

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**  
**COLLEGE OF EDUCATION**  
**EDUC 364B, Section 1 (CRN# 20118) with EDUC 364, Section 3 (CRN# 20108)**  
*The Role of Cultural Diversity in Schooling*  
**Spring 2010**

**Instructor:** Dr. Grace Park McField  
**E-Mail\*:** \*\*use WebCT coursemail!! / backup contact @ [gmcfield@csusm.edu](mailto:gmcfield@csusm.edu)  
**Phone:** (760) 750-8511  
**Office / Hours:** 428 University Hall / Wednesdays before class; Thursdays 12 – 1 by appointment  
**Meeting times/places:** **UH 441 Wednesdays 2:30 – 5:15 p.m. with designated WebCT sessions**  
**WebCT Info:** Go to <http://webct.csusm.edu> and use your CSUSM user name and password.

**COLLEGE OF EDUCATION 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 \*ongoing service. Our practices demonstrate a commitment to \*student-centered education, \*diversity, \*collaboration, \*professionalism, and \*shared governance. (*adopted by COE Governance Community October, 1997*)

**Furlough Statement:**

Due to the devastating effects of current budget crisis in California, faculty have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, faculty are required to submit formal certification that we will not work on furlough days. We are prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, faculty will make every effort to support your educational experience at CSUSM. However, be mindful that business will NOT be as usual, given the inevitable delays that will occur in many areas of the university such as instructional technology support, bookstore hours, student advisement office hours, faculty availability, and so on. Visit CSUSM Budget Central [\[http://www.csusm.edu/budgetcentral/\]](http://www.csusm.edu/budgetcentral/) to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central. You are also strongly encouraged to complete and submit the Student Furlough Complaint Form (available on the course WebCT shell.)

**Common Faculty Furlough Days are Tues. Jan. 19, Friday March 26, and Monday April 5.** Furlough plans may be altered after the beginning of the semester as a result of administrative actions or other emergencies. Thus, subsequent revisions to this syllabus may occur.

**Administrative Furlough Days:** Due to state budget reductions & mandated furloughs, the College of Education Administrative and Student Services Center offices will be closed the following days: January 15 & 29, February 5 & 19, March 29 & 30, April 1 & 2, May 21 & 28, June 22 & 25.

**Campus Closures:** □December 25, 29, 30 □January 1, 18 □March 29, 30, 31 □April 1, 2 □May 31

### **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, sexual orientation and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.

Strong oral and written communication skills, information literacy, and technology are required of professional educators; therefore, these components are emphasized as methods to be used in completing course requirements.

### **COURSE OBJECTIVES**

Students completing EDUC 364 will be able to demonstrate the following:

- developing competencies in TPE 15: Social Justice and Equity (see below);
- 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;
- general familiarity with culturally responsive pedagogy;
- understanding of gay, lesbian, bisexual and transgender students, teachers and families.

### **AUTHORIZATION TO TEACH ENGLISH LEARNERS**

**In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. As of 2002, the CLAD competencies are collectively referred to as an authorization to teach English Learners.**

### **STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS**

Students with disabilities requiring reasonable accommodations must be approved for services through the Disabled Student Services Office (DSS). This office is located at Craven Hall 5205, and the contact numbers are 760-750-4905 (tel) and 760-750-4909 (TTY). Students authorized by DSS to receive reasonable accommodations should meet with their instructor on or before the first week of class.

### **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 and apply appropriate instructional strategies 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.

### **California Teacher Performance Assessment (CalTPA)**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:

<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

#### ATTENDANCE POLICY

**The Governance Community of the College of Education adopted the following policy on 12/19/1997:**

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.

This course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. Given the fast-paced and highly interactive nature of the course, and given that teaching and learning is difficult (if not impossible) without regular attendance and full engagement in class, the above College Policy is amplified as follows:

Your attendance and participation are basic to your learning and my evaluation of your learning in this class. You are expected to establish appropriate personal, academic and career priorities to facilitate said attendance and participation in this class.

\*Your grade will be negatively affected by absences and positively affected by regular attendance. **You will lose 10 points for each tardy or early departure, and 50 points for each absence, explained or unexplained.** One absence may be made up with approval.

\*\*Illness and emergency circumstances will be negotiated on a case-by-case basis.

These measures are intended to encourage responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

#### GRADING

**Grading Scale:** A=930-100, A-=900-929, B+=870-899, B=830-869, B- = 800-829, **C+=770-799**, C=730-769, C-=700-729, D+=670-699, D=630-669, D-=600-629, F=599 or lower. 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 C+ or higher for these purposes.

**Attendance & Participation:** You are expected to read course materials prior to class meetings and participate in group and class discussions both on WebCT prior to class and in face-to-face class sessions.

