

**CALIFORNIA STATE UNIVERSITY SAN MARCOS
SPRING 2003
EDUC 364: THE ROLE OF CULTURAL DIVERSITY IN SCHOOLING
UNIV 443**

**Fridays & Saturdays
January 24 & 25, February 7 & 8, 21-22, and March 7 & 8
Fridays 4:00-8:50 p.m. & Saturdays 8:30 a.m. - 2:50 p.m.**



**PROFESSOR: Lorri J. Santamaría, Ph.D.
PHONE: 760-750-8520
E-MAIL: lsantama@csusm.edu
OFFICE HOURS: By appointment and drop in
LOCATION: UH 415**

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators 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).

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 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.
- In this class prospective teachers gain knowledge and understanding pertaining to similarities and differences between, contributions of, exchanges between, and the varying perspectives of the populations referenced in the *Non-Discrimination Policy of the State of California*.

AUTHORIZATION TO TEACH ENGLISH LEARNERS

Beginning fall of 2002, CSUSM an early adopter of the new AB 2042 program standards, intends 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 (*note: formerly called CLAD*).

OBJECTIVES

The course objectives, assignments, and assessments have been aligned with the California Commission on Teacher Credentialing Standards (CCTC) for the Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. Upon completion of this course and in accordance with the State of California CCTC, students will:

- Have the opportunity to develop respect for human similarities and differences. **(Standard 8)**
- Gain awareness of their perspectives pertaining to human diversity. **(Standard 8)**
- Gain openness to new perspectives regarding important variations among people. **(Standard 8)**
- Gain critical understanding of the nature and forms of human discrimination and ways to overcome them. **(Standard 8)**
- Demonstrate familiarity with various theories and instructional methodologies in first and second language acquisition **(Standards 12d, 13d)**.
- Demonstrate familiarity with past and current methods for teaching English as a second language. **(Standards 5a, 12d, 13d)**
- Discuss strengths and weaknesses of varied organizational strategies for multilingual classrooms. **(Standards 13a, 13c, 13d)**
- Demonstrate awareness of the issues involved in language assessment and testing for instructional purposes. **(Standards 13a, 13b, 13c)**
- Demonstrate awareness of local and national legal, political and socio-cultural issues related to the education of English learners. **(Standards 4b, 5a, 11c, 13c)**
- Demonstrate competence in the use of electronic research tools (e.g. access the Internet) to search for and retrieve information and have the ability to assess the authenticity, reliability, and bias for the data gathered. Interact with others using email and is familiar with a variety of computer based collaborative tools **(Standards 9c, 9f)**

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

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 (36/45 hrs.), or s/he **may not receive a passing grade** for the course at the discretion of the Professor. Individual Professors may adopt more stringent attendance requirements, especially in the case of weekend classes. Should the student have extenuating circumstances, s/he should contact the Professor as soon as possible. (*adopted by the COE Governance Community, December, 1997*). **NOTE: This means that if you miss (1) entire class, Friday or Saturday, you cannot receive a passing grade for this class!**

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

All students enrolled in this class will have the opportunity to participate in a unique and vital educational experience being piloted in this specially formatted weekend class. This pilot project involves (a) daily viewing of meaningful films and documentaries which complement the course material, (b) followed by meaningful discussions and activities, and (c) relevant guest speakers from the local community. This experience is designed to have you gain invaluable multimedia experience that will increase your cultural competence and complement your future as a knowledgeable teacher.

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.

Banks, J. A. & C. A. McGee Banks ((2003). Multicultural education: Issues and perspectives. John Wiley & Sons. New York. ISBN: 0-47122813-3. **PLEASE BRING THIS TEXT TO ALL CALSS MEETINGS.**

Lee, E., Menkart, D., Okazawa, M. (Eds.)(2002). Beyond heroes and holidays: A practical guide to K-12 multicultural, anti-racist education and staff development ISBN # 1-878554-17-4. **PLEASE BRING THIS TEXT TO ALL CLASS MEETINGS.**

ADDITIONAL COURSE REQUIREMENTS

All assignments are due on the dates indicated below (also indicated on the course weekly activity listing). Please manage your time and plan accordingly. Assignments must be **word processed/ typewritten, double-spaced, with standard margins, unless completed in class.** It is expected that all assignments will reflect university level composition.

You will have the opportunity to earn 100 points in this class.

Points will be converted to percentages. The following grading scale will be used:

93-100%.....	A
90-92%.....	A-
88-89%.....	B+
83-87%.....	B
80-82%.....	B-
<u>75-79%.....</u>	<u>C+</u>
72-75.....	C
70-71.....	C-
60-69%.....	D
59% and below.....	F

Note: Students taking EDUC 364 as a prerequisite for teacher credential and graduate programs are reminded that the College requires completion of this course with a C+ or higher.

