



**EDUC 364 (Section 5) and EDUC 364B (Section 2)**  
**The Role of Cultural Diversity in Schooling**  
**EDUC 364 CRN #46733 and EDUC 364B CRN #46769**  
**Mondays, with Designated Moodles**  
**2:30 pm – 5:15 pm**  
**CSUSM Academic Hall 303**  
**Fall 2013**

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*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
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**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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## Table of Contents

School of Education Mission & Vision Statement .....	1
Basic Tenets of our Conceptual Framework .....	1
COURSE DESCRIPTION .....	2
Course Objectives .....	3
Required Texts .....	3
Optional Texts.....	3
Authorization to Teach English Learners.....	3
STUDENT LEARNING OUTCOMES.....	3
Teacher Performance Expectation (TPE) Competencies .....	3
California Teacher Performance Assessment (CalTPA) .....	4
Assessment of Professional Dispositions .....	4
School of Education Attendance Policy.....	4
Students with Disabilities Requiring Reasonable Accommodations .....	5
All University Writing Requirement .....	5
CSUSM Academic Honesty Policy .....	5
Plagiarism: .....	5
Professional Disposition and Behavior at All Times: .....	5
Outcomes and Standards:.....	5
Appeals:.....	6
Ability:.....	6
Use of Technology:.....	6
Electronic Communication Protocol:.....	6
Course Requirements .....	6
Assignments:.....	6
ASSIGNMENT SPECIFICATIONS.....	7
List of Assignments and Checklist – A.K.A. What is my grade in this class?.....	12
Grading Standards .....	13
Grading Scale: .....	13
Attendance & Participation:.....	13
Communication:.....	13
Submission of Coursework:.....	13
Grading Emphasis: .....	13
Tentative Course Schedule.....	14
EDUC 364 – The Role of Cultural Diversity in Schooling .....	19

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### COURSE DESCRIPTION

EDUC 364: Required of all credential candidates. 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.

EDUC 364B: Focuses on 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. *Course is intended for students who are considering applying to the Integrated Credential Program.*

**MC FIELD:** 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:

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.

### 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.
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. See Moodle a Resources for articles by Lelyveld, J. Ed. (2001). *How Race is Lived in America: Pulling Together, Pulling Apart*. Henry Holt Company.
5. Banks, J.A. and Banks, C.A. (2007). *Multicultural Education: Issues and Perspectives*, 6thth Ed. **\*\*NOT for FALL 2013.\*\***

### 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.

### 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)

## STUDENT LEARNING OUTCOMES

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

### 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.

### School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997.*)

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 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.

### **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.

### **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.

### **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 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.

### **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.

### **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, COEHHS.

### **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.

### **Use of Technology:**

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

### **Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

## **Course Requirements**

### **Assignments:**

All assignments are due on the dates indicated. **All core assignments must be submitted in paper format to be graded. All work also needs to be submitted on Moodle** under the appropriate Assignment module. **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.

### **Tutor Connection:**

This section is a designated Tutor Connection service learning section. Students will be required to complete 20 hours of tutoring of foster youth in conjunction with Tutor Connection, San Diego County Office of Education. Note: The 20 hours will count toward the required 45 hours of observation that is part of Education 350.

## **ASSIGNMENT SPECIFICATIONS**

### **ASSIGNMENT DIRECTIONS (SPECIFIC DIRECTIONS WILL ALSO BE POSTED ON MOODLE)**

**A. Attendance and Participation.** (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 Moodle PRIOR TO class. **Your comments 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](http://www.signonsandiego.com)  
North County Times [www.nctimes.com](http://www.nctimes.com) California  
Rethinking Schools [www.rethinkingschools.com](http://www.rethinkingschools.com)

Education Week [www.edweek.com](http://www.edweek.com)  
Department of Education [www.cde.ca.gov](http://www.cde.ca.gov)  
Teaching Tolerance [www.tolerance.org](http://www.tolerance.org)

**B. Discussion Summary.** For each discussion topic (some sessions will have more than one topic), one or two students will be responsible for reviewing and summarizing the other students' comments ONLINE **\*\*prior to\*\*** the session in which the topic will be discussed. **In addition, these students may be called upon to provide a brief summary of the discussion board comments in class and need to be prepared to do so.**

### **C. PORTFOLIO**

#### **Trial Guided Discussion Board Posting: The Irish in America (Part of Attendance & Participation).**

First, watch any volume of the Irish in America film series at the Media Library or on Moodle via Video on Demand. 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.?

