

SPED 620
Education in a Diverse Society
Western Carolina University
Mandeville, JA

Racism, sexism, classism, heterosexism and ableism are still deeply entrenched and pervasive in society, making it very difficult for millions of children to be "Freedom's Child." What must we do as educators to ensure that all children to their fullest potential--can truly become "Freedom's Child?"

Louise Derman-Sparks, author of
Anti-Bias Curriculum: Tools for Empowering Young Children

TEXTBOOKS

Gollnick, D. M. & Chinn, P. C. (2009). *Multicultural education in a pluralistic society*, 8th ed. Upper Saddle River, NJ: Merrill Prentice-Hall.

Kroeger, S. D. & Bauer, A. M. (2004). *Exploring diversity: A video case approach*. Upper Saddle River, NJ: Merrill Prentice-Hall.

CONCEPTUAL FRAMEWORK

The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and fostering the responsible use of technology.

This course incorporates all of the basic components of the conceptual framework. The goals of the course are 1) to develop a learning community where caring relationships provide meaning and purpose to learning, 2) to value the unique strengths and experiences that each student brings to school, 3) to learn effective strategies that will develop the diverse competencies and talents of all students, and 4) to integrate technology to accommodate students' interests, backgrounds, and abilities.

ADA AND SECTION 504 PROVISIONS

Western Carolina University makes every effort to provide reasonable accommodations for students with documented disabilities in compliance with the Americans with Disabilities Act. To receive academic accommodations, students must be registered with the Office of Student Support . The letter received from Student Support Services should be presented as documentation to the instructor as early in the class as possible.

COURSE DESCRIPTION

This graduate level course is designed to prepare teachers to meet the needs of a diverse student population and focus on education through sociological and cultural lenses. There are no prerequisites.

COURSE GOAL

Students will develop an understanding of and appreciation of diversity with regard to race, language, gender, socioeconomic status, religion, ethnicity, geographic region, sexual orientation, ability, and age. They will use that knowledge to plan, implement, and evaluate educational programs based on individual student needs.

COURSE DESIGN

The activities in the course are based on the STAR.Legacy template, which is based on the "How People Learn" framework (Bransford, Brown, & Cocking, 1999). *How People Learn: Brain, Mind, Experience, and School* is the result of a 2-year study that evaluated the research on the science of learning. The study can be accessed at

<http://www.nap.edu/html/howpeople1/notice.html>. The STAR.Legacy consists of six phases of the learning cycle as described by Brophy (2000) in *Guidelines for Modular Design* http://vanth.org/white_papers.html

1. The Challenge--A statement that poses a complex goal. It is designed to integrate the fundamental concepts of the course that students must come to understand in order to solve the problem.
2. Generate Ideas--Students record initial thoughts about the challenge. This provides an opportunity for students to demonstrate what they know about the challenge. It can serve as a pre-assessment and can be used to document growth in learning.
3. Multiple Perspectives--Writings or statements by "experts" that provide important insights on the challenge without providing a solution. Students can compare their initial thoughts with those of the experts.
4. Research and Revise--Learning activities that focus on the important dimensions of the challenge. They can include readings, lab, homework problems, etc., and they help students make links to the original challenge.
5. Test your Mettle--Activities that provide students with an opportunity to apply what they know and evaluate what they need to learn yet in order to solve the problem. Activities can include homework questions, quizzes, or essays in which they can synthesize what they learned in Research and Revise.
6. Go Public--This is the final product showing what students know at the end of the module. It can be a test, presentation, essay, etc.

CONTENT MODULES

The course is composed of introductory activities, 10 modules, and culminating activities.

Module	Essential Questions	Objectives	Related Activities
Introductory Activities	Introductions and Course Overview	<ul style="list-style-type: none"> • Know and understand the requirements of the course. 	<ul style="list-style-type: none"> • Introductory Activities • Course overview and questions on

