

**CALIFORNIA STATE UNIVERSITY SAN MARCOS  
SPRING 2003  
EDUC 364: THE ROLE OF CULTURAL DIVERSITY IN SCHOOLING  
UNIV 444  
Monday & Wednesday  
January 22- May 12  
10:00-11:15 a.m.**



**PROFESSOR: Lorri J. Santamaría, Ph.D.  
PHONE: 760-750-8520  
E-MAIL: lsantama@csusm.edu  
OFFICE HOURS: By appointment and drop in  
LOCATION: UH 415**

---

## **COLLEGE OF EDUCATION MISSION STATEMENT**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators 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.
- In this class prospective teachers gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and the varying perspectives of the populations referenced in the *Non-Discrimination Policy of the State of California*.

## AUTHORIZATION TO TEACH ENGLISH LEARNERS

Beginning fall of 2002, CSUSM an early adopter of the new AB 2042 program standards, intends 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 (*note: formerly called CLAD*).

## OBJECTIVES

The course objectives, assignments, and assessments have been aligned with the California Commission on Teacher Credentialing Standards (CCTC) for the Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio.

Upon completion of this course and in accordance with the State of California CCTC, students will:

- Have the opportunity to develop respect for human similarities and differences. **(Standard 8)**
- Gain awareness of their perspectives pertaining to human diversity. **(Standard 8)**
- Gain openness to new perspectives regarding important variations among people. **(Standard 8)**
- Gain critical understanding of the nature and forms of human discrimination and ways to overcome them. **(Standard 8)**
- Demonstrate familiarity with various theories and instructional methodologies in first and second language acquisition **(Standards 12d, 13d)**.
- Demonstrate familiarity with past and current methods for teaching English as a second language. **(Standards 5a, 12d, 13d)**
- Discuss strengths and weaknesses of varied organizational strategies for multilingual classrooms. **(Standards 13a, 13c, 13d)**
- Demonstrate awareness of the issues involved in language assessment and testing for instructional purposes. **(Standards 13a, 13b, 13c)**
- Demonstrate awareness of local and national legal, political and socio-cultural issues related to the education of English learners. **(Standards 4b, 5a, 11c, 13c)**
- Demonstrate competence in the use of electronic research tools (e.g. access the Internet) to search for and retrieve information and have the ability to assess the authenticity, reliability, and bias for the data gathered. Interact with others using email and is familiar with a variety of computer based collaborative tools **(Standards 9c, 9f)**

## 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

## 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 Professor. Individual Professors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the Professor 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!*

## 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. E. Oliver, 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**

### **Uniqueness of Class**

All students enrolled in this class will have the opportunity to participate in a unique and vital educational experience organized by the CSUSM College of Education and the Casey Foundation. This pilot project involves (a) visiting, observing and tutoring in a high school setting for foster kids, **AND/OR** (b) tutoring a foster child in the local community. This experience is designed to have you gain invaluable experience with non-traditional, “*at risk*” kids. ***There will be few, if any, exceptions to this requirement!***

This experience will count 20-25 hours towards the required minimum 45 hours of classroom observation required by the State of California **BEFORE** you are accepted into the CSUSM Teacher Licensure Program. The additional hours must be completed in EDUC 350, unless otherwise waived.

### **Community Service Learning**

This class is organized as a Community Service Learning course. Community Service Learning is a planned learning opportunity that simultaneously assists the community by addressing real needs. Community service learning brings to life the subject matter of a course because students learn by participating in real life situations that relate to the learning objectives in their academic course.

## **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

\*\*Banks, J. A. & C. A. McGee Banks ((2003). Multicultural education: Issues and perspectives. John Wiley & Sons. New York. ISBN: 0-47122813-3.

\*\*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.

\*\*Course Reader (price & pick-up information forthcoming)

**\*\*Readings (to be announced).**

## COURSE REQUIREMENTS

All assignments are due on the dates indicated below (also indicated on the course weekly activity listing). Please manage your time and plan accordingly. Assignments must be word processed/ typewritten, double-spaced, with standard margins, unless completed in class. It is expected that all assignments will reflect university level composition.