**Communication:** You are expected to use WebCT/coursemail and the web on a regular basis. You must log in regularly to WebCT and obtain a university email address / user ID no later than during the *first week of class* so that I can add you to my WebCT/coursemail list. Essential and time-sensitive information may be conveyed via WebCT/coursemail, and you are responsible for obtaining this information from each other or from the professor.

**Submission of Coursework:** All work needs to be submitted on WebCT under the appropriate Assignment module. All regular / core assignments (i.e., all work EXCEPT WebCT tasks) *also needs to be submitted in paper format to be graded. Any work submitted late receives no credit.* (Individual exceptions due to emergencies or catastrophes only will be negotiated on an individual basis.)

**Grading Emphasis:** Each written assignment will be graded approximately 80% on content and writing (detail, logic, synthesis of information, depth of analysis, etc.), and up to 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). You are expected to write at or above the minimum competency level for writing. All citations need to use APA format, 6<sup>th</sup> edition, release in 2009.

#### GENERAL CONSIDERATIONS

**Professional Disposition and Behavior at All Times:** Respect, professionalism, and when appropriate, charity, are necessary for a positive, healthy learning environment. All students are entitled to their opinions. Students demonstrating negative attitudes and /or disruptive behavior will not be tolerated under any circumstances and will be referred immediately to the University Dean of Student Affairs and/or the College of Education Associate Dean.

Grades and course credit may be affected by inappropriate professional dispositions and/or behavior. **See Self-Evaluation for criteria of professional disposition, to be completed at the beginning and end of the semester.**

**Outcomes and Standards:** This course is aligned with the standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing, and as approved by the faculty of the College of Education. (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:** It is expected that each student will do his or her own work, and contribute equitably to group processes and projects. If there is any question 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 course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Patricia Prado-Olmos, Associate Dean, College of Education.

**Ability:** Every student has the right to an equitable education and appropriate accommodations. 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 appropriate accommodations for special needs students. Students may be required to use the Writing Center or similar resource for all written assignments, based on performance on the first writing assignment.

### **REQUIRED TEXTS (These\* texts are on reserve at the Kellogg Library.)**

**NOTE:** All texts/readings MUST be brought to each appropriate class session.

1. Banks, J.A. and Banks, C.A. (2005). *Multicultural Education: Issues and Perspectives*, 5<sup>th</sup> Ed. **\*\*NOT for SPRING 2010.\*\***
2. See WebCT Resources / Lelyveld, J. Ed. (2001). *How Race is Lived in America: Pulling Together, Pulling Apart*. Henry Holt Company.
3. \*Spring, J. (2009). *Deculturalization and the Struggle for Equity (6th Edition)*. New York, NY: The McGraw-Hill Companies, Inc.
4. \*Course Reader: Info on this will be announced in class.
5. \*Krashen, S. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann.

#### **Optional Texts:**

Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Ontario, CA: California Association for Bilingual Education

Day, F. A. (1999). *Multicultural Voices in Contemporary Literature*. Portsmouth, NH: Heinemann.

**Derman-Sparks, L. (1989). *Anti-Bias Curriculum*. National Association for the Education of Young People. ISBN: 093598920X**

OR Lee, E. (1998). *Beyond Heroes and Holidays*. Washington, DC: Network of Educators on the Americas.

Feagin, J. R. (2000). *Racist America: Roots, Current Realities, and Future Reparations*. New York: Routledge.

Gollnick, D. & Chinn, P. C. (1998). *Multicultural Education in a Pluralistic Society (5<sup>th</sup> Edition)*. Columbus, Ohio: Prentice Hall, Inc.

### **ALL UNIVERSITY WRITING REQUIREMENT**

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

## COURSE REQUIREMENTS

### Assignments:

All assignments are due on the dates indicated. **All work needs to be submitted on WebCT** under the appropriate Assignment module. All core assignments must **also** be submitted **in paper format to be graded. All late receives no credit.** (Individual exceptions due to emergencies and catastrophes only will be negotiated on an individual basis).

Assignments must be typewritten or word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition. Use of electronic spelling and grammar checking is encouraged. Select samples of assignments are available for viewing in class and/or on WebCT/Resources.

