

College of Education

EDUC 364-10-Cultural Diversity & Schooling
Fall 2002

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Classroom: UNIV 444
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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. This course is intended for students having an interest in diversity and educational issues and is a prerequisite for all teacher credential and graduate program candidates in education. Highly refined oral and written communication, information literacy, and appropriate use of technology are required of professional educators, therefore they are stressed as methods for completing course requirements.

Mission Statement of the College of Education at CSUSM

The mission of the College of Education Community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning, and service. We value diversity, collaboration, professionalism, and shared governance.

Authorization to Teach English Learners

As of fall 2002, CSUSM is an early adopter for the new AB 2042 program standards. This 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 Multiple Subject Program, as well as additional coursework. Students successfully completing this program

receive the Preliminary Multiple Subject Credential with authorization to teach English learners (*my note: formerly called CLAD*).

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. 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*). **NOTE:** *This means that if you miss three (3) classes you cannot receive a passing grade for the class!*

COMPETENCIES

Standards Alignment

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

Standard 3: Relationships between theory and practice

Standard 4: Pedagogical thought and reflective practice

Standard 5: Equity, Diversity, and access to the 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: Profession perspectives toward student learning and the teaching profession

Standard 13: Preparation to teach English learners

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects 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 following TPE's are addressed in this course:

Primary Emphasis:

TPE 8: Learning about students

TPE 11: Social environment

TPE 12: Professional, legal, and ethical obligations

Secondary Emphasis:

TPE 4: Making content accessible

TPE 7: Teaching English learners

TPE 13: Professional growth

Course Objectives

The purposes of this course are fourfold:

- to expand and nuance students' knowledge about the diversity that is a part of today's school and communities;
- to provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- to provide support to all students who represent national, state, and regional diversity.
- To gain experience working with "at risk" children and/or young people.

GENERAL CONSIDERATIONS

NOTE: 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 equitably to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. If there are questions about academic honesty, consult the University catalog.

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any class. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. E. Oliver, Associate Dean.

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 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 reasonable accommodation for special needs students.

Students who require reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, Room 5025a, and can be reached at (760) 750-4905 or (760) 750-4909 (TDD users).

COURSE REQUIREMENTS

Uniqueness of Class

All students enrolled in this class will participate in a unique and vital educational experience organized by CSUSMs College of Education and the Casey Foundation. This involves (a) visiting, observing and tutoring in a high school setting for foster kids, AND (b) tutoring a foster child in the local community. This experience is designed to have you gain invaluable experience with non-traditional, “*at risk*” kids. ***There will be no exceptions to this requirement!***

This experience will count towards the required minimum 45 hours of classroom observation required by the State of California BEFORE you are accepted into CSUSMs Teacher Licensure Program.

Service Learning

Community Service Learning is a planned learning opportunity that simultaneously provides assistance to the community by addressing real community needs. Community service learning brings to life the subject matter of a course because students learn by participating in real life situations that relate to the learning objectives in their academic course.

Required Texts

**Spring, J. Deculturalization and the struggle for equality (2001). Third edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-232275-6.

**Villaseñor, V. Rain of Gold. (1992). Delta Press. ISBN: 0385-31177-X

**Banks, J. A. & C. A. McGee Banks ((2003). Multicultural education: Issues and perspectives. John Wiley & Sons. New York. ISBN: 0-47122813-3.

**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.

**Readings (to be announced).

GRADING POLICY

All required work must be submitted on time. You will lose one complete grade for late submissions. 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

Your performance in class will be assessed along the following criteria. **There are 1000 points possible:**

1. **Attendance and Class Participation (100 points)** –First is the expectation that you will attend all class sessions and participate actively in class discussions. If you miss three classes, you will be dropped from the class.
2. **Personal Background (100 points)**- **Assignment #1**: Examining your own culture. Write a narrative essay about your own life (6-8 pages), describing the experiences that have shaped your views of race, culture, and issues of diversity. Reflect on your own experiences in terms of your cultural reference, your family background, your interactions with others unlike yourself, and other factors determined by your own circumstances and your upbringing. In this assignment, you will explore within yourself, and commit to written form, (1) your identity as a learner, (2) how this affects your potential as a teacher, (3) and your identity as a member of a particular cultural/racial/ethnic group. Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples in the context of assumptions about schooling and education. To the extent possible, relate your experiences to the theory and praxis in readings, class discussions and activities. Be prepared to discuss your assignment within a larger class dialogue (Meets TPE 8, 11, 13). **DUE: Week 5 (Sept. 30).**
3. **Family Background (100 points)**- **Assignment #2**:By researching and studying one's own background it is possible to gain an appreciation

about ways in which we share many similarities and differences. In this assignment you are to construct a family 'tree' that includes as much information as you can gather about your family background including religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation and any other information you think is of interest and value. The format you use to illustrate the information is up to you. It can be as formal as a genealogical tree or informal as a narrative. Of course the depth of this report is somewhat limited by time constraints, personal resources and any information you may have collected prior to this assignment. Please indicate these limitations in your report (Meets TPE 8, 11, 13). DUE: **Week 8 (Oct. 23)**.

