

CALIFORNIA STATE UNIVERSITY SAN MARCOS  
COLLEGE OF EDUCATION

EDUC 364: *The Role of Cultural Diversity in Schooling*  
Section 02 CRN 21299  
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### 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 intended for students having an interest in diversity and educational issues and is a prerequisite for all teacher credential and graduate 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 stressed as methods for completing course requirements.

### OBJECTIVES

Students completing EDUC 364 will be able to demonstrate:

- understanding of various concepts of culture and their applicability to learning, teaching, curricular development and educational reform;
- understanding of the historical and contemporary contexts for multicultural and bilingual education;
- knowledge of the relationships between bilingual and multicultural instruction;
- familiarity with second language acquisition theory and the role of the primary language in second language learning;
- familiarity with various instructional methods and materials appropriate for use in multicultural and multilingual educational settings;
- ability to report, interpret analyze and synthesize complex information, and;
- University-level competence in information literacy, use of technology and oral and written communication.

### 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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance. (*adopted by COE Governance Community October, 1997*)

**In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.**

The Governance Community of the College of Education adopted the following policy on 12/19/97:

### College 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.

## Attendance and Participation

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: 1. Missing more than 1 class meeting will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

## GRADING

**Grading Scale:** A=90+, B=80-89, C+=77-79, C=70-76, D=60-69, F=59 or lower. Plus or minus grades are not given except as noted in the following instance. 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.

**Submission Schedule:** Work submitted late, but within one week of the due date will be reduced by one letter grade. Work received over one week late receives no credit.

**Grading Emphasis:** Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use APA format. Consult Library Services for the *Manual of Citation of the American Psychological Association*, or other guides to citation.

## 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. 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:** 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 course. Disputes may be resolved informally with the professor, or through the formal 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 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.

## REQUIRED TEXTS

- Gollnick, D. M. and Chin, P. C. (1998). *Multicultural education in a pluralistic society*, 6th Edition. Upper Saddle River, NJ: Prentice Hall **REQUIRED**
- Leyba, C. (1994). *Schooling and language minority students: A theoretical framework*. Los Angeles: Evaluation, Dissemination and Assessment Center, CSULA. **REQUIRED**
- Spring, J. *Deculturalization and the struggle for equality*. Third edition. New York: The McGraw Hill Companies, Inc. **REQUIRED**

Handouts distributed in class.

**NOTE:** All assigned texts and readings **MUST** be brought to **ALL** class sessions.

## COURSE REQUIREMENTS

### Assignments:

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced and with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

<b>1. Personal History</b>	<b>20 pts.</b>
<b>2. Family Background Assignment</b>	<b>20 pts.</b>
<b>3. Literature Presentation and Paper</b>	<b>20 pts.</b>
<b>4. Outcome Assessment</b>	<b>25 pts.</b>
<b>5. Attendance and Participation</b>	<b>15 pts.</b>

#### **1. Personal History.** Examining your own culture (20 points).

Write a narrative essay about your own life, describing the experiences that have shaped your views of race, culture, and issues of diversity. Reflect on your own experiences in terms of your cultural reference, your family background, your interactions with others unlike yourself, and other factors determined by your own circumstances and your upbringing. In this assignment, you will explore within yourself, and commit to written form, (1) your identity as a learner, (2) how this affects your potential as a teacher, (3) and your identity as a member of a particular cultural/racial/ethnic group. Include SPECIFIC examples of events and situations that you feel shaped your views on these issues. Be sure to situate your examples in the context of assumptions about schooling and education. To the extent possible, relate your experiences to the theory and praxis in readings, class discussions and activities. Be prepared to discuss your assignment within a larger class dialogue on **February 28th**.

**2. Family Background Assignment:** (20 points) By researching and studying one's own background it is possible to gain an appreciation about ways in which we share many similarities and differences. In this assignment you are to construct a family 'tree' that includes as much information as you can gather 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. The format you use to illustrate the information is up to you. It can be as formal as genealogical tree or informal as a narrative. Of course the depth of this report is somewhat limited by time constraints, personal resources and any information you may have collected prior to this assignment. Please indicate these limitations on your report. This assignment is due on **February 28th**.

#### **3. Literature Presentation and Paper.** (10 points oral/10 points written)

Each student will be responsible for a **literature presentation and paper**. In groups of 2 or 3, you will read a book (fiction or non-fiction) written by or about a person from a cultural group different from your own. A list of suggested books is attached to the syllabus. The intent of this assignment is to allow the opportunity to experience the world through someone else's eyes as well as to learn about another cultural group. Your group will be responsible for developing a **presentation to the class** about the book, about the cultural group described, and about what you learned. **Each presentation will be no more than 20 minutes in length.** Each individual in the group will be responsible for writing a **3-4 page reaction paper**. This paper should focus on your personal reflections about the book and the people/events described. **What did you learn about the people described? What did you learn about yourself? How did this book impact your own sense of cultural identity?** *Hint:* the best presentations will be creative and interactive and will make connections between the book and the course content. The best reaction papers will be thoughtful, serious and respectful of the author's position and views as well as respectful of your own views. **All papers are due on the day of your scheduled presentation.**

**4. Outcome Assessment.** Your opportunity to examine your own learning (20 points).

You will select the most important learning or **closely related** sets of learning you have acquired during the course. You will write in detail:

- (1) what you learned,
- (2) how you knew you were learning something of significance (assessing your own learning),
- (3) how this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction, and
- (4) how you will demonstrate overall “cultural competence” (as this definition is developed in class)

Emphasis is placed on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral and affective domains of your learning, and the relationship of this topic to your future growth and professional practice. (3-5 pages) **Outcome assessments are due on the last day of class.**

**5. Attendance and Participation.** (15 points) Daily Reflections, Quickwrite activities and other in- class assignments are counted as part of the participation points.

