

EDUC 6710 Diversity in Education

Summer 2007--3 credits

June 11-June 22 M-F 8-12

Instructor: Grace Huerta, Ph. D., Associate Professor
graceh@cc.usu.edu

Office: EDU 339--Phone: (435) 797-3946

Hours: By appointment

Texts:

Banks, J. & Banks, C. (2004). Handbook of Research on Multicultural Education.
New York: Macmillan.

Selected readings.

Course Rationale:

Educators are often uncertain about the place of multiculturalism in the American education system. To address this concern, our course will explore how history, politics, economics, culture and gender inform multicultural education research and practice. A special emphasis will be placed on developing teachers' ability to critically examine how their own personal beliefs about diversity can influence one's educational philosophy and pedagogy. As class participants increase this knowledge base, they will write a position paper describing their emerging philosophy.

Course Objectives:

1. Students will build their diversity knowledge base through course readings, discussions, research and writing.
2. Students will examine how their own assumptions and biases influence curriculum and instruction.
3. Students will analyze the social and political issues which impact the philosophy and implementation of multicultural education.
4. Students will complete daily study questions for analysis and discussion.
5. Students will develop a final position paper which analyzes a diversity topic of their choice by demonstrating an understanding of the historical, theoretical and institutional factors that effect diversity education and policy implementation in the public schools.

Course Activities:

- Reading, reflection and writing
- Lecture and discussion
- Film festival
- Research/computer lab access

Course Requirements:

1. **Attendance and group presentation:** Regular attendance is a must, since participation is vital to class discussions and planning the group presentation. Form of a group of no more than 4 members. Select a Banks & Banks chapter **not covered** in the syllabus to present to the class. A rubric can be found on the last page of the syllabus to help your planning. Each 25 minute group presentation is worth 100 pts.
2. **Position Paper:** Write a 8-10 page (not counting references) position paper in which you analyze the **historical, theoretical** and **institutional** implications that impact the implementation and effectiveness of diversity education/policy in the public schools. Utilize the class readings, films, and discussions for your narrative and analysis. A minimum 10 references is required (APA style). Due on the last day of class (100 pts.).
3. **Chapter Study Questions:** Respond to assigned questions relevant to the readings (10 pts. per entry or 100 pts.).

Grading Scale:

300-280 = A	216-196 = C
279-259 = A-/B+	197-177 = C+/D-
258-238 = B	Below 176 = F
237-217 = B-/C+	

Disability Accommodations:

If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first day of the course. Any requests for special considerations relating to attendance, pedagogy, taking of exams, must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats--large print, and audio, disk or Braille.

Tentative Class Schedule**Day 1 M**

- Introductions; syllabus overview
- Overview: Ch. 1 (pg.3) MCE: Historical Development, Dimensions, and Practice
- On your own reading, ch. 1.
- Research a Landmark Event or Publication for your notes
- Form groups, select a topic, and pick a presentation date.
- **Tonite's reading: Cochran-Smith, et al, Ch. 46 (pg.931)—Multicultural Teacher Education & Olneck's ch. 19 (pg. 381)—Immigrants and Education*
- (1) Study questions for ch.19

Day 2 Tu

- Overview & Discussion: Ch. 46 & ch.19
- Film #1--The First Year
- Cooperative groups: analyze synthesis of mult. ed relevant to your educational settings, cite 3-4 exemplars based on Ch.46,. film
- Tonite's reading: *Sleeter & Bernal, Ch. 13 (p.240), Critical Pedagogy, Critical Race Theory & Antiracist Education & Cortes, Ch. 11 (p.211), Knowledge Construction & Popular Culture; The Media as Multicultural Educator*
- (2) Study questions for ch.13

Day 3 W

- Overview & Discussion: Ch. 13. Critical Pedagogy
- Cooperative groups: critical race theory & schooling exemplars
- Group 1 Presentation
- **Tonite's reading: Suarez-Orozco, et al, Ch.21 (pg.420)--The Academic Engagement & Achievement of Latino Youth;*
- (3) Study questions for ch. 21