You will have the opportunity to earn 100 points in this class.

Points will be converted to percentages. The following grading scale will be used:

93-100%.....	A
90-92%.....	A-
88-89%.....	B+
83-87%.....	B
80-82%.....	B-
<u>75-79%.....</u>	<u>C+</u>
72-75.....	C
70-71.....	C-
60-69%.....	D
59% and below.....	F

**Note:** Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the College requires completion of this course with a C+ or higher.

## ASSIGNMENTS, DUE DATES, AND POINTS POSSIBLE

1. Attendance and class participation 15 points

First is the expectation that you will attend all class sessions and participate actively in class discussions. Remember, if you miss three class sessions (or more), you will automatically drop your grade to a C, based on the COE attendance policy.

2. 10 minute Reading Presentations (4 @ 2 points each) 10 points  
(Due: 1/29, 2/12, 3/19, 4/16)

At various times throughout the semester you will work in randomly selected small groups to present some of the reading material to the rest of the class. Class members will grade you on your presentations and you will have the unique opportunity to assess yourselves. These are opportunities for you to find students with whom you will be best able to work with on your final project when you will choose your own group members.

3. Personal/ Family Background (**DUE: Monday 2/12**) 25 points

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 5-7 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 (Meets TPE 8, 11, 13).

4. Interactive Journal (4 @ 2 points each) 10 points  
(**TO COMPLETE IN CLASS: 2/26, 3/26, 4/23, and 5/7**)

Interactive journals are a way for the professor to respond to your questions, reflections, insights, or concerns regarding course content. They also facilitate relationship between the student and professor. Follow each journal entry with a question. The professor will respond to your question and then ask you to begin your next entry, by answering a new question of the professor's choice. Entries are to be no more than one page long. One point will be deducted for each page over the page limit requested.

5. Color My Family Human (**Due: 3/12**) 15 points

Building upon your Personal/ Family Background Assignment, for this assignment you will create a visual response that describes you, your cultural affiliation, your family, and the way in which your family affected your educational experience. Posters, Printed Power Point Presentations, and or realia (stuff) are encouraged. Your assignments will be displayed around the room, like a Science Fair set-up, and we will all take a "Wisdom Walk" around the room noting the strengths and what we have learned from each project, followed by a brief self-reflection of the process.

6. Final Presentations (**Due: Written, 4/28; Presentations 5/5, 5/7, [5/12]**) 25 points

The class will divide into six (6) groups. Each group will select a topic of their choosing on Multicultural Education with a focus on Foster Care and prepare a 15 minute PowerPoint presentation and discussion for the class. Presentations will be done on the last two meetings and Finals Week (if necessary).

---

100 points

## WEEKLY ACTIVITY LISTING

### 1 Jan 22 Introductions

**Syllabus Instructions (bring printed copy to class Monday 1/27!) and Book Reviews for 1/29 assigned.**

1. Spring, J. Deculturalization and the struggle for equality ( 2001). Third edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-232275-6.
2. Villaseñor, V. Rain of Gold. (1992). Delta Press. ISBN: 0385-31177-X
3. Banks, J. A. & C. A. McGee Banks ((2003). Multicultural education: Issues and perspectives. John Wiley & Sons. New York. ISBN: 0-47122813-3.
4. 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.
5. Course Reader (price & pick-up information forthcoming)

### 2 Jan 27 & 29 Cultural Diversity: Foster Children

**Monday: Syllabus Overview(Pp. 1-5) & Guest Lecturer, Michelle Lustig, The Casey Foundation**

**Readings this Week:**

Pelzer: Chapters 1-5: **A Child Called It**. Pp.1-98.

**Wednesday: Book Previews**

### 3 Feb 3 & 5 Childhood Transitions & the Workforce

**Monday: Continue syllabus overview (Pp. 5-10)**

**Quick Write and Discussion COE Mission Statement (Assign material presentation, Banks' Chapter 2 & Chapter 3)**

**Readings this Week:**

Pelzer: Chapters 6-Epilogue: **A Child Called It**. Pp. 99-174.

