

**EDUC 364-01 The Role of Cultural Diversity in Schooling (CRN  
21703)  
Spring 2005**

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**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).

**COURSE DESCRIPTION**

Required of all credential candidates. This course explores cultural, racial, ethnic, 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, first- and second-language acquisition, ethnicity, and exceptionality; social, structural, programmatic and curricular issues; understanding "at risk" kids, 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.

## **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*).

Class Standard: 4 absences and you will be dropped from the class.

## **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 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**

### **All rights reserved**

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 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.

## **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.

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.

## **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 enrolled in this course are required to tutor foster children as part of the Service Learning requirement for the course.

## **COURSE REQUIREMENTS**

### **Required Texts**

- Rothenberg, Paula. Race, Class, & Gender in the United States: An Integrated Study (2004). 6<sup>th</sup> 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](http://www.apastyle.org/index.html) )

### **Assessment**

There are 1000 points possible:

*Note: Submit all assignments, papers, etc. to me as an E-MAIL ATTACHMENT Word document).*

Attendance and Class Participation (100 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 (100 points)-**Assignment #1:** 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.

By researching and studying one's family background it is possible to gain an appreciation of ourselves as individuals, and our many similarities and differences. 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 (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 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.

**Outcome Assessment (200 points)--(Critical Assessment Task)--Assignment #2:**--This is your opportunity to examine your own learning. In a 3-5 page paper, you will:

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; and,
3. discuss how your understanding of social justice and equity will shape your attitudes, disposition, and demonstrated behaviors as a future teacher.

\*\*Papers are due the next to last week of class.

**Research Paper (150 points) -Assignment #3**--Students will be divided into groups. Each group will select a topic of their choice regarding foster children, issues of diversity, and education (subject to approval.) You will write a 10-12 page paper (APA style only). Papers are due the last day of class (no plastic covers please!)

**Final PowerPoint Presentation (150 points) -Assignment #4**-- Each group will then prepare a 35-40 minute PowerPoint presentation and discussion for the class. All students not presenting will assess the presenters. You will be provided with an assessment form. Presentations will be done on the last week of classes.

**Schedule of Readings**  
**MW 11:30-12:45**  
**UNIV 444**

- Week 1**      **January 19. Introduction, Mission Statement & Social Justice**
- 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**      **January 24 & 26. Social Construction of Difference: Race, Class, Gender, Sexuality and "At Risk" Children & Tutor Connection**
- Read:      Rothenberg. Part II (#'s 12-21).  
Pelzer. Chapters 6-Epilogue: A Child Called It. Pp. 99-174.
- Week 3**      **January 31 & February 2. Racism, Sexism, Heterosexism and Class Privilege & The Child Welfare System**
- Read:      Rothenberg. Part III. (#'s 22-30).  
Stacey J. Lee: *Academic Achievements Among Asian Americans* (pp. 53-69)
- Week 4**      **February 7 & 9. Discrimination in Everyday Life & Professional Boundaries**
- Read:      Rothenberg. Part IV. (#'s 47-57).  
Ron Takaki: *A Different Mirror* (pp 11-21)
- Week 5**      **February 14 & 16. The Economics of Race, Class and Gender in the United States & Behavior Management**
- Read:      Rothenberg. Part V (#'s 58-82).
- Week 6**      **February 21 & 23. Consequences of Racial, Gender, and Class Inequality & WRAT (Wide Ranging Aptitude Test)**
- Read:      Rothenberg. Part VI (#'s 83-92).
- Week 7**      **February 28 & March 2. Race & Gender Issues in U.S. Law & Behavior Management**
- Read:      Rothenberg. Part VI (#'s 83-95).

**Week 8**            **March 7 & 9. Maintaining Race, Class, & Gender Hierarchies**

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

**Week 9**            **March 14 & 16. Making a Difference: Social Activism & Surviving Abuse**

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

**Week 10**          **March 21 & 23. 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).

**March 23-April 2            SPRING BREAK**

**Week 11**    **April 4-6. 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 12**    **April 11-13. 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 13 April 18-20. 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 14 April 25-27. Immigrants & Immigration**

Read: Victor Villasenor: *Rain of Gold*: Book One (pp1-91)  
152).  
Victor Villasenor: *Rain of Gold*: Book Two (96-  
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 15 May 3 & 5 Class Presentations**

**Week 16 May 9 & 11 Class Presentations**

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, & CONTENT INSTRUCTION	PART 3: CULTURE & 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. Intragroup 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 <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	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
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally responsive pedagogy)

A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Contact
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution
		IV. Cultural Diversity in U.S. and CA.
		A. Historical perspectives
		B. Demography
		C. Migration and immigration