

**California State University San Marcos
College of Education**

**EDUC 364: The Role of Cultural Diversity in Schooling
SUMMER 2007
CRN 30021**

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College of Education Mission Statement

The mission of the College 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.

Infusion

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))

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 can 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.

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.

The Governance Community of the College of Education adopted the following policy on 12/19/97:

COLLEGE 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.

ATTENDANCE AND PARTICIPATION

The 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. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: 1. Missing more than 1 class meeting will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

GRADING

Grading Scale: A=90+, B=80-89, C+=77-79, C=70-76, D=60-69, F=59 or lower. Plus or minus grades are not given except as noted in the following instance. Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the College requires completion of this course with a C+ or higher.

Submission Schedule: Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or other guides to citation.

GENERAL CONSIDERATIONS

Outcomes and Standards: The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

Academic Honesty: It is expected that each student will do his or her own work, and contribute equitably to group projects and processes. If there is any question 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 course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Peggy Kelly, Associate Dean.

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.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, 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.

Writing: In keeping with the All-University Writing Requirement, all three unit courses must have a writing component of at least 2,500 words (approx. 10 pages) which can be administered in a variety of ways. This course meets this requirement with the personal history, family background, and the research paper assignments.

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 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.

REQUIRED TEXTS

Nieto, S. *Affirming diversity: The sociopolitical context of multicultural education*. 5th edition. New York: Longman Publishers.

Spring, J. (2007) *Deculturalization and the struggle for equality*. Fifth edition. New York: The McGraw Hill Companies, Inc.

NOTE: Assigned texts and readings **MUST** be brought to **ALL** class sessions.

COURSE REQUIREMENTS

Assignments:

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

1. Personal History	15 pts.
2. Family Background Assignment	15 pts.
3. Literature Presentation	30 pts.
4. Outcome Assessment	25 pts.
4. Attendance and Participation	15 pts.

On the required due date, turn in your assignment and a copy of the assignment rubric attached to your work.

General Guidelines for Written Products

Excellent papers:

- Presents clear and logical organization of thoughts
- Has few, if any, mechanical errors
- Holds interest – is interesting to read
- Uses a sophisticated vocabulary and sentence structure

Strong papers:

- Good organization
- Some mechanical errors
- Holds interest – is somewhat interesting to read
- Some sentence/vocabulary variety

Weak papers:

- Organization hard to follow
- Numerous mechanical errors
- Hard to read and make sense of writing
- Little sentence/vocabulary variety

1. Personal History. Examining your own culture (15 points).

Write a narrative essay about your own life, 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) and your identity as a member of a particular cultural/racial/ethnic group
- (3) how this affects your potential as a teacher.

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 in readings, class discussions and activities. Be prepared to discuss your assignment within a larger class dialogue on the due date.

Grading Rubric for Personal History

	0 Points	2 Points	3 Points	5 Points
Identity as a learner	Not addressed	Minimally addressed; no specific examples; lacks description and analysis	Somewhat addressed; with some specific examples; some description and analysis	Clearly described and summarized; specific examples with details, description and analysis
Cultural Identity	Not addressed	Minimally addressed; no specific examples; little self reflection	Somewhat addressed, some specific examples; some reflection that lacks depth and detail	Clearly described and summarized; specific examples with details; in-depth self reflection and analysis
Potential as a teacher	Not addressed	Minimally addressed; no specific examples; few links to the future	Somewhat addressed, some examples, some links to the future.	Clearly described and summarized with specific examples and clear links to the future

TOTAL _____

2. Family Background Assignment: (15 points) 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 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 on your report.

Grading Rubric for Family Background

Narrative: _____ Poster Board _____ Creative Project _____

	0 Points	6 Points	9 Points	15 Points
Content – addresses all areas outlined in assignment	Not addressed	Few areas are addressed; little detail provided; minimal description; minimal reflection on family history with little personal viewpoint	Some areas are addressed; some detail is provided; surface description is provided: some reflection on family history with some personal viewpoint	All areas area addressed; in-depth detail is provided; descriptions are concrete; insightful reflection using personal viewpoint

TOTAL _____

3. Literature Presentation/Book Review (15 pts. Presentation/15 pts. Paper)

Each student will be responsible for a **literature presentation**. In groups of 2 or 3, you will read a book (fiction or non-fiction) written by or about a person from a cultural group different from your own. A list of suggested books is attached to the syllabus. The intent of this assignment is to allow the opportunity to experience the world through someone else’s eyes as well as to learn about another cultural group. Your group will be responsible for developing a presentation to the class about the book, about the cultural group described, and about what you learned. Each individual in the group will be responsible for writing a **3-4 page reaction paper**. This paper should focus on your personal reflections about the book and the people/events described. What did you learn about the people described? What did you learn about yourself? How did this book impact your own sense of cultural identity? *Hint:* the best presentations will be creative and interactive and will make connections between the book and the course content. The best reaction papers will be thoughtful, serious and respectful of the author’s position and views as well as respectful of your own views.

