

EDU 230 HONORS
Cultural Diversity in Education
Fall 2009

Section 15488 11:30-12:45 pm HTA 5

Glendale Community College - 6000 W. Olive Avenue - Glendale AZ 85302

Instructor: Heather Merrill **e-mail:** heather.merrill@gcmail.maricopa.edu
Phone: 623-845-3768 **Office Location:** LA 122
Office Hours: MWF 12-1pm, TR 2:30-3:30pm.....the door is always open!

Course Description: Examination of the relationship of cultural values to the formation of the child's self concept and learning styles. Examination of the roles of prejudice, stereotyping, and cultural incompatibilities in education. Emphasis on preparing future teachers to offer an equal education opportunity to children of all cultural groups.

Recommended Text: *Human Diversity in Education an Integrative Approach* by Cushner, McClelland and Safford. (Copies of the text are available for use in the library.)

Course Competencies:

1. Explain how changing demographics influence public schools.
2. Define the concept of culture and multicultural education.
3. Identify cultural influences on modes of communication, perception, learning preferences and world view.
4. Compare concepts of individual and institutional racism, prejudice, ethnocentrism, stereotypes, and sociotypes, equity and equality.
5. Describe how the concepts of equity and equal education opportunity have evolved into educational policy.
6. Identify legal precedents for educational equity and equal educational opportunities.
7. Describe how culturally responsive teaching promotes student learning.
8. Identify, read and describe multicultural literature that increases awareness and sensitivity

Attendance policy: Attendance will be taken every day and absences will count from the second day of class. Attendance is worth fifty points. Ten points will be deducted for each absence after two. It is your responsibility to see that your attendance is recorded each day. Students who miss more than four class periods may be withdrawn from the class. The only "**excused**" absences occur when students are involved in an official activity of the college (field trips, tournaments, athletic events) and present an official absence excuse form. Jury duty and subpoenas are also considered excused absences

Late Work: Work turned in after the due date will receive a 10% deduction for each day the assignment is late. Students with excused absences must submit work due the day they return to class, otherwise work submitted will be considered late and therefore penalized.

Testing Policy: Students are expected to complete tests in class on the day indicated. In an extreme emergency, you may contact me before class to arrange an alternative testing accommodation. The test may be an altered version of the original. If it is not an emergency, and you do not contact me before class, you will have earned a score of zero for the missed assessment.

Academic Dishonesty: All students assume, as part of their obligation to the college, the responsibility to exhibit in their academic performance the qualities of honesty and integrity. All forms of student dishonesty are subject to disciplinary action. Plagiarism is unacceptable. Any assignment deemed plagiarized will earn a grade of zero.

Respect Issues: The learning process requires concentration and focus, please silence all electronic devices that do not support the learning environment.

Ability Accommodations: If you have a disability that may have some impact on your work in this class and for which you may require some accommodations, you need to notify Disability Services and Resources located in TDS-100. Telephone: 623-845-3080.

Student Grievance for Academic Process: A student, who feels that he or she has been treated unfairly or unjustly by a faculty member with regard to an academic process such as grading, testing, or assignments, has the right to appeal according to the approved procedures. The appeal process for grades expires one year from the date the grade was issued. Please refer to the current GCC student handbook for approved procedures.

This syllabus is subject to change depending upon the needs and interests of the class. It is the responsibility of the student to take note of the changes and complete the assignments on time.

Scope and Sequence

Week of	Topic	Reading Assignment
Aug 24	A Changing Society	Chapter 1
Aug 31	Multicultural Education	Chapter 2
Sept 7	Culture and the Learning Process	Chapter 2
Sept 14	Culture and the Learning Process	Chapter 3
Sept 21	Addressing race and Ethnicity	Chapter 6
Sept 28	Addressing race and Ethnicity	Chapter 6
Oct 5	The Role of Social Class	Chapter 13
Oct 12	The Role of Social Class	Chapter 13
Oct 19	Gender and Sexual Orientation	Chapter 10
Oct 26	Gender and Sexual Orientation	Chapter 10
Nov 2	Addressing Religious Pluralism	Chapter 9
Nov 9	Language and Learning Styles	Chapter 8
Nov 16	Bullies and Victims	
Nov 23	TBA	
Nov 30	Project Presentations	
Dec 7	Project Presentations	
Dec 14	Finals	