#### **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).

#### **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.?

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

#### **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 social and historical construction of the white vs. nonwhite (in this case, Native American) racial or ethnic groups in the U.S.? In other words, why do you suppose whites and nonwhites were constructed as necessarily dichotomous? How is this racialized dichotomy different from more fluid notions of ethnicity? 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 Spring book reading.

#### **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 write-up of both.

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 write-up.

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, "Inside Islam" and "Islam Today," for your convenience.

C. Write-up. Respond to the following two questions. You can either outline your responses or compose a paragraph for each question response.

**\*\* Question 1.** Discuss the ways in which these various religions might effect public education. For example, how might religions impact the school calendar and schedule, menu, curriculum, activities, etc.? On a related note, what can be done if different religions have conflicting views about holidays, schedules, etc.? Give specific examples as much as possible. **\*\***Incorporate the neighborhood map you worked on AND your film of choice on religion into your write-up. 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?

#### **6. World Languages TV Assignment.**

Watch an hour of a film in a language that you have no knowledge of. In your write-up 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?



### **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/>. Locate the number of students receiving free / reduced lunches. Next, 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? 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.\*\*** **Tutor Connection Participants: This writeup needs to relate to your foster student as appropriate, i.e., to the extent possible.**

### **8. Moodle Session Task: Exceptionality**

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. **Tutor Connection Participants: This write-up needs to relate to your foster student as appropriate, i.e., to the extent possible.**

**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.\*\***

**9. 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.\*\***

### **11. Moodle Session Task: Gender Assignment.**

Choose two out of the following three options. Option 1: Review a curriculum component (textbook, film, or visual work, etc.) that addresses a diverse (i.e., different from mainstream heterosexual) gender / sexuality / family composition perspective. How is the piece inclusive /exclusive? Be sure to cite appropriate data. e.g., you might cite the number of single parent households as the rationale for reviewing a book about a single parent family. See Moodle/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 non-heterosexual 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])**

## 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 one or more of the articles read this semester, as appropriate. **Tutor Connection Participants: This write-up needs to relate to your foster student as appropriate, i.e., to the extent possible.**

## 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.\*\*\***

**Tutor Connection Participants: This write-up needs to relate to your foster student as appropriate, i.e., to the extent possible.**

## 14. Outcome Assessment.

**Suggested length:** 4 - 5 pages

**Describe the following. \*\*\*YOU NEED TO DIRECTLY ADDRESS TPE 15, Social Justice and Equity.**

- 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).

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.

**Tutor Connection Participants: This write-up needs to relate to your foster student as appropriate, i.e., to the extent possible.**

## 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](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 have attended \_\_\_\_/30 sessions total, including in-class and online sessions. For online Moodle sessions, I have posted activity files on Moodle on time. The Moodle tasks are thoughtful and well done and are worthy of full credit.

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

I have posted \_\_\_\_/27 postings possible. Full credit work = Each posting is reflective, and includes a direct reference to the readings and films, as well as any real life connections or applications.

### B. Discussion Summary (20 points)

\_\_\_\_/20 points. 20 points = I have summarized my colleague's discussion postings in a timely manner. The discussion summary reflects critical points of analysis related to the readings of the week.

