

**EDUC 364 05-Cultural Diversity & Schooling
Spring 2006 (CRN# 21868)**

Professor John J. Halcón

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 the COE Governance Community, October, 1997*).

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| Office Hours: | By appointment only |
| Meeting Times: | 830-945 am |
| Meeting Days: | TR |
| Room: | UNIV 444 |
| Dates: | January 17-May 4 |

NOTE: Contract Negotiations

The instructor's union is in the midst of contract negotiations and there is a possibility of a work interruption. Updates on this situation will be provided throughout the semester.

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

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;
- A general familiarity with cultural responsive pedagogy;
- Understanding of gay, lesbian, bisexual and transgender students, teachers and families.
- To gain an understanding of "at risk" and foster children.

Authorization to teach English Language Learners (ELLs)

The credential program at CSUSM has been specifically designed to prepare 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).

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).

COMPETENCIES

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 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 socio-economic backgrounds.

GENERAL CONSIDERATIONS

All rights reserved

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

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. (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.

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 and will not be tolerated under any circumstance.**

Appeals

Every student has the right to appeal a 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 grades appeal process. For the latter, consult with Dr. Peggy Kelly, Associate Dean of the College of Education.

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

Community Service Learning

Community Service Learning is an integral part of this class. Community Service Learning engages students in active learning experiences that enhance classroom instructional activities, while addressing social, economic, political, health, and environmental needs of people in the community. Students learn while doing and while reflecting on what they do.

Foster Children

A unique aspect of this course is a focus on the educational needs of foster children. In a unique collaboration between CSUSM's College of Education, Casey Family Programs and San Diego County, all students **are required** to tutor foster children as part of the Service Learning requirement for the course.

COURSE REQUIREMENTS

Required Texts

- Spring, Joel . Deculturalization and the struggle for equality (2001). Fourth edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-232275-6.
- Rothenberg, Paula. Race, Class, & Gender in the United States: An Integrated Study (2004). 6th Edition. VHPS. ISBN: 0716-75515-7.
- John J. Halcón & Michelle Lustig. Reading Packet for EDUC 364.
- Villaseñor, Victor. Rain of Gold. (1992). Delta Press. ISBN: 0385-31177-X

Grading Policy

- All required work must be submitted on time.
- You will lose one complete grade on an assignment for late submissions.
- All work will be submitted electronically.
- 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:

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 four (4) classes, you will be dropped from the course.

2) Social Justice Paper(s)-pre and post (100 points).
Assignment #1 (a) & (b): Submit a one-page paper of your understanding of Social Justice.

3) Personal/Family Background (200 points) Assignment #2:
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 including 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 own experiences in terms of your cultural referents, your family background, and other factors determined by your own circumstances and upbringing. Be prepared to discuss your assignment within a larger class dialogue. **SHOW ME THE REFLECTION!!**

4) Discussion Board (300 points)--Ongoing: Students are required to participate in the class Bulletin Board (WebCT). Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, and current events, related to the class.

A minimum of ten (10) substantial entries is expected for a passing grade on this assignment (C+). The following explains this:

| Entries Required Equivalent | | Grade |
|--------------------------------|--------------------|-------|
| *1-5 | entries-50 points | C- |
| *6-9 | entries-100 points | C |
| *10-14 | entries-150 points | C+ |
| *15-18 | entries-175 points | B- |
| *19-22 | entries-200 points | B |
| *23-25 | entries-225 points | B+ |
| *26-28 | entries-250 points | A- |
| *29-30 | entries-275 points | A |
| *31+ | entries-300 points | A+ |

LET ME BE CLEAR: Personal notes to students, " I agree with..." , 'You're so right"... Statements, comments, etc., and other such non-substantive postings will not be counted in the total.

5) Research Paper & PowerPoint Presentation (300 points) – Each group will select a topic of their choice on diversity issues (with the exception of special education) and will write a 8-10 page paper (APA style only). Papers are due May 4th.

Suggestion: For your final paper, take one of the topics on diversity, apply to foster children, research it, and prepare a final PowerPoint presentation.

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| Schedule of Readings TR 830-945 Univ 444 |
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| Week 1 | Jan 17-Jan 19. | Introduction, The Mission Statement , Social Justice |
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For Next Week:

Read: Rothenberg. Part I (#'s 1-11).
* Horace Miner. *Body Ritual Among the Nacirema* (pp 5-10).

Assignment #1(a): Submit a 1-page discussion of your understanding of Social Justice. Due: Jan 24.

