

California State University, San Marcos
College of Education

EDUC 364-Cultural Diversity & Schooling

Spring 2002

Instructor: Dr. John J. Halcón

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Meeting Times: TR: 8:30-9:45 am
Meeting Place: Univ 439

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.

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).*

This course deals with complex material processed in a variety of ways. Structured interaction, group processes, guided discussion of readings, and self-disclosure exercises are the norm. Students are expected to have read the assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in structured groups. A significant portion of or grade is dependent on your engagement with the subject matter and class processes. Teaching and learning is difficult if one is not present for and engaged in the process. I expect 90% compliance. Thus, I interpret the COE Attendance Policy to mean **that three absences and you will be dropped from the class.** Absences due to illness and emergencies are negotiable. It is my policy that your family is more important than my class. Therefore, take care of your families FIRST. However, when you come to class, be prepared to engage actively.

General Considerations

Outcomes & Standards: The context for and scope of this class is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as recommended by California Commission on Teacher Credentialing, and approved by the faculty of the College of Education. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for the 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 of 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/her own work, and contribute equitably to group projects and processes. Plagiarism or cheating will not be tolerated. 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 class. 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.



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 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 the following:

- 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 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.

Structure of the Class

Multiple approaches, methods, and teaching experiences are a necessary strategy to accommodate learning given the possibility of various learning styles. The class will be divided into groups. Each group will be responsible for presenting and leading class discussion on various topics.

The use of technology will be an important part of this course and is integrated into my teaching and expectations of your learning. All presentations in class will be done in PowerPoint.

My role will be to “facilitate” the discussion and to intervene as necessary to promote the topic. I do not intend to lecture each week, or to be the focus of the class. You will work to develop your **Knowledge Base** through reading the assigned material (to develop a basic understanding of the subject matter), present it to the class (to develop your expertise), and lead the class discussion (to develop confidence in your KB and skills). In effect, you will be given ample opportunity to “empower” yourself--i.e., to use the tools which are before you to try out new ideas.

NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE MATERIAL FROM THE COURSE.

Required Texts

1. Gollnick, Donna, M. & Philip C. Chinn (2002). Multicultural Education in a Pluralistic Society. (6th Edition). Merrill/Prentice-Hall. New Jersey. ISBN 0-13-019618-5.
2. Spring, Joel (2000). The Intersection of Cultures: Multicultural Education in the United States and the Global Economy (2nd Edition). McGraw-Hill. New York. 0-07-232073-7.
3. Leyba, Charles F. (1994). Schooling and Language Minority Students: A Theoretical Framework. (2nd Edition). California Department of Education and EDA/School of Education. CSULA. Los Angeles. ISBN 0-89755-030-7.

4. Nieto, Sonia (1999). The Light in Their Eyes: Creating Multicultural Learning Communities. Teachers College Press, Columbia University. New York. ISBN 0-8077-3782-8.

Assessment

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

1. **Attendance and Participation (200 points)** -First is the expectation that you will attend all class sessions and participate actively in class discussions. If you miss three classes, you will be dropped from the class.
2. **Electronic Chat (300 points)**--Students are required to participate in the class Chat Room (asynchronous & synchronous). Your discussions should be introspective addressing issues, experiences, ideas, discussions, readings, current events, related to the class. A minimum of one substantial entry per week is expected.
3. **First Group Presentation (200 points)**-Each group will make a 20-minute PowerPoint presentations to the class. The presentation will be on assigned topics.
4. **Final Presentation (300 points)**--Each group will select a topic of their choosing on Multicultural Education and prepare a 45 minute PowerPoint presentation for the class.

Schedule of Meetings

8:30-- 9:45 am

<u>Meeting</u>	<u>Date</u>	<u>Topic</u>
1	Feb 5 Feb 7	Introduction
2	Feb 12 Feb 14	Multicultural Education
3	Feb 19 Feb 21	Multicultural Education
4	Feb 26 Feb 28	Multicultural Education
5	Mar 5 Mar 7	Multicultural Education
6	Mar 12 Mar 14 March 18-22	Intersecting Cultures NABE-Philadelphia
7	Mar 26 Mar 28 April 1-5	Intersecting Cultures SPRING Break
8	April 9 April 11	Intersecting Cultures
9	April 16 April 18	Intersecting Cultures
10	April 23 April 25	Intersecting Cultures
11	April 30 May 2	Multicultural Communities
12	May 7 May 9	Multicultural Communities
13	May 14 May 16	Multicultural Communities
14	May 21 May 23	Language Minority Students
15	May 28 May 30	Language Minority Students

Schedule of Presentations

<u>Meeting</u>	<u>Date</u>	<u>Group</u>	<u>Topic</u>
1	Feb 5		Introduction
	Feb 7		Introduction
2	Feb 12		Multicultural Education
	Feb 14		Multicultural Education
3	Feb 19		Multicultural Education
	Feb 21		Multicultural Education
4	Feb 26		Multicultural Education
	Feb 28		Multicultural Education
5	Mar 5		Multicultural Education
	Mar 7		Multicultural Education
6	Mar 12		Intersecting Cultures
	Mar 14		Intersecting Cultures
	March 18-22		NABE-Philadelphia
7	Mar 26		Intersecting Cultures Presentations#1: (Group #1)
	Mar 28		Intersecting Cultures Presentations#1: (Group #2)
	April 1-5		SPRING Break
8	April 9		Intersecting Cultures Presentations#1: (Group # 3)
	April 11		Intersecting Cultures Presentations#1: (Groups # 4)
9	April 16		Intersecting Cultures Presentations#1: (Groups #5)
	April 18		Intersecting Cultures Presentations#1: (Groups #6)
10	April 23		Intersecting Cultures Final Presentation: Group #1
	April 25		Intersecting Cultures
11	April 30		Multicultural Communities Final Presentation: Group #2

