

EDUC 364: The Role of Cultural Diversity in Schooling
Spring 2012, Santamaría & Rosado
California State University, San Marcos
School of Education

The Role of Cultural Diversity in Schooling

EDUC 364/ 364B, Sec. 03/01, CRN 20043/20046

UH 237 Wed, 2:30– 5:15 PM Spring 2012 (16 weeks)

Instructors: **Lorri J. Santamaría, PhD &
Sonia Rosado, EdD**

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School of Education Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by COE Governance Community, October, 1997).

COURSE DESCRIPTION

Required of all credential candidates. This course explores cultural and linguistic diversity as critical variables in achieving educational equity for all students. Major units include intensive theoretical and practical articulation of culture and cultural pluralism; educational issues of race, class, gender, language, ethnicity, sexual orientation and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.

This semester you are fortunate to have two instructors. Dr. Santamaría is a Professor of Multicultural/ Multilingual Education at CSUSM and Dr. Rosado is an Adjunct Professor at CSUSM and Dean of Resident Life at UCSD. They have been working together for more than 4 years and have a wide range of PreK-20 experience to bring this course. Sometimes the instructors will co-teach and sometimes you will have one or the other. This exciting course also has a number of culturally, linguistically, and other wise diverse Guest Speakers to round out the knowledge base of the Professors of record.

Course Objectives

Students completing EDUC 364 will be able to demonstrate:

- developing competencies in TPE 15: Social Justice and Equity
- understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching
- understanding of cultural diversity in the United States and California
- general familiarity with cultural responsive pedagogy
- understanding of gay, lesbian, bisexual and transgender students, teachers and families
- understanding of marginalized, at-risk, and foster youth populations.

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Required Text

Nieto, S., & Bode, P. (2011). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Sixth Edition. Boston, MA: Pearson Education, Inc. ISBN-10: 0-13-136734

Course Reader - instructor will provide articles via email, and/or print (articles will become available throughout the course).

School of Education Attendance Policy

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. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. 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 reasonable accommodation for special needs students. The Office of Disabled Student Services (DSS) is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

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. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

COURSE REQUIREMENTS

Assignments / Due Dates / Points Possible

Note: The following is an explanation of tentative assignments for this course. If the instructor needs to modify some of these assignments to meet the needs of the class, all students will be kept aware of any changes well in advance of any due date.

1. Professional Disposition: Attendance, Punctuality, & Class Participation 15 points

Students will engage in active learning throughout each class session, and will be expected to participate actively, collaborate, and demonstrate professionalism at all times. Students will be expected to follow the CSUSM School of Education Professional Dispositions which include:

- Social Justice and Equity
- Collaboration
- Critical Thinking
- Professional Ethics
- Reflective Teaching and Learning
- Life-Long Learning

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As noted in the School of Education attendance policy, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course. Should the student have extenuating circumstances, s/he should contact the instructor (Cougar Courses, email, and/or phone) as soon as possible. ***Notification of absence or tardiness does not warrant an excuse.***

Because this course is a prerequisite to professional certification in the SOE, students are expected to demonstrate behavior consistent with a professional career and adhere to attendance policy.

- 2. Class and Reading Reflections** **15 points**

To engage in the meaningful class discussions this course requires, it is crucial that you think about what happened in each prior class, as well as read and analyze the material before the next class. To focus your thinking, aid you in remembering the content, and assist you with meaningful class participation for each class session, you will complete an in class reflection that synthesizes key points from the past class sessions and applying those points to your experiences and/or thoughts or opinions. At the beginning of each class session you will be allotted 15 minutes for these reflections. If you are late to class, be mindful there are no make-ups as work will be collected each class. The short reflections should be 100-150 words.
- 3. Personal Identity Reflection** **20 points**

