

**EDUC 364-02-Cultural Diversity & Schooling
Fall 2007 (CRN# 21626)**

Professor John J. Halcón
&
Professor Michelle Lustig

Mission Statement

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 the COE Governance Community, October, 1997).*

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Meeting Times:	1030-1145
Meeting Days:	TR
Room:	ACD 404
Dates:	Jan 23-May 10

NOTE: Contract Negotiations

The instructor's union is in the midst of contract negotiations and there is a possibility of a work interruption. Updates on this situation will be provided throughout the semester.

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.
- To gain an understanding of "at risk" and foster children.

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

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*).

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 socio-economic backgrounds.

GENERAL CONSIDERATIONS

All rights reserved

As instructor of record, 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 is cheating and will not be tolerated under any circumstance.***

Appeals

Every student has the right to appeal a grade, or 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.

Community Service Learning

Community Service Learning is an integral part of this class. Community Service Learning engages students in active learning experiences that enhance classroom instructional activities, while addressing social, economic, political, health, and environmental needs of people in the community. Students learn while doing and while reflecting on what they do.

Foster Children

A unique aspect of this course is a focus on the educational needs of foster children. In a unique collaboration between CSUSM's College of Education and San Diego County Schools, all students in this class **are required** to tutor foster children as part of the Service Learning requirement for the course.

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). 6th Edition. VHPS. ISBN: 0716-75515-7.
- Pelzer, David. A Child Called 'IT'.

Recommended Texts

- 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.

- All work will be submitted electronically.
- 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

There are 1000 points possible:

1) Attendance and Class Participation (100 points) -First is the expectation that you will attend all class sessions and participate actively in class discussions. If you miss four (4) classes, you will be dropped from the course.

2) Social Justice Paper(s)-pre and post (100 points).

Assignment #1 (a) & (b): Submit two, one-two page papers of your understanding of Social Justice.

3) Personal/Family Background (200 points) Assignment #2: 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!!***

4) Discussion Board (300 points)--Ongoing: Students are required to participate in the class Bulletin Board (WebCT). Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, and current events, related to the class.

A minimum of ten (10) substantial entries is expected for a passing grade on this assignment (C+). The following explains

this:

Entries Required	Grade Equivalent
*1-10 entries-50 points	C+
*11-14 entries-100 points	B-
*15-18 entries-125 points	B
*19-22 entries-175 points	B+
*23-25 entries-220 points	A-
*26-30 entries-255 points	A
*31+ entries-300 points	A+

LET ME BE CLEAR: Personal notes to students, " I agree with...", 'You're so right"... Statements, comments, etc., and other such non-substantive postings will not be counted in the total.

5) Research Paper & PowerPoint Presentation (300 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 **May 8**.

Suggestion: For your final paper, take one of the topics on diversity, apply to foster children, research it, and prepare a final PowerPoint presentation.

Schedule of Readings

TR

1030-1145

Week 1. Jan 23-25. Introduction, Organization of Class, & Mission Statement

For Next Week:

Read: Rothenberg. Part I (#'s 1-11).

Week 2. Jan 30-Feb 1. Social Justice The Social Construction of Difference: Race, Class/ "At Risk" Children /Tutor Connection/The Child Welfare System

For Next Week:

Read: Rothenberg. Part II (#'s 12-21).
Pelzer: Chapters 1-5: A Child Called It. Pp.1-98.

Assignment #1(a): Submit a 1-page discussion of your understanding of Social Justice. Due Feb 1st.

Week 3. Feb 6-8. Racism, Sexism, and Class Privilege / Wide Range Achievement Test (WRAT-III) Training

For Next Week:

Read: Rothenberg. Part III. (#'s 22-32).
Pelzer. Chapters 6-Epilogue: A Child Called It. Pp. 99-174.

Assignment #2: Submit a 6-8-page Family Background paper. Due: Feb 8th.

Group #1 Presentations

Week 4 **Feb 13-15. Discrimination in Everyday Life / Professional Boundaries**

For Next Week:

Read: Rothenberg. Part III. (#'s 33-46).
Spring: Chapter 1. *Deculturalization and the Claim of Racial and Cultural Superiority by Anglo Americans* (pp 1-15).

Group #2 Presentations

Week 5 **Feb 20-22. Social Class Inequalities**

For Next Week:

Read: Rothenberg. Part IV (#'s 47-57).
Suggested: Victor Villasenor: *Rain of Gold*: Book One (1-91)

Group #3 Presentation

Week 6 **Feb 27-March 1. Educating Native Americans Behavior Management**

For Next Week:

Read: Rothenberg. Part V (#'s 58-68).
Spring: Chapter 2. *Deculturalization and the Schooling of Native Americans* (pp 17-31).

Group #4 Presentation

Week 7 **March 6-8. Educating African Americans**

For Next Week:

Read: Rothenberg. Part V (#'s 69-82).
Suggested: Victor Villasenor: *Rain of Gold*: Book Two (96-152).
Spring: Chapter 3. *Education and Segregation: African Americans* (pp 35-51).

Group #5 Presentations

Week 8 March 13-15. Educating Asian Americans

For Next Week:

Read:

Rothenberg. Part VI (#'s 83-95).

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

Group #1 Presentations

Week 9 March 20-22. Educating Chicanos-Latinos

For Next Week:

Read:

Rothenberg. Part VI (#'s 96-105).

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

Suggested: Victor Villasenor: Rain of Gold: Book Four (213-394).

Group #2 Presentations

Week 10 March 26-30 SPRING BREAK

Week 11 April 3-5. Normative Cultural & Culture Wars

For Next Week:

Read:

Rothenberg. Part VII (#'s 106-115).

Suggested: Victor Villasenor: Rain of Gold: Book Three (155-210)

Group #3 Presentations

Week 12 April 10-12. Deculturalization / [Surviving Abuse](#)

For Next Week:

Read: Rothenberg. Part VIII. (116-121).

Group #4 Presentation

Week 13 April 17-19. Language Acquisition & Second language Learners

For Next Week:

Read: Rothenberg. Part VIII (122-126).

Group #5 Presentations

Week 14 April 24-26. Culturally Relevant Teaching

For Next Week:

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

Group #6 Presentations

*Assignment #1(b): Submit a 2-page discussion of your understanding of Social Justice. Due: **May 1**.*

week 15 May 1-May 3. Immigrants & Immigration

For Next Week:

Read: Suggested: Victor Villasenor: Rain of Gold: Book Five (397-562).

Week 16 May 8-10 Final Presentations

DUE: Final Papers/PowerPoint Presentations

Week 17 May 14-18 Finals Week