



EDUC 364

**The Role of Cultural Diversity in Schooling
Section 3 (CRN# 48502)**

Mon & Wed

10:00 – 11:15 a.m. with designated Moodle sessions

Moodle Info: Go to <http://cc.csusm.edu/> and use your CSUSM user name and password.

University Hall 440

Fall 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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School of Education Mission & Vision Statement

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
-

Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
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COURSE DESCRIPTION

Principles of first and second language acquisition (e.g. historical and current theories, psychology, sociocultural, political, and pedagogical factors) and issues related to notions of culture, interaction, and communication in school and community contexts (e.g. the nature of culture, manifestations of cultural contact and cultural diversity in the United States and in California) within a theoretical and applied context. Required of all credential candidates. *Also offered as EDSL 364. Students may not receive credit for both.*

McField: 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 / STUDENT LEARNING OUTCOMES

Students completing EDUC 364 will be able to demonstrate:

1. developing competencies in TPE 15: Social Justice and Equity (SJE) including
 - a. identify issues of social justice and (in)equity in public schools (including curricular, pedagogical and structural issues)
 - b. apply knowledge of SJE to ensure equitable outcomes for students from diverse backgrounds
2. understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
3. understanding of racial and cultural diversity in the United States and California;
4. general familiarity with culturally relevant pedagogy;
5. understanding of marginalized student populations and their families including those from culturally and linguistically diverse backgrounds, "at-risk" youth, and lesbian, gay, bisexual and transgender youth.
6. an ability to analyze data and understand empirical educational articles and theoretical frameworks.

Authorization To Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

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, SOE 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 SOE website provided at the website provided:

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

GENERAL CONSIDERATIONS

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

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 CoEHHS 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 SCHOOL 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:

"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 candidate 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.

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. Manual Vargas, Director of Teacher Education, School of Education, CEHHS.

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 may be required to use the Writing Center or similar resource for all written assignments, based on performance on the first writing assignment.

Students With Disabilities Requiring Reasonable Accommodations

Candidates 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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.

Attendance Policy

The Governance Community of the School Of Education adopted the following policy on 12/19/1997:

Due to the dynamic and interactive nature of courses in the School 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, 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 School 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+=87-89%, B=83-86%, B- = 80-82%, **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 SCHOOL OF EDUCATION requires completion of this course with a C+ or higher for these purposes.

Assessment Rubric/ Grade Descriptors

A=Exceeds Expectations: The student consistently prepares, participates and performs in an **exemplary** manner. Each assignment reflects in-depth exploration and reflection based on readings and other class materials, and observations, as appropriate. All work is submitted in a professional manner using APA style when appropriate. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

B=Adequately Meets Expectations: The student meets outcomes expectations in a **satisfactory** manner. Each assignment reflects in-depth exploration and reflection based on readings and other class materials, and observations, as appropriate. Generally, work is submitted in a professional manner using APA style when appropriate. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

C=Minimal Performance: The student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without organization, careful proofreading, or use of APA style.

“D” or “F” students fail to meet the minimum requirements of a “C.”

The student needs a great deal of guidance. The student is consistently late with work and/or has not met minimum classroom attendance requirements.

Attendance & Participation: You are expected to read course materials prior to class meetings and write discussion reflections prior to class and engage actively in face-to-face class sessions.

Communication: You are expected to use Moodle/email and the web on a regular basis. Essential and time-sensitive information may be conveyed via Moodle/email, and you are responsible for obtaining this information from each other or from the professor.

Submission of Coursework: *All work needs to be submitted in paper format in order to be graded.* (Note on SPECIAL NEEDS: Due to the professor's visual disability, all work needs to be submitted in 14-pt font in PAPER FORMAT.) **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, 6th edition, released in 2009.

Required Texts (*These texts are on reserve at the Kellogg Library.)

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

1. *Spring, J. (2009). *Deculturalization and the Struggle for Equity (6th Edition)*. New York, NY: The McGraw-Hill Companies, Inc. **Note: The 6th edition or a more current edition is fine.**
2. *Course Reader: Info on this will be announced in class.
3. Krashen, S. (1999). *Condemned without a trial: Bogus arguments against bilingual education*. Portsmouth, NH: Heinemann.
4. Banks, J.A. and Banks, C.A. (2007). *Multicultural Education: Issues and Perspectives*, 6th Ed. ****NOT for SUMMER 2014.****

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 (5th 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 assignments must be submitted in paper format to be graded. All late work 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 Moodle/Resources.