By researching and studying one's relationship to ten categories of typical identity in U.S. society, we gain an appreciation about ourselves as individuals and our many similarities and differences. In this assignment you will write a **10 page** reflection paper about yourself in terms of race/ethnicity, gender/gender identity, language, socioeconomic status, religion/spirituality, sexual orientation, ability, and one other category of your choice. Write approximately one page per social identity. You will be given the chance to reflect on your own experiences in terms of your social context, your family background, and other factors determined by your own circumstances and upbringing and rank them according to personal importance. Be prepared to discuss your assignment and share your ideas with your peers during upcoming class sessions. Submit your paper to [assignment section](#) on Cougar Courses. **The DRAFT and FINAL papers have separate due dates. Draft is Due in class March 14th. Final is Due in class April 4th.**
- 4. Social Justice Centers** **10 points**

CSUSM has three social justice centers: 1) Cross-Cultural Center; 2) LGBTQ Pride Center; and 3) Women's Center. There are two options for this assignment:

 - 1) Attend a workshop or program organized by one or more of the Centers. Write a 2-3 page reflection paper that identifies the program/workshop title, presenter/trainer's name and position, and describes the program, your learning from the program, and how your learning will help you with succeeding as a teacher, educator, or professional. Submit your paper through Cougar Courses.
 - 2) Visit all three social justice centers. Write a 2-3 page reflection paper that identifies the staff and students that you talked with during your visit and describes each center's mission and goals, your learning from visiting the Centers, and how your learning will help you with succeeding as a teacher, educator, or professional. **Submit your paper in class on April 11th.**
- 5. Interactive Educational Equity Blogs (IEEB)** **10 points**

You will actively engage your fellow classmates in a 20-30 minute exercise regarding video clips featuring educational equity and global diversity content. This exercise should provide you and your peers with an interactive and highly engaging way to promote critical thinking, varied perspectives, and the connections between the material presented and the current course content and context. You will view 1 section of the assigned videos per date assigned (see weekly readings and activities for dates). Following the viewing you will respond to the section and one other colleagues' remarks by the next class session. For each section you will receive a total of 2 points; one point for your response to the video and one for your response to a colleague.
- 6. School Diversity Assessment** **20 points**

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Working in a small group, you will provide a research-based assessment of three or more schools of varying grade-levels from the same district. This assessment will be a comparison of academic achievement, staff characteristics, community resources, and parental involvement/outreach programs at the sites. Your final project may take the form of a PowerPoint, movie, poster, or some other type of creative way to present the information. **Due April 18th.**

7. My Diversity Action Plan (Class final)

10 points

You will write a 2-3 page reflection as a culminating activity for this course. This is your opportunity to examine your own learning. You will select *the most important learning* you have acquired during the course. Describe: (1) what you learned, (2) how you knew you were learning something of significance (assessing your own learning), (3) how this will shape your attitudes and behaviors as a teacher, educator, or professional. Please bring your final reflections to class on **May 2nd.**

Grading Standards

All assignments are due on the dates indicated below. **Assignments turned in late will not receive full credit.** They must be typewritten, and should reflect university level composition.

The following grading scale will be used:

93 – 100 A	77 – 79 C+
90 – 92 A-	73 – 76 C
87 – 89 B+	70 – 72 C-
83 – 86 B	60 – 69 D
80 – 82 B-	59 – below F

Note: *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 grade of C+ or higher.***

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. Writing will include content that is focused and cohesive, as well as free of grammatical, spelling, punctuation, and capitalization errors. The Writing Center provides tutoring for students at all stages of the writing process. The center also offers computers and resources on writing. Please, contact the center at KEL 1103 or at (760) 750-4168, www.csusm.edu/writing_center.

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 Office. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about

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whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html> and the Dean of Students website <http://www.csusm.edu/dos/studres/cheating11.html>. If there are questions about academic honesty, please consult the University catalog or the Dean of Students Office.

GENERAL CONSIDERATIONS

All rights reserved

As instructor of record, I reserve the right to change, add to, or delete any and all material from the course.

Interact professionally and collaborate responsibly with your colleagues

Teacher education is a professional preparation program and students will be expected to adhere to standards of dependability, respect, academic honesty, and writing achievement. Please maintain a safe environment for discussion and learning. Students can express their varying viewpoints and still maintain respect for all voices. Take appropriate individual responsibility for your own learning in a democratic, collaborative, and reciprocal-learning environment.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, 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. Details will be given in class. *Please refrain from using laptops and other electronic devices for personal use during class.* The use of computers is strictly for our class purposes and when deemed appropriate.

