

CALIFORNIA STATE UNIVERSITY SAN MARCOS  
COLLEGE OF EDUCATION  
EDUC 364, Section 2 (CRN# 41632)  
*The Role of Cultural Diversity in Schooling*  
Fall 2006

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**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*)

### 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. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted. 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.

### 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=93-100, A-=90-92, B=80-89, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 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 work also needs to be submitted in paper format to be graded. Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit (Individual exceptions due to emergencies 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 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.

### 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.

**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. Peggy Kelly, Associate Dean.

**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 FALL 2006.
2. See WebCT Resources / Lelyveld, J. Ed. (2001). *How Race is Lived in America: Pulling Together, Pulling Apart*. Henry Holt Company.
3. \*Spring, J. (2003). *Deculturalization and the Struggle for Equity (4th Edition)*. New York, NY: The McGraw-Hill Companies, Inc. ISBN 0072563834
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.

### 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 work also needs to be submitted in paper format to be graded. Work submitted within one week late will be reduced by one letter grade. Work received over one week late receives no credit (Individual exceptions due to emergencies 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. Samples of assignments are available for viewing in class and during office hours.

- 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 (550 points TOTAL)**

1. Family Tree Map & Writeup	100 points	Due Session 3
2. Personal History Narrative	100 points	Due Session 3
3. WCT Task: The Irish in America	20 points	Due Session 2
4. WCT Task: CBEDS/Dataquest	20 points	Due Session 4
5. WCT Task: Religion Map	40 points	Due Session 5
6. WCT Task: Exceptionality	40 points	Due Session 8
7. WCT Task: Gender	40 points	Due Session 10
8. WCT Task: World Languages	40 points	Due Session 11
9. Revised Personal Narrative	50 points	Due Session 15

10. Outcome Assessment

100 points

Due Session 15

11. Extra Credit Option: Multiracial Identities 40 points

Due Session 13

TOTAL POINTS POSSIBLE: 300 + 50 + 550 = 900 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 reflect and quote 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. Family Tree Assignment: (100 points)

Due Session 3

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 descriptive paragraph (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.

##### 2. Personal History Narrative. (100 points)

Due Session 3

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).

##### 3. WebCT Task: The Irish in America

20 points

Due Session 2

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.?

**4. WebCT Task: Video, The Irish in America 20 points Due Session 2**

Write a short (one or two paragraphs) response to the following question: What does this film reveal about the social and historical construction of the white racial or ethnic group in the U.S.?

**5. WebCT Task: Class: CBEDS / DataQuest 20 points Due Session 4**

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?

**6. WebCT Task: Religion Map & Writeup 40 points Due Session 5**

\*\* 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 the scale is up to you. If there are lots of religious buildings within a 10-block area, do that. If not, go bigger -- e.g., map the city on your sheet of paper, indicating the various religious buildings. You may search churches on a web map as well and submit the printout instead. In your writeup, discuss the ways in which these various religions might effect public education. Give specific examples as much as possible. \*\*Incorporate the 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, Kwanzaa, Christmas, and Ramadan; and further, that the winter break be called just that, Winter Break, not Christmas vacation. Also consider the following questions in your writeup: What is the difference between proselytizing and educating about various religions? What can be done if different religions have conflicting views on holidays? (Total: 2 pages, i.e., 1 page = map + 1 page = writeup. If you can't upload your html website from the google search, don't worry about it. Just submit the writeup.)

**7. WebCT Task: Exceptionality 40 points Due Session 8**

WebCT tasks should take about the equivalent of class time or less than 3 hours. 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 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?

**8. WebCT Task: Gender Assignment 40 points Due Session 10**

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])

**9. World Language TV 40 points Due Session 12**

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?

**10. 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 be mindful of TPE 15, Social Justice and Equity.**

**11. 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.

**12. Extra Credit Option: 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, Bend It Like Beckham, Come See the Paradise, Joy Luck Club, Mi Familia. Then, write a reflection (1 page) connecting the film to Ogbu’s notion of primary and secondary cultural characteristics, AND to the Lelyveld article, “Getting Under My Skin.”

**13. Check with the professor re: doing any of the following as a Makeup Assignment:**

**Film Writeups:** View a film, preferably with a historical context, that deals with any of the major issues covered in this class: (race, ethnicity, exceptionality, language, class, etc.) then write a critical response to a film related to the course.