*

- Day 4 TH**
- Overview & Discussion: Ch. 21 Latino Youth
 - Film #2 "Stand & Deliver"
 - Cooperative groups: film analysis-cite 4 examples of control or impact analysis (see Ch. 11) from Film #1
 - Group 2 Presentation
 - *Tonight's reading: *Lee et al, ch. 23 (pg.462)--Historical Influences of African American Education & Learning.*
 - (4) Study questions for ch.23
- Day 5 F**
- Overview & Discussion: Ch. 23--African American Education
 - Film #3: "Separate But Equal"
 - *Reading for Monday: *Lomawaima, ch. 22 (pg.441), Educating Native Americans*
 - (5) Study questions for ch.22
- Day 6 M**
- Overview & Discussion: Ch.22--Educating Nat. Americans
 - Cooperative groups: implications of federal policies on educational attainment and practices
 - Group 3 Presentation
 - Film #4 Terry Tafoya, Native American Perspectives
 - *Tonight's reading: *Pang's ch. 26 (pg.542); Asian Pacific Amer. Students*
 - (6) Study questions for ch.26
- Day 7 T**
- Overview & Discussion: Ch. 26 Asian Pacific Amer. Students
 - Cooperative groups: Intra-groups and challenging the model minority myth
 - Group 4 Presentation
 - *Tonight's reading: *Bikle et al, ch. 28 (pg. 589), Trends in 2-Way Immersion Research*
 - (7) Study questions for ch.28
- Day 8 W**
- Overview & Discussion: Ch. 28--2-Way Immersion
 - Groups 5, 6 Presentations
 - *Tonight's reading: *Artiles et al, ch.34 (pg. 716), Culturally Diverse Students in Special Education*
 - Personal narrative research/consultation
 - (8) Study questions for ch.34
- Day 9 TH**
- Overview & Discussion: Ch. 34 Diverse Students & Special Ed
 - Cooperative groups: Provide 3-4 exemplars that illustrate

issues/instructional strategies unique to diverse special ed learners

- Group 7 Presentation

- *Tonight's reading: *Moll & Gonzalez, ch.33 (pg. 699),*

 - Funds of Knowledge Approach to Multicultural Education &*

 - Sexual Orientation & Gay Youth Issues (handouts)*

- (9, 10) Study questions for ch.33 & gay youth readings

Day 10 F

- Evaluation

- Group 8 Presentation

- Overview & Discussion: funds of knowledge, Gay youth issues and education

- Final position paper due by 5 p.m.

SEC ED 6710 Group Presentation Grading Rubric

1) Group members' names:

- _____
- _____
- _____
- _____

2) Date of Presentation: _____

3) Group topic: _____

12.5% Maximum Score Per Category (100% overall)

Individual contributions are meaningful w/ an overview, key pts, educational implications.		Well organized, with evidence of preparation.	
Performance is well rehearsed and equally integrated between group members.		Creative, with a visual/graphic organizer for the class	
Minimum four references discussed, & discussed within presenter's knowledge base.		Contributes to the class diversity/mult. ed. knowledge base.	
Information shared is accurately within the 25 minute time limit.		Meaningful info is useful to teachers in a school or community context.	
Total		Total	

Comments (group and/or individual):

Total score (or individual score adjustments): _____

EDUC 6710 Final Paper & Rubric (100 pts.)

Purpose: Write a 8-10 page (not counting references) position paper in which you analyze the **historical**, **theoretical** and **institutional** implications that impact the

implementation and effectiveness of diversity education/policy in the public schools. Utilize the class readings, films, and discussions for your narrative and analysis. A minimum 10 references is required (APA style). The paper (typed, 12 pt. font) must include:

- A. Cover sheet & title
- B. Introduction and thesis statement
- C. Subtitles to identify sections
- D. A discussion of the historical literature relevant to your topic(s)
- E. A discussion of the theoretical literature relevant to your topic(s)
- F. A discussion of the institutional factors that impact diversity education in your school setting(s)
- G. Analysis of how these factors contribute to the efficacy of diversity education
- H. Conclusion
- I. APA references (minimum 10)

Please fill out the following rubric. Assign point values to each item that *authentically* meet each criteria. The numbers in parentheses are the maximum points available per item. Cut and attach this form to the front of your essay. Include a self-addressed, stamped envelope if you want your essay mailed to you. You can also pick up your paper in EDU 330 in one week. Total available points=100.

Name _____ Section _____
 Essay title _____

1. Cover Sheet w/ name, title, section & instructor, 12 pt. font: 2 pt. _____
2. Typed, 12 pt. font, double-spaced: 2 pts. _____
3. Introduction includes a topic sentence or thesis statement that describes the main diversity topic you will discuss. For ex. "This paper will analyze"
 6 pts. _____
4. BALANCED analysis of historical, theoretical and institutional factors impacting the implementation of diversity education and policy in the public schools. What have been the primary issues influencing the efficacy of diversity education?
 75 pts. _____
6. Conclusion. Synthesize your ideas: 5 pts. _____
7. Reference List (APA Style): 10 pts. _____
8. **Your total score:** _____