- A. Attendance & Participation (300 points)** Attendance at every session, along with active, engaged, reflective, respectful discussion, is required and expected. (See section on the Attendance Policy for information on consequences of absences.) Ongoing and active participation on the WebCT Discussion Board is required.
- B. Discussion Leader (50 points)**
- C. Portfolio (650 points TOTAL)**
- |   |            |                   |
|---|------------|-------------------|
| 1. Self-Evaluation (Beginning/20, end of term/20)               | 40 points  | Due Session 4, 15 |
| 2. Guided WCT Task: The Irish in America                        | 0 points   | Due Session 3     |
| 3. Personal History Narrative                                   | 100 points | Due Session 4     |
| 4. Family Tree Map & Writeup                                    | 100 points | Due Session 5     |
| 5. WebCT Task: Video, Smoke Signals or In the White Man's Image | 40 points  | Due Session 6     |
| 6. WCT Task: Religion Map & Movie                               | 40 points  | Due Session 6     |
| 7. WCT Task: CBEDS/Dataquest                                    | 40 points  | Due Session 7     |
| 8. WCT Task: World Languages                                    | 40 points  | Due Session 8     |
| 9. WCT Task: Exceptionality (Part I/30, Part II/30)             | 60 points  | Due Session 9     |
| 10. WCT Task: Film or Book Review                               | 40 points  | Due Session 13    |
| 11. Revised Personal Narrative                                  | 50 points  | Due Session 15    |
| 12. Outcome Assessment  | 100 points | Due Session 15    |
| 13. <i>Extra Credit Option: Parent Interviews</i>               | 40 points  | **Due Session 15  |

**TOTAL POINTS POSSIBLE: 300 + 50 + 650 = 1000 POINTS (plus 40 extra credit points possible)**

### ASSIGNMENT SPECIFICATIONS

#### ASSIGNMENT DIRECTIONS (SPECIFIC DIRECTIONS WILL ALSO BE POSTED ON WEBCT)

**A. Attendance and Participation. (300 points)** Attendance; preparedness with readings and leading a discussion prior to class; as well as active, engaged discussions and participation in class all fall into this category. Students will post comments on readings and current issues (optional) as they relate to each session's topic on WebCT PRIOR TO class. **Your comments need to directly quote, reflect on, and analyze your readings.**

Current educational issues and thoughts on course topics can be found on the following websites:

San Diego Union Tribune [www.signonsandiego.com](http://www.signonsandiego.com)      Education Week [www.edweek.com](http://www.edweek.com)  
North County Times [www.nctimes.com](http://www.nctimes.com)      California Department of Education  
[www.cde.ca.gov](http://www.cde.ca.gov)  
Rethinking Schools [www.rethinkingschools.com](http://www.rethinkingschools.com)      Teaching Tolerance [www.tolerance.org](http://www.tolerance.org)

**B. Discussion Leader (50 points).** For each discussion topic (some sessions will have more than one topic), one or two students will be responsible for posing critical thinking questions to the class, and reviewing and summarizing the other students' comments **\*\*prior to\*\*** the session in which the topic will be discussed.

#### C. PORTFOLIO

1. **Self-Evaluation (Beginning/20 pts, end of term/20 pts) 40 points**      **Due Session 4, 15**

**2. Guided WebCT Task: The Irish in America 0 points Due Session 3**

First, watch any volume of the Irish in America film series at the Media Library. Then, write a short (one or two paragraphs) response to the following question: What does this film reveal about the social, historical and psychological construction of the white racial or ethnic group in the U.S.?

**3. Personal History Narrative. 100 points Due Session 4**

Write a narrative essay about your own life, describing the experiences that have shaped your views of race, culture, and issues of diversity.

a. Reflect on and describe your own experiences in terms of the following:

\*your family background;

\*your positionality / membership: i.e., your reference points & identity in terms of gender/sexuality, culture, ethnicity/race, class, language, religion, etc.;

\*your exposure to and interactions with others unlike yourself; and

\*other factors you would like to include, as determined by your unique circumstances and upbringing.

b. In addition, explore and describe

\*your identity as a learner (a confident student; had trouble with writing; etc.)

\*how this may affect your potential as a teacher (will have high expectations of students; etc.)

Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples, i.e., provide context and explicitly detail any assumptions about schooling and education. To the extent possible, relate your experiences to anticipated course topics, readings and discussions. Be prepared to discuss your assignment with the class (small and/or whole group).

**4. Family Tree Assignment: 100 points Due Session 5**

By researching and studying one's own background, it is possible to gain an appreciation of our unique heritage as an American, and also prepare to discuss the unique heritage and history of other Americans. First, construct a genealogical family 'tree' covering e.g., grandson to grandfather levels. Second, for each person on the tree, write a few descriptors (bulleted outlines are also acceptable), including as much information as you can gather (e.g., vocation, religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information that may be of interest and value). Third, write a response to the following questions: How does your family fit into mainstream U.S. culture? (\*\*Note: You MUST use Ogbu's terms such as primary and secondary cultural characteristics, voluntary and involuntary immigration, etc.) What processes of change and assimilation or acculturation do you notice through the generations in your family's history? Has your family's status or identity changed over the generations? Why? What are some positive and negative experiences your family has had related to your family's role or status in the U.S.?