Immigration: Angela’s Ashes (Irish American / poverty)

Native American: Smoke Signals

Asian American: Come See the Paradise, Snow Falling on Cedars, Joy Luck Club

African American: Tuskegee Airmen, Freedom Song, Down in the Delta, Finding Forrester, A Family Thing (1996)

Hispanic: Mi Familia

Colonial perspectives: Indochine (French Indochina); Lagaan (British India or South Asia);

**\*\*For additional ideas, see the reference list from Rethinking our Classrooms in the course reader.**

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

**OR 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.

**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.**

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
Session 1 8/28	<b>TOPIC: Intro to Educ 364</b> <b>Intro to Culture</b> Course overview; introduction & needs assessment. What is culture? How does it inform education? Begin personal history narratives. Sample projects. V – Anti-Bias / Skin vs. Whoopee G... V - School Colors	Discuss course objectives, standards, and assignments. Discuss culture using personal narratives.
Session 2 9/4 (Labor Day) WCT	<b>TOPIC: Culture (cont'd)</b> Cultural contact, cultural diversity in the U.S. and California, changing demographics; <b>Due: WCT Task: Video writeup – Irish Americans</b> <b>WCT Task: CBEDS/DataQuest Assignment -- start --</b> <b>Due Session 4</b>	Reader: Changing America; Reader: Census data. Reader: Ogbu  Discussion Leaders_____
Session 3 9/11	<i>Share personal history narratives &amp; family trees.</i>  <b>TOPIC: History of Anglo-Americans in the U.S.</b>  <b>TOPIC: History of Native Americans in the U.S.</b> V – Smoke Signals OR In the White Man’s Image	<b>Personal History Narrative &amp; Family Tree Due!</b>  Spring: Ch. 1 (Anglo-Americans) Discussion Leaders_____
Session 4 9/18	<b>TOPIC: Class</b> Growing poverty of children; poverty across ethnic groups; educational implications. <b>WCT Task: CBEDS/DataQuest Assignment --</b> <b>Due Session 4</b>	Lelyveld: At a Slaughterhouse, Some Things Never Die Reader: Persell Discussion Leaders_____
Session 5 9/25 WCT	<b>TOPIC: Religion</b> <b>Due: WCT Task: Religion Map</b> V – Islam Today OR film of choice on religion	Reader: Lippy Reader: Hamilton Lelyveld: Shared Prayers, Mixed Blessings Discussion Leaders_____
Session 6 10/2	<b>TOPIC: History of African Americans in the U.S.</b> V – A Family Thing / School Daze Guest Speaker: David R. McField  <b>TOPIC: Race &amp; Ethnicity, Part I</b> <b>Culture and Multicultural Education</b> Nature of culture, race relations theories, and implications for education. V - School Colors	Spring Ch. 3 (African Americans) Reader: Anderson Discussion Leaders_____
		Reader: review Ogbu Discussion Leaders_____

<p>Session 7 10/9</p>	<p><b>TOPIC: Asian Americans</b> V – Cambodian Doughnut Dreams</p> <p><b>TOPIC: Race &amp; Ethnicity, Part II</b> Manifestations of culture in the classroom: Working with diverse populations: Learning styles; Parental involvement; Culturally responsive teaching; culture, communication, and interaction styles.</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 Discussion Leaders _____</p>
<p>Session 8 10/16 WCT</p>	<p><b>TOPIC: Exceptionality</b> V – FAT City OR V - How are Kids Smart? <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></p>	<p>WCT: Gifted students Reader: case examples article, Reader: multiple intelligences handout Discussion Leaders _____</p>
<p>Session 9 10/23</p>	<p><b>TOPIC: White Privilege</b></p> <p><b>TOPIC: Hispanic/Latino Americans</b></p>	<p>Reader: Lee et. al: McIntosh article. Reader: Brodtkin Reader: AP: White Names Discussion Leaders _____</p> <p>Spring, Ch. 5 (Hispanic/Latino Americans) Discussion Leaders _____</p>
<p>Session 10 10/30 WCT</p>	<p><b>TOPIC: Gender &amp; Sexuality</b> <b>Due: WCT Task: Gender Assignment</b> V – Talking about Gay Issues in Schools</p> <p><b>TOPIC: Culture and language.</b> V – Lemon Grove Incident V – Film of choice as part of WCT assignment below <b>Due: WCT Task: World Language TV Assignment</b></p>	<p>Reader: Sadker &amp; Sadker WCT: DeJean Discussion Leaders _____</p> <p>Reader: A Brief History of Language Restrictionism in the U.S. Discussion Leaders _____</p>
<p>Session 11 11/6 ends @ 7pm</p>	<p><b>TOPIC: Culture and language (cont'd).</b> Historical and sociocultural context of language education. Language ideologies. <b>V – American Tongues</b></p>	<p>Reader: Krashen &amp; McField Discussion Leaders _____</p>
<p>Session 12 11/13</p>	<p><b>TOPIC: The Bilingual Education “Debate”</b> Model of Teaching: Jurisprudential Inquiry</p>	<p>Krashen: Entire slim volume. Discussion Leaders _____</p>
<p>Session 13 11/20 WCT</p>	<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>