### C. Portfolio (710 points TOTAL)

1. Self-Evaluation (Beginning & End of semester) \_\_\_\_/20 + 20 points
2. Personal History Narrative \_\_\_\_/100 points
3. Family Tree Map & Write-up \_\_\_\_/100 points
4. MOODLE Session Task: Native Americans \_\_\_\_/40 points
5. MOODLE Session Task: Religion Map & Video \_\_\_\_/40 points
6. World Languages Assignment \_\_\_\_/40 points
7. Class: CBEDS/Dataquest \_\_\_\_/40 points
8. MOODLE Session Task: Exceptionality \_\_\_\_/40 points
9. MOODLE Session Task: Multiple Intelligences \_\_\_\_/40 points
10. MOODLE Session Task: Testing and Assessment \_\_\_\_/40 points
11. MOODLE Session Task: Gender Assignment \_\_\_\_/40 points
12. Reflection on Personal Narrative \_\_\_\_/50 points
13. Outcome Assessment \_\_\_\_/100 points

### TOTAL POINTS POSSIBLE: 200 + 20 + 710 = 940 POINTS

I have earned \_\_\_\_/200 + \_\_\_\_/20 + \_\_\_\_/750 = \_\_\_\_/940 points possible

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

## Grading Standards

### **Grading Scale:**

A=930-100, A-=900-929, B+=870-899, B=830-869, B- = 800-829, **C+=770-799**, C=730-769, C-=700-729, D+=670-699, D=630-669, D-=600-629, F=599 or lower. Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the SCHOOL 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 Moodle prior to class and in face-to-face class sessions.

### **Communication:**

You are expected to use Moodle/coursemail and the web on a regular basis. You must log in regularly to Moodle 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 Moodle/coursemail list. Essential and time-sensitive information may be conveyed via Moodle/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 Moodle under the appropriate Assignment module. All regular / core assignments (i.e., all work EXCEPT Moodle tasks) also needs to be submitted in paper format to be graded. **Any work submitted late receives no credit.** (Individual exceptions due to emergencies or catastrophes only will be negotiated on an individual basis.)

### **Grading Emphasis:**

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

### Tentative Course Schedule

The professor reserves the rights to modify the schedule below when deemed appropriate. Reader Table of Contents is 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 IN Class (either face-to-face or online class sessions)	Assignment -- PREP BEFORE CLASS EACH WEEK (with the exception of the readings slated for 8/26, which you need to read sometime during week 1 or week 2)
Session 1 8/26	<p><b>TOPIC: Intro to Educ 364</b> Course overview; introduction &amp; needs assessment.</p> <p><b>TOPIC: TUTOR CONNECTION – LIVESCAN PAPERWORK</b></p> <p><b>TOPIC: Identity models / Multiracial Identities</b></p>	<p>Discuss course objectives, standards, and assignments.</p> <p>Discuss culture using personal narrative outlines.</p> <p>MOODLE: Lelyveld: Best of Friends, Worlds Apart MOODLE: Lelyveld: Growing Up, Growing Apart Reader: Appendix: 4 identity models Discussion Summary Leaders _____</p> <p>MOODLE: Lelyveld: Getting Under My Skin Discussion Summary Leaders _____</p>
Session 2 9/2	<b>Labor Day -- Holiday</b>	
Session 3 9/9	<p><b>TOPIC: Intro to Culture</b> What is culture? How does it inform education?</p> <p>V - Anti-Bias / Skin vs. Whoopee Goldberg clips V - School Colors</p> <p><b>TOPIC: Implications of Culture on Schooling</b> Cultural contact, cultural diversity in the U.S. and California, changing demographics.</p> <p>Begin personal history narratives.</p> <p><b>Go over</b> MOODLE website, discussion board posting schedule and signups...</p> <p><b>TOPIC: Self-Evaluation</b></p>	<p>Reader: Vedantam: Why Everyone You Know Thinks the Same as You</p> <p>Reader: Boyd: First Empty Your Cup</p> <p>Discussion Summary Leaders _____</p> <p>Reader: U.S. Census Bureau: Population Distribution and Change: 2000 to 2010 Reader: U.S. Census Bureau: State and County Quickfacts: 2010 Reader: Changing America</p> <p>Discussion Summary Leaders _____</p> <p>Reader: Ogbu: Understanding Cultural Diversity</p> <p>Discussion Summary Leaders _____</p>