Students may be required to use the Writing Center or similar resource for all written assignments, based on performance on the first writing assignment.

Assignment Specifications

NOTE: During Fall 2014, the course Moodle site is under construction and will be used minimally.

A. Attendance and Participation. Attendance; completing assigned readings prior to class; writing reading response reflections prior to class; as well as active, engaged discussions and participation in class all fall into this category.

To repeat, students will write Reading Response Reflections as they relate to each session's topic PRIOR TO class. **Your Reading Response Reflections need to directly quote, reflect on, and analyze your readings and films.**

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

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

B. Portfolio.

1. Self-Evaluation – Beginning and End.

These are graded as credit / no credit. You will not be graded down for scoring yourself lower.

2. Personal History Narrative.

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). ****BE SURE TO DIRECTLY CITE AT LEAST ONE ARTICLE YOU HAVE READ FOR THIS COURSE.****

3. Family Tree Assignment.

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.? ****BE SURE TO DIRECTLY CITE OGBU PLUS AT LEAST ONE MORE ARTICLE YOU HAVE READ FOR THIS COURSE.****

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

MOODLE SESSIONS: Moodle tasks should take about the equivalent of class time. Accordingly, for a section that meets once a week during the fall or spring terms, 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. Divide this by half for a section that meets twice a week. For a summer section, the time allotted may vary.

4. Moodle Session Task: Native Americans.

Watch either the film, *Smoke Signals* or *In the White Man's Image*. Then, write a short (one or two paragraphs) response to the following questions:

A. What does this film reveal about the history of race relations between whites and Native Americans? **Be sure to give specific examples from both the film and from the readings.**

B. How were premises about the inferiority of Native Americans used to justify racist policies? **Be sure to give specific examples from both the film and from the readings.**

5. Moodle Session Task: Religion.

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, followed by a writeup of both. **In your writeup, be sure to give specific examples from A. the map, B. the film you watched, and C. and the readings.**

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.

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 are two films on the course website and on reserve at the Media Library, "Islam Today" and "Inside Islam," for your convenience.

C. Writeup. Respond to the following two questions. You can either outline your responses or compose a paragraph for each question response. ****Be sure to give specific examples from A. the map, B. the film you watched, and C. and the readings.**

**** 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. ****Be sure to give specific examples from A. the map, B. the film you watched, and C. and the readings.** 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, Kwanza, 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? ****Be sure to give specific examples from A. the map, B. the film you watched, and C. and the readings.**

7. Class: CBEDS / DataQuest Assignment.

Look up a school of your choice on the CBEDS or DataQuest web site, located at <http://dq.cde.ca.gov/dataquest/>. First, locate the number of students receiving free / reduced lunches (factor a). Next, examine and analyze b) the number of qualified teachers, c) the types of programs the school offers, d) the languages spoken in the district, e) the test scores (pick any random set of test scores since there will be a lot of these), etc.

Then, repeat for another school district with a likely very different socioeconomic status. HINT: Be sure to keep each of the data sets for the two school districts handy; do not close out all the windows without printing or saving the first school district before moving onto the next school district.

Remember, to examine or verify socioeconomic status of a particular school or district, go to Create Your Own Report and check Free/Reduced Lunches. ****IMPORTANT!! BE SURE TO INCLUDE YOUR DATA SOURCE IN YOUR COMPLETED ASSIGNMENT AND SUBMISSION.** BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE DATA AND FROM THE READINGS.**

WRITEUP: Answer the following questions:

How does class or socioeconomic status (factor a) interact each of the four factors (factors b – e)? ****IMPORTANT!! BE SURE TO INCLUDE YOUR DATA SOURCE IN YOUR COMPLETED ASSIGNMENT AND SUBMISSION.** BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE DATA AND FROM THE READINGS.**

8. Moodle Session Task: Exceptionality

FOCUS ON 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? ****IMPORTANT!! BE SURE TO INCLUDE YOUR DATA SOURCE IN YOUR COMPLETED ASSIGNMENT AND SUBMISSION.** BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE DATA AND FROM THE READINGS.**

9. Moodle Session Task: Gifted Education: Explore any aspect of gifted education in your local school district / district of choice, and try to answer the following questions through your research. **BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE RESEARCH / DATA AND FROM THE READINGS.**

- A. How are gifted students identified?
- B. What kind of programs are offered?
- C. Who is enrolled in these programs? (Consider gender and racial/ethnic and class variables.)
- D. How are they evaluated?

BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE DATA AND FROM THE READINGS.

10. Moodle Session Task: Multiple Intelligences. Watch the film, "How are Kids Smart?" Take the short questionnaire, "Where Does Your True Intelligence Lie?" and review the reference sheets on "7 Ways of Knowing and "40 Multi-Intelligence Ways..." Then, answer the following three questions: A. How would you define intelligence? B. How do you think schools ought to cultivate children's intelligence(s)? C. What are some factors, as well as possibilities and limitations, in cultivating multiple intelligences in the public schools?

10. Moodle Session Task: Testing & Assessment. 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 former administration? ****IMPORTANT!! BE SURE TO INCLUDE YOUR DATA SOURCE IN YOUR COMPLETED ASSIGNMENT AND SUBMISSION.** BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE DATA AND FROM THE READINGS.**

12. Moodle Session Task: Film or Book Review: Multicultural / Multiracial Identities

1A. Select and watch any film of your choice having to do with either bi/multicultural or bi/multiracial identity. Some options are *Crash*, *A Family Thing*, *The Pursuit of Happyness*, *Bend It Like Beckham*, *Come See the Paradise*, *Joy Luck Club*, *Mississippi Masala*, *Catfish in Black Bean Sauce*, *Mi Familia*, *Goal! The Dream Begins* and *Remember the Titans*.

1B. Or, select a book of your choice that is a quality example of a narrative book on identity, such as *Encounters* by Jane Yolen, *House on Mango Street* by Sandra Cisneros, *Growing Up Asian American* by Maria Hong, *Finding My Hat* by John Son, *Kimchi and Calimari* by Rose Kent, etc.

Then, write a reflection (1 page) connecting the film to a) any of the identity models, b) Lelyveld articles, AND c) to at least one more of the articles read this semester.

****BE SURE TO DIRECTLY CITE ANY THREE ARTICLES FROM THIS SEMESTER AS SUGGESTED ABOVE.**

BE SURE TO GIVE SPECIFIC EXAMPLES FROM BOTH THE FILM AND FROM THE READINGS.**

13. Reflection on Personal History Narrative.

Suggested length: 3 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.*****

****BE SURE TO DIRECTLY CITE ANY THREE ARTICLES FROM THIS SEMESTER.****

15. Outcome Assessment.

Suggested length: 4 - 5 pages

Describe the following.

****NOTE: YOU NEED TO DIRECTLY ADDRESS TPE 15, Social Justice and Equity.**

BE SURE TO DIRECTLY CITE ANY THREE ARTICLES FROM THIS SEMESTER.**

- a. A select few of the most important things you learned in this class;
- 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, vis a vis articles by Ogbu, Gay, Pang, and chapters from Banks and chapters from Nieto).

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 and professional practice.

****NOTE: YOU NEED TO DIRECTLY ADDRESS TPE 15, Social Justice and Equity.**

BE SURE TO DIRECTLY CITE ANY THREE ARTICLES FROM THIS SEMESTER.

Other Possible Assignments – Extra Credit or Makeup Work for Emergencies or Catastrophes Only

Check with the professor re: doing any of the following as an Extra Credit or Makeup Assignment:

Each option is worth about 25 points. The actual points awarded depends on the quality of the extra credit work submitted

Community event or hot topic reviews: Write a critical response to a political / educational hot topic (with approval from the instructor) or 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. e.g., Gifted education, DREAM Act, etc.

Focus on World Languages: First, Review the San Diego County Office of Education’s World Languages Plan (available on the class website).

