

**EDUC 364-13 Cultural Diversity &
Schooling (CRN 42115)
Fall 2004**

Professor John J. Halcón

Mission Statement

The mission of the College of Education 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 the COE Governance Community, October, 1997).*

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COURSE DESCRIPTION

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, and exceptionality; social, structural, programmatic and curricular issues; and effective teaching for diverse populations.

Authorization to teach English Language Learners (ELLs)

Beginning in the fall of 2002, CSUSM is an early adopter of the new AB 2042 program standards. The intent is to prepare new teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach ELL's is met through the infusion of content and experiences with the Multiple Subject Program, as well as additional coursework. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach ELL's (formerly called CLAD).

COMPETENCIES

The course objectives, assignments, and assessments have been aligned with the CCTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from his class into your final comprehensive, electronic portfolio. The following standards are addressed in this class:

State Standards

- Standard 3: Relationship between theory and practice.
- Standard 4: Pedagogical thought and reflective practice.
- Standard 5: Equity, diversity, and access to core curriculum.
- Standard 10: Preparation for learning to create a supportive, healthy environment for student learning.
- Standard 11: Preparation to use educational ideas and research.
- Standard 12: Professional perspectives toward student learning and the teaching profession
- Standard 13: Preparation to teach ELL's.

Teacher Performance Expectations (TPE's)

- TPE 4: Making content accessible.
- TPE 7: Teaching ELL's.
- TPE 13: Professional Growth.

Course Objectives

1. To expand student's knowledge about the diversity that is part of today's school and community.
2. To provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts.
3. To provide support to all students who represent national, state, and regional diversity in our public schools.
4. To gain an understanding of, and experience with "at risk" children and/or young people, including foster children.

General Considerations

All rights reserved

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

Academic Honesty

I expect that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance.

Appeals

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

Ability

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. Every effort will be made to accommodate the student's special needs.

COURSE REQUIREMENTS

Required Texts

- Rothenberg, Paula. Race, Class, & Gender in the United States: An Integrated Study (2004). 6th Edition. VHPS. ISBN: 0716-75515-7.
- Spring, Joel. Deculturalization and the struggle for equality (2001). Fourth edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-232275-6.
- Villaseñor, Victor. Rain of Gold. (1992). Delta Press. ISBN: 0385-31177-X
- Pelzer, Dave (1995). A child called "It": An abused child's journey from victim to victor. Health Communications. , Inc. Deerfield Beach, FL. ISBN:1-55874-366-9.
- Class Reader.

Grading Policy

- All required work must be submitted on time. NO EXCEPTIONS!
- You will lose one complete grade on an assignment for late submissions.
- Tutoring Foster Children is a Class Requirement! NO EXCEPTIONS!
- Your reference of choice for **ALL** papers and/or written assignments is the APA (American Psychological Association) Handbook. (Refer to <www.apastyle.org/index.html>)

Assessment

There are 1000 points possible:

Attendance and Class Participation (150 points)-First is the expectation that you will attend all class sessions and participate actively in class discussions. Each meeting is worth 10 points. If you miss four (4) class sessions, you will be dropped from the class.

Personal/Family Background (150 points)-**Assignment #1:** By researching and studying one's family background it is possible to gain an appreciation about ourselves as individuals and our many similarities and differences.

In this assignment you are to write a 6-8 page narrative about your family background. This may include religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value.

Reflect on your experiences in terms of your cultural referents, your family background, and other factors determined by your circumstances and upbringing. Be prepared to discuss your assignment within a larger class dialogue.

Discussion Board (up to 300 points)--**Ongoing:** Students are required to participate in the class Bulletin Board. Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, and current events, related to the class. A minimum of nine (9) substantial entries are expected for a passing grade on this assignment (C+). The following explains this:

Entries Required	Grade Equivalent
*1-3 entries -50 points	C-
*4-7 entries-100 points	C
*8-9 entries-150 points	C+
*10-12 entries-200 points	B
*13-15 entries-250 points	B+
*16 and above-300 points	A

LET ME BE CLEAR: Personal notes to students, " I agree with...." Statements, and other such none-substantive posting will not be counted in the total.

Research Paper (200 points)—Students will be divided into groups. Each group will select a topic of their choice on diversity issues and will write a 10-12 page paper (APA style only). Papers are due the last day of class (no plastic covers please!)