<p>Session 4 9/16</p>	<p><b>TOPIC: History of Anglo-Americans in the U.S.</b></p> <p><b>TOPIC: White Ethnics</b> V – Irish in America or similar film</p> <p><b>TOPIC: Finish Irish in America film</b></p> <p><b>TOPIC: Race &amp; Ethnicity, Part I</b> V - Race: The Power of an Illusion</p> <p><i>Share personal history narratives.</i></p>	<p>Spring: Ch. 1 (Anglo-Americans) Discussion Summary Leaders _____</p> <p>Film: Race: The Power of an Illusion</p> <p>Discussion Summary Leaders _____</p> <p><b>DUE: Personal History Narrative</b></p>
<p>Session 5 9/23</p>	<p><b>TOPIC: Race &amp; Ethnicity, Part I (Cont'd)</b> <b>Culture and Multicultural Education</b> Nature of culture, race relations theories, models of multicultural education and implications for education.</p> <p>Explain Family Tree assignment</p> <p><b>TOPIC: History of African Americans in the U.S.</b> <b>YouTube - School Daze – Good and Bad Hair</b> V - A Family Thing V - Akeelah and the Bee</p> <p><b>TUTOR CONNECTION: CORE CURRICULUM</b> Michelle Bailow, SDCOE</p>	<p>[Reader: Ogbu – review] Reader: Smedley &amp; Smedley Reader: Loewen Reader: Lindsay Discussion Summary Leaders _____</p> <p>Spring Ch. 3 (African Americans) Film: Akeelah and the Bee Discussion Summary Leaders _____</p>
<p>Session 6 9/30 MOODLE SESSION</p>	<p><b>TOPIC: Religion</b></p> <p><b>DUE: MOODLE Task: Religion Map</b> V – Inside Islam OR Islam Today OR film of choice on a religion different from your own</p> <p><b>TOPIC: History of Native Americans in the U.S.</b></p> <p><b>DUE: MOODLE Task: Native Americans</b> V – Smoke Signals OR In the White Man’s Image</p> <p><b>TUTOR CONNECTION: BOUNDARIES</b> Michelle Bailow, SDCOE</p>	<p>Reader: Lippy Reader: Hamilton MOODLE: Lelyveld: Shared Prayers, Mixed Blessings Discussion Summary Leaders _____</p> <p>Spring, Ch 2 (Native Americans) Reader: McKenna, ERIC, Winona</p> <p>LaDuke speeches Discussion Summary Leaders _____</p>

<p>Session 7 10/7</p>	<p>Share Family Tree Assignments.</p> <p><b>TOPIC: Race &amp; Ethnicity, Part II</b>  <b>Manifestations of culture in the classroom: Working with diverse populations: Learning styles; Parental involvement; Culturally responsive teaching; culture, communication, and interaction styles.</b></p> <p><b>TOPIC: Hispanic/Latino Americans</b>  <b>V – Lemon Grove Incident</b>  <b>[V – If the Mango Tree Could Speak]</b></p> <p><b>TUTOR CONNECTION: WRAT ASSESSMENT</b>  <b>Michelle Bailow, SDCOE</b></p>	<p><b>Family Tree Assignment DUE!</b></p> <p>Reader: Gay: Preparing for Culturally Responsive Teaching</p> <p>Pick One:  1. Reader: Park/learning styles;  2. Reader: Pang/whole child  Discussion Summary  Leaders _____</p> <p>Spring, Ch. 5 (Hispanic/Latino Americans)  Discussion Summary  Leaders _____</p>
<p>Session 8 10/14</p>	<p><b>TOPIC: Class</b>  Growing poverty of children; poverty across ethnic groups; educational implications.  <b>V – Akeelah and the Bee (class and language, etc.)</b>  <b>W – NYTimes.com - Class Matters</b></p> <p><b>Go over World Languages TV Assignment</b></p> <p><b>TOPIC: Asian Americans</b>  <b>V – Cambodian Doughnut Dreams</b></p>	<p>MOODLE: Lelyveld: At a Slaughterhouse, Some Things Never Die  Reader: Persell  Reader: Crenshaw  Discussion Summary  Leaders _____</p> <p>Spring, Ch 4 (Asian Americans)  Discussion Summary  Leaders _____</p>
<p>Session 9 10/21</p>	<p><b>TOPIC: Culture and language</b>  Historical and sociocultural context of language education. Language ideologies.  <b>V – American Tongues</b></p> <p><b>TOPIC: Programs for English Learners</b></p> <p><b>TUTOR CONNECTION: BEHAVIOR ANAGEMENT.</b>  <b>Michelle Bailow, SDCOE</b></p>	<p><b>DUE – CBEDS/DataQuest Assignment</b></p> <p><b>DUE: World Languages TV Assignment</b></p> <p>Reader: A Brief History of Language Restrictionism in the U.S.  Discussion  Leaders _____</p> <p>MOODLE: Programs for English Learners  MOODLE: SDCOE World Languages Plan  Reader: Krashen &amp; McField  Discussion Summary  Leaders _____</p>