Then, identify and review two resources for learning languages other than English. One example is Mango Languages, made available through public library portals. For example, here is the link through Carlsbad Library. (Note: You need a library card to access this free public resource. All San Diego County libraries should offer Mango Languages, so you can check your local library. You can also try to find a sample tutorial online through a google search but in order to complete the Extra Credit task, you will need a library card.

<http://www.carlsbadca.gov/services/departments/library/research/Pages/default.aspx>

Try it out in any language and write a paragraph on your experience with the program.

Find two more resources for learning a language other than English. For example, you can locate world language programs at a local public school, at a private academy for extracurricular enrichment, and so on. You can locate these through a search on the Internet, or through local free magazines such as San Diego Parents, etc.

Focus on Resources for Children with Special Needs: Review three different resources for children with special needs. For each item reviewed, include a full annotated bibliography entry. Here are a couple of links to help you with the formatting of an annotated bibliography:

<https://owl.english.purdue.edu/owl/resource/614/02/>

https://www.e-education.psu.edu/styleforstudents/c6_p7.html

Here are some samples. You can review these or find three of your own.

Front of the Class - Front of the Class is a 2008 American drama film based on the book by Brad Cohen, Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had, co-authored by Lisa Wysocky.

Sam and Me – A book about how siblings with and without Autism relate to one another.

<http://www.amazon.com/Sam-And-Me-Dorothy-Potash/dp/1477255850>

Focus on White Privilege: Update the following information from *What White (Male) Privilege?* by Sue, D. W. (2003). *Overcoming our racism: The journey to liberation*. San Francisco: Jossey-Bass with current data, preferably 2013 data. (List A.)

In the post-Civil Rights era, White American males constitute

- 33% of the U.S. population, but comprise about
- 80% of tenured positions in higher education;
- 92% of executives or similar CEO-level positions in Forbes 400 companies;
- 80% of the U.S. House of Representatives;
- 84% of the U.S. Senate;
- 99% of owners of sports teams; and
- 100% of U.S. Presidents.

Then, compile a second corresponding list for Whites (both male and female) (List B). Be sure to cite your sources for both List A and List B.

Both lists need to be crafted using PowerPoint.

List of Assignments and Checklist – A.K.A. What is my grade in this class?

Name _____

Course/Section _____

A. Attendance & Participation (200 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 attended ____/28 or ____/15 sessions total, including in-class and online sessions. I have prepared and actively participated in the sessions.

Ongoing and active participation through thorough preparation and participation.

I completed ____/14 reading responses possible. Full credit work = Each response is reflective, and includes a direct reference to the readings and films, as well as any real life connections or applications. I conducted myself with “professional demeanor,” i.e., in ways that are generally expected of those who are entering the education profession including on-time arrival to all class sessions.

B. Portfolio (4 KEY ASSIGNMENTS + 6 SHORT ASSIGNMENTS + SELF-EVALS = 630 points TOTAL)

I carefully proofread and edited assignments prior to submission. I worked to ensure that the assignments are error-free (grammar, spelling, style), and my ideas were logically and concisely presented.

1. Self-Evaluation (Beginning & End of semester) ____/20 + 20 points
2. Personal History Narrative ____/100 points
3. Family Tree Map & Writeup ____/100 points
4. MOODLE Session Task: Native Americans ____/40 points
5. MOODLE Session Task: Religion ____/40 points
6. Class: CBEDS/Dataquest ____/40 points
7. MOODLE Session Task: Exceptionality OR
MOODLE Session Task: Gifted Education ____/40 points
8. MOODLE Session Task: Multiple Intelligences OR
MOODLE Session Task: Testing and Assessment ____/40 points
9. MOODLE Session Task: Film or Book Review ____/40 points
10. Reflection on Personal Narrative ____/50 points
11. Outcome Assessment ____/100 points

TOTAL POINTS POSSIBLE: 200 + 630 = 830 POINTS

I have earned ____/200 + ____/630 = ____/830 points possible.

I will likely receive a(n) _____ (write in possible or likely letter grade in the blank) in this course.