**TENTATIVE COURSE OUTLINE**

The instructor reserves the rights to add, delete, and modify the reading assignments listed below.

<b><u>DATE</u></b>	<b><u>TOPICS AND ASSIGNMENTS</u></b>
02/05/02	Introduction - Course Overview, Community Building
02/07/02	Culture: Definitions and Meanings - Gollnick & Chinn, Ch. 1
02/12/02	Culture: Definitions and Meanings - Readings in class
02/14/02	
02/19/02	<b>Personal History/Family Trees Due - Community Sharing</b>
02/21/02	
02/26/02	Culture: Cultural Contact Star Trek: Darmok
02/28/02	Cultural Contact - Bafa Bafa - Introduction
03/05/02	Cultural Contact - Bafa Bafa - Game Time
03/07/02	Cultural Contact - Bafa Bafa - Debrief/Reflection
03/12/02	Prejudice, discrimination, and racism – Spring, Chs. 1-5; Chinn, Ch. 3
03/14/02	
03/19/02	Prejudice, discrimination, and racism – Spring, Chs. 1-5; Chinn, Ch. 3
03/21/02	
03/26/02	Work in groups for Literature Presentation in class
03/28/02	OPEN - work in groups
04/02/02	<b>SPRING BREAK</b>
04/04/02	
04/09/02	Aspects of Diversity: Language and Culture - Gollnick & Chinn, Ch. 7 Language - Legislation of Pluralism
04/11/02	Video: American Tongues
4/16/02	Language and Culture cont. - Gollnick & Chinn, Ch. 7
4/18/02	Aspects of Diversity: Language and Bilingual Education Video: The Lemon Grove Incident
4/23/02	Language and Bilingual Education - Leyba, Chs. 1 & 2
4/25/02	Cont.
4/30/02	Aspects of Diversity: Multicultural Education - Gollnick & Chinn, Ch. 9
5/02/02	
5/07/02	<b>Literature Presentations</b>
5/09/02	
5/14/02	<b>Literature Presentations</b>
5/16/02	
5/21/02	<b>Literature Presentations</b>
5/23/02	<b>Outcome Assessment Due</b>

### Suggested Book List

Author/Year Published	Book Title	Publisher
<b><i>Latino authors/stories</i></b>		
Alvarez, Julia (1001)	How The Garcia Girls Lost Their Accents	Penguin Group
Martinez, Ruben (1992)	The Other Side	Vintage Books
Santiago, Esmeralda (1993)	When I was Puerto Rican	Vintage Books
Urrea, Luis	Under the Wire	
Villasenor, Victor (1991)	Rain of Gold	Delta Books
<b><i>Asian/Asian American authors/stories</i></b>		
Chang, Jung (1991)	Wild Swan	Doubleday
Gardner, Mary	Boat People	
Gutterson, Dan (1998)	Snow Falling on Cedars	Random House
Hayslip, LeLy	When Heaven and Earth Changed Places	
Kingston, Maxine Hong	Woman Warrior	
Okada, John (1976)	No No Boy	San Francisco: The Combined Asian Amer. Res. Proj. Inc.
Tan, Amy	The Kitchen God's Wife The Joy Luck Club	
<b><i>Black/African American authors/stories</i></b>		
Angelou, Maya (1969)	I Know Why The Caged Bird Sings	Bantam Books
Comer, James (1988)	Maggie's American Dream	Penguin Books
Hurston, Zora Neale (1937)	Their Eyes Were Watching God	Harper Perennial
Kozol, Jonathan (1996)	Amazing Grace	Fawcett Books
Morrison, Toni (1970)	The Bluest Eye	Holt, Rinehard and Winston
<b><i>Native American authors/stories</i></b>		
Crow Dog, Mary (1990)	Lakota Woman	Harper Collins
Power, Susan	Grass Dancer	
Wallis, Michael & Mankiller, Wilma Pearl (1994)	Mankiller: A Chief and Her People	St. Martin's Press

<i>Others</i>		
Cameron, Anne	Daughters of Copper Woman	
Chernin, Kim (1994)	In My Mother's House	Harper Perennial
Hoffman, Eva (1989)	Lost in Translation	Penguin Books
Kingsolver, Barbara	Pigs in Heaven	
Kozol, Jonathan	Rachel & Her Children Savage Inequalities	Fawcett Books Crown Publishers, Inc.
McBride, James (1996)	The Color of Water	Riverhead Books
McCourt, Frank (1996)	Angela's Ashes	Scribner
Orenstein, Peggy (1994)	School Girls	Doubleday
Rose, Mike (1989)	Lives on The Boundary	The Free Press
Sheehy, Gail	Spirit of Survival	
Silko, Leslie	Ceremony	
West, Dorothy	The Wedding	

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) 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 both 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
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	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	<b>III. Cultural Contact</b>
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
		<b>IV. Cultural Diversity in U.S. and CA.</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

EDUC 364 stresses competencies in Part 1, II B, C, D; Part 2, II A, C, and Part 3 in its entirety.