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.

Appeals

Every student has the right to appeal a course grade, or appeal for redress of grievances incurred in the context of the class. Disputes may be resolved informally with the professor, or through the formal grade appeal process. For the latter, consult with the Associate Dean of the College of Education, Health and Human Services

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TENTATIVE WEEKLY READINGS / ACTIVITIES

Considering the strengths and challenges that each class may have, there may be revisions on how the readings and assignments will progress. We will keep you well informed of any changes to the reading and assignments.

Date	Topic, Reading, Material/ Content	Assignments Due, ACTivities, Take-Away/ Application
Week 1 Jan 25	Topic: Sociopolitical Context Reading: <u>Nieto</u> : Ch 1 (Sociopolitical) Material/ Content: <ul style="list-style-type: none"> • Introductions / Syllabus Overview • Conceptions/Misconceptions of Culture • Sociopolitical Context of MC Education • Cultural Issues in Education and Society 	<i>Due: In Class Reflection-Rationale for a Diversity course for Aspiring Teachers in the 21st Century AKA Why take this class now? Or Why is it a required pre-req?</i> 1. Introductions 2. Distribute copy of syllabus 3. Course Expectations 4. Community Norms 5. Dr. Rosado acquires e-mails 6. Take Away
Week 2 Feb 1	Topic: Culture & Identity Reading: <u>Nieto</u> : Ch 5 (Culture, Identity); <u>McIntosh</u> : White Privilege: Unpacking the Invisible Knapsack Material/ Content: <ul style="list-style-type: none"> • Complexity of Identity 	<i>Due: In Class Reflection- *Synthesize key points from the past the past session and applying those points to experiences and/or thoughts or opinions. 15 minutes provided. Collected each class. 100-150 words.</i> 1. Review reading (Discussion) 2. Who are you? (Small group/ poster or Ppt) 3. Fun with Terminology 4. <u>Tatum</u> : The Complexity of Identity: Who am I? (If time) 5. Introduce Interactive Educational Equity Blogs
Week 3 Feb 8	Topic: School Reform Reading: <u>Nieto</u> : Ch 2 Material/ Content: Multicultural Education & School Reform	<i>Due: In Class Reflection*</i> 1. Personal Identity Reflection Activity 2. Dominant & Subordinated Identities IEEB Responses Due
Week 4 Feb 15 Dr. Rosado Only	Topic: Discrimination Reading: <u>Nieto</u> : Ch 3 Guest Speaker: Dr. Edwina Welch, Director of the CCC at UCSD Material/ Content: <ul style="list-style-type: none"> • Racism, Discrimination, Expectation of Students' Achievement • Arrange to visit Social Justice Centers, Papers w/b due April 11. 	<i>Due: In Class Reflection*</i> 1. Chapter 2 and 3 reflection group activity 2. Movie: Shadow of Hate (History of Racism and Discrimination) 3. Discussion linking racism and discrimination to student learning and the achievement gap