Assessment Rubric/ Grade Descriptors

A=Exceeds Expectations: The student consistently prepares, participates and performs in an **exemplary** manner. Each assignment reflects in-depth exploration and reflection based on readings and other class materials, and observations, as appropriate. All work is submitted in a professional manner using APA style when appropriate. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

B=Adequately Meets Expectations: The student meets outcomes expectations in a **satisfactory** manner. Each assignment reflects in-depth exploration and reflection based on readings and other class materials, and observations, as appropriate. Generally, work is submitted in a professional manner using APA style when appropriate. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

C=Minimal Performance: The student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without organization, careful proofreading, or use of APA style.

"D" or "F" students fail to meet the minimum requirements of a "C." The student needs a great deal of guidance. The student is consistently late with work and/or has not met minimum classroom attendance requirements.

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., MOODLE 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 <u>IN Class (either face-to-face or online class sessions)</u>	Assignment -- <u>PREP BEFORE CLASS EACH WEEK</u>
<p>Week 1 1A 8/25</p> 1B 8/27	<p>TOPIC: Intro to Educ 364 Course overview; introduction & needs assessment.</p> <p>What's in a name? activity.</p> <p>TOPIC: Personal / Cultural Identity</p> ...and Multiracial Identities	 DUE: 1B Reading Response Sample
<p>Week 2 2A 9/1</p> Week 3 3A 9/8	<p><i>Labor Day -- Holiday</i></p> <p>TOPIC: Report on books and study schedule</p> <p>TOPIC: Intro to Culture What is culture? How does it inform education? V - Anti-Bias / Skin vs. Whoopee Goldberg clips</p> <p>TOPIC: Implications of Culture on Schooling Cultural contact, cultural diversity in the U.S. and California, changing demographics.</p> <p>[V - School Colors]</p> <p>Personal culture wheel map</p> <p>Begin personal history narratives.</p> <p>TOPIC: Race & Ethnicity, Part I V - Race: The Power of an Illusion</p>	 DUE: 2B Reading Response

Date	Topic -- Covered <u>IN Class (either face-to-face or online class sessions)</u>	Assignment -- <u>PREP BEFORE CLASS EACH WEEK</u>
3B 9/10	<p><i>Share personal history narratives.</i></p> <p><u>TOPIC: History of Anglo-Americans in the U.S.</u></p> <p>TOPIC: White Ethnics V – Irish in America or similar film</p> <p>TOPIC: Self-Evaluation</p> <p>TOPIC: Culture / World Languages PREVIEW</p>	<p>Cultural Diversity READER: Nieto & Bode. (2008). Racism, discrimination, and expectations of student achievement. (pp. 65-91). -- BEGIN DUE: 3A Reading Response – Try to keep it to 1 paragraph and be sure to cite EACH author very briefly.</p> <p>DUE: Personal History Narrative</p> <p>Spring: Ch. 1 Anglo-Americans</p> <p>READER: Buck** [Note: This article can be found in the White Privilege section in the course reader.]</p>
<p>Week 4</p> <p>4A 9/15 MOODLE SESSION</p> <p>4B 9/17</p>	<p>TOPIC: Culture and language. Historical and sociocultural context of language education. Language ideologies.</p> <p>**Arts and Lecture Event: Dr. Krashen (6 pm in Arts 240)</p> <p>Complete 4A Reading Response</p> <p>TOPIC: Race & Ethnicity, Part I (Cont'd) Culture and Multicultural Education Nature of culture, race relations theories, models of multicultural education and implications for education.</p> <p>Explain Family Tree assignment</p> <p>[IF TIME – African Americans PREVIEW – YouTube - School Daze – Good and Bad Hair]</p>	<p>READER: Ricento: A Brief History of Language Restrictionism in the U.S.</p> <p>(Enrichment: V – American Tongues)</p> <p>Bring 4A Reading Response</p> <p>DUE: 4B Reading Response</p> <p>[READER: Ogbu – review] [READER: Enrichment: Smedley & Smedley] READER: Nieto & Bode. (2008). Racism, discrimination, and expectations of student achievement. (pp. 65-91). -- FINISH READER: Loewen READER: Lindsay</p>
Week 5 5A 9/22	TOPIC: History of African Americans in the U.S.	DUE: 5A Reading Response

