

CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION

EDUC 364 The Role of Cultural Diversity in Schooling

Spring 2006

CRN: 22145

Wednesdays / 1:00 – 3:45pm  
UNIV 441

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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).

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**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.

**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.

**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).

### **Authorization to Teach English Learners**

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 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 the CCTC in SB 2042 Programs Standards, August, 2002).

### **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.

## **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. (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.

### **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 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.

### **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 class. Disputes may be resolved informally with the professor, or through the formal grades appeal process. For the latter, consult Dr. Kelly, Associate Dean.

### **Students with Disabilities Requiring Reasonable Accommodations**

Students are approved for services through the Disabled Student Services Office (DSS). The DSS 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.

## **COURSE REQUIREMENTS**

### **Required Text**

Nieto, S. (2004). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Fourth Edition. Boston, MA: Pearson Education, Inc. ISBN: 0-205-38692-X

Spring, J. (2004). *Deculturalization and the struggle for equality*. Fourth Edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-256383-4

Course Reader - available at CopyServe 754 S. Rancho Santa Fe Road, San Marcos  
Phone: 599-9923 (price forthcoming)

### **Grading Policy**

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	75 – 79	C+
90 – 92	A-	72 – 74	C
88 – 89	B+	70 – 71	C-
83 – 87	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 College of Education requires completion of this course with a grade of C+ or higher.*

## ASSIGNMENTS / DUE DATES / POINTS POSSIBLE

### Attendance and Class Participation

**20 points**

All students are expected to participate in class activities and demonstrate reflective learning. Students who do not attend a class session, or do not participate in class activities will not receive attendance and participation points for that session. **Four (4) points will be deducted for each missed class session.** It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting.

### Reading Responses/Questions

**15 Points**

For each week's readings, you will need to complete a **one-page typed reflection which will be due at the start of each class.** Your reading responses should explore your interactions with the text that you read AND include one high level question for each entry. While your reading responses should not be more than one-page in length, it is important that each entry is insightful and reflective in its work. *In addition, you will need one question that could be used to begin a class discussion or to support discussion on the readings.*

**DUE: Throughout the Spring semester**

### History of Your own Identity Formation

**20 Points**

The first major theme of our class is focused on identity formation. Our readings, activities, and class discussions are designed to develop a better understanding of how one's identity and how it shapes how we read the world. In order to do this, you are being asked to complete a **two-page paper** exploring the history of your own identity formation. Things to consider: Looking over your own history, has there been a time when you have been mindful of your identity? Which identities do you most connect to? Was there a time when you noticed you were different? Which identities have been most prominent in your life? Why? When? Which identities provide you the most privilege? Which cause the most problems? Etc. *Our first class sessions will help facilitate this paper.* You will be turning in this assignment twice. To receive full credit, you will be turning in a packet which contains the rough draft and the revised essay.

**DUE: February 8th**

### "Hot Topics" in Education

**10 points**

In pairs, students will have the opportunity to present a "hot topic" in education of their choosing to the class. Students will present their topic and then guide a short discussion with the class (approximately 10 -15 minutes). You will need to turn in your notes and resources to me after your presentation for credit on this assignment. You should find ideas for topics on the following websites:

San Diego Union Tribune  
[www.signonsandiego.com](http://www.signonsandiego.com)

Education Week  
[www.edweek.com](http://www.edweek.com)

North County Times  
[www.nctimes.com](http://www.nctimes.com)

California Department of Education  
[www.cde.ca.gov](http://www.cde.ca.gov)

Rethinking Schools  
[www.rethinkingschools.com](http://www.rethinkingschools.com)

Teaching Tolerance  
[www.tolerance.org](http://www.tolerance.org)

**DUE: Throughout the Spring semester**

**Outcome Assessment (Photography and Paper)**

**10 points**

This is your opportunity to examine your own learning. There are two parts of this assignment to achieve this goal.

**First**, you will need to take pictures that represent your understanding of the key concepts of our class. **Second**, write a 2 page maximum explanation of those pictures and your learning. Your pictures must include the following:

1. A picture that represents your definition of social justice
2. A picture that represents your definition of multicultural education
3. A picture that represents your understanding of your identity formation
4. A picture that represents what you learned in our class
5. A picture that represents how your understanding of social justice and equity will impact your future teaching

**Your 2 page well-crafted essay should discuss your pictures, specifically**

1. describe your understanding of social justice and equity
2. discuss what you learned in the class that contributed to your understanding of social justice and equity
3. and discuss how your understanding of social justice and equity will shape your attitudes, disposition, and demonstrated behaviors as a future teacher.

**DUE: May 3rd**

**Final Presentation**

**25 points**

The class will divide into six (6) groups. With the guidance of the instructor, each group will select a topic of their choosing related to **Multicultural Education**. Groups will be expected to present multiple perspectives of their chosen topic. Each group will prepare a 20-30 minute presentation and discussion for the class. Each group will also submit a 5-7 page paper on their topic. The class will determine the criteria for the presentations, and evaluate each group based on the chosen criteria. Your presentation must address TPE 15.