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<p>Week 5 Feb 22</p>	<p>Topic: School Structure and Organization</p> <p>Reading: <u>Nieto</u>: Ch 4</p> <p>Guest Speakers: Robert Aiello-Hauser, Director of the LGBT RC at CSUSM & Dr. Shaun Travers, Director of the LGBT RC at UCSD</p> <p>Material/ Content:</p> <ul style="list-style-type: none"> • Curriculum, Pedagogy, & Climate • Anti-Bullying, Safe Classrooms 	<p><i>Due: In Class Reflection*</i></p> <p>1. Assignment Introduction: <i>School Diversity Assessment Project</i></p> <p>2. Activity: TBD</p> <p><i>Due: IEEB Responses</i></p>
<p>Week 6 Feb 29</p>	<p>Topic: Cultural Identity</p> <p>Reading: <u>Nieto</u>: Ch 5, McIntosh, Tatum</p> <p>Guest Speaker: Lea Burgess-Carland, Women's Center Director at CSUSM</p> <p>Material/ Content:</p> <ul style="list-style-type: none"> • Influence of Culture on Teaching & Learning • Gender Binary, Intersectionality, Hybridity, Power, Privilege 	<p><i>Due: In Class Reflection*</i></p> <p>Activity: TBD</p>
<p>Week 7 Mar 7</p>	<p>Topic: Linguistic Diversity</p> <p>Reading: <u>Nieto</u>: Ch 6</p> <p>Guest Speaker: Dr. Gilberto Barrios</p> <p>Material/ Content:</p> <ul style="list-style-type: none"> • Linguistic Diversity • Immigrant Experience 	<p><i>Due: In Class Reflection*</i></p> <p>Activity: TBD</p> <p>Assignment Introduction: My Diversity Action Plan (Final for class)</p> <p><i>Due: IEEB Responses</i></p>
<p>Week 8 Mar 14</p> <p>Dr. Santamaría only</p>	<p>Topic: School Achievement</p> <p>Reading: <u>Nieto</u>: Ch 7</p> <p>Material/ Content:</p> <ul style="list-style-type: none"> • Bilingual education: politics, history, and politics • Factors Affecting Academic Achievement for Students of Color • The Immigrant Experience 	<p><i>Due: In Class Reflection*</i></p> <p>Activity: TBD</p> <p>Due: March 14 – DRAFT Personal Identity Reflection</p>
<p>Week 9</p>	<p>March 21--- CSUSM Spring Break</p>	<p>NO CLASS--- ENJOY ☺!</p>

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<p>Week 10 Mar 28 Dr. Santamaría only</p>	<p>Topic: Learning from Students Reading: <u>Nieto</u>: Ch 8 Material/ Content: <ul style="list-style-type: none"> • Redefining Success and Achievement • Families & Communities </p>	<p><i>Due: In Class Reflection*</i> Activity: TBD <i>Due: IEEB Responses</i></p>
<p>Week 11 April 4</p>	<p>Topic: Adapting Curriculum Reading: <u>Nieto</u>: Ch. 9; <u>Elsbree & Halcón</u>: “50 Ways to Call Your Lover;” <u>DeJean & Elsbree</u> “Queer Matters: Educating Educators about homophobia” Guest Speaker: Dr. Lee Mintz, Director of Student Rights & Responsibilities at SDSU Material/ Content: <ul style="list-style-type: none"> • Lesbian, Gay, Bisexual and Transgender Students Oct 26: Chapter 7, 9 Group Reading Presentation </p>	<p><i>Due: In Class Reflection*</i> Activity: TBD Due: April 4 – FINAL Personal Identity Reflection</p>
<p>Week 12 April 11</p>	<p>Topic: Affirming Diversity Reading: <u>Nieto</u>: Ch 10 Guest Speaker: Kheng Waiche Material/ Content: <ul style="list-style-type: none"> • Refugees and Education • Multicultural Education in Practice </p>	<p><i>Due: In Class Reflection*</i> Activity: View and discuss content provided in the link below: http://m.voiceofsandiego.org/mobile/article_89abbe0c-d4e9-11e0-a992-001cc4c002e0.html Due: April 11 – Social Justice Centers Paper <i>Due: IEEB Responses</i></p>
<p>Week 13 April 18 Dr. Rosado Only</p>	<p>Topic: Effects of Diversity in Schooling Reading: Movie-<i>Waiting for Superman</i> Material/ Content: Research/Group Work: School Diversity Project</p>	<p><i>Due: In Class Reflection*</i> Resources: Understanding Prejudice: Thanksgiving Thanksgiving: Celebration or Mourning Activity: TBD Due: April 18 – School Diversity Assessment</p>
<p>Week 14 April 25 ONLINE or MEET ON YOUR OWN</p>	<p>Research/Group Work: School Diversity Project</p>	<p><i>Activity: No class reflection today.</i> <i>Due: IEEB Responses</i></p>
<p>Week 15 May 2 Dr. Rosado Only</p>	<p>Presentations: School Diversity Project <ul style="list-style-type: none"> • Diversity Action Plan sharing • Course Evaluations </p>	<p><i>Due: In Class Reflection*</i> Activity: TBD Due: May 2 -My Diversity Action Plan</p>