Date	Topic -- Covered <u>IN Class (either face-to-face or online class sessions)</u>	Assignment -- <u>PREP BEFORE CLASS EACH WEEK</u>
5B 9/24	<p>YouTube - School Daze – Good and Bad Hair V - A Family Thing OR V - Akeelah and the Bee</p> <p>TOPIC: Asian Americans V – Cambodian Doughnut Dreams</p> <p>Explain Family Tree assignment if needed</p>	<p>Spring Ch. 3 African Americans Enrichment: Film: Akeelah and the Bee Enrichment: Book: Dear Mr. Rosenwald</p> <p>DUE: 5B Reading Response</p> <p>Spring, Ch 4 Asian Americans</p>
<p>Week 6</p> <p>6A 9/29 MOODLE SESSION</p> <p>6B 10/1</p>	<p><u>TOPIC: History of Native Americans in the U.S.</u></p> <p>Complete Native Americans Assignment V – Smoke Signals OR In the White Man’s Image</p> <p>Share Family Tree Assignments.</p> <p>TOPIC: Race & Ethnicity, Part II 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 2 Native Americans READER: McKenna, ERIC, Winona LaDuke speeches</p> <p>Bring Native Americans Assignment DUE: Family Tree Assignment</p> <p>READER: Gay: Preparing for Culturally Responsive Teaching</p> <p>PICK ONE: 1. READER: Park: learning styles 2. READER: Pang: whole child</p>
<p>Week 7</p> <p>7A 10/6 MOODLE SESSION</p> <p>7B 10/8</p>	<p>TOPIC: Religion</p> <p>V – Inside Islam OR Islam Today OR film of choice on a religion different from your own</p> <p>Complete Religion Assignment - Be sure to include references to the film you viewed!</p> <p>TOPIC: Class Growing poverty of children; poverty across ethnic groups; educational implications. V – Akeelah and the Bee (class and language, etc.) W – NYTimes.com - Class Matters</p> <p>LAB: Begin CBEDS/DataQuest Assignment</p>	<p>READER: Lippy READER: Hamilton READER: Lelyveld: Shared Prayers, Mixed Blessings</p> <p>Bring Religion Assignment DUE: 7B Reading Response</p> <p>READER: Lelyveld: At a Slaughterhouse, Some Things Never Die READER: Persell READER: Crenshaw</p>

Date	Topic -- Covered <u>IN Class (either face-to-face or online class sessions)</u>	Assignment -- <u>PREP BEFORE CLASS EACH WEEK</u>
<p>Week 8</p> <p>8A 10/13 MOODLE SESSION</p> <p>8B 10/15</p>	<p>TOPIC: Gender & Sexuality V – Talking about Gay Issues in Schools V - The Kids are All Right</p> <p>Complete 8A Reading Response – Be sure to include references to the film you viewed!</p> <p>TOPIC: Hispanic/Latino Americans V – Lemon Grove Incident [V – If the Mango Tree Could Speak]</p>	<p>READER: Sadker & Sadker READER: Nieto & Bode. (2008). Expanding definitions of family. (pp. 384-406). READER: Park READER: DeJean</p> <p>Bring 8A Reading Response</p> <p>DUE: CBEDS/DataQuest Assignment</p> <p>Spring, Ch. 5 Hispanic/Latino Americans</p>
<p>Week 9</p> <p>9A 10/20 MOODLE SESSION</p> <p>9B 10/22</p>	<p>TOPIC: Exceptionality V – How Difficult Can This Be? FAT City Complete Exceptionality Assignment -- Be sure to include references to the film you viewed!</p> <p>TOPIC: Programs for English Learners</p>	<p>Bring Exceptionality Assignment DUE: 9B Reading Response READER: NCELA: Programs for English Learners READER: SDCOE: World Languages Plan – CONTINUED – SEE BELOW READER: Krashen & McField (2005). <i>What Works for English learners? Reviewing the latest evidence.</i> READER: McField (2008). <i>Proposition 227's Structured English Immersion mandate: History, practice, and implications.</i></p>
<p>Week 10</p> <p>10A 10/27 MOODLE SESSION</p>	<p>TOPIC: Gifted Students</p> <p>Complete Gifted Education Assignment</p>	<p>READER: Lefkowitz: The Gifted Classes READER: Esquierdo: Gifted Hispanic Bilingual Children READER: Ford, D. Y., Grantham, T. C. & Whiting, G. W.: Recruiting and Retaining</p>

