

College of Education
California State University, San Marcos

EDUC 364-03-Cultural Diversity & Schooling
Spring 2004

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Meeting Times: TR 1130-1245
Classroom: UH 439
Office Hours: by appointment & drop in

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. This course presents a particular focus on “at risk” kids. This course is for students having an interest in diversity and educational issues and is a prerequisite for all teacher credential program candidates in education. Highly refined oral and written communication, information literacy, and appropriate use of technology are required of professional educators, therefore they are required as methods for completing course requirements.

Mission Statement of the College of Education at CSUSM

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).

Authorization to Teach English Learners

Beginning in the fall of 2002, CSUSM is an early adopter for 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 English learners is met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework. Students successfully completing this program receive the Preliminary Multiple Subject Credential with authorization to teach English learners (*my note: 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*).

NOTE: This means that if you miss three (3) classes you cannot receive a passing grade for the class!

COMPETENCIES

Standards Alignment

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

Standard 3: Relationships between theory and practice

Standard 4: Pedagogical thought and reflective practice

Standard 5: Equity, Diversity, and access to the 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: Profession perspectives toward student learning and the teaching profession

Standard 13: Preparation to teach English learners

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects 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 following TPE's are addressed in this course:

Primary Emphasis:

TPE 8: Learning about students

TPE 11: Social environment

TPE 12: Professional, legal, and ethical obligations

Secondary Emphasis:

TPE 4: Making content accessible

TPE 7: Teaching English learners

TPE 13: Professional growth

Course Objectives

The purposes of this course are fourfold:

- Expand and nuance students' knowledge about the diversity that is a part of today's school and communities;
- Provide a safe environment for reflection on, and discussion of, the complex ways in which pluralism is a part of educational contexts;
- Provide support to all students who represent national, state, and regional diversity.
- Gain experience working with "at risk" children and/or young people.

GENERAL CONSIDERATIONS

NOTE: 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. If there are questions 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. E. Oliver, Associate Dean.

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 needs. 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 who require reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, Room 5025a, and can be reached at (760) 750-4905 or (760) 750-4909 (TDD users).

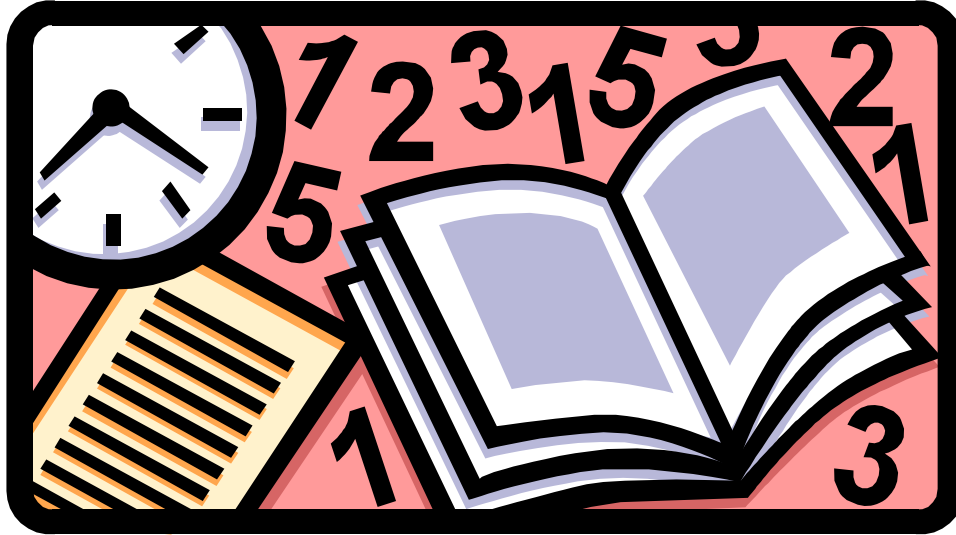
COURSE REQUIREMENTS

Uniqueness of Class:Tutoring Foster Children

All students enrolled in this class will participate in a unique and vital educational experience organized by CSUSMs College of Education and the Casey Family Programs. This pilot project involves (a) visiting, observing and tutoring a foster child in the local community. This experience is designed to have you gain invaluable experience with non-traditional, “*at risk*” kids. If you do not wish to tutor foster children you have the option of leaving the class and finding another section.