**Format:** tree graphic + info on about 10 people in at least three generations + a paragraph for each of the final series of questions above.

**5. WebCT Task: Video, Smoke Signals or In the White Man's Image 40 points Due Session 6**

Write a short (one or two paragraphs) response to the following questions: What does this film reveal about the social and historical construction of the white vs. nonwhite (in this case, Native American) racial or ethnic groups in the U.S.? How were premises about the inferiority of Native Americans used to justify racist policies (give specific examples from the Spring book reading.)

**6. WebCT Task: Religion Map, Video, & Writeup 40 points Due Session 6**

1. Today's task consists of two activities, a web search on religious institutions in your neighborhood of choice **and** watching a film on a religion that you are unfamiliar with.

\*\* Activity A. Using yahoo or other search engine, map out the various religious buildings and organizations (churches, temples, mosques, etc.) in your neighborhood. The map needs to be done on a regular size sheet of paper, and not on a giant poster board. Yahoo.com will map out the neighborhood religious buildings for you -- you do a search for the terms, "[city of choice] + churches, temples, etc." and hit return, and mapping out your results will be one of your choices. Save the yahoo or similar web page as an html. document and upload. If this does NOT work, do not panic. Just include your religious buildings in your writeup.

\*\* Activity B. Watch any film of your choice that addresses a religion that you are not familiar with. The film can be a Hollywood piece or a documentary. There is a film on reserve at the Media Library, "Islam Today," for your convenience.

2. Writeup. Respond to the following two questions. You can either outline your responses or compose a paragraph for each question response.

\*\* Question 1. Discuss the ways in which these various religions might effect public education. For example, how might religions impact the school calendar and schedule, menu, curriculum, activities, etc.? On a related note, what can be done if different religions have conflicting views about holidays, schedules, etc.? Give specific examples as much as possible. \*\*Incorporate the neighborhood map you worked on AND your film of choice on religion into your writeup. E.g., if you see a Jewish temple on either your website or in the film you chose, you might reflect that Christmas is not celebrated by Jews, and that public schools might teach students about a variety of celebrations such as Hanukkah, Kwaanza, Christmas, and Ramadan; and further, that the winter break be called just that, Winter Break, not Christmas vacation.

\*\*Question 2. What is the difference between proselytizing and educating about various religions? To your knowledge and/or in your experience, what types of lessons on religion are reflected in the standards across different content areas, and to what extent are non-Christian religions adequately and fairly represented in the curriculum?

**7. WebCT Task: Class: CBEDS / DataQuest**

**40 points**

**Due Session 7**

Look up a school of your choice on the CBEDS or DataQuest web site, located at <http://dq.cde.ca.gov/dataquest/>. Examine and analyze the languages spoken in the district, the test scores, the number of qualified teachers, the types of programs the school offers, etc. In your writeup, consider... How does class or socioeconomic status interact with the foregoing factors?

**8. World Language TV Assignment**

**40 points**

**Due Session 8**

Watch an hour of a film in a language that you have no knowledge of. In your writeup describe the following. A. How did you feel? (Frustrated, engaged, etc.) B. What helped you comprehend this new language? (Visuals, facial expressions, music, background knowledge – familiar genre or familiar words, etc.) C. Based on part B, consider...what type of instructional strategies can teachers use that English learners might benefit from and make subject matter comprehensible?

**9. WebCT Task: Exceptionality (Parts I, 30 pts and II, 30 pts)**

**60 points**

**Due Session 9**

WebCT tasks should take about the equivalent of class time. Accordingly, you should spend about 90 minutes on this task (review of websites and response to each question below) + 30 to 60 minutes on the video.

PART I – SPECIAL EDUCATION CATEGORIES - Go to the state DataQuest website (search under google.com for cde DataQuest and it will show up or go to <http://dq.cde.ca.gov/dataquest/>). Then, investigate the following: 1. What categories of special education services are there? Read the various categories of services and consider the following questions. You can also refer to the How Difficult Can This Be? FAT City video for disability categories. 1a. What do you think are some pros and cons of mainstreaming (placing students of special education in mainstream classes)? 1b. Have you seen any mainstreaming firsthand? What kind of anti-bias education issues might be necessary for both the mainstream students and the students receiving special education services for mainstreaming to be successful? 2. The state has data on special education and ethnicity. Click on this category. What do you notice about the proportion of particular ethnicities in special education services relative to the proportion of these ethnicities in the general student population? In other words, which groups are “overrepresented”? Why might these groups be overrepresented?

PART II – Intelligence & Testing. 1. Also on DataQuest, review the mandatory tests (SAT or STAR) and their test components and testing schedule. 2. Select and review the reporting of these tests for your local school district. What do you notice concerning these test scores along major groups (ethnicity, gender, etc.)? What in your opinion are the pros and cons of increased testing under No Child Left Behind, the federal legislation enacted by the current administration?