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| Week 2 | Jan 24-Jan 26. | <u>The Social Construction of Difference: Race, Class/ "At Risk" Children /Tutor Connection</u> |
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***NABE Conference-PHOENIX (Jan 26).**

For Next Week:

Read: Rothenberg. Part II (#'s 12-21).
Pelzer: Chapters 1-5: A Child Called It.
Pp.1-98.

*Assignment #2: Submit a 6-8-page Family Background paper.
Due: Feb 2.*

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| Week 3 | Jan 31-Feb2. | <u>Racism, Sexism, and Class Privilege / The Child Welfare System</u> |
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For Next Week:

Read: Rothenberg. Part III. (#'s 22-32).
Pelzer. Chapters 6-Epilogue: A Child Called
It. Pp. 99-174.
*Ron Takaki: *A Different Mirror* (pp 11-21)

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| Week 4 | Feb 7-Feb 9. Discrimination in Everyday Life / <u>Professional Boundaries</u> |
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For Next Week:

Read: Rothenberg. Part III. (#'s 33-46).
Spring: Chapter 1. *Deculturalization and the
Claim of Racial and Cultural Superiority by
Anglo Americans* (pp 1-15).
*Anyon, Jean. *Inner Cities, Affluent Suburbs,
and Unequal Opportunity*. (Pp. 85-98).

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| Week 5 | Feb 14 -Feb 16. <u>Consequences of Class Inequalities</u> |
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For Next Week:

Read: Rothenberg. Part IV (#'s 47-57).
Victor Villasenor: *Rain of Gold*: Book One (1-
91)

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| Week 6 | Feb 21-Feb 23. <u>Native American Education/ Behavior Management</u> |
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For Next Week:

Read: Rothenberg. Part V (#'s 58-68).
Spring: Chapter 2. *Deculturalization and the Schooling of Native Americans* (pp 17-31).

Week 7 Feb 28-March 2. African Americans Education

For Next Week:

Read: Rothenberg. Part V (#'s 69-82).
Spring: Chapter 3. *Education and Segregation: African Americans* (pp 35-51).
Victor Villasenor: *Rain of Gold: Book Two* (96-152).

Week 8 March 7-March 9. Asian Americans Education

For Next Week:

Read: Rothenberg. Part VI (#'s 83-95).
Spring: Chapter 4. *Asian Americans: Exclusion and Segregation* (pp 55-63).

Week 9 March 14-March 16. Chicanos-Latinos Education

For Next Week:

Read: Rothenberg. Part VI (#'s 96-105).
Spring: Chapter 5. *Hispanic/Latino Americans: Exclusion and Segregation*. (Pp 68-89).

Week 10 March 21-March 23. Cultural Superiority & Culture Wars

For Next Week:

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

Spring: Chapter 6. The Great Civil Rights movement and the New Culture Wars (pp 94-116).

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

Week 11 March 26-March 31. SPRING BREAK

Week 12 April 4-6. Deculturalization /Surviving Abuse

For Next Week:

Read: Rothenberg. Part VIII. (116-121).
*Stacey J. Lee: *Academic Achievements Among Asian Americans* (pp. 53-69)
*Carlos J. Ovando. *Language Diversity and Education* (pp. 268-289).
Victor Villasenor: *Rain of Gold*: Book Four (213-394).

Week 13 April 11-13. Bilingualism & Bilingual Education

For Next Week:

Read: Rothenberg. Part VIII (122-126).
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 April 18-20. Culturally Relevant Teaching

For Next Week:

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).
Unknown Author: *Ten Quick Ways to Analyze Children's Literature for Bias* (pp. 99-100).

Week 15 April 18-20. Immigrants & Immigration

For Next Week:

Read: Victor Villasenor: *Rain of Gold: Book Five* (397-562).

Assignment #1(b): Submit a 1-page discussion of your understanding of Social Justice. Due: May 4.

Week 16 April 25-27 Final Presentations

Week 17 May 2-4 Final Presentations

Week 18 May 8-12 Finals Week

Assignments

| | <u>Assignment</u> | <u>Due Date</u> | <u>Points</u> |
|----|--------------------------|-----------------|---------------|
| #1 | Social Justice (a) paper | Jan 24 | 50 |
| | Social Justice (b) paper | May 4 | 50 |
| #2 | Family Background paper | Feb 2 | 100 |
| #3 | Papers/Powerpoints | May 2-12 | 400 |