Final presentations must include the following elements:

- i. The presentation topic must be formed around social justice and equity
- ii. Students will work in groups
- iii. Students will submit a research paper (group paper)
- iv. Students will use APA format to write their papers
- v. The paper will include resources from any or all of the following;
  1. ERIC database
  2. Internet
  3. Print media (e.g., journals, newspapers, magazines)

**DUE: April 19<sup>th</sup> and 26th**

## WEEKLY READINGS / ACTIVITIES

### 1 Jan. 18 Multicultural Education: Issues and Concepts

Introductions / Syllabus Overview  
Conceptions / Misconceptions of Culture  
Multicultural Education

**NOTE: Please download the syllabus from the COE Website**

### 2 Jan. 25 Identity Formation

Dimensions of Multicultural Education  
Identity Formation  
Tolerance Issues

*Due:* Nieto: Introduction, Chapters 1 and 2  
**Reading Response**

### 3 Feb. 1 Examining Race and Racism

White Privilege  
Racism and Discrimination  
**Guest Speaker: Scott Gross**

*Due:* McIntosh: Unpacking the Invisible Backpack (course reader)  
Paley: White Teacher (course reader)  
Takaki: A Different Mirror (course reader)  
Nieto: Chapter 3  
**Reading Response**

### 4 Feb. 8 Identity formation exploration

Writer's Workshops, identity formation papers  
Expressing and Respecting Multiple Perspectives  
Color Line

*Due:* **1<sup>st</sup> Draft: Identity formation, typed essay**  
**Hot Topics**

### 5 Feb. 15 Examining Social Class / Structural Inequalities

Approaches to Multicultural Education (Models)  
Social Class and Educational Inequality

*Due:* **Revised Identity formation (complete packet)**  
Grant and Sleeter: Race, Class, Gender & Disability (course reader)

Nieto: Chapter 4  
**Reading Response**  
**Hot Topics**

<b>6</b>	<b>Feb. 22</b>	<b>Gender and GLST Issues</b>
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Gender Biases  
Schooling Experiences of Lesbian, Gay, Bisexual and Transgender Youth

*Due*            Campbell: How Society and Schools Shortchange Girls and Boys (reader)  
Kosciw: The 2003 National School Climate Survey (course reader)  
**Reading Response**  
**Hot Topics**

<b>7</b>	<b>March 1</b>	<b>Cross-Cultural Teaching</b>
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Teaching Students from Diverse Backgrounds

*Due*:            Delpit: The Silenced Dialogue: Power and Pedagogy in Educating Other  
People's Children (course reader)  
Ladson-Billings: Culturally Relevant Teaching (course reader)  
Tatum: Embracing a Cross-Racial Dialogue (course reader)  
Nieto: Chapter 5  
**Reading Response**  
**Hot Topics**

<b>8</b>	<b>March 8</b>	<b>Academic Achievement / Learning From Students</b>
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Factors Affecting Academic Achievement for Students of Color  
Learning from Students  
Multiple Perspectives

*Due*:            Nieto: Chapters 7 and 8  
**Reading Response**  
**Hot Topics**

<b>9</b>	<b>March 15</b>	<b>Race &amp; Ethnicity / Educational Equity</b>
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Colorblind Perspective in Education  
Affirmative Action in Schools

*Due*:            Nieto: Chapter 9  
Spring: Chapters 1 and 3  
**Reading Response**  
**Hot Topics**

**10 March 22 Language Diversity / Educational Equity**

Educating Immigrant Students  
Schooling Experiences of Latino Students

*Due:* Nieto: Chapters 6  
Spring: Chapter 5  
Olsen: Learning the Language of America (course reader)  
**Reading Response**  
**Hot Topics**

**11 April 5 Educational Equity**

Schooling Experiences of Students of Color  
Causes and Effects of Stereotypes

*Due:* Spring: Chapters 2, 4 and 6  
Lee: Academic Achievement among Asian Americans (course reader)  
**Reading Response**  
**Hot Topics**

**12 April 12 Research Week**

**NO CLASS**

Work with your Group on your Final Presentation / Paper

**13 April 19 Educational Equity / School-Family Connections**

Students with Disabilities  
School / Family Connections

*Due:* Nieto: Chapter 10  
Howard, et.al: Educational Equity for Students with Disabilities (reader)  
**Reading Response**  
**Begin Final Presentations**

**14 April 26 Multicultural Education in Practice**

*Due:* Nieto: Chapter 11  
**Complete Final Presentations**  
**All Reading Responses due with rubric attached to cover**

Creating Equitable Learning Environments  
Outcome Assessments

**15 May 3 Multicultural Education in Practice**

*Due:* **Outcome Assessment/Class closing**

## Reading Responses/Essential Questions Rubric

### Very Effective

- Packet consists of complete and thoughtful reading responses as well as essential questions
- Reading responses have been re-read and important issues or concepts have been underlined or highlighted
- Responses go beyond the obvious when reflecting, summarizing, and discussing, etc.
- Packet is well organized

### Effective

- Packet consists of mostly complete and thoughtful reading responses as well as essential questions. A few questions or entries might be missing
- Reading responses have been mostly re-read and important issues are underlined or highlighted
- Responses summarize more than really explore implications, but there's some sense of attempting to make some kind of personal or professional connection.
- Packet is well organized

### Somewhat Effective

- Packet is somewhat complete but doesn't develop the thinking. Questions or entries are clearly missing
- Some of the reading responses have been re-read. Some of the responses are somewhat highlighted or underlined
- Responses are mostly summaries of the readings.
- Packet is somewhat organized

### Less Effective

- Packet is not complete. Questions and entries are missing
- Reading responses have not been re-read. Responses have not been highlighted or underlined
- Work is generally incomplete and/or lacks thought
- Packet is not organized

**SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
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. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
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)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
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	<b>IV. Cultural Diversity in U.S. and CA</b>
		A. Historical perspectives
		B. Demography
		C. Migration and Immigration