**[ NOT DUE THIS SEMESTER - WebCT Task: Gender Assignment ]**

Choose two out of the following three options. Option 1: Review a curriculum component (textbook, film, or visual work, etc.) that addresses a diverse (i.e., different from mainstream heterosexual) gender / sexuality / family composition perspective. How is the piece inclusive /exclusive? Be sure to cite appropriate data. E.g., You might cite the number of single parent households as the rationale for reviewing a book about a single parent family. See WebCT/Resources or <http://www.census.gov/hhes/income/earnings/earnings.html> for Census data. Option 2: Using the White Privilege article as a template, write a list of Heterosexual Privilege. Include privileges that heterosexuals enjoy (e.g., I can read a book required for school and know with certainty that the book will reflect experiences of

heterosexual identity.) that students of other sexual orientations or families with nonheterosexual members cannot. Option 3: Describe how your 1. life, 2. education, and 3. occupation would be different if you were of a different gender or sexuality. Be sure to fully address all three questions on how your life and educational / occupational choices may differ as a fe/male? \*\* This needs to be an expository piece with citations. (E.g., If I were male instead of female, I imagine many things would change. For example, I would earn 25% more [Census, 2000])

**10. Film or Book Review: Multicultural / Multiracial Identities 40 points**  
**Due Session 13**

Select and watch any film of your choice having to do with either bi/multicultural or bi/multiracial identity. Some options are *A Family Thing*, *The Pursuit of Happyness*, *Bend It Like Beckham*, *Come See the Paradise*, *Joy Luck Club*, *Mi Familia*, *Goal! The Dream Begins* and *Remember the Titans*. Or, select a book of your choice, such as *Encounters* by Jane Yolen, *House on Mango Street* by Sandra Cisneros, *Growing Up Asian American* by Maria Hong, *Finding My Hat*, etc. Then, write a reflection (1 page) connecting the film to Ogbu's notion of primary and secondary cultural characteristics, AND to one or more of the articles read this semester, as appropriate.

**11. Reflection on Personal History Narrative 50 points Due Session 15**  
**Suggested length: 2 pages**

Consider your first reflective narrative from the beginning of the semester. Are there any changes you would make to the story? Have you remembered or reinterpreted particular events throughout this semester, or have particular events taken place since the beginning of the term that have led you to reflect on some critical themes in this course? In what ways have your voice and perspective changed? Sometimes, the changes will be subtle, as in choosing to use the terms Asian American or Latino rather than Oriental or Hispanic for specific purposes. Or, the changes may be dramatic. In this assignment, you will document your new reflections concerning your personal narrative, as a result of having critically examined the major issues covered in this course.

**\*\*\*The narrative needs to directly address TPE 15, Social Justice and Equity. See first part of this syllabus for more info on TPE 15.\*\*\***

**12. Outcome Assessment 100 points Due Session 15**  
**Suggested length: 2 – 3 pages**

**Describe the following, \*\*\*keeping in mind the focus needs to be on TPE 15, Social Justice and Equity.**

- a. A select few of the most important things you learned in this class; (continued on next page)
- b. How you knew you were learning something of significance (assessing your own learning – cite specific readings, discussions, films, activities, community activities, etc.);
- c. How this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction;  
i.e., how you will demonstrate overall “cultural competence” (as this definition is developed in class).

Grading emphasis will be placed on your ability to articulate the select topics of your choice, the depth of reflective analysis, your description of how you knew what you were learning (specific examples from the course: cognitive – facts, knowledge bases, content areas; behavioral – speech and actions; and affective – attitudes), and the connections you make between the topics and plans for your future growth & professional practice.

**Other Possible Assignments – Extra Credit or Makeup Work for Emergencies or Catastrophes Only**  
**Check with the professor re: doing any of the following as a Makeup Assignment:**

**Interview with a Parent of an English Learner:** Ask about details about this option. An interview protocol is available for you to use.

**Community events:** Write a critical response to a community event you participated in, or provide a video/visual of the event with a brief analysis.

**Article reviews:** Write a critical response to current articles related to the topics covered in this course.

## Checklist – What is my grade in this class?

Name \_\_\_\_\_

Course/Section \_\_\_\_\_

### A. Attendance & Participation (300 points)

**Attendance at every session, along with active, engaged, reflective, respectful discussion, is required and expected. (See section on the Attendance Policy for information on consequences of absences.)**

I have attended \_\_\_\_/15 sessions. Full credit work = For WebCT sessions, I have posted activity files on WebCT on time. The WebCT tasks are thoughtful and well done and are worthy of full credit.