ASSIGNMENTS, DUE DATES, AND POINTS POSSIBLE

1. Attendance and class participation 15 points

First is the expectation that you will attend all class sessions and participate actively in class discussions. Remember, if you miss one class sessions (or more), you will automatically drop your grade to a C, based on the COE attendance policy.

2. 10 minute Group Reading Presentations (4 @ 2 points each) 10 points
(**Due: 1/25, 2/8, 2/21, 3/7**)

At various times throughout the semester you will work in randomly selected small groups to present some of the reading material to the rest of the class. Class members will grade you on your presentations and you will have the unique opportunity to assess yourselves. These are opportunities for you to find students with whom you will be best able to work with on your final project when you will choose your own group members.

3. Personal/ Family Background (**DUE: Friday 2/7**) 25 points

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 5-7 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 (Meets TPE 8, 11, 13).

4. Guest Speaker Interactive Journal/ Reflection (4 @ 2 points each) 10 points
(DUE: 1/25, 2/20, 3/7, and Reflection 3/8)

Guest speakers share unique perspectives while Interactive journals enable the professor to respond to your questions, reflections, insights, or concerns regarding course content. They also facilitate relationship between the student and professor. Follow each journal entry with a question. The professor will respond to your question and then ask you to begin your next entry, by answering a new question of the professor's choice. Entries are to be no more than one page long. One point will be deducted for each page over the page limit requested.

5. Color My Family Human (Due: 2/21) 15 points

Building upon your Personal/ Family Background Assignment, for this assignment you will create a visual response that describes you, your cultural affiliation, your family, and the way in which your family affected your educational experience. Posters, Printed Power Point Presentations, and or realia (stuff) are encouraged. Your assignments will be displayed around the room, like a Science Fair set-up, and we will all take a "Wisdom Walk" around the room noting the strengths and what we have learned from each project, followed by a brief self-reflection of the process.

6. Final Presentations (Due: Written, 3/7; Presentations 3/8) 25 points

The class will divide into six (6) groups. Each group will select a specific topic of their choosing on Multicultural Education (e.g., multicultural teaching methods, the state of bilingual education in CA schools, Elementary School Race Relations [be creative]). Groups will then prepare a 15 minute Power Point presentation and discussion for the class that incorporates the readings, films, discussions, and guest speaker perspectives presented in class. A printed copy of the presentation will be turned in 3/7, while presentations will be on the last class meeting day.

100 points

WEEKLY ACTIVITY LISTING

Sessions 1-4 Jan 24 - 25 Introductions, Diversity, Culture, & Class

Friday Evening 1/24

⇒ Meet 10 people, jot down their names. I will randomly select 5 people to tell us who they met.

⇒ Syllabus Instructions (bring printed copy to class Saturday 1/25!) and Book Previews for 1/25 assigned.

1. Spring, J. Deculturalization and the struggle for equality (2001). Third edition. New York: The McGraw Hill Companies, Inc. ISBN 0-07-232275-6.
2. Banks, J. A. & C. A. McGee Banks ((2003). Multicultural education: Issues and perspectives. John Wiley & Sons. New York. ISBN: 0-47122813-3. (1st 1/3) (2nd 1/3) (3rd 1/3)
3. Lee, E., Menkart, D., Okazawa, M. (Eds.)(2002). Beyond heroes and holidays: A practical guide to K-12 multicultural, anti-racist education and staff development ISBN # 1-878554-17-4. (1st 1/3) (2nd 1/3) (3rd 1/3)

⇒ Syllabus Overview (Pp. 1-5)



Guest Lecturer: Claire Gingerich, former CSUSM COE Graduate (GUEST SPEAKER INTERACTIVE JOURNAL DUE 1/25)

⇒ Meet 10 others, jot down their names. I will randomly select 10 people to tell us who they met.



Film: Diversity in the Elementary Classroom (20 min)

⇒ Discussion

⇒ Meet the last 10 or so others, jot down their names. I will randomly select 5 people to tell us who we are.

⇒ BOOK REVIEWS (MATERIALS PRESENTATIONS, DUE TOMORROW): 2 groups preview Banks; 2 groups preview Spring, 2 groups preview BHH, be prepared to share previews tomorrow in class...

⇒ Go and print syllabi for tomorrow!!!

Saturday Session 1/25

GUEST SPEAKER INTERACTIVE JOURNAL DUE TODAY, PLEASE TURN IN AT FRONT TABLE

⇒ Around the room introductions: What do you want to get out of this class?

⇒ Continue syllabus overview (Pp. 5-10)

Quick Write and Discussion COE Mission Statement

⇒ Book Preview Presentations

⇒ Mini-Lecture / Model Materials Presentation: Banks' 1-3, Spring 1 & 2, and BHH 1st 3rd

 Film: School Colors (2 hrs. 23 min)

⇒ Discussion

 Introduction to Multicultural Education (Banks): What is Culture Anyway?