<p>Session 10 10/28 MOODLE SESSION</p>	<p><b>TOPIC: Gender &amp; Sexuality</b> <b>V – Talking about Gay Issues in Schools</b> <b>V - The Kids are All Right</b></p> <p><b>TOPIC: Multiple Intelligences</b> <b>V – How are Kids Smart?</b> <b>DUE: MOODLE Task: Multiple Intelligences Response Writeup</b></p>	<p>Reader: Sadker &amp; Sadker Reader: Park MOODLE: DeJean Discussion Summary Leaders _____</p> <p>Reader: Where Does Your True Intelligence Lie? Reader: 7 Ways of Knowing Reader: 40 Multi-Intelligence Ways</p> <p>Discussion Summary Leaders _____</p>
<p>Session 11 11/4</p>	<p><b>TOPIC: The Bilingual Education “Debate”</b> Model of Teaching: Jurisprudential Inquiry</p> <p><b>TOPIC: White Privilege -- Start</b></p> <p><b>TUTOR CONNECTION: ABUSE</b> <b>Michelle Bailow, SDCOE</b></p>	<p>Krashen: <i>Condemned Without a Trial</i>. (Entire slim volume.) Discussion Summary Leaders _____</p>
<p>Session 12 11/11</p>	<p><b>Veteran’s Day - Holiday</b></p>	
<p>Session 13 11/18</p>	<p><b>TOPIC: White Privilege – Finish</b></p> <p><b>TOPIC: Public Policy and the Intersection of Race, Ethnicity, and Class. Issues in curriculum development and social policy</b></p> <p><b>TOPIC: Testing and Assessment</b> <b>DUE NEXT TIME: Testing &amp; Assessment Data Write-up</b></p> <p><b>Explain Final Assignments - Personal History Narrative &amp; Outcome Assessment &amp; Self-Evaluation Part 2 &amp; Checklist</b></p> <p><b>TUTOR CONNECTION: CHECK IN</b> <b>Michelle Bailow, SDCOE</b></p>	<p>Reader: Lee et. al: McIntosh article. Reader: Brodtkin Reader: AP: White Names Reader: Buck Discussion Summary Leaders _____</p> <p>Spring: Ch. 6 Civil Rights to Now Reader: Futrell/Minority teachers MOODLE: Proposition 227 Discussion Summary Leaders _____</p> <p>Reader: case examples article Reader: multiple intelligences handout Discussion Summary Leaders _____</p>