**Ongoing and active participation on the WebCT Discussion Board is required.**

I have posted \_\_\_\_/16 postings possible. Full credit work = Each posting is reflective, and includes a direct reference to the readings, as well as any real life connections or applications.

### B. Discussion Leader (50 points)

\_\_\_\_\_/50 points. 50 points = I have posted discussion questions or summarized the discussion postings in a timely manner. The discussion question or summary reflect critical points in the readings of the week.

### C. Portfolio (650 points TOTAL)

- |  |                  |                       |
|--|------------------|-----------------------|
| 1. Self-Evaluation (Beginning & End of semester)                   | _____/40 points  | Due Session 4, 15     |
| 2. Guided WCT Task: The Irish in America                           | 0 points         | Session 3             |
| 3. Personal History Narrative                                      | _____/100 points | Due Session 4         |
| 4. Family Tree Map & Writeup                                       | _____/100 points | Due Session 5         |
| 5. WebCT Task: Video, Smoke Signals<br>or In the White Man's Image | _____/40 points  | Due Session 6         |
| 6. WCT Task: Religion Map & Video                                  | _____/40 points  | Due Session 6         |
| 7. WCT Task: CBEDS/Dataquest                                       | _____/40 points  | Due Session 7         |
| 8. WCT Task: World Languages                                       | _____/40 points  | Due Session 8         |
| 9. WCT Task: Exceptionality  | _____/60 points  | Due Session 9         |
| 10. WCT Task: Film or Book Review                                  | _____/40 points  | Due Session 13        |
| 11. Revised Personal Narrative                                     | _____/50 points  | Due Session 15        |
| 12. Outcome Assessment   | _____/100 points | Due Session 15        |
| 13. <i>Extra Credit Option: By Professor Approval Only</i>         | _____/40 points  | <i>Due Session 15</i> |

**TOTAL POINTS POSSIBLE: 300 + 50 + 650 = 1000 POINTS (plus 40 extra credit points possible)**

I have earned \_\_\_\_/300 + \_\_\_\_/50 + \_\_\_\_/650 = \_\_\_\_/1000 points possible (plus \_\_\_\_/40 extra credit points).  
I will likely receive \_\_\_\_\_ in this course.

**Tentative Course Schedule - The professor reserves the rights to modify the schedule below when deemed appropriate. Reader Table of Contents are included herein following the Tentative Course Schedule.**  
**NOTE: Online session assignments, i.e., WebCT tasks, are noted as DUE in the middle column. Assignments due from non-online sessions are noted as DUE in the last column.**

Date	Topic – Covered IN Class	Assignment – PREP <u>BEFORE</u> CLASS
1/19	<b>All Faculty Furlough Day</b>	
Session 1 1/20	<p><b>TOPIC: Intro to Educ 364 Intro to Culture</b>            Course overview; introduction &amp; needs assessment.</p> <p>What is culture? How does it inform education?</p> <p>V - Anti-Bias / Skin vs. Whoopee Goldberg clips</p> <p>Begin personal history narratives.</p> <p><b>Lab:</b> UH272 WebCT overview, assignment submission trial, Video On Demand demo - <b>Irish Americans</b></p>	<p>Discuss course objectives, standards, and assignments.</p> <p>Discuss culture using personal narrative outlines.</p>
Session 2 1/27	<b>No Class – Furlough Day</b>	
Session 3 2/3	<p><b>TOPIC: Culture (cont'd)</b>            Cultural contact, cultural diversity in the U.S. and California, changing demographics.</p> <p><b>TOPIC: GUIDED WCT Task: Video writeup – Irish Americans</b></p> <p><b>TOPIC: Begin WCT Task: Self-Evaluation</b></p> <p><b>TOPIC: History of Anglo-Americans in the U.S.</b></p>	<p>Reader: Census data            Reader: Changing America            Reader: Ogbu            Discussion            Leaders_____</p> <p>Spring: Ch. 1 (Anglo-Americans)            Discussion            Leaders_____</p>
Session 4 2/10	<p><i>Share personal history narratives.</i>            Explain family tree assignments.</p> <p><b>TOPIC: Race &amp; Ethnicity, Part I Culture and Multicultural Education</b>            Nature of culture, race relations theories, models of multicultural education and implications for education.</p> <p><b>V – Race: The Power of an Illusion OR Skin Colors</b></p> <p><b>TOPIC: History of African Americans in the U.S. [ V – A Family Thing / School Daze ]</b></p>	<p><b>DUE: Personal History Narrative</b>  <b>DUE: Self-Evaluations – Beginning</b></p> <p>[Reader: Ogbu – review]            Reader: Smedley &amp; Smedley</p> <p>Spring Ch. 3 (African Americans)            Video on Demand: Akeelah and the Bee            Discussion            Leaders_____</p>