Assignment Calendar			
Assignment	Due Date	Points Possible	Points Earned
Test #1 (Ch. 1, 2, 3)		50	
Cultural Background		25	
Test #2 (Ch. 6,13)		50	
Movie Analysis		25	
Cultural Interview		50	
History Research Project		75	
Honors Project		100	
Test #3 (Ch. 10, 9, 8)		50	
Cultural/Community Experience		50	
In-Class Assignments (5 assignments x 10 points each)		50	
Attendance		50	
Final Exam		100	

Total Points Possible: 675 Earned Total: _____

Grading Scale: 675-608= A 607-540=B 539-475 =C 474 – 410=D

Assignment Expectations

Submission requirements for all assignments:

- All assignments completed outside of class must be wordprocessed.
- Always keep a copy of your paper for yourself.
- Edit your work. Spelling and grammar always count!

Cultural Interview

Interview someone you view as culturally different from yourself. You may choose to define "difference". It may be based on any number of things: ethnicity, race, religion, class, gender, age, generation, sexual orientation, health status, etc. Prepare the questions for the interview ahead of time. Ask at least 8 "fat" questions (questions that require more than a yes or no answer). After you have finished the interview, you will need to write it up. In the write-up, be sure to include the following:

- Briefly and broadly, describe the cultural background of the individual (example: 40 year old, middle-class, university professor, a tenth generation American of European descent, with an urban, white-collar, pacifists background).
- Write up the content of the interview. There is no one single way to do this: You may write it as a series of questions and answers; you may find that writing it in narrative form better suits your communication and writing style. If you are concerned about your style, contact me.
- Include in your paper a brief summary describing the impact or affect this interview had on you.

Cultural /Community Experience

This assignment encourages you to step out of your comfort zone and experience a different culture. After the experience write no more than a two-page reflection describing the impact or affect this event had on you. Include a summary of observations and participation, reflections and insight, ideas/questions/concerns and most importantly connect your experience to the content of this course. Submit an artifact of attendance such as a ticket stub, program, photos, etc. with your experience paper.

Experience suggestions include:

Visit a museum of cultural relevance, like the Heard Museum Boarding School exhibit.

Attend an ethnic event, fair, or **celebration**

Attend a student **organization meeting** like Black Student Union, METCHA,

Volunteer at a shelter or food bank

Take part in a **protest** or better yet organize one!

Attend a **concert or musical event** like a mariachi festival or a Native American Pow-wow

Attend a **lecture, presentation or workshop**- like the *Race and Racism* series sponsored by the college.

Attend a **religious service** different from your beliefs.

Ride public transportation for a 1 full day.

Movie Analysis

Watch a movie that explores discrimination. I highly recommend *Crash* for this assignment. If *Crash* is not available, then you may watch another film such as *Akeelah and the Bee*, *Radio*, *Glory Road*, *Freedom Writers*, etc. A movie list is posted on Blackboard to help with your selection.

To complete the analysis, briefly summarize the film in your own words and address the following questions:

- a) Describe an example of each: individual, institutional, and cultural racism and privilege.
- b) Choose 3 characters from the movie and describe how racism, prejudice, or stereotyping affected or defined their character.
- c) Choose 2 characters and explain their "transformation" by the end of the movie.
- d) Identify 1 issue that divided members within the same group.
- e) Describe your overall feelings after watching this movie.

History Project/Mini-Presentation

This assignment involves researching a lesser known historical event or person and presenting your findings to the class. Events to research include (but are not limited to): Zoot Suite Riots, Stonewall Riots, Chicano Movement, Delano Grapes Strike, Chinese Exclusionary Act, Japanese Internment Camps, Native American Boarding Schools, Trail of Tears, Buffalo Soldiers, Rodney King Riots, Freedmen's School, Women's Suffrage Movement, etc. Specific requirements will be discussed in class at a later date.

Honors Project

Projects are based on individual choice and interest. A contract will be utilized to ensure accountability for individual project's success. Ideas for projects include: organizing a panel discussion, participating in a debate, organize a guest speaker presentation, create a video, conduct a social science experiment, write and illustrate a multicultural children's book, organize a toy drive for needy kids etc. Specific requirements will be discussed in class.

All other assignments noted on the syllabus will be discussed in class prior to completion.