Date	Topic -- Covered <u>IN Class (either face-to-face or online class sessions)</u>	Assignment -- <u>PREP BEFORE CLASS EACH WEEK</u>
10B 10/29	<p>TOPIC: The Bilingual Education “Debate” Model of Teaching: Jurisprudential Inquiry</p>	<p>Gifted Students from Diverse Ethnic, Cultural, and Language Groups</p> <p>Bring Gifted Education Assignment DUE: 10B Reading Response</p> <p>Krashen: <i>Condemned Without a Trial</i>. (Entire slim volume.)</p>
<p>Week 11</p> <p>11A 11/3 MOODLE SESSION</p> <p>11B 11/5</p>	<p>TOPIC: Multiple Intelligences V – How are Kids Smart? Complete Multiple Intelligences Assignment -- Be sure to include references to the film you viewed!</p> <p>TOPIC: Public Policy and the Intersection of Race, Ethnicity, and Class. Issues in curriculum development and social policy</p>	<p>READER: Where Does Your True Intelligence Lie? READER: 7 Ways of Knowing READER: 40 Multi-Intelligence Ways</p> <p>Bring Multiple Intelligences Assignment DUE: 11B Reading Response Spring: Ch. 6 Civil Rights to Now READER: Futrell: Minority teachers READER: Proposition 227</p>
<p>Week 12</p> <p>12A 11/10</p> <p>12B 11/12</p>	<p>Veteran’s Day - Holiday</p> <p>TOPIC: School Structures, Student Expectations and Student Outcomes LAB: Begin Testing and Achievement Assignment</p>	<p>DUE: 12B Reading Response</p> <p>READER: case examples article</p> <p>READER: Nieto & Bode. (2008). <i>Transforming pedagogy by detracking math</i>. (pp. 378-384).</p>
<p>Week 13</p> <p>13A 11/17 MOODLE SESSION</p> <p>13B 11/19</p>	<p>TOPIC: Identity Models TOPIC: Multiracial Identity</p> <p>TOPIC: Read about Final Assignments – 1. Personal History Narrative, 2. Outcome Assessment, 3. Self-Evaluation, Part 2 & 4. Grades Checklist</p> <p>TOPIC: White Privilege</p>	<p>READER: Appendix: 4 identity models READER: Park: Who is Marrying Whom?</p>

Date	Topic -- Covered <u>IN Class (either face-to-face or online class sessions)</u>	Assignment -- <u>PREP BEFORE CLASS EACH WEEK</u>
		<p>DUE: Bring Testing and Achievement Assignment DUE: 13B Reading Response</p> <p>READER: Lee et. al: McIntosh article. READER: Brodtkin: How Jews Became Whites READER: AP: White Names READER: Buck – REVIEW!</p>
<p>Week 14</p> <p>14A 11/24 MOODLE SESSION</p> <p>14B 11/26</p>	<p>TOPIC: Film or Book Review of Your Choice! Complete Film or Book Review Assignment</p> <p>TOPIC: Go over Final Assignments including: Reflection on Personal History Narrative and Outcome Assessment</p>	<p>Bring Film or Book Review Assignment DUE: Outline for Personal History Narrative and Outcome Assessment</p>
<p>Week 15</p> <p>15A 12/1</p> <p>15B 12/3</p>	<p>TOPIC: Working Session -- Personal History Narrative and Outcome Assessment</p> <p>TOPIC: Closure & Wrap up What have we learned? Where do we go from here?</p>	<p>DUE:</p> <ol style="list-style-type: none"> 1. Final Reflection on Personal History Narrative 2. Outcome Assessment 3. Self-Evaluation - End 4. Checklist (p. 10) – What is my grade in this class?

EDUC 364 – The Role of Cultural Diversity in Schooling
COURSE READER ~ TABLE OF CONTENTS
FALL 2014

NOTE: SEE CLASS SCHEDULE in the SYLLABUS for the COMPLETE LIST OF READINGS (e.g., from other texts) due for each session, as well as WHEN readings are due for discussion! There are also additional films or assignments for select sessions. Check your CLASS SCHEDULE.