Banks & Banks: Chapter 1. "*Multicultural Education: Characteristics & Goals.*" Pp. 1-30.

**Wednesday: Introduction to Multicultural Education (Banks)**

### 4 Feb 10 & 12 Culture: Race & Class

**Monday: What is Culture?**

**DON'T FORGET!!! PERSONAL/ FAMILY BACKGROUND PAPER DUE MONDAY 2/17, NO EXCEPTIONS!**

**Readings this Week:**

Banks & Banks: Chapter 2. "*Culture in Society and in Educational Practices.*" Pp. 3155.

Banks & Banks: Chapter 3. "*Race, Class, Gender, and Disability in the Classroom.*" Pp. 59-79.

**Wednesday: Materials Presentations, Banks' Chapter 2 & Chapter 3**

<b>5</b>	<b>Feb 17 &amp; 19</b>	<b>Socio-Economic Status</b>
----------	------------------------	------------------------------

**Monday: Personal/Family Background Paper DUE today!**  
Let's discuss....

**Readings this Week:**

Banks & Banks: Chapter 4. "*Inner Cities, Affluent Suburbs, and Unequal Educational Opportunity.*" Pp. 83-99.

Banks & Banks: Chapter 5. "*Religious Diversity and Education.*" Pp. 103-131.

**Wednesday: Why is religious diversity an issue? Guest Lecturer: Michelle Lustig, The Casey Foundation**

<b>6</b>	<b>Feb 24-26</b>	<b>Disabilities and Gender Bias</b>
----------	------------------	-------------------------------------

**Monday: How do you handle people with disabilities? Will you treat children with disabilities any different?**

**Readings this Week:**

Banks & Banks: Chapter 6. "*Gender Bias: From Colonial America to Today's Classrooms.*" Pp. 125-147.

Banks & Banks: Chapter 7. "*Classrooms for Diversity: Rethinking Curriculum and Pedagogy.*" Pp. 152-171.

**Wednesday: Interactive Journal #1 to be completed in class...What have you learned about yourself thus far? Others? Perspective?**

<b>7</b>	<b>March 3 &amp; 5</b>	<b>Educational Equity</b>
----------	------------------------	---------------------------

**Monday: Why do women of color get their own chapter?**

**Readings this Week:**

Banks & Banks: Chapter 8. "*Transforming the Curriculum: Teaching about Women of Color.*" Pp. 174-192.

Banks & Banks: Chapter 9. "*Educational Equality for Students of Color.*" Pp. 197-221.

Villaseñor: Forward; Chapters 1 & 2 (Pp. 1-43).

**Wednesday: Why is it important to know about educational equity for students of color?**

**COLOR MY FAMILY HUMAN ASSIGNMENT DUE WEDNESDAY 3/12!!!**

<b>8</b>	<b>March 10 &amp; 12</b>	<b>The Multicultural Curriculum</b>
----------	--------------------------	-------------------------------------

**Monday: Deconstructing Multicultural Education vs. Global Education (Assign materials presentations, Villaseñor Chapters 2-6)**

**Readings this Week:**

Banks & Banks: Chapter 10. "*Approaches to Multicultural Curriculum Reform.*" Pp. 225-245.

Banks & Banks: Chapter 11. "*The Colorblind Perspective in School: Causes & Consequences.*" Pp. 247-263.

Villaseñor: Chapters 3-6 (pp. 44-82).

**Wednesday: COLOR MY FAMILY HUMAN ASSIGNMENT DUE TODAY!**



<b>9</b>	<b>March 17 &amp; 19</b>	<b>Language Diversity</b>
----------	--------------------------	---------------------------

**Monday: What is bilingual education?**

**Readings this Week:**

Banks & Banks: Chapter 12. "*Language Diversity and Education.*" Pp. 268-289.

Banks & Banks: Chapter 13. "*Educational Equality for Students With Disabilities.*" Pp. 295-321.

Villaseñor: Chapters 7-10 (pp. 158).

