

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDUC 364-04**

**Cultural Diversity & Schooling**

**Spring 2003**

**Tuesday & Thursday**

**8:30 – 9:45am**

**UNIV 439**

**Professor: Annette M. Daoud, Ph.D.**

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**Office Hours: By appointment and drop in**

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**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).

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**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.

**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.

### **Authorization to Teach English Learners**

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 English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by the CCTC in SB 2042 Programs Standards, August, 2002).

### **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!***

### **Standards Alignment**

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 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 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 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

## 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 are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

## COURSE REQUIREMENTS

### Uniqueness of Class

All students enrolled in this class will participate in a unique and vital educational experience organized by CSUSM's 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.( 2001). *Deculturalization and the struggle for equality*. Third edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-232275-6

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

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

Course Reader - available at CopyServe 754 S. Rancho Santa Fe Rd., San Marcos  
Phone: 599-9923 (price forthcoming)

### **Grading Policy**

All assignments are due on the dates indicated below. Assignments turned in late will not receive full credit. Please manage your time and plan accordingly. Assignments must be typewritten, double-spaced and with standard margins unless completed in class. It is expected that all assignments will reflect university level composition.

The following grading scale will be used:

93 – 100	A	<u>75 – 79</u>	C+
90 – 92	A-	72 – 74	C
88 – 89	B+	70 – 71	C-
83 – 87	B	60 – 69	D
80 – 82	B-	59 – below	F

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

### **ASSIGNMENTS, DUE DATES, AND POINTS POSSIBLE**

- 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 (3) class sessions, you will automatically drop your grade to a "C" based on the COE attendance policy.
- Reading Presentations (5 @ 2 points each)** **10 points**  
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. In your group, you will decide upon 2-3 questions to guide the class discussion. Each group will have approximately 10 minutes to lead their discussions.  
**DUE: Throughout the semester**
- Personal/Family Background** **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 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 (Meets TPE 8, 11, and 13).

**DUE: 2/18**

**4. Interactive Journal 15 points**

At various times throughout the semester you will be asked to write a journal entry. Each journal entry will be approximately one page in length and will cover a variety of topics including; a reflection of your learning experiences, a response to a class discussion, a reflection of your tutoring experiences, a critique of a class reading or film. I will respond to your entries at mid-semester, and grade your journal as a whole at the end of the semester.

**DUE: Journal entries - throughout the semester, Entire journal on 5/1**

**5. “Hot Topics” in Education 10 points**

In pairs, students will have the opportunity to present a “hot topic” in education of his/her choosing to the class. Students will present their topic and then guide a short discussion with the class (approximately 10 minutes). The class will grade you on the relevance of the topic as well as on your presentation.

**DUE: Throughout the semester**

**6. Final Presentation 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 20 - 30 minute PowerPoint presentation and discussion for the class. Each group will also submit a 3-5 page paper on their topic. Presentations will be done on the last two meetings and Finals Week (if necessary).

**DUE: Papers, 5/1; Presentations 5/6, 5/8, [5/15]**

**WEEKLY READINGS / ACTIVITIES**

<b>1</b>	<b>Jan 21 &amp; 23</b>	<b>Introductions</b>
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Tuesday: Introductions / Syllabus Overview

**NOTE: Please download the syllabus from the COE Website and bring it to class on Thursday**

Thursday: Guest Lecturer: Michelle Lustig, The Casey Foundation  
Continue Syllabus Overview

<b>2</b>	<b>Jan 28 &amp; 30</b>	<b>Cultural Diversity: Foster Children</b>
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**Readings this week:**

Tuesday: Pelzer: Chapters 1-5 (pp. 1-98) **A Child Called It**

Thursday: McIntosh: Unpacking the Invisible Knapsack (course reader)

**DUE: Life Scans for tutoring (by 1/30)**

**3 Feb 4 & 6 Childhood Transitions & the Workforce**

**Readings this week:**

Tuesday: Pelzer: Chapters 6-Epilogue (pp. 99-174) **A Child Called It**  
Thursday: Banks & Banks: Chapter 1 “*Multicultural Education: Characteristics & Goals*” (pp. 1-30)

**4 Feb 11 & 13 Culture: Race & Class**

**Readings this week:**

Tuesday: Banks & Banks: Chapter 2 “*Culture in Society and in Educational Practices*” (pp.31-55)  
Paley: White Teacher (course reader)  
Thursday: Banks & Banks: Chapter 3 “*Race, Class, Gender, and Disability in the Classroom*” (pp. 59-79)  
Takaki: A Different Mirror (course reader)