TOPIC: Intro to Culture

Vedantam Why Everyone You Know Thinks the Same as You
Boyd First Empty Your Cup

TOPIC: Implications of Culture on Schooling

U.S. Census Bureau Population Distribution and Change: 2000 to 2010
U.S. Census Bureau State and County Quickfacts: 2010
National Geographic Changing America
Ogbu Understanding Cultural Diversity

TOPIC: Race & Ethnicity, Part I Culture and Multicultural Education

Nieto & Bode. (2008). Racism, Discrimination, and Expectations of Student
 Achievement. In *Affirming Diversity*. (pp. 65-91).
Smedley & Smedley Race as Biology is Fiction, Racism as a Social Problem is Real
Loewen Lies My Textbook Told Me
Lindsay* Study Finds the Nation’s Public School Districts Are
 Resegregating by Race

TOPIC: Race & Ethnicity, Part II Manifestations of culture in the classroom

Gay Preparing for Culturally Responsive Teaching

Pick One: *Park: Learning Style Preferences of Armenian, African, Hispanic,
 Hmong, Korean, Mexican, and Anglo Students in American Secondary
 Schools
 *Pang: Educating the Whole Child + Appendix on APA Children

TOPIC: Native Americans

McKenna The Myth of Multicultural Education and the Reality of the
 American Indian in Contemporary America
ERIC Teaching Young Children About Native Americans
Winona LaDuke Speech

TOPIC: Religion

Lippy Christian Nation or Pluralistic culture. (In Banks & Banks, 2007,
Multicultural Education: Issues and Perspectives.)
Hamilton Holiday Decorations
Lelyveld Shared Prayers, Mixed Blessings
Bremer My Accidental Jihad

TOPIC: Class

Lelyveld At a Slaughterhouse, Some Things Never Die
Persell Social Class and Educational Equality (In Banks & Banks, 2007, *Multicultural
Education: Issues and Perspectives*.)

Crenshaw** Colleges Out of Reach for Low-Income Students
 (**Note: This article is behind the *Lindsay article above)

TOPIC: Programs for English Learners

NCELA Programs for English Learners
SDCOE SDCOE World Languages Plan
McField Ten Years of Proposition 227: History, Research, Practice, and Policy Implications.

TOPIC: The Bilingual Education “Debate”

Ricento A Brief History of Language Restrictionism in the U.S.
Krashen & McField What Works? Reviewing the latest evidence on bilingual education

TOPIC: Exceptionality

(Author) Case Examples of Culturally Aware Assessment
(Author) Multiple Intelligences reference sheets

TOPIC: Gifted Education

Lefkowitz The Gifted Classes
Esquierdo Gifted Hispanic Bilingual Children
Ford, Grantham & Whiting Recruiting and Retaining Gifted Students from Diverse Ethnic, Cultural, and Language Groups

TOPIC: Testing and Assessment

Ravitch Time to Kill No Child Left Behind
Nieto & Bode. (2008). Transforming Pedagogy by Detracking Math. (pp. 378-384). In *Affirming Diversity*.

TOPIC: White Privilege

McIntosh Unpacking the Knapsack: White Privilege
Brodkin How Jews became White Folks
AP White Names
Buck Constructing Race, Creating White Privilege

TOPIC: Gender

Sadker & Sadker Gender Bias. (In Banks & Banks, 2007, *Multicultural Education: Issues and Perspectives*.)
Nieto & Bode. (2008). Expanding Definitions of Family. (pp. 384-406). In *Affirming Diversity*.
DeJean White Male High School Teacher

TOPIC: Public Policy

Futrell Recruiting Minority Teachers
Unz & Tuckman Proposition 227

TOPIC: Identity models

Lelyveld Best of Friends, Worlds Apart
Lelyveld 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

TOPIC: Multiracial Identity

Park Who Is Marrying Whom

Lelyveld

Getting Under My Skin

Appendices

*APA Format: Citing Your Sources

*Models of Teaching

*Rethinking Schools Resource List