DATE	TOPIC	ASSIGNMENT
Session 14 11/27	<p><b>TOPIC: Identity models</b>            Model of Teaching: Advance Organizers</p> <p><b>TOPIC: Multiracial Identities</b>  <b>Due: Extra Credit Option: Commentary on Film of Choice – Clear with instructor first and see syllabus for list of films.</b></p>	<p>Lelyveld: Best of Friends, Worlds Apart            Lelyveld: Growing Up, Growing Apart</p> <p>Reader: Appendix: 4 identity models            Discussion            Leaders _____</p> <p>Lelyveld: Getting Under My Skin            Discussion            Leaders _____</p>
Session 15 12/4	<p><b>TOPIC: Closure &amp; Wrap up</b>            What have we learned? Where do we go from here?</p>	<p><b>Final DUE: Reflection on Personal History Narrative &amp; Outcome Assessment</b></p>

**CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES.**

As of 2002, the CLAD competencies are collectively referred to as an authorization to teach English Learners.

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <b>both</b> English language development <b>and</b> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	<b>III. Language and Content Area Assessment</b>	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	D. Strategies for conflict resolution
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDUC 364 stresses competencies in Part 1, II B, C, D; Part 2, II A, C, and Part 3 in its entirety.

# EDUC 364 – The Role of Cultural Diversity in Schooling

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## COURSE READER / TABLE OF CONTENTS

\*\*\*\*SEE CLASS SCHEDULE (pp. 8-10 of this syllabus) for WHEN READINGS ARE DUE FOR DISCUSSION!

NOTE: XLelyveld articles are on WebCT under Resources

### ARTICLES

U.S. Census Bureau National Geographic Ogbu	State and County Quickfacts Changing America Understanding Cultural Diversity
Anderson X *Lelyveld Persell (in Banks)	The Code of the Street At a Slaughterhouse, Some Things Never Die Social Class and Educational Equality
Brodkin AP McIntosh	How Jews became White Folks White Names Unpacking the Knapsack: White Privilege
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	The Myth of Multicultural Education and the Reality of the American Indian in Contemporary America (Journal of American Indian Education)
ERIC Winona LaDuke	Teaching Young Children About Native Americans Speech
Sadker & Sadker (in Banks)	Gender Bias
Interview/Video Project Readings:	Spradley: The Ethnographic Interview Tips for Making iMovie Using the iMovie 2 Home Video Hints (VideoMaker article)
X*Lelyveld	Best of Friends, Worlds Apart
Garcia & Pearson (Author) (Author)	Assessment and Diversity Case Examples of Culturally Aware Assessment Multiple Intelligences handout
Ricento Krashen & McField	A Brief History of Language Restrictionism in the U.S. What Works? Reviewing the latest evidence on Bilingual education
X*Lelyveld X* Lelyveld	Growing Up, Growing Apart Getting Under My Skin
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	
X*Lelyveld	Shared Prayers, Mixed Blessings

Lippy (in Banks)            Christian Nation or Pluralistic culture  
Hamilton (in Banks)        Holiday Decorations

Futrell                        Recruiting Minority Teachers

Appendices:

\*APA Format: Citing Your Sources

\*Models of Teaching

\*Rethinking Schools Resource List

NOTE: \$\$\$\$ See course syllabus and schedule for other readings that may be due at each session. \$\$\$\$