There will be no exceptions to this requirement!

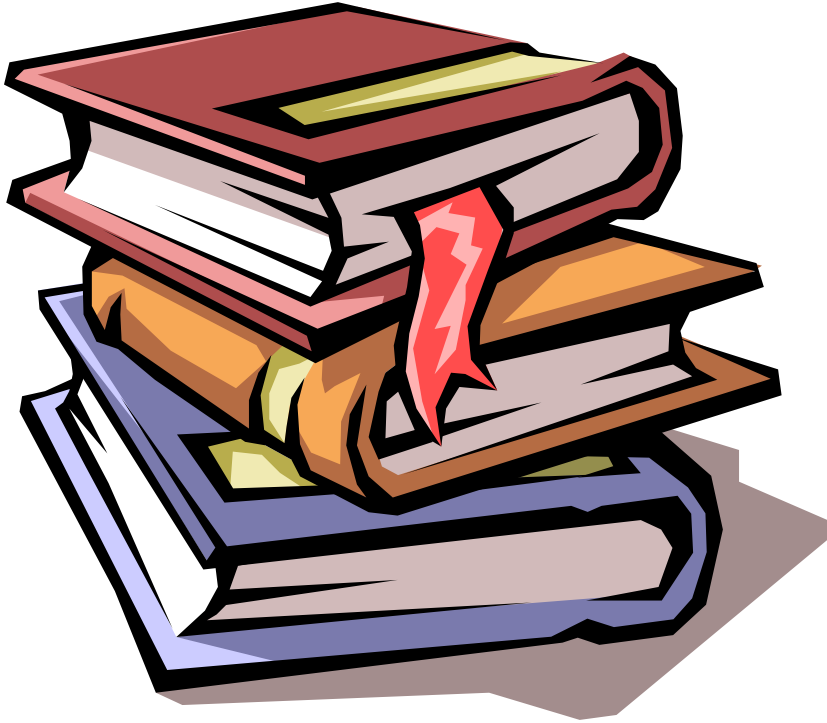
This experience will count 20-25 hours towards the required minimum 45 hours of classroom observation required by the State of California, and CSUSM, **BEFORE** you are accepted into CSUSMs Teacher Licensure Program.



Community Service Learning

This class is organized as a Community Service Learning course. Community Service Learning is a planned learning opportunity that simultaneously assists the community by addressing real needs. Community service learning brings to life the subject matter of a course because students learn by participating in real life situations that relate to the learning objectives in their academic course.

Required Texts



**Spring, J. Deculturalization and the struggle for equality (2001). Third edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-232275-6.

**Villaseñor, V. Rain of Gold. (1992). Delta Press. ISBN: 0385-31177-X

**Banks, J. A. & C. A. McGee Banks ((2003). Multicultural education: Issues and perspectives. John Wiley & Sons. New York. ISBN: 0-47122813-3.