Grading Rubric for Book Review Presentation

	0 Points	2 Points	3 Points	5 Points
Book Summary	Not Addressed	Minimally described with no analysis or summary; needless detail; minimal description of themes, characters, setting	Somewhat described with some analysis and summary. Some needless detail with some concrete examples; some description of themes, characters, setting	Meaningfully described with thoughtful analysis and summary; concrete details that enhance description; meaningful description of themes, characters, setting
Individual Learning	Not Addressed	Minimally described with little connection to personal experience	Somewhat described with some connection to personal experience but remains superficial	Well described with strong connections to personal experience with in-depth analysis and self-reflection
Presentation Style	Not Completed	Few group members participate; presentation is dry and unengaging; lacks organization and clarity; little interaction with class	Most group members participate; presentation is somewhat engaging; some organization and clarity; some meaningful interaction with class	All group members participate; very engaging and well-paced; clear organization; meaningful interaction with class

TOTAL _____

Grading Rubric for Book Review Reaction Paper

	0 Points	2 Points	3 Points	5 Points
Summary and recommendation	Not addressed	Minimally described with no analysis or summary; needless detail; minimal description of themes, characters, setting	Somewhat described with some analysis and summary. Some needless detail with some concrete examples; some description of themes, characters, setting	Meaningfully described with thoughtful analysis and summary; concrete details that enhance description; meaningful description of themes, characters, setting
Learning about others	Not addressed	Minimally described with little meaning and little thoughtful analysis	Somewhat described with some meaning and superficial analysis	Well described with in-depth analysis and connection to self.
Impact on cultural identity	Not addressed	Minimally addressed with little self reflection	Somewhat addressed with some superficial self reflection	Strongly addressed with detail, in-depth self reflection and connections to identity

TOTAL _____

4. Outcome Assessment. Your opportunity to examine your own learning (25 points).

You will select the most important learning or **closely related** sets of learning you have acquired during the course. You will write in detail:

- (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 demonstrated behaviors as a teacher or in future intercultural interaction, and
- (4) how you will demonstrate overall social justice (as this is defined in class)

Emphasis is placed on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral and affective domains of your learning, and the relationship of this topic to your future growth and professional practice. (3-5 pages) **Outcome assessments are due on the last day of class.**

Grading Rubric for Outcome Assessment

	0 Points	2 Points	3 Points	5 Points
What you learned in the course	Not addressed	Minimally addressed; no specific examples; lacks description and analysis	Somewhat addressed; with some specific examples; some description and analysis	Clearly described and summarized; specific examples with details, description and analysis
Self awareness of Learning	Not addressed	Minimally addressed; no specific examples; little self reflection	Somewhat addressed, some specific examples; some reflection that lacks depth and detail	Clearly described and summarized; specific examples with details; in-depth self reflection and analysis
Attitudes and demonstrated behaviors	Not addressed	Minimally addressed; no specific examples; few links to the future	Somewhat addressed, some examples, some links to the future.	Clearly described and summarized with specific examples and clear links to the future
Understanding of social justice	Not addressed	Minimally addressed; lacks clear definition; few examples; little discussion of understanding	Somewhat addressed; some examples; superficial discussions of understanding that lacks depth	Clearly addressed and described; concrete examples; in-depth discussion based on personal viewpoint
Writing mechanics	No paper turned in	Weak paper guidelines	Strong paper guidelines	Excellent paper guidelines

TOTAL _____

5. Attendance, participation and collaboration. (15 points)

This course is designed for active learning during class sessions. In order for this course to succeed for individuals and the group, students must come to class prepared to discuss assigned readings/topics and to participate in class activities.

Students will engage in active learning each class session, and will be expected to actively participate, collaborate, and demonstrate professionalism at all times.

- Do you participate in class discussions productively, sharing your knowledge and understandings?
- Do you interact productively with your peers, taking on a variety of roles (leader, follower, etc.)?
- Do you contribute appropriately to group work—do you “do your share”?
- Are you able to accept others’ opinions?
- Are you supportive of others’ ideas?
- Do you support your peers during their presentations?
- Can you monitor and adjust your participation to allow for others’ ideas as well as your own to be heard?
- Do you show a positive attitude and disposition towards teaching all students?
- Do you exhibit professional behavior at all times?
- Do you attend each and every class, arrive on time and well prepared in all aspects, and do not ever leave early?
- Do you give close attention to each activity and speaker, and never whisper or do other things while there is a speaker?

You will do a self assessment using the Rubric for Participation, Collaboration and Professionalism; and write a one page rationale. You should give a rationale for the points you gave yourself in each area of the rubric and provide examples for each area. Your professor will also do an assessment using this rubric. Turn in your Rubric and Rationale with examples.

