

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

**EDUC 364/B, Cultural Diversity and Schooling  
UH 441, Monday, 2:30-5:15  
Fall 2009**

**Professor:** Kimberley Woo, Ed.D.  
**Phone:** (760) 750-8515  
**E-Mail:** kwoo@csusm.edu  
**Office:** UH 401  
**Office Hours:** Monday, 7:00-7:25 (by appointment only);  
Tuesday 2:15-3:00 (by appointment only)

---

**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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

---

**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.

**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;
- general familiarity with cultural responsive pedagogy;
- understanding of gay, lesbian, bisexual and transgender students, teachers and families.

**Required Text**

Nieto, S., Bode, P. (2008). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Boston, MA: Pearson Education, Inc.

Spring, J. (2010). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*. New York: McGraw Hill.

\*\*\*\*You may want to wait until you come to class to buy this one.

## **TPE 15: Social Justice and Equity**

Teacher candidates will be able to identify issues of social justice and equity in the classroom and can 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.

### **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. For example, if a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C+." 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).*

**Notification of absences does not automatically excuse them.**

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **Course and University Writing Requirements**

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in the following assignments:

9/14 Family Tree Assignment	(2-3 pages)
10/12 Group research paper and presentation of multicultural education topic	(5-8 pages)
11/30 "Warrior Challenge" Self/Peer-assessment of learning	(5-6 pages)

### **Grading Standards**

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due. Final grades for the course will be calculated according to the following total scores:

90-100%=A	or	126-140 PTS+
80-89% =B	or	112-125 PTS
77-79% =C+	or	107-111 PTS
70-76% =C	or	98-106 PTS
60-69% =D	or	84-97 PTS
59% and below	= F	or 83 PTS and below

\*The "Total" for grades will be calculated based on 140 PTS, thus allowing a 16 PT "cushion."

All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to an A-). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Life and death situations will be handled on a case-by-case basis, as determined by the instructor. It is expected that students will proofread and edit their assignments prior to submission.

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to the following:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

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

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity,” as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Furlough Statement**

Due to the devastating effects of current budget crisis in California, I 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, I am required to submit formal certification that I will not work on my furlough days. I am 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; my Fall Semester furlough dates are October 20, 26; November 23, 24, 25, 30; December 1, 8, 15.

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, I will make every effort to support your educational experience at CSUSM. 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.

\_\_\_\_\_  
/\_\_\_\_\_  
**(print student’s name AND e-mail)**

\_\_\_\_\_  
/\_\_\_\_\_  
**(land line/cell phone numbers )**

**Attendance/participation (12 PTS)**

8/31	_____	10/19	_____
9/14	_____	10/26	_____
9/21	_____	11/2	_____
9/28	_____	11/9	_____
10/5	_____	11/16	_____
10/12	_____	11/30	_____

**Professional demeanor (4 PTS)**

\_\_\_\_\_ /4 PTS

**Quizzes (40 PTS)**

Quiz #1 (week 2)	_____ /5 PTS	Quiz #5 (week 8)	_____ /5 PTS
Quiz #2 (week 3)	_____ /5 PTS	Quiz #6 (week 9)	_____ /5 PTS
Quiz #3 (week 4)	_____ /5 PTS	Quiz #7 (week 10)	_____ /5 PTS
Quiz #4 (week 5)	_____ /5 PTS	Quiz #8 (week 11)	_____ /5 PTS

**Written Assignment (100 PTS)**

9/14 Family Tree \_\_\_\_\_ /25/PTS

10/19 Group research paper and presentation on \_\_\_\_\_ /50 PTS

11/30 "Warrior Challenge," Self/Peer Assessment \_\_\_\_\_ /25/PTS

**Total**

\_\_\_\_\_ **(156 PTS)**

- August 31 Introduction to course
- Blue socks activity
  - Define and differentiate equity vs. equality
  - Define multiculturalism and pluralism
  - How do these concepts apply to educational contexts?
  - Review syllabus
  - Discuss Family Tree assignment
  - Begin creating rubrics for “Warrior Challenge” Self-Peer Assessment and group research presentations
  - Nieto, chapters 2 & 9.
- September 14 Race/ethnicity
- Quiz #1 (Nieto, chapters 2 & 9)
  - “5 characteristics” activity
  - Black/brown/red/yellow/white paradigm
  - Biracial and multiracial
  - Why do schools and institutions use racial/ethnic categories?
  - Finalize “Warrior Challenge” and group research presentation rubrics, class consensus required
  - Family Tree assignment due
  - Nieto, chapter 3
  - Spring chapter 7
- September 21 Gender
- Quiz #2 (Nieto, chapter 3; Spring chapter 7)
  - “Baby X” reading-distributed and discussed in class
  - Gendered expectations via different cultural lenses
  - What role does/does not gender play in schools?
  - Nieto, Case Study: Yolanda Piedra (pp.218-229) AND “Sexism” pp.5,34,39,40.
- September 28 Abilities
- Quiz #3 (Case study and “Sexism” pages)
  - “Cross the line” activity
  - Language
  - Physical
  - How can teachers and schools nurture the development of students’ abilities?
  - Nieto, chapter 6.
- October 5 Appearance/phenotype
- Quiz #4 (Nieto, chapter 6)
  - Media and other images activity
  - Cultural, temporal, contextual definitions of beauty and strength
  - Biology of beauty and strength
  - What can teachers and schools do in response to pressures students may feel about their appearance?
- October 12 Socioeconomic class/family
- Free write/create images about conceptualization of “family”
  - Simulation of students’ classroom SES
  - Nieto, chapter 8
  - Spring chapter 6

