

## EDU 230

### Cultural Diversity in Education

Fall 2009

Section 15484 MWF 8:00 -8:50 a.m., CL10

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

**Instructor:** Dr. Vanessa R.Booker e-mail: vanessa.booker@gcmail.maricopa.edu

**Phone:** 623 695-1591 **Office Location:** LABuilding-B Appointment

**Office Hours:** MWF 9:00 - 10:00 ~ By Appointment

#### **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:**

Cushner, K., McClelland, A., & Safford, P. *Human Diversity in Education an integrative approach*. McGraw-Hill. ISBN 13:978-0-07-298193.

*A copy of the textbook is available for use in the library*

Lowry, Lois. *The Giver*. Delacorte Press. ISBN 978-0-385-73255

#### **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 Students who miss more than four class periods may be withdrawn from the class.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 or on-line 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**

8-24-09 A Changing Society Chapter 1

8-31-09 Multicultural Education Chapter 2

9-1-09 Multicultural Education Chapter 2

9-9-09 Culture and the Learning Process Chapter 3

9-14-09 Schools as Cultural Crossroads Chapter 4

9-21-09 Intercultural Development Chapter 5

9-28-09 Addressing Race and Ethnicity Chapter 6

Mar.16 Spring Break

Mar. 23 The Role of Social Class Chapter 13

Mar. 30 The Role of Social Class Chapter 13

Group Presentations  
April 6 Multicultural Literature *The Giver*  
Group Presentations  
April 13 Multicultural Literature *The Giver*  
Group Presentations  
April 20 Language and Learning Style Chapter 8  
Group Presentations  
April 27 Gender and Sexual Orientation Chapter 10  
Group Presentations  
May 4 Religious Pluralism Chapter 9  
Group presentations  
May 11 Final Exams

### **Assignment Calendar**

#### **Assignment Due**

**Date**

**Points**

**Possible**

**Points**

**Earned**

Test #1 (Ch. 1 & 2) 25  
Cultural Background 25  
Test #2 (Ch. 3 & 4) 25  
Cultural Interview 50  
Multicultural literature analysis 50  
Test #3 (Ch. 6) 25  
Cultural/Community Experience 50  
Test #4 (Ch. 13 & 8) 25  
Group Presentation 100  
Participation/in-class activities 25  
Attendance 50  
Final Exam 50

**Total Points Possible: 500 Earned total \_\_\_\_\_**

#### **Grading Scale:**

**500-450 = A**

**449-399 = B**

**398-348 = C**

**347-297 = D**

#### **Assignment Expectations**

##### **Submission requirements for all assignments:**

- All assignments completed outside of class must be word processed.
- Edit your work. Spelling and grammar always count!

##### **Cultural Interview ~ Due Septmeber 2, 2009**

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 **no less than a 2 page paper**. 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 wish to 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 this interview had on you.

#### **Cultural/Community Experience ~ Due October 2, 2009**

This assignment encourages you to step out of your comfort zone and experience a different culture or community event. Before the experience you must complete a simple Learning Plan and after the experience you must write a 1-2 page reflection describing the impact this experience had on you. Include a summary of observations and participation, reflections and insight; 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. You may not use past experiences for this assignment.

Experience suggestions include:

Volunteer at a homeless shelter

**Visit a museum** of cultural relevance, like the Heard Museum or Chicano Museum.

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

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 or presentation**- like the *Gods, Gold and Glory* series sponsored by the college.

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

**Ride public transportation** for a 1 full day.

**Wear an icon** representing a specific population for an entire day and pay close attention to people's reactions. For example wear a pink triangle or a gay pride button.

#### **The Giver Literature Analysis ~ Due September 18 & 21, 2009**

This assignment will involve reading and reacting to the novel *The Giver* by Lois Lowry.

Specific requirements will be discussed in class at a later date.

#### **Group Presentations ~ Due September 18 & 21, 2009**

Student groups will be responsible for researching and facilitating a multicultural activity that teachers can use in their future classrooms. Group members and topics will be assigned by the instructor. Specific requirements will be discussed in class at a later date.

#### **Participation/In-class Activities ~ Daily ~ Daily News You Can Use!**

Points will be earned through activity reflections, class discussions, group discussions, etc.

You must be present and participate in the activities to earn the points—they may not be made up.

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