

# ***EDUC 364-Cultural Diversity & Schooling***

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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## **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.

### **Authorization to teach English Language Learners (ELLs)**

Beginning in the fall of 2002, CSUSM is an early adopter of the new AB 2042 program standards. The intent is to prepare new 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).

# COMPETENCIES

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

## State Standards

- Standard 3: Relationship between theory and practice.
- Standard 4: Pedagogical thought and reflective practice.
- Standard 5: Equity, diversity, and access to 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: Professional perspectives toward student learning and the teaching profession
- Standard 13: Preparation to teach ELL's.

## Teacher Performance Expectations (TPE's)

- TPE 4: Making content accessible.
- TPE 7: Teaching ELL's.
- TPE 13: Professional Growth.

## Course Objectives

1. To expand student's knowledge about the diversity that is part of today's school and community.
2. To provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts.
3. To provide support to all students who represent national, state, and regional diversity in our public schools.
4. To gain an understanding of, and experience with "at risk" children and/or young people.

## **General Considerations**

### **All rights reserved**

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 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.

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

## **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.
- 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.
- You will lose one complete grade on an assignment 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](http://www.apastyle.org/index.html))

### Assessment

There are 1000 points possible:

**Attendance and Class Participation (150 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. Each class meeting is considered two (2) class sessions.

**Personal/Family Background (150 points) Assignment #1:** 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.

**Discussion Board (300 points)--Ongoing:** Students are required to participate in the class Bulletin Board. Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, and current events, related to the class. Five (5) substantial entries are expected. Each entry will earn you up to 60 points!

**Research Paper (200 points)** –Each group will select a topic of their choice on diversity issues (with the exception of special education) and will write a 10-12 page paper (APA style only). Papers are due the last day of class (no plastic covers please!)

Suggestion: For your final paper, take one of the topics on the syllabus and research some aspect of it. Prepare a final PowerPoint presentation.

**Final PowerPoint Presentation (200 points)**-- Each group will select a topic of their choosing on Multicultural Education and prepare a 35-40 minute PowerPoint presentation and discussion for the class. Presentations will be done on the last class meetings.

## Schedule of Readings

### Week 1    May 24    Introduction /Definitions/Culture

Read:    Horace Miner. *Body Ritual Among the Nacirema* (pp 5-10).

### May 26    The Scope of Diversity

Read:    Spring: Chapter 1.    *Deculturalization and the Claim of Racial and Cultural Superiority by Anglo Americans* (pp 115).

Sonia Nieto: *Multicultural Education in Practice* (pp. 101-121).

### Week 2    May 31    Ethnic & Cultural Diversity

Read:    Spring: Chapter 2.    *Deculturalization and the Schooling of Native Americans* (pp 17-31).

Spring: Chapter 3. *Education and Segregation: African Americans* (pp 35-51).

### June 2    Socio-Economic Diversity

Read:    Spring: Chapter 4. *Asian Americans: Exclusion and Segregation* (pp 55-63).

Spring: Chapter 5. *Hispanic/Latino Americans: Exclusion and Segregation.* (Pp 68-89).

Stacey J. Lee: *Academic Achievements Among Asian Americans* (pp. 53-69)

### Week 3    June 7    Foster Children

Read:    Ron Takaki: *A Different Mirror* (pp 11-21).

Victor Villasenor: *Rain of Gold: Book One* (pp1-91)

### June 9    Special Populations

Read:    Beverly Tatum: *Embracing a Cross-Racial Dialogue* (pp 35-42).

#### **Week 4 June 14 Religious Diversity**

Read: Gloria Ladson-Billings: *Culturally Relevant Teaching* (pp 21-33).

Victor Villasenor: *Rain of Gold: Book Two* (96-152)

David Pelzer: *A Child Called 'It'*

#### **June 16 Immigrants & Migrants**

Read: L. Delpit & J. Dowdy: *No Kinda Sense* (pp 43-51).

#### **Week 5 June 21 Linguistic Diversity**

Read: 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).

Victor Villasenor: *Rain of Gold: Book Four* (213-394).

#### **June 23 Bilingual Education**

Read: James Cummins: *Alternative Paradigms in Bilingual Education Research: Does Research Have a Place?* (Pp 91-97).

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

#### **Week 6 June 28 Culture Wars: Them & Us**

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

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).

#### **June 30**

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

#### **Class Presentations**