- October 19           Group presentations about Multicultural Education Research topics
- Group's paper due
- October 26           Different ways of knowing
- Quiz #5 (Nieto, chapter 8; Spring chapter 6)
  - Multiple intelligences
  - BBT
  - IQ
  - EI
  - What kinds of assessments facilitate the demonstration of various types of intelligences?
  - What responsibilities do teachers and school personnel have in acknowledging and helping students develop different types of intelligence?
  - What role does standardized testing play in measuring "intelligence?"
  - Nieto, chapter 10.
- November 2           Philosophies
- Quiz #6 (Nieto, chapter 10)
  - Religion
  - Liberal/conservative
  - Vegetarianism
  - Video clips from various perspectives
  - How might teachers in public schools address and accommodate various philosophies when designing curricula?
  - Nieto, chapter 11.
- November 9           Sexuality
- Quiz #7 (Nieto, chapter 11)
  - Terms
  - Appearance, self-identity
  - What if any/are the teachers' and schools' responsibility(s) regarding educating students about topics of sexuality?
  - Where do the topics of "family life" and "health education" belong within varying grade-level curricula?
  - Articles distributed in class and class notes regarding sexuality
  - Spring, chapter 6.
- November 16          Panelists: *Living with diversity*
- Quiz #8 (articles and class notes from 11/9 and Spring, chapter 6)
  - Individual presentations
  - Questions and answers
  - Spring, cha
- November 30          Final day
- Final assessment "Warrior Challenge Questions"
  - Debrief as a whole class
  - Course evaluations

## Final Questions for “Warrior Challenges” (20 PTS)

“Warrior Challenges” is the final assessment activity of the class. The class will collaboratively create a rubric that fairly and thoroughly assesses each student’s response to a challenge question. Specifically, “warriors” will be randomly assigned to groups on the last day of class. Each warrior will then pick one challenge question, present a 5-minute response and be prepared to answer three questions from his/her peers. The group of peers will then use the class rubric to assess the warrior’s response; an average of grades will constitute the warrior’s final assessment for his/her response.

If the warrior feels the group’s assessment does not accurately reflect his/her response, s/he may speak with the instructor. After hearing the warrior’s perspective, the instructor may opt to allow the warrior to re-do his/her challenge during a non-furlough work day.

This final assessment requires warriors to demonstrate/provide:

- Advance preparation of fundamental course concepts;
- Clear, logical, and concise communication of ideas;
- Informed responses to questions from peers
- Professional demeanor.

What follows is a list of “Warrior Challenge Questions”:

1. Define race and ethnicity. Discuss why these categories are used by schools and institutions.
2. Define gender. Discuss three ways in which students’ gender may impact on their schooling.
3. Define phenotype. Provide one argument support in support of and one argument that challenges the notion that a person’s appearance can impact his/her experiences in school.
4. Define socioeconomic class. Provide one one way in which students’ socioeconomic class can positively and negatively impact her/his school experience.
5. Define Gardner’s Multiple Intelligences. Pick one and explain why you believe it is the one most often valued in today’s schools.
6. The Civil Rights Movement has impacted Native American students’ education. Use this context to discuss the ideas of “self-determination” and support for bilingual education.
7. Define the phrase “Model minority.” Discuss one example in which this idea might be perceived as a “positive” and another example in which this idea may be perceived as a “negative” in school.
8. Define bilingualism/multilingualism. Discuss at least three ways in which Asian American and Hispanic/Latino American students may be faced with challenges in school because they come from homes whose first language may not be English.
9. Discuss two key ideas from the 2001 “No Child Left Behind” Act. Propose one strategy that teachers can implement to address these ideas as part of their curricula.

## **Research Paper and group presentation about topic in multicultural education (50 PTS)**

Applying curricular concepts to daily experiences is a meaningful way to make connections between theory and practice. This activity requires that students submit a paper on a topic focusing on multicultural education.

### Formatting/total length

- 12 point font (Arial or Times New Roman)
- Double-space text
- Standard margins
- Page numbers on lower right hand corner of each page
- 5-8 pages total (not including a title page or reference page)
- A cover page with the title of the paper and all group members' names, date, class, instructor's name
- 3 sources from the ERIC database, 3 sources from the Internet, 3 print media sources, and at least one of the texts used in class. References must be exclusive of one another.
- Please refer to American Psychological Association guidelines, 5<sup>th</sup>/ 6<sup>h</sup> edition for other citation-related questions.

### Description of paper and points (25 PTS)

- All assignments must have an "Introduction"; this is where the topic of the paper and historical background information are presented (2-3 pages, 5 PTS);
- Discuss three specific arguments/considerations/perspectives of this topic in multicultural education(3-5 pages, 15 PTS);
- All assignments must have a "Conclusion"; this is where the discussion of what was learned is applied to today's educational policies, schools, and classrooms (2-3 pages, 5 PTS).

### Description of group presentation (25 PTS)

- All presentations must respect the allotted time limit (to be determined on the first day of class)
- All group members must be in attendance and active presentation participants
- All group members must be prepared to respond to questions posed by the "audience"
- NO LECTURING
- 1-page hand-out summarizing key points