<p>Session 14 11/25 PARTIAL MOODLE SESSION</p>	<p><b>TUTOR CONNECTION: CHECK IN</b> Michelle Bailow, SDCOE</p> <p><b>TOPIC: Exceptionality</b> <b>V – How Difficult Can This Be? FAT City</b> <b>DUE: MOODLE Task:</b> DataQuest: Search and find special education categories and services in your local school / district!</p> <p><b>TOPIC: Gifted Education</b></p>	<p><b>DUE: Testing &amp; Assessment Data Writeup</b> Refer to MOODLE task and DataQuest data Discussion Summary Leaders _____</p> <p>MOODLE: Gifted Hispanic Bilingual Children MOODLE: Recruiting and Retaining Gifted Students from Diverse Ethnic, Cultural, and Language Groups Discussion Summary Leaders _____</p>
<p>Session 15 12/2</p>	<p><b>TOPIC: Closure &amp; Wrap up</b> <b>What have we learned? Where do we go from here?</b></p> <p><b>Explain Final Assignments - Personal History Narrative &amp; Outcome Assessment &amp; Self-Evaluation Part 2 &amp; Checklist</b></p> <p><b>TUTOR CONNECTION: CHECK IN</b> Michelle Bailow, SDCOE</p>	<p>Reflection on Personal History Narrative</p> <p>Discussion Summary Leaders _____</p> <p>Outcome Assessment</p> <p>Discussion Summary Leaders _____</p>
<p>Final Exam 12/9 FINALS WEEK</p>		<p><b>DUE:</b></p> <ol style="list-style-type: none"> <li><b>1. Final Reflection on Personal History Narrative</b></li> <li><b>2. Outcome Assessment</b></li> <li><b>3. Self-Evaluation - End</b></li> <li><b>4. Checklist (p. 10) – What is my grade in this class?</b></li> </ol>

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

**NOTE 1: 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! The articles in this reader are not ALL the readings due for each class session meeting and discussion.**

**NOTE 2: The Lelyveld articles are posted electronically on Moodle under Resources. There are also additional articles posted on Moodle for select sessions. Check your CLASS SCHEDULE.**

Vedantam	Why Everyone You Know Thinks the Same as You
U.S. Census Bureau U.S. Census Bureau National Geographic	Population Distribution and Change: 2000 to 2010 State and County Quickfacts: 2010 Changing America
Boyd Ogbu	First Empty Your Cup Understanding Cultural Diversity
Smedley & Smedley Loewen Lindsay	Race as Biology is Fiction, Racism as a Social Problem is Real Lies My Textbook Told Me Study Finds the Nation’s Public School Districts Are Resegregating by Race
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
McKenna	The Myth of Multicultural Education and the Reality of the American Indian in Contemporary America
ERIC Winona LaDuke	Teaching Young Children About Native Americans Speech
Lippy (in Banks) Hamilton (in Banks) [ Moodle - Lelyveld	Christian Nation or Pluralistic culture Holiday Decorations Shared Prayers, Mixed Blessings ]
[ Moodle - Lelyveld Persell (in Banks) Steinberg Kahlenberg Crenshaw Ricento Krashen & McField	At a Slaughterhouse, Some Things Never Die ] Social Class and Educational Equality Is Going to an Elite College Worth the Cost? Elite Colleges, or Colleges for the Elite? Colleges Out of Reach for Low-Income Students A Brief History of Language Restrictionism in the U.S. What Works? Reviewing the latest evidence on Bilingual education
(Author) (Author)	Case Examples of Culturally Aware Assessment Multiple Intelligences handout
McIntosh Brodkin AP Buck C	Unpacking the Knapsack: White Privilege How Jews became White Folks White Names onstructing Race, Creating White Privilege

Sadker & Sadker  
(in Banks)  
Park  
[Moodle - DeJean

Gender Bias  
  
Who Is Marrying Whom  
White Male High School Teacher ]

Futrell  
[ Moodle

Recruiting Minority Teachers  
Proposition 227 ]

[ Moodle - Lelyveld  
[ Moodle - Lelyveld

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

#### **4 Identity Models**

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

Tse: Proposed Model for Ethnic Identity Formation

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

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

[ Moodle - Lelyveld

Getting Under My Skin ]

#### **Appendices**

\*APA Format: Citing Your Sources

\*Models of Teaching

\*Rethinking Schools Resource List