**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.

****Readings Packet. (reading schedule to be announced).**

GRADING POLICY

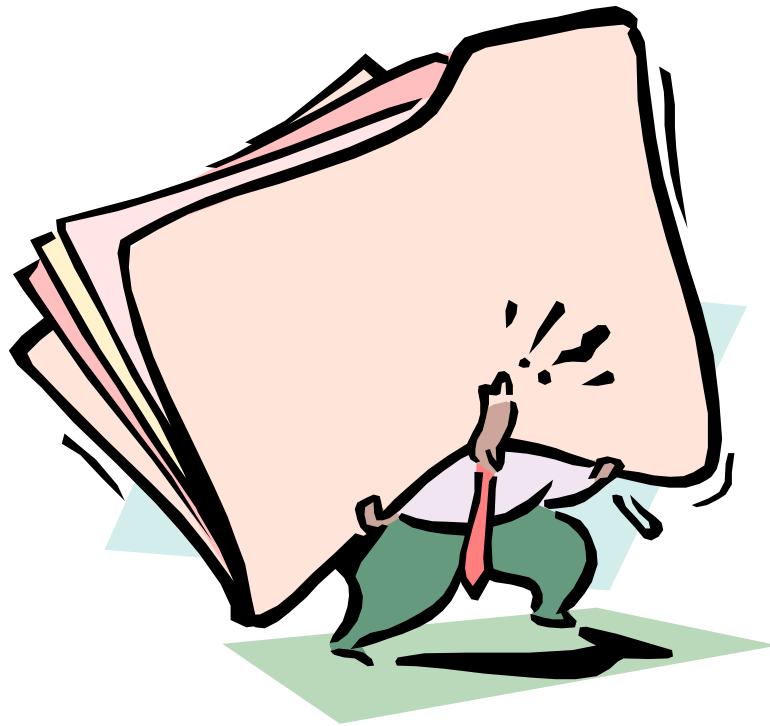
All required work must be submitted on time. You will lose one complete grade for late submissions. Your reference of choice for **ALL** papers and/or written assignments is the APA (American Psychological Association) Handbook. (Refer to <www.apastyle.org/index.html>)

Assessment

Your performance in class will be assessed along the following criteria. **There are 1000 points possible:**

1. **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 three classes, you will be dropped from the class.
2. **Personal/Family Background Reflection (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 4-5 page narrative about your family background. This may include some or all of the following: religious affiliation, ethnicity, culture, language(s), country of origin, education/occupation, and any other information you think is of interest and value (related to the class). Reflect on your own experiences in terms of your cultural referents, your background, that of your family, as determined by your own circumstances and upbringing. Be prepared to discuss your assignment within a larger class dialogue (Meets TPE 8, 11, 13). DUE: **Feb. 19th!**
3. **Discussion Board (300 points)**--**Ongoing:** Students are required to participate in the class Bulletin Board (asynchronous) on WebCT. Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, and current events, related to the class. A minimum of one substantial entry per week is expected. Each entry will earn you 20 points! Last posting will be **Tues. April 27th!**
4. **Tutoring Journal -(200 points)**-**Ongoing:** You will maintain a private (secured) Tutoring Journal that you will submit electronically as a **WORD file**. This two-part journal is on-going. I will read it twice for a grade; once in the middle of the semester (**Read #1-February 26th**), and once at the end (**Read #2 -April 29th**). Each reading is worth 100 points.
5. **Final Paper (100 points) & Presentation (100 points)**--**Weeks 15 & 16 & Finals Week** : The class will divide into six (6) groups. Each group will select a topic of their choosing on Multicultural Education with a

focus on Foster Care and prepare a 30-minute PowerPoint presentation and discussion for the class. Presentations will be done on the last two meetings and Finals Week. A group paper must accompany the Presentation (No plastic covers----please!)



Schedule of Readings

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1	Jan 20	Introduction to the Class/Each Other
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2 Jan 22 Cultural Diversity: Foster Children (Michelle)

Assignment: Break into Groups

Readings this Week:

Pelzer: Chapters 1-5: *A Child Called It*. Pp.1-98.

3 Jan 27 & 29 Childhood Transitions & the Workforce

Readings this Week:

Pelzer: Chapters 6-Epilogue: *A Child Called It*. Pp. 99-174.

Banks & Banks: Chapter 1. "*Multicultural Education: Characteristics & Goals.*" Pp. 1-30.

4 February 3 & 5 Culture: Race & Class

Readings this Week:

Banks & Banks: Chapter 2. "*Culture in Society and in Educational Practices.*" Pp. 3155.

Banks & Banks: Chapter 3. "*Race, Class, Gender, and Disability in the Classroom.*" Pp. 59-79.