**5 Feb 18 & 20 Socio-Economic Status / Religion**

**Readings this week:**

Tuesday: Banks & Banks: Chapter 4 “*Inner Cities, Affluent Suburbs, and Unequal Educational Opportunity*” (pp. 83 – 99)  
Thursday: Banks & Banks: Chapter 5 “*Religious Diversity and Education*” (pp.103 – 131)

**DUE: Personal / Family Background Paper (2/18)**

**6 Feb 25 & 27 Disabilities / Gender**

**Readings this week:**

Tuesday: Banks & Banks: Chapter 6 “*Gender Bias: From Colonial America to Today’s Classrooms*” (pp. 125 – 147)  
Thursday: Banks & Banks: Chapter 7 “*Classrooms for Diversity: Rethinking Curriculum and Pedagogy*” (pp. 152 – 171)  
Delpit: The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children (course reader)

**7 March 4 & 6 Educational Equity**

**Readings this week:**

Tuesday: Banks & Banks: Chapter 8 “*Transforming the Curriculum: Teaching about Women of Color*” (pp. 174-192)  
Ladson-Billings: Culturally Relevant Teaching (course reader)  
Thursday: Banks & Banks: Chapter 9 “*Educational Equality for Students of Color*” (pp.197-221)  
Tatum: Embracing a Cross-Racial Dialogue (course reader)

**8 March 11 & 13 The Multicultural Curriculum**

**Readings this week:**

Tuesday: Banks & Banks: Chapter 10 “*Approaches to Multicultural Curriculum Reform*” (pp. 225-245)  
Nieto: Multicultural Curriculum in Practice (course reader)

Thursday: Banks & Banks: Chapter 11 “*The Colorblind Perspective in School: Causes & Consequences*” (pp. 247-263)  
Delpit: No Kinda Sense (course reader)

**9 March 18 & 20 Language Diversity**

**Readings this week:**

Tuesday: Banks & Banks: Chapter 12 “*Language Diversity and Education*” (pp. 268-289)  
Weinberg: Bilingual Education: Teaching English in the 90’s (course reader)  
Cummins: Alternative Paradigms in Bilingual Education Research (course reader)  
Thursday: Santamaria, Fletcher & Bos: Effective Pedagogy for English Language Learners in Inclusive Classrooms (course reader)

**10 March 25 & 27 Ed Support for Youth in Transition**

**Readings this week:**

Tuesday: Banks & Banks: Chapter 13 “*Educational Equality for Students with Disabilities*” (pp. 295-321)  
Banks & Banks: Chapter 14 “*School Inclusion and Multicultural Issues in Special Education*” (pp. 327-347)  
Thursday: Banks & Banks: Chapter 15 “*Teaching Gifted Students in a Multicultural Society*” (pp. 353-371)

**11 March 31 - April 4 SPRING BREAK**

**12 April 8 & 10 Families and Schools**

**Readings this week:**

Tuesday: Banks & Banks: Chapter 16 “*School Reform and Student Learning: A Multicultural Perspective*” (pp. 381-397)  
Valenzuela: Teacher-Student Relations and the Politics of Caring (course reader)  
Thursday: Banks & Banks: Chapter 17 “*Families and Teachers Working Together for School Improvement*” (pp. 402-419)

**13 April 15 & 17 Deculturalization**

**Readings this week:**

Tuesday: Spring: Chapter 1 “*Deculturalization and the Claim of Racial Superiority by Anglo Americans*” (pp. 1-15)  
Reyes & Halcon: Racism in Academia: The Old Wolf Revisited (course reader)  
Thursday: Spring: Chapter 2 “*Deculturalization and the Schooling of Native Americans*” (pp. 7-32)

**14 April 22 & 24 Exclusion and Segregation**

**Readings this week:**

Tuesday: Spring: Chapter 3 “*Education and Segregation: African Americans*” (pp. 35-51)  
Thursday: Spring: Chapter 4 “*Asian Americans: Exclusion and Segregation*” (pp. 55-66)  
Lee: Academic Achievement among Asian Americans (course reader)

**15      April 29 & May 1                      Civil Rights**

**Readings this week:**

Tuesday: Spring: Chapter 5 “*Latino Americans: Exclusion and Segregation*” (pp. 68-91)  
San Miguel & Valencia: From the Treaty of Guadalupe Hidalgo to Hopwood: The Educational Plight and Struggle of Mexican Americans in the Southwest (reader)  
Thursday: Spring: Chapter 6 “*The Civil Rights Movement & New Culture Wars*” (pp. 94-117)  
Miner: Body Rituals among the Nacirema (course reader)

***DUE:    Interactive Journals (5/1)***  
***Final Presentations - Written (5/1)***

**16      May 6 & 8                      Class Presentations**

**17      May 15                      Finals Week/ Class Presentations**