

***EDUC 364 07-Cultural Diversity & Schooling***  
***Fall 2005 (CRN# 42210)***

Professor John J. Halcón

**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:	0830-0945 am
Meeting Days:	TR
Room:	ACD 407
Dates:	August 29-December 12

## **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.

### **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**

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*).

*Class Standard (for summer only) 2 absences and you will be dropped from the class.*

## **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 social economic backgrounds.

### **Course Objectives**

1. To expand student's knowledge about the diversity that is part of today's school and community.
2. To provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts.
3. To provide support to all students who represent national, state, and regional diversity in our public schools.
4. To gain an understanding of "at risk" children.

## **GENERAL CONSIDERATIONS**

### **All rights reserved**

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 or cheating is unacceptable under any circumstance.

## **Appeals**

Every student has the right to appeal a grade, or appeal for 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, Casey Family Programs and San Diego County, all students enrolled in this course 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). 6<sup>th</sup> Edition. VHPS. ISBN: 0716-75515-7.

- John J. Halcón & Michelle Lustig. Reading Packet for EDUC 364.

### **Recommended Text**

- 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](http://www.apastyle.org/index.html))

### **Assessment**

**There are 1000 points possible:**

**Attendance and Class Participation (100 points)** –First is the expectation that you will attend all class sessions and participate actively in class discussions. Each class you attend is worth 10 points. If you miss four (4) classes, you will be dropped from the course.

**Personal/Family Background (200 points) Assignment #1:** 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!!***

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

A minimum of nine (9) substantial entries are expected for a passing grade on this assignment (C+). The following explains this:

Entries Required	Grade Equivalent
*1-3 entries-50 points	C-
*4-7 entries-100 points	C
*8-9 entries-150 points	C+
*10-12 entries-200 points	B
*13-15 entries-250 points	B+
*16 and above-300 points	A

LET ME BE CLEAR: Personal notes to students, “ I agree with...” Statements, and other such none-substantive posting will not be counted in the total.

**Research Paper (200 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 December 12, the last day of class (no plastic covers please!)

**Suggestion:** For your final paper, take one of the topics on the syllabus and research some aspect of it. Prepare a final PowerPoint presentation.

**Final PowerPoint Presentation (200 points)**-- Each group will present their research paper topic and prepare a PowerPoint presentation and discussion for the class. Presentations are scheduled the last two class meetings.

**Schedule of Readings**  
**TR 0830-0945**  
**ACD 407**

- Week 1**                    **Aug 30-Sept 1. Introduction, Mission Statement & Social Justice**
- Read:                    Rothenberg. Part I (#'s 1-11).  
Pelzer: Chapters 1-5: A Child Called It. Pp.1-98.
- Week 2**                    **Sept 6-Sept 8. Social Construction of Difference: Race, Class, Gender, Sexuality and “At Risk” Children & Tutor Connection**
- Read:                    Rothenberg. Part II (#'s 12-21).  
Pelzer. Chapters 6-Epilogue: A Child Called It. Pp. 99-174.  
Horace Miner. *Body Ritual Among the Nacirema* (pp 5-10).
- Week 3**                    **Sept 13-Sept 15. Racism, Sexism, Heterosexism and Class Privilege & The Child Welfare System**
- Read:                    Rothenberg. Part III. (#'s 22-32).  
Ron Takaki: *A Different Mirror* (pp 11-21)
- Week 4**                    **Sept 20-Sept 22. Discrimination in Everyday Life & Professional Boundaries**
- Read:                    Rothenberg. Part III. (#'s 33-46).  
Spring: Chapter 1.    *Deculturalization and the Claim of Racial and Cultural Superiority by Anglo Americans* (pp 115).
- Week 5**                    **Sept 27-Sept 29. The Economics of Race, Class and Gender in the United States & Behavior Management**
- Read:                    Rothenberg. Part IV (#'s 47-57).  
Spring: Chapter 2.    *Deculturalization and the Schooling of Native Americans* (pp 17-31).

- Week 6**                      **Oct 4-Oct 6.        Consequences of Racial, Gender, and Class Inequality & WRAT (Wide Ranging Aptitude Test)**
- Read:                      Rothenberg. Part V (#'s 58-68).  
Spring: Chapter 3. *Education and Segregation: African Americans* (pp 35-51).
- Week 7**                      **Oct 11-Oct 13. Race & Gender Issues in U.S. Law & Behavior Management**
- Read:                      Rothenberg. Part V (#'s 69-82).  
Spring: Chapter 4. *Asian Americans: Exclusion and Segregation* (pp 55-63).
- Week 8**                      **Oct 18-Oct 20. Maintaining Race, Class, & Gender Hierarchies**
- Read:                      Rothenberg. Part VI (#'s 83-95).  
Spring: Chapter 5. *Hispanic/Latino Americans: Exclusion and Segregation*. (Pp 68-89).
- Week 9**                      **Oct 25-Oct 27. Making a Difference: Social Activism & Surviving Abuse**
- Read: Rothenberg. Part VI (#'s 96-105).  
Spring: Chapter 6.     The Great Civil Rights movement and the New Culture Wars (pp 94-116).
- Week 10**                    **Nov 1-Nov 3. Cultural Superiority**
- Read:                      Rothenberg. Part VII (#'s 106-115).
- Week 11**                    **Nov 8-Nov 10. Deculturalization**
- Read:                      Rothenberg. Part VIII. (116-121).  
Stacey J. Lee: *Academic Achievements Among Asian Americans* (pp. 53-69)
- Week 12**                    **Nov 15-Nov 17. Bilingualism & Bilingual Education**
- Read:                      Rothenberg. Part VIII (122-126).  
Sonia Nieto: *Multicultural Education in Practice* (pp. 101-121).  
Harry C. Weinberg: *Bilingual Education: Teaching English in the 90's* (pp 87-90).

L.J. Santamaria, T.V. Fletcher & C.S. Bos: *Effective Pedagogy for English Language Learners in Inclusive Classrooms* (pp 63-86).  
James Cummins: *Alternative Paradigms in Bilingual Education Research: Does Research Have a Place?* (Pp 91-97).

**Week 13    Nov 22.    Culturally Relevant Teaching**

Read:            Beverly Tatum: *Embracing a Cross-Racial Dialogue* (pp 35-42).  
                     Gloria Ladson-Billings: *Culturally Relevant Teaching* (pp 21-33).  
                     L. Delpit & J. Dowdy: *No Kinda Sense* (pp 43-51).  
                     Unknown Author: *Ten Quick Ways to Analyze Children's Literature for Bias* (pp. 99-100).

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**THANKSGIVING HOLIDAY**

**Week 14    Nov 29-Dec 1. Immigrants & Immigration**

Read:            Victor Villasenor: *Rain of Gold*: Book One (1-91)  
                     Victor Villasenor: *Rain of Gold*: Book Two (96-152).  
                     Victor Villasenor: *Rain of Gold*: Book Five (397-562).  
                     Victor Villasenor: *Rain of Gold*: Book Four (213-394).  
                     Victor Villasenor: *Rain of Gold*: Book Three (155-210)

**Week 15    Dec 6-Dec 8            Final Presentations**

**Week 16    Dec 12                        Final Presentations**