12	May 2 May 7	Multicultural Communities Final Presentation: Group #3
13	May 9 May 14	Multicultural Communities Final Presentation: Group #4
14	May 16 May 21	Language Minority Students Final Presentation: Group #5
15	May 23 May 28	Language Minority Students Final Presentation: Group #6



Schedule of Readings

<u>Date</u>	<u>Week</u>	<u>Topic</u>
<u>Feb 5 & 7</u>	<u>Week 1</u>	<u>Introduction</u>
<u>Feb 12 & 14</u>	<u>Week 2</u>	<u>Multicultural Education</u>

Read:

1. Gollnick & Chin: Chapter 1: Foundations of Multicultural Education (pp. 2-35).
2. Gollnick & Chin: Chapter 2: Class (pp. 36-74).

<u>Feb 19 & 20</u>	<u>Week 3</u>	<u>Multicultural Education</u>
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Read:

1. Gollnick & Chin: Chapter 3: Ethnicity & Race (pp. 76-119).
2. Gollnick & Chin: Chapter 4: Gender (pp. 124-158)

<u>Feb 26 & 28</u>	<u>Week 4</u>	<u>Multicultural Education</u>
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Read:

1. Gollnick & Chin: Chapter 5: Exceptionality (pp. 160-192).
2. Gollnick & Chin: Chapter 6: Religion (pp. 196-236).

<u>Mar 5 & 7</u>	<u>Week 5</u>	<u>Multicultural Education</u>
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Read:

3. Gollnick & Chin: Chapter 7: Language (pp. 240-273).
4. Gollnick & Chin: Chapter 8: Age (pp. 274-313).
5. Gollnick & Chin: Chapter 9: Education That Is Multicultural (pp.319-349).

Mar 12 & 14 Week 6 Intersecting Cultures

Read:

1. Spring: Chapter 1: What is the Dominant Culture of the United States? (pp. 3-26).
2. Spring: Chapter 2 Dominated Cultures (pp. 26-48).

March 18-22 NABE-Philadelphia

Mar 26 & 28 Week 7 Intersecting Cultures

Read:

1. Spring: Chapter 3: Immigrant Cultures (pp. 48-65).
2. Spring: Chapter 4: Multiculturalism in the Global Economy (pp. 66-80).

April 1-5 SPRING Break

April 9 & 11 Week 8 Intersecting Cultures

Read:

1. Spring: Chapter 5: Cultural Frames of Reference: Monoculturalism, Biculturalism, and Ethnic Identity (pp. 81-94).
2. Spring: Chapter 6: Cultural Frames of Reference: History, Gender, and Social Class (pp. 95-110).
3. Spring: Chapter 7: The Intersection of School Culture with Dominated and Immigrant Cultures (pp. 111-130).

April 16 & 18 Week 9 Intersecting Cultures

Read:

1. Spring: Chapter 8: Teaching About Racism (pp. 131-150).

2. Spring: Chapter 9: Teaching About Sexism (pp. 151-164).

April 23 & 25 Week 10 Intersecting Cultures

Read:

1. Spring: Chapter 10: Teaching and Language Diversity (pp. 165-185).
2. Spring: Chapter 11: Teaching Ethnocentrism (pp. 186-205).
3. Spring: Chapter 12: Cultural Tolerance, Social Empowerment, and the Intersection of Cultures in the Global Workforce and Classroom (pp. 208-218).

April 30 & May 1 Week 11 Multicultural Communities

Read:

1. Nieto: Chapter 1: Learning, the Social Context, and Multicultural Education. (pp. 1-18).
2. Nieto: Chapter 2: Learning & Inequality (pp. 19-46).
3. Nieto: Chapter 3: Culture & Learning (pp. 47-71).

May 7 & 9 Week 12 Multicultural Communities

Read:

1. Nieto: Chapter 4: Who Does the Accommodating? Institutional Transformation to Promote Learning. (pp. 72-102).
2. Nieto: Chapter 5: Critical Pedagogy, Empowerment & Learning. (pp. 103-129).

May 14 & 16 Week 13 Multicultural Communities

Read:

1. Nieto: Chapter 6: The Personal and Collective Transformation of Teachers. (pp. 130-161).
2. Nieto: Chapter 7: Creating Learning Communities: Implications for Multicultural Education. (pp. 162-175).

May 21 & 23 Week 14 Language Minority Students

Read:

1. Leyba: Part One: Theoretical Foundations (Cummins & Krashen): (pp. 1-78).

May 28 & 30 Week 15 Language Minority Students

Read:

1. Leyba: Part Two: Strategies for Implementation (Crawford, Snow, Thonis & Dolson): (pp. 79-203).