<p>Session 5 2/17</p>	<p>Share Family Tree Assignments.</p> <p><b>TOPIC: Asian Americans</b> <b>V – Cambodian Doughnut Dreams or Lil Scrappy Boy</b></p> <p><b>TOPIC: Race &amp; Ethnicity, Part II</b> <b>Manifestations of culture in the classroom: Working with diverse populations: Learning styles; Parental involvement; Culturally responsive teaching; culture, communication, and interaction styles.</b></p>	<p><b>DUE: Family Tree Assignment</b></p> <p>Spring, Ch 4 (Asian Americans) Discussion Leaders _____</p> <p>Pick One: 1. Reader: Au/cultural congruence; 2. Reader: Park/learning styles; 3. (Reader: Irvine/learning styles); 4. Reader: Pang/whole child</p>
<p>Session 6 2/24 WCT</p>	<p><b>TOPIC: History of Native Americans in the U.S.</b></p> <p><b>DUE: WCT Task: V – Smoke Signals OR In the White Man’s Image</b></p> <p><b>TOPIC: Religion</b></p> <p><b>DUE: WCT Task: Religion Map</b> <b>V – Islam Today OR film of choice on religion</b></p>	<p>Spring, Ch 2 (Native Americans) Reader: McKenna, ERIC, Winona LaDuke speeches Discussion Leaders _____</p> <p>Reader: Lippy Reader: Hamilton WCT: Lelyveld: Shared Prayers, Mixed Blessings Discussion Leaders _____</p>
<p>Session 7 3/3</p>	<p><b>Review Religion</b></p> <p><b>TOPIC: Class</b> Growing poverty of children; poverty across ethnic groups; educational implications. <b>V – Akeelah and the Bee (class and language, etc.)</b></p> <p><b>W – NYTimes.com - Class Matters</b></p>	<p><b>DUE: CBEDS/DataQuest Assignment</b></p> <p>WCT: Lelyveld: At a Slaughterhouse, Some Things Never Die Reader: Persell Reader: Lindsay Reader: Crenshaw Discussion Leaders _____</p>
<p>Session 8 3/10</p>	<p><b>TOPIC: Hispanic/Latino Americans</b> <b>V – If the Mango Tree Could Speak</b> <b>V – Lemon Grove Incident</b></p> <p><b>TOPIC: Culture and language.</b> Historical and sociocultural context of language education. Language ideologies.</p> <p><b>V – American Tongues</b></p> <p><b>DUE: WCT Task - World Language TV Assignment</b></p>	<p>Spring, Ch. 5 (Hispanic/Latino Americans) Discussion Leaders _____</p> <p>Reader: A Brief History of Language Restrictionism in the U.S. Discussion Leaders _____</p>

Session 9 3/17 WCT	<p><b>TOPIC: Exceptionality</b>  <b>V – How Difficult Can This Be? FAT City</b>  <b>DUE: WCT Task:</b> DataQuest: Search and find special education categories and services in your local school / district!</p> <p><b>TOPIC: Gifted Students</b>  <b>TOPIC: Assessment</b>  <b>TOPIC: Multiple Intelligences</b>  <b>V – How are Kids Smart?</b>  <b>DUE: WCT Task: Video Response Writeup</b></p>	<p>Reader: case examples article  Reader: multiple intelligences handout  Discussion  Leaders _____</p> <p>WCT: Time to Kill NCLB  WCT: Gifted Hispanic Bilingual Children  WCT: Recruiting and Retaining Gifted Students from Diverse Ethnic, Cultural, and Language Groups</p>
Session 10 3/24	<p><b>TOPIC: Programs for English Learners</b></p> <p><b>TOPIC: The Bilingual Education “Debate”</b>  Model of Teaching: Jurisprudential Inquiry</p>	<p>Reader: Krashen &amp; McField  Discussion  Leaders _____</p> <p>Krashen: Entire slim volume.  Discussion  Leaders _____</p>
3/26  Week of 3/29  5/29, 30, 31☐ 4/1, 2☐  4/5	<p><b>All Faculty Furlough Day</b></p> <p><b>SPRING BREAK</b></p> <p><b>Campus Closures due to the state budget</b></p> <p><b>All Faculty Furlough Day</b></p>	
Session 11 4/7	<p><b>TOPIC: Public Policy and the Intersection of Race, Ethnicity, and Class. Issues in curriculum development and social policy</b></p>	<p>Spring: Ch. 6 Civil Rights to Now  Reader: Futrell/Minority teachers  Discussion  Leaders _____</p> <p>WCT: Proposition 227  Discussion  Leaders _____</p>
Session 12 4/14	<p><b>TOPIC: White Privilege</b></p> <p><b>TOPIC: Gender &amp; Sexuality</b>  <b>[ V – Talking about Gay Issues in Schools ]</b>  <b>Open</b></p>	<p>Reader: Lee et. al: McIntosh article.  Reader: Brodtkin  Reader: AP: White Names  Reader: Buck  Discussion  Leaders _____</p> <p>Reader: Sadker &amp; Sadker  WCT: DeJean  Discussion  Leaders _____</p>
Session 13 4/21 WCT	<p><b>WCT: Film or Book Review DUE!</b></p>	