5 February 10 & 12 Socio-Economic Status

Readings this Week:

Banks & Banks: Chapter 4. "*Inner Cities, Affluent Suburbs, and Unequal Educational Opportunity.*" Pp. 83-99.

Banks & Banks: Chapter 5. "*Religious Diversity and Education.*" Pp. 103-131.

6 February 17 & 19 Disabilities

Readings this Week:

Banks & Banks: Chapter 6. *“Gender Bias: From Colonial America to Today’s Classrooms.”* Pp. 125-147.

Banks & Banks: Chapter 7. *“Classrooms for Diversity: Rethinking Curriculum and Pedagogy.”* Pp. 152-171.

Personal/Family Background Paper DUE 2/19!

7 Feb 24 & 26 Educational Equity

1st half of journal due February 26th !

Readings this Week:

Banks & Banks: Chapter 8. *“Transforming the Curriculum: Teaching about Women of Color.”* Pp. 174-192.

Banks & Banks: Chapter 9. *“Educational Equality for Students of Color.”* Pp. 197-221.

Villaneseñor: Forward; Chapters 1 & 2 (Pp. 1-43).

8 March 2 & 4 Multicultural Background

Class Presentations

Readings this Week:

Banks & Banks: Chapter 10. *“Approaches to Multicultural Curriculum Reform.”* Pp. 225-245.

Banks & Banks: Chapter 11. *“The Colorblind Perspective in School: Causes & Consequences.”* Pp. 247-263.

Villaneseñor: Chapters 3-6 (pp. 44-82).

9 March 9 & 11 Language Diversity

Readings this Week:

Banks & Banks: Chapter 12. *“Language Diversity and Education.”* Pp. 268-289.

Banks & Banks: Chapter 13. *“Educational Equality for Students With Disabilities.”* Pp. 295-321.

Villaneseñor: Chapters 7-10 (pp. 158).

10 March 16 & 18 Ed Support for Youth in Transition-Michelle

Readings this Week:

Banks & Banks: Chapter 14. *“School Inclusion and Multicultural Issues in Special Education.”* Pp. 327-347.

Banks & Banks: Chapter 15. *“Teaching Gifted Students in a Multicultural Society.”* Pp. 353-371.

Villaneseñor: Chapters 11-14 (pp. 159-235).

11 March 23 & 25 Families and Schools

Readings this Week:

Banks & Banks: Chapter 16. *“School Reform and Student Learning: A Multicultural Perspective.”* Pp. 381-397.

Banks & Banks: Chapter 17. *Families and Teachers Working Together for School Improvement.”* Pp. 402-419.

Villaneseñor: Chapters 15-18 (pp. 236-394).

12 March 29- April 2 Spring Break

13 April 6 & 8 Deculturalization

Readings this Week:

Spring: Chapter 1- *“Deculturalization and the Claim of Racial Superiority by Anglo Americans.”* Pp. 1-15.

Spring: Chapter 2- *“Deculturalization and the Schooling of Native Americans.”* Pp. 17-32.

Villaneseñor: Book FIVE (pp.395-399) and Chapters19-21 (pp. 400-474).

14	April 13	Exclusion and Segregation
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Readings this Week:

Spring: Chapter 3-“*Education and Segregation: African Americans.*” Pp. 35-51.

Spring: Chapter 4-“*Asian Americans: Exclusion and Segregation.*” Pp. 55-66.

15	April 15	AERA
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15	April 20 & 22	Class Presentations
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Readings this Week:

Spring: Chapter 5-“*Latino Americans: Exclusion and Segregation.*” Pp. 68-91.

Spring: Chapter 6-“*The Civil Rights Movement & New Culture Wars.*” Pp. 94-117.

Villaneseñor: Chapters 22-25 (pp. 475-562).

16	April 27 & 29	Class Presentations
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16	May 3 & 5	Class Presentations
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17	May 11 & 13	Finals Week
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