**Wednesday: Materials presentations, Villaseñor Chapters 2-6**

<b>10</b>	<b>March 24 &amp; 26</b>	<b>Ed Support for Youth in Transition</b>
-----------	--------------------------	---

**Monday: Assessment Bias**

**Readings this Week:**

Banks & Banks: Chapter 14. "*School Inclusion and Multicultural Issues in Special Education.*" Pp. 327-347.

Banks & Banks: Chapter 15. "*Teaching Gifted Students in a Multicultural Society.*" Pp. 353-371.

Villaseñor: Chapters 11-14 (pp. 159-235).

**Wednesday: Guest Lecturer, Michelle Lustig, The Casey Foundation**

**Journal #2 to be completed in class...How do the current readings relate to your "Casey" experience?**

<b>11</b>	<b>MARCH 31-APRIL 4</b>	<b>SPRING BREAK</b>
-----------	-------------------------	---------------------

<b>12</b>	<b>April 7 &amp; 9</b>	<b>Families and Schools</b>
-----------	------------------------	-----------------------------

**Monday: The Importance of Family**

**Readings this Week:**

Banks & Banks: Chapter 16. "*School Reform and Student Learning: A Multicultural Perspective.*" Pp. 381-397.

Banks & Banks: Chapter 17. "*Families and Teachers Working Together for School Improvement.*" Pp. 402-419.

Villaseñor: Chapters 15-18 (pp. 236-394).

**Wednesday: Villaseñor Discussion and preparation for Materials Presentations**

<b>13</b>	<b>April 14 &amp; 16</b>	<b>Deculturalization</b>
-----------	--------------------------	--------------------------

**Monday: What is deculturalization and why is it relevant for a discussion about education?**

**Readings this Week:**

Spring: Chapter 1- "*Deculturalization and the Claim of Racial Superiority by Anglo Americans.*" Pp. 1-15.

Spring: Chapter 2- "*Deculturalization and the Schooling of Native Americans.*" Pp. 17-32.

Villaseñor: Book FIVE (pp.395-399) and Chapters 19-21 (pp. 400-474).

**Wednesday: Villaseñor Discussion and Materials Presentations (entire book, thus far)**

**DON'T FORGET!!! FINAL WRITTEN PAPERS DUE MONDAY 4/28, SIGN UP NOW FOR PRESENTATION DAYS 5/5, 5/7, (5/12) NO EXCEPTIONS!**

<b>14</b>	<b>April 21 &amp; 23</b>	<b>Exclusion and Segregation</b>
-----------	--------------------------	----------------------------------

**Monday: Guest Lecturer, Michelle Lustig, The Casey Foundation**  
**African Americans and Foster Care, an overview**

**Readings this Week:**

Spring: Chapter 3-“*Education and Segregation: African Americans.*” Pp. 35-51.

Spring: Chapter 4-“*Asian Americans: Exclusion and Segregation.*” Pp. 55-66.

**Wednesday: Guest Lecturer, Michelle Lustig, The Casey Foundation**

**Lecturer selected activities**

**Journal #3 to be completed in class...How do the current readings relate to your “Casey” experience?**

<b>15</b>	<b>April 28 &amp; 30</b>	<b>Wrapping it all Up</b>
-----------	--------------------------	---------------------------

**Monday: FINAL WRITTEN PAPERS DUE TODAY!**

**Letters to self: What I learned, why it is relevant, how it will change what I will do in the future as a teacher?**

**Readings this Week:**

Spring: Chapter 5-“*Latino Americans: Exclusion and Segregation.*” Pp. 68-91.

Spring: Chapter 6-“*The Civil Rights Movement & New Culture Wars.*” Pp. 94-117.

Villaseñor: Chapters 22-25 (pp. 475-562).

**Wednesday: Final Villaseñor Discussion (whole book)**

<b>16</b>	<b>May 5 &amp; 7</b>	<b>Class Presentations</b>
-----------	----------------------	----------------------------

**Monday: Course Evaluations**

**Wednesday: Journal #4 to be completed in class...How do you think your “Casey” experience will assist you in the future as a teacher?**

<b>16</b>	<b>(May 12)</b>	<b>Finals Week/ Class Presentations</b>
-----------	-----------------	---