

**EDU 230
Cultural Diversity in Education
Spring 2009**

**Section 20917, MW 8:00am-8:50am, CL10-Hybrid
Section 20918, TR 8:30-9:45am, CL 11
Section 20919, TR 11:30am-12:45pm, CL 10**

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 11-12pm, TR 10 -11 am.....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:

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 Students who miss more than four class periods may be withdrawn from the class.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
Jan. 20	A Changing Society	Chapter 1
Jan. 26	Multicultural Education	Chapter 2
Feb. 2	Multicultural Education	Chapter 2
Feb. 9	Culture and the Learning Process	Chapter 3
Feb. 16	Schools as Cultural Crossroads	Chapter 4
Feb. 23	Intercultural Development	Chapter 5
Mar. 2	Addressing Race and Ethnicity	Chapter 6
Mar. 9	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	<i>The Giver</i>
	Group Presentations	
April 13	Multicultural Literature	<i>The Giver</i>
	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

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

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

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

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

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.