<p>Session 14 4/28</p>	<p><b>TOPIC: Identity models</b></p> <p><b>TOPIC: Multiracial Identities</b></p>	<p>WCT: Lelyveld: Best of Friends, Worlds Apart WCT: Lelyveld: Growing Up, Growing Apart</p> <p>Reader: Appendix: 4 identity models Discussion Leaders_____</p> <p>WCT: Lelyveld: Getting Under My Skin Discussion Leaders_____</p> <p><b>DUE: Checklist (p. 7) – What is my grade in this class?</b></p>
<p>Session 15 5/5</p>	<p><b>TOPIC: Closure &amp; Wrap up</b> <b>What have we learned? Where do we go from here?</b></p>	<p><b>DUE: Final Reflection on Personal History Narrative &amp; Outcome Assessment</b></p> <p><b>DUE: Self-Evaluation - End</b></p> <p><b>DUE: Makeup Option: Clear with instructor first.</b></p>
<p>5/31</p>	<p><b>Campus Closure due to the state budget</b></p>	

EDUC 364 – The Role of Cultural Diversity in Schooling  
COURSE READER / TABLE OF CONTENTS

**NOTE: SEE CLASS SCHEDULE for the complete list of readings (e.g., from other texts) due for each session.**  
**NOTE: SEE CLASS SCHEDULE (in this syllabus) for WHEN READINGS ARE DUE FOR DISCUSSION!**  
**NOTE: The Lelyveld articles are posted electronically on WebCT under Resources.**

---

U.S. Census Bureau National Geographic Ogbu	State and County Quickfacts Changing America Understanding Cultural Diversity
Smedley & Smedley	Race as Biology is Fiction, Racism as a Social Problem is Real
Pick One:	*Au & Kawakami: Cultural Congruence in Instruction *Park: Learning Style Preferences of Armenian, African, Hispanic, Hmong, Korean, Mexican, and Anglo Students in American Secondary Schools *[ Optional -- Irvine: Learning Styles and Culturally Diverse Students ] *Pang: Educating the Whole Child + Appendix on APA Children
McKenna  ERIC Winona LaDuke	The Myth of Multicultural Education and the Reality of the American Indian in Contemporary America Teaching Young Children About Native Americans Speech
Lippy (in Banks) Hamilton (in Banks) [ WebCT - Lelyveld	Christian Nation or Pluralistic culture Holiday Decorations Shared Prayers, Mixed Blessings ]
[ WebCT - Lelyveld Persell (in Banks) Lindsay	At a Slaughterhouse, Some Things Never Die ] Social Class and Educational Equality Study Finds the Nation's Public School Districts Are Resegregating by Race
Crenshaw	Colleges Out of Reach for Low-Income Students
Ricento Krashen & McField	A Brief History of Language Restrictionism in the U.S. What Works? Reviewing the latest evidence on Bilingual education
(Author) (Author)	Case Examples of Culturally Aware Assessment Multiple Intelligences handout
McIntosh Brodkin AP Buck	Unpacking the Knapsack: White Privilege How Jews became White Folks White Names Constructing Race, Creating White Privilege
Sadker & Sadker (in Banks) [WebCT DeJean	Gender Bias  White Male High School Teacher ]

Futrell  
[ WebCT

Recruiting Minority Teachers  
Proposition 227 ]

[ WebCT - Lelyveld  
[ WebCT - Lelyveld

Best of Friends, Worlds Apart ]  
Growing Up, Growing Apart ]

#### **4 Identity Models**

Table 7.1: External & Internal Ethnic Identity and Their Respective Components and Vars.

Tse: Proposed Model for Ethnic Identity Formation

Table 9.1: White Racial Identity Ego Statuses and Information – Processing Strategies

Table 9.2: People of Color Racial Identity Ego Statuses and Information-Processing Strategies

[ WebCT - Lelyveld

Getting Under My Skin ]

#### **Appendices**

~~\*APA Formatting, 5<sup>th</sup> Edition: Citing Your Sources~~ - **\*\*SEE UPDATED 6<sup>TH</sup> EDITION ON WEBCT\*\***

\*Models of Teaching

\*Rethinking Schools Resource List