⇒ Assign next materials presentation 2/8: Banks & Banks 4-11 (4-6, 6-8, 9-11), Spring 3-6, BHH 2nd 3rd (split task in 1/2)

⇒ **DON'T FORGET!!! PERSONAL/ FAMILY BACKGROUND PAPER DUE FRIDAY 2/7, NO EXCEPTIONS!**

Readings this Week:

Banks & Banks: Chapters 1-3

Spring: Chapters 1-2

BHH: 1st 1/3rd

Sessions 5-8	Feb 7- 8	SES, Religion Disabilities, Gender, & Equity
---------------------	-----------------	---

Friday Evening 2/7

⇒ Quick Re-intros

PERSONAL/FAMILY BACKGROUND PAPER DUE TODAY! Let's discuss...

 Why is religious diversity an issue in schools?

 Film: Flowers for Guadalupe (57 min.)

⇒ Discussion on religion in schools

 How do you handle people with disabilities? Will you treat children with disabilities any different?

 Why do women of color get their own chapter?

 Film: That's Family (35 min.)

⇒ Discussion

 Reflect: What have you learned about yourself thus far? Others? Perspective?

Saturday Session 2/8: Film Festival

⇒ Around the room, name that classmate contest (prizes TBA last class session)



Critical question: Why is it important to know about educational equity for students of color?



Guest Lecturer: Kathy Szeyller CSUSM COE student teacher (GUEST SPEAKER INTERACTIVE JOURNAL DUE FRIDAY 2/21)

⇒ **REMINDER: COLOR MY FAMILY HUMAN ASSIGNMENT DUE FRIDAY 2/21!!!**



Film: Claire's Classroom (1 hour 29 min.)

⇒ **Discussion: Deconstructing Multicultural Education vs. Global Education**

⇒ **Materials presentation: Banks & Banks 4-11 (4-6, 6-8, 9-11), Spring 3-6, BHH 2nd 3rd (split task in 1/2)**



Film: High School of American Dreams (30 min.)

⇒ **Discussion**

⇒ **Materials presentation: Spring 3-6, BHH 2nd 3rd (part 1, part 2)**



Film: Cultural Bias in Education (28 min.)



Reflection: Have you experienced or witnessed this phenomenon?

⇒ **Assign next materials presentation, 1 critical question from Banks (2 groups); 1 critical question from Spring (2 groups); 1 critical question from BHH (2 groups)**

Readings this Week:

Banks & Banks: to Chapter 11

Spring: to Chapter 6

BHH: 2nd 1/3rd

Sessions 9-12 February 21-22 Linguistic Diversity, Test Bias, & Families

Friday Evening 2/21

GUEST SPEAKER INTERACTIVE JOURNAL DUE TODAY!

COLOR MY FAMILY HUMAN ASSIGNMENT DUE TODAY!

⇒ **Wisdom Walk**

⇒ **Discussion**

⇒ **Materials presentation, 1 critical question from Banks (2 groups); 1 critical question from Spring (2 groups); 1 critical question from BHH (2 groups)**



What is bilingual education?

 Film: Go Back to Mexico! (57 min.)

⇒ Discussion

⇒ Assessment Bias

⇒ Quick Write: What I think and feel about bilingual education in the US

Saturday Session, 2/22 Film Festival

 What are multiple Perspectives? Why are they necessary in educational settings?

 Film: Columbus Didn't Discover Us (24 min.)

⇒ Discussion

 Guest Lecturer: Kelle LeDuff CSUDH student and mother of CLD children in Los Angeles (GUEST SPEAKER INTERACTIVE JOURNAL DUE FRIDAY 3/7)

⇒ Discussion: The Importance of Family in Education

 Film: More than Bows and Arrows (52 min.)

⇒ Discussion: Incorporating Spring's perspective and that of the film

 Film: Stand and Deliver (1 hour 44 min.)

Readings: Finish up!

⇒ Assign final materials presentation, Haikus... 2 Banks, 2 Spring, 2 BHH

⇒ WRITTEN VERSION OF FINAL PRESENTATION DUE FRIDAY 3/7, NO EXCEPTIONS!!!

Sessions 13-16 March 7 & 8 Deculturalization, Exclusion, & Segregation

Friday Evening 3/7

GUEST SPEAKER INTERACTIVE JOURNAL DUE!

WRITTEN VERSION OF FINAL PRESENTATION DUE!

SIGN UP TODAY FOR PRESENTATION DAY TOMORROW

⇒ Final materials presentations, Haikus... 2 Banks, 2 Spring, 2 BHH

 What is deculturalization and why is it relevant for a discussion about education?

 Film: Lean on Me (1 hour 49 min.)

 Discussion: What role does education play in power, influence, deculturalization, and exclusion?

⇒ Take-home evaluations, to turn in tomorrow...

Final Saturday Session, 3/8

⇒ Final Group Presentations

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



Film: The Color of Fear (1 hour +)

⇒ Final Discussion and wrap-up with remaining questions answered...

 Written Reflections: What I learned, why it is relevant, how it will change what I will do in the future as a teacher?