4. **Discussion Board (300 points)--Ongoing:** Students are required to participate in the class Bulletin Board (asynchronous). Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, current events, related to the class. A minimum of one substantial entry per week is expected.
5. **Tutoring Journal (200 points)-Ongoing:** Each student will maintain a private (secured) on-line tutoring Journal on Web CT. This journal is on-going. I will read it periodically. However, I will grade it twice: once in the middle of the semester and once at the end. Each reading is worth 100 points. (**Read #1-October 16th; Read #2-December 4th**).
6. **Final Presentation (200 points)--Weeks 15 & 16:** Each group will select a topic of their choosing on Multicultural Education with a focus on Foster Care and prepare a 1-hour PowerPoint presentation for the class. Presentations will be done on the last two weeks of class.

Schedule of Classes

MW 11:30-12:45

1	Sept 4	Introduction to the Class/Each Other
2	Sept 9 & 11	Cultural Diversity: Foster Children (Michelle)

Readings this Week:

Pelzer: Chapters 1-5: **A Child Called It**. Pp.1-98.

**3 Sept 16 & 18 Childhood Transitions & the Workforce:
(Michelle)**

Readings this Week:

Pelzer: Chapters 6-Epilogue: *A Child Called It*. Pp. 99-174.

Banks & Banks: Chapter 1. "*Multicultural Education: Characteristics & Goals*." Pp. 1-30.

Assignment: Break Class Into Groups

4 Sept 23 & 25 Culture: Race & Class

Readings this Week:

Banks & Banks: Chapter 2. "*Culture in Society and in Educational Practices*." Pp. 315-55.

Banks & Banks: Chapter 3. "*Race, Class, Gender, and Disability in the Classroom*." Pp. 59-79.

5 Sept 30 & Oct 2 SocioEconomic Status

Readings this Week:

Banks & Banks: Chapter 4. "*Inner Cities, Affluent Suburbs, and Unequal Educational Opportunity*." Pp. 83-99.

Banks & Banks: Chapter 5. "*Religious Diversity and Education*." Pp. 103-131.

Assignment #1: Personal Background Paper & Presentation DUE this week!

6 Oct 7 & 9 Disabilities (Michelle)

Readings this Week:

Banks & Banks: Chapter 6. "*Gender Bias: From Colonial America to Today's Classrooms*." Pp. 125-147.

Banks & Banks: Chapter 7. "*Classrooms for Diversity: Rethinking Curriculum and Pedagogy*." Pp. 152-171.

7 Oct 14 & 16 Educational Equity

Readings this Week:

Banks & Banks: Chapter 8. "Transforming the Curriculum: Teaching about Women of Color." Pp. 174-192.
Banks & Banks: Chapter 9. "Educational Equality for Students of Color." Pp. 197-221.
Villaneseñor: Forward; Chapters 1 & 2 (Pp. 1-43).

Read #1: 1st half of journal.

8	Oct 21 & 23	The Multicultural Curriculum
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Readings this Week:

Banks & Banks: Chapter 10. "Approaches to Multicultural Curriculum Reform." Pp. 225-245.
Banks & Banks: Chapter 11. "The Colorblind Perspective in School: Causes & Consequences." Pp. 247-263.
Villaneseñor: Chapters 3-6 (pp. 44-82).

Assignment #2 Due: Family Background Paper and Presentations DUE this week.

9	Oct 28 & 30	Language Diversity
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Readings this Week:

Banks & Banks: Chapter 12. "Language Diversity and Education." Pp. 268-289.
Banks & Banks: Chapter 13. "Educational Equality for Students With Disabilities." Pp. 295-321.
Villaneseñor: Chapters 7-10 (pp. 158).

10	Nov 4 & 6 (Michelle)	Educational Support for Youth in Transition
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Readings this Week:

Banks & Banks: Chapter 14. "School Inclusion and Multicultural Issues in Special Education." Pp. 327-347.
Banks & Banks: Chapter 15. "Teaching Gifted Students in a Multicultural Society." Pp. 353-371.
Villaneseñor: Chapters 11-14 (pp. 159-235).

11 Nov 11 & 13 Families and Schools

Readings this Week:

Banks & Banks: Chapter 16. *"School Reform and Student Learning: A Multicultural Perspective."* Pp. 381-397.

Banks & Banks: Chapter 17. *Families and Teachers Working Together for School Improvement.* Pp. 402-419.

Villaneseñor: Chapters 15-18 (pp. 236-394).

12 Nov 18 & 20 Deculturalization

Readings this Week:

Spring: Chapter 1- *"Deculturalization and the Claim of Racial Superiority by Anglo Americans."* Pp. 1-15.

Spring: Chapter 2- *"Deculturalization and the Schooling of Native Americans."* Pp. 17-32.

Villaneseñor: Book FIVE (pp.395-399) and Chapters19-21 (pp. 400-474).

13 Nov 25 & 27 Education and Segregation

Nov 27-30 Thanksgiving Holiday

Readings this Week:

Spring: Chapter 3-*"Education and Segregation: African Americans."* Pp. 35-51.

Spring: Chapter 4-*"Asian Americans: Exclusion and Segregation."* Pp. 55-66.

Villaneseñor: Chapters 22-25 (pp. 475-562).

14 Dec 2 & 4 Exclusion and Segregation

Readings this Week:

Spring: Chapter 5-*"Hispanic/Latino Americans: Exclusion and Segregation."* Pp. 68-91.

Spring: Chapter 6-*"The Great Civil Rights Movement and the New Culture Wars."* Pp. 94-117.

Read #2: 2nd half of introspective journals.

15	Dec 9 & 11	Class Presentations
16	Dec 16-21	Finals Week