**EDUC 364B-02-Cultural Diversity & Schooling**  
*Fall 2005 (CRN# 41518)*

Professor John J. Halcón

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### 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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**Office Hours:** By appointment only  
**Meeting Times:** 1300-1545 pm  
**Meeting Days:** W  
**Room:** Lib 1111  
**Dates:** August 30-December 12

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### COURSE DESCRIPTION

*Required of all credential candidates.* 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.
Course Objectives

Students completing EDUC 364 will be able to demonstrate:

- Developing competencies in TPE 15: Social Justice and Equity;
- Understanding of various concepts of culture and cultural contact, and their applicability to learning and teaching;
- Understanding of cultural diversity in the United States and California;
- A general familiarity with cultural responsive pedagogy;
- Understanding of gay, lesbian, bisexual and transgender students, teachers and families.

Authorization to teach English Language Learners (ELLs)

The credential program at CSUSM has been specifically designed to prepare 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).

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).
COMPETENCIES

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple or Single Subject(s) 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 course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject(s) Credential. You can incorporate artifacts from this class into your final comprehensive portfolio. The following TPE is addressed in this course:

*TPE 15: Social Justice and Equity*

Teacher candidates will be able to identify issues of social justice and equity in the classroom to ensure equal outcomes for diverse students. They will be familiar with ideas, definitions, and major theorists in the fields of multicultural education, social reconstruction, and democratic education. Pluralism and divergent perspectives on educating students will be the foundation of designing effective lessons and instructional practices for diverse students. Candidates will understand when and how to collaborate with others, especially curriculum specialists, community leaders, and parents on preparing relevant and appropriate instructional activities, curricular units, and school structures that would provide equitable outcomes for students from different linguistic, cultural, and social economic backgrounds.

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 “at risk” children.
GENERAL CONSIDERATIONS

All rights reserved

I reserve the right to change, add to, or delete any and all material from the course.

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. (Note: As of 2002, the CLAD competencies are collectively referred to as an Authorization to Teach English Learners.)

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

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.
**Students with Disabilities Requiring Reasonable Accommodations**

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.

**Community Service Learning**

Community Service Learning is an integral part of this class. Community Service Learning engages students in active learning experiences that enhance classroom instructional activities, while addressing social, economic, political, health, and environmental needs of people in the community. Students learn while doing and while reflecting on what they do.

**Foster Children**

A unique aspect of this course is a focus on the educational needs of foster children. In a unique collaboration between CSUSM’s College of Education, Casey Family Programs and San Diego County, all students enrolled in this course are given the opportunity to tutor foster children as part of the class requirement.

**Field Experience**

The CCTE and the State of California require a minimum of 45 hours of observation and working with children in a teaching/learning environment. This requirement is fulfilled in either EDUC 350, or with a combination of EDUC 350 & EDUC 364. If you volunteer to tutor foster children in this class, a total of 20 hours will be waived, thereby requiring only 25 hours of observation in EDUC 350. You must make your decision by the second class meeting so that we can begin the process of setting up
COURSE REQUIREMENTS

Required Texts


• John J. Halcón & Michelle Lustig. Reading Packet for EDUC 364.


Grading Policy

• All required work must be submitted on time.

• You will lose one complete grade on an assignment for late submissions.

• All work will be accepted only if they are submitted electronically.

• 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 professor in EDUC 350B (Dr. Harry Weinberg) and I have agreed to combine some assignments. A revised assignment sheet will follow.

There are 1000 points possible:
**Attendance and Class Participation (100 points)** – First is the expectation that you will attend all class sessions and participate actively in class discussions. Each class you attend is worth 10 points. If you miss four (4) classes, you will be dropped from the course.

**Personal/Family Background (200 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. **SHOW ME THE REFLECTION!!**

**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.

A minimum of nine (9) substantial entries are expected for a passing grade on this assignment (C+). The following explains this:

<table>
<thead>
<tr>
<th>Entries Required</th>
<th>Grade</th>
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<tbody>
<tr>
<td>*1-3 entries-50 points</td>
<td>C-</td>
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<tr>
<td>*4-7 entries-100 points</td>
<td>C</td>
</tr>
<tr>
<td>*8-9 entries-150 points</td>
<td>C+</td>
</tr>
<tr>
<td>*10-12 entries-200 points</td>
<td>B</td>
</tr>
<tr>
<td>*13-15 entries-250 points</td>
<td>B+</td>
</tr>
<tr>
<td>*16 and above-300 points</td>
<td>A</td>
</tr>
</tbody>
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LET ME BE CLEAR: Personal notes to students, “I agree with….” Statements, and other such none-substantive posting will not be counted in the total.
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 8-10 page paper (APA style only). Papers are due December 12, 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 present their research paper topic and prepare a PowerPoint presentation and discussion for the class. Presentations are scheduled the last two class meetings.
Schedule of Readings
TR 0830-0945
ACD 407

Week 1  Aug 31.  Introduction, Mission Statement & Social Justice

Read:  Rothenberg. Part I (#’s 1-11).

Week 2  Sept 7. Social Construction of Difference: Race, Class, Gender, Sexuality and “At Risk” Children

Read:  Rothenberg. Part II (#’s 12-21).
Horace Miner. Body Ritual Among the Nacirema (pp 5-10).

Week 3  Sept 14. Racism, Sexism, Heterosexism and Class Privilege

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

Week 4  Sept 21. Discrimination in Everyday Life

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

Week 5  Sept 28. The Economics of Race, Class and Gender in the United States

Read:  Rothenberg. Part IV (#’s 47-57).
Spring: Chapter 2. Deculturalization and the Schooling of Native Americans (pp 17-31).
Week 6  
Oct 5.  Consequences of Racial, Gender, and Class Inequality

Read:  Rothenberg. Part V (#’s 58-68).
Spring: Chapter 3. Education and Segregation: African Americans (pp 35-51).

Week 7  
Oct 12.  Race & Gender Issues in U.S. Law

Read:  Rothenberg. Part V (#’s 69-82).
Spring: Chapter 4. Asian Americans: Exclusion and Segregation (pp 55-63).
Victor Villasenor: Rain of Gold: Book Two (96-152).

Week 8  
Oct 19.  Maintaining Race, Class, & Gender Hierarchies

Read:  Rothenberg. Part VI (#’s 83-95).

Week 9  
Oct 26.  Making a Difference: Social Activism

Read:  Rothenberg. Part VI (#’s 96-105).
Victor Villasenor: Rain of Gold: Book Three (155-210)

Week 10  
Nov 2.  Cultural Superiority

Read:  Rothenberg. Part VII (#’s 106-115).
Week 11  Nov 9. Deculturalization

Read:  Rothenberg. Part VIII. (116-121).
Stacey J. Lee: Academic Achievements Among Asian Americans (pp. 53-69)

Week 12  Nov 16. Bilingualism & Bilingual Education

Read:  Rothenberg. Part VIII (#’s 122-126).
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).

Week 13  Nov 23. Immigrants & Immigration

Gloria Ladson-Billings: Culturally Relevant Teaching (pp 21-33).
L. Delpit & J. Dowdy: No Kinda Sense (pp 43-51).
Unknown Author: Ten Quick Ways to Analyze Children’s Literature for Bias (pp. 99-100).

NOV 24  THANKSGIVING HOLIDAY

Week 14  Dec 7. Final Presentations