course syllabus and course requirements and semester schedule.

Assignment: Break into Groups

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

Week 2 July 12 The Scope of Diversity

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

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

Week 2 July 14 Special Education and Learning Disabilities: Jenine Henry, MA, Program Specialist, East County SELPA

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

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

**Week 3 July 19 Language Acquisition/Linguistic Diversity:
-Dr. John Halcón**

Assignment #1: Personal/Family Background Paper DUE July 26

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

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

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

Week 3 July 21 Ethnic and Cultural Diversity

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

Victor Villaseñor: *Rain of Gold: Book One* (pp1-91)

Week 4 July 26 Socio-Economic Diversity

Readings this Week:

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

Assignment #1: Personal/Family Background Paper DUE July 26

Class Discussion on Family Background papers.

**Week 4 July 28 Foster Youth and At Risk Children:
Why is this important for Educators to understand?**

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

Victor Villaseñor: *Rain of Gold: Book Two* (96-152)

David Pelzer: *A Child Called 'It'*

Week 5 August 2 Religious Diversity

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

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

Week 5 August 4 Immigrants and Migrants

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

Victor Villaseñor: *Rain of Gold: Book Four* (213-394).

Week 6 August 9 Educational Equity: what do different students need? What is FAIR?

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

Victor Villaseñor: *Rain of Gold*: Book Three (pp.155-210).

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

Readings this Week:

Week 6 August 11 Class Presentations

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

Unknown Author: *Ten Quick Ways to Analyze Children's Literature for Bias* (pp. 99-100).

Victor Villaseñor: *Rain of Gold*: Book Five (397-562).