Rubric for Participation, Collaboration and Professionalism

CATEGORY	Excellent	Acceptable	Unacceptable
Attitude	Always has a positive attitude. Never is critical of the task or others without offering alternatives, showing initiative, and working hard for improvement.	Usually has a positive attitude. Rarely is critical.	Seldom has a positive attitude. Often is critical.
Participation	Attends every class, always on time and well prepared, never leaves early. Give closest attention to class activities and speakers.	Usually attends every class, on time and prepared, doesn't leaves early. Give most attention to class activities and speakers.	Is not always ready when class time begins. Doesn't give full attention in class; sometimes talks when others are speaking.
Professionalism	Always behaves, talks and works in a professional manner, regardless of task/topic.	Often behaves, talks and works in a professional manner, regardless of task or topic.	Seldom behaves, talks and works in a professional manner, regardless of task/topic.
Collaboration	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Is not always a good team player.
Contributions	Always provides useful ideas; always stays focused on the task. Exhibits a lot of effort and valuable contributions.	Often provides useful ideas; stays focused most of the time. A satisfactory group member who does what is required.	Rarely provides useful ideas; not always focused. Reluctant to participate. Lets others take charge and participate.
Disposition toward Teaching	Always demonstrates concern in learning to teach all children. Always demonstrates strong commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession and CA Standards for Teaching.	Often demonstrates concern in learning to teach all children. Often demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession and CA Standards for Teaching.	Rarely shows concern in learning to teach all children. Rarely demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession and Standards for Teaching.
Leadership	Shows strength through leadership in different class activities; other students respect you as a leader.	Effectively participates and contributes, but rarely shows leadership qualities.	Does not show leadership in any area of class.

TENTATIVE COURSE OUTLINE

The instructor reserves the rights to add, delete, and modify the reading assignments listed below.

DATE	TOPICS	READING ASSIGNMENT
7/10/07	Introduction - Course Overview, Community Building	
7/12/07	Culture: Definitions and Meaning	Nieto, Ch. 1 and 2
7/17	Culture: Cultural Contact	Nieto chapter 3 and 4
7/19	Prejudice, discrimination, and racism	Nieto chapter 5 Spring chapters 1-5
7/24	Personal History/Family Trees Due - Community Sharing	
7/26	Aspects of Diversity Supporting student achievement Work in groups	Nieto chapter 6 and 7
7/31	Aspects of Diversity	Nieto chapters 8, 9, 10
8/02	Creating Reform: Students and Families	Nieto, chapter 11
8/07	Literature Presentation – Papers Due	
8/09	Literature Presentation – Papers Due Outcome Assessment Due	

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for both English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	fact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

Suggested Book List

Author/Year Published	Book Title	Publisher
<i>Latino authors/stories</i>		
Alvarez, Julia (1001)	How The Garcia Girls Lost Their Accents	Penguin Group
Martinez, Ruben (1992)	The Other Side	Vintage Books
Santiago, Esmeralda (1993)	When I was Puerto Rican	Vintage Books
Urrea, Luis	Under the Wire	
Villasenor, Victor (1991)	Rain of Gold	Delta Books
<i>Asian/Asian American authors/stories</i>		
Chang, Jung (1991)	Wild Swan	Doubleday
Gardner, Mary	Boat People	
Gutterson, Dan (1998)	Snow Falling on Cedars	Random House
Hayslip, LeLy	When Heaven and Earth Changed Places	
Kingston, Maxine Hong	Woman Warrior	
Okada, John (1976)	No No Boy	San Francisco: The Combined Asian Amer. Res. Proj. Inc.
Tan, Amy	The Kitchen God's Wife The Joy Luck Club	
<i>Black/African American authors/stories</i>		
Angelou, Maya (1969)	I Know Why The Caged Bird Sings	Bantam Books
Comer, James (1988)	Maggie's American Dream	Penguin Books
Hurston, Zora Neale (1937)	Their Eyes Were Watching God	Harper Perennial
Kozol, Jonathan (1996)	Amazing Grace	Fawcett Books
Morrison, Toni (1970)	The Bluest Eye	Holt, Rinehard and Winston
<i>Native American authors/stories</i>		
Crow Dog, Mary (1990)	Lakota Woman	Harper Collins
Power, Susan	Grass Dancer	
Wallis, Michael & Mankiller, Wilma Pearl (1994)	Mankiller: A Chief and Her People	St. Martin's Press

Others		
Cameron, Anne	Daughters of Copper Woman	
Chernin, Kim (1994)	In My Mother's House	Harper Perennial
Hoffman, Eva (1989)	Lost in Translation	Penguin Books
Kingsolver, Barbara	Pigs in Heaven	
Kozol, Jonathan	Rachel & Her Children Savage Inequalities	Fawcett Books Crown Publishers, Inc.
McBride, James (1996)	The Color of Water	Riverhead Books
McCourt, Frank (1996)	Angela's Ashes	Scribner
Orenstein, Peggy (1994)	School Girls	Doubleday
Rose, Mike (1989)	Lives on The Boundary	The Free Press
Sheehy, Gail	Spirit of Survival	
Silko, Leslie	Ceremony	
West, Dorothy	The Wedding	