The topic you select must be related to the education of foster children.

Final PowerPoint Presentation (200 points)-- Each group will then prepare a 35-40 minute PowerPoint presentation and discussion for the class. Presentations will be done on the last week of classes.

Schedule of Readings

M 17:30-20:15

UNIV 442

Week 1 August 30. Introduction & Definitions & Working with Foster Children.

Read: Horace Miner. *Body Ritual Among the Nacirema* (pp 5-10).
Pelzer: Chapters 1-5: A Child Called It. Pp.1-98.
Rothenberg. Part I (#'s 1-11).

Week 2 September 6. HOLIDAY

Week 3 September 13. The Social Construction of Difference: Race, Class, Gender, and Sexuality.

Read: Rothenberg. Part II (#'s 12-21).
Pelzer. Chapters 6-Epilogue: A Child Called It. Pp. 99-174.

Week 4 September 20. Understanding Racism, Sexism, Heterosexism, and Class Privilege

Read: Rothenberg. Part III. (#'s 22-30).
Stacey J. Lee: *Academic Achievements Among Asian Americans* (pp. 53-69)

Week 5 September 27. Discrimination in Everyday Life

Read: Rothenberg. Part IV. (#'s 47-57).
Ron Takaki: *A Different Mirror* (pp 11-21)

Week 6 October 6. The Economics of Race, Class and Gender in the United States

Read: Rothenberg. Part V (#'s 58-82).

**Week 7 October 11. Consequences of Racial,
Gender, and Class Inequality**

Read: Rothenberg. Part VI (#'s 83-92).

NO CLASS: Sacramento Conferences

**Week 8 October 18. How it Happened: Race & Gender
Issues in U.S. Law**

Read: Rothenberg. Part VI (#'s 83-95).

**Week 9 October 25. Maintaining Race, Class, &
Gender Hierarchies**

Read: Rothenberg. Part VII. (#106-115).

**Week 10 November 1. Making a Difference: Social
Activism**

Read: Rothenberg. Part VIII (#'s 116-126).

**Week 11 November 8. The Impact of Cultural
Superiority**

Read: Spring: Chapter 1. *Deculturalization and
the Claim of Racial and Cultural Superiority
by Anglo Americans* (pp 115).
Spring: Chapter 2. *Deculturalization and
the Schooling of Native Americans* (pp 17-
31).
Spring: Chapter 3. *Education and
Segregation: African Americans* (pp 35-51).

Week 12 November 15. Deculturalization

Read: Spring: Chapter 4. *Asian Americans: Exclusion and Segregation* (pp 55-63).
Spring: Chapter 5. *Hispanic/Latino Americans: Exclusion and Segregation*. (Pp 68-89).
Spring: Chapter 6. The Great Civil Rights movement and the New Culture Wars (pp 94-116).

Week 13 November 22. Bilingualism & Bilingual Education

Read: Sonia Nieto: *Multicultural Education in Practice* (pp. 101-121).
Harry C. Weinberg: *Bilingual Education: Teaching English in the 90's* (pp 87-90).
L.J. Santamaria, T.V. Fletcher & C.S. Bos: *Effective Pedagogy for English Language Learners in Inclusive Classrooms* (pp 63-86).
James Cummins: *Alternative Paradigms in Bilingual Education Research: Does Research Have a Place?* (Pp 91-97).

Week 14 November 29. Culturally Relevant Teaching

Read: Beverly Tatum: *Embracing a Cross-Racial Dialogue* (pp 35-42).
Gloria Ladson-Billings: *Culturally Relevant Teaching* (pp 21-33).
L. Delpit & J. Dowdy: *No Kinda Sense* (pp 43-51).
Peggy McIntosh: *White Privilege: Unpacking the Invisible Knapsack* (pp 1-4).
Unknown Author: *Ten Quick Ways to Analyze Children's Literature for Bias* (pp. 99-100).

Week 15 December 6. Immigrants & Immigration

Read: Victor Villasenor: *Rain of Gold*: Book One (pp1-91)
Victor Villasenor: *Rain of Gold*: Book Two (96-152).
Victor Villasenor: *Rain of Gold*: Book Five (397-562).
Victor Villasenor: *Rain of Gold*: Book Four (213-394).

Victor Villasenor: *Rain of Gold*: Book Three
(pp.155-210).

Week 16 December 13
Class Presentations