Module 1	What are the characteristics of my culture and in what ways can they differ from those of my students?	<ul style="list-style-type: none"> • Define the concept of culture. • Describe the sources of cultural identity. • Perceive schools as social and cultural institutions. • Identify the characteristics of your own culture and the way in which these can differ from other cultures. • Appreciate the cultural differences of students. 	<ul style="list-style-type: none"> • muddiest points. • In your journal, write what your initial thoughts are on the pluralism that exists in Jamaican society. • Complete Inventory of Cross-Cultural Sensitivity. • Read Chapter 1 in <i>Multicultural Ed.</i> • Take a position on a controversial issue. • View video clips and discuss. • Reflect on the characteristics of your own culture and how they differ from those of your students.
Module 2	How does regional and geographic diversity impact on student learning and how does this knowledge inform teaching?	<ul style="list-style-type: none"> • Nurture learning-support communities for each child (peers, families, communities). • Select and develop instructional content and strategies responsive to regional differences in students. 	<ul style="list-style-type: none"> • In your journal, write what your initial thoughts are on the impact of regional and geographic diversity on student learning. • Read Chapter 8 in <i>Multicultural Ed.</i> • Read Chapter 1 in <i>Exploring Diversity.</i> • Discuss regional and geographic diversity in Jamaica. • Describe your student population for your curriculum blueprint.
Module 3	How does social class impact on student learning and how does this knowledge inform	<ul style="list-style-type: none"> • Nurture learning-support communities for each child (peers, 	<ul style="list-style-type: none"> • In your journal, write what your thoughts are on the impact of social

	teaching?	families, communities).	class on student learning.
		<ul style="list-style-type: none"> Select and develop instructional content and strategies responsive to class differences in students. 	<ul style="list-style-type: none"> Read Chapter 3 in <i>Multicultural Ed.</i> Take a position on a controversial issue. View video clip and discuss. Participate in an event in which you are a minority and write a reaction paper.
Module 4	How do race and ethnicity impact on student learning and how does this knowledge inform teaching?	<ul style="list-style-type: none"> Develop ways to create learning environments that allow students to retain and appreciate their own and each other's respective cultural heritage. Select and develop instructional content and strategies responsive to racial and ethnic differences in students. 	<ul style="list-style-type: none"> In your journal, write your thoughts on the impact of race and ethnicity on student learning. Read Chapter 2 in <i>Multicultural Ed.</i> View video clips and discuss. Read about multicultural instructional planning. View a case study and discuss.
Module 5	How does language impact on student learning and how does this knowledge inform teaching?	<ul style="list-style-type: none"> Develop ways to create learning environments that allow students to retain and appreciate their own and one another's respective language and cultural heritage. Select and develop instructional content and 	<ul style="list-style-type: none"> In your journal, write your initial thoughts on the impact of language on student learning. Read Chapter 6 in <i>Multicultural Ed.</i> View a video clip and discuss. Take a position on a controversial issue. Submit your personal essay.

		strategies responsive to language differences in students.	
Module 6	How do gender and sexual orientation impact on student learning and how does this knowledge inform teaching?	<ul style="list-style-type: none"> • Analyze the issues surrounding the labeling and stereotyping of students. • Select and develop instructional content and strategies responsive to gender differences in students. • Demonstrate sensitivity for the sexual orientation of individual students 	<ul style="list-style-type: none"> • In your journal, write what your initial thoughts are on the impact of gender and sexual orientation on student learning. • Read Chapter 4 in <i>Multicultural Ed.</i> • Take a position on a controversial issue. • Gender bias activity. • View video clips and discuss. • View a case study and discuss.
Module 7	How does exceptionality impact on student learning and how does this knowledge inform teaching?	<ul style="list-style-type: none"> • Analyze the issues surrounding the labeling and stereotyping of students. • Select and develop instructional content and strategies responsive to varying abilities in students. • Demonstrate empathy for exceptional students. 	<ul style="list-style-type: none"> • In your journal, write what your initial thoughts are on the impact of exceptionality (disabilities and giftedness) on student learning • Read Chapter 5 in <i>Multicultural Ed.</i> • View video clips and discuss. • Read Chapter 3 in <i>Exploring Diversity.</i> • Read a case study and discuss. • Submit your minority activity reaction paper.
Module 8	How does religion impact on student	<ul style="list-style-type: none"> • Select and develop 	<ul style="list-style-type: none"> • In your journal, write what your

	learning and how does this knowledge inform teaching?	<p>instructional content and strategies responsive to religious differences in students.</p> <ul style="list-style-type: none"> • Demonstrate sensitivity to the religious differences of students. 	<p>initial thoughts are on the impact of religion on student learning.</p> <ul style="list-style-type: none"> • Read Chapter 7 in <i>Multicultural Ed.</i> • View video clips and discuss. • Take a position on a controversial issue.
Module 9	How does age impact on student learning and how does this knowledge inform teaching?	<ul style="list-style-type: none"> • Analyze the issues and problems associated with various age groups. • Select and develop instructional content and strategies responsive to developmental age. 	<ul style="list-style-type: none"> • In your journal, write what your initial thoughts are the impact of age on student learning. • Read Chapter 9 in <i>Multicultural Ed.</i> • View video clips and discuss. • View a case study and discuss. • Complete the lesson plans for your curriculum blueprint.
Module 10	How do we provide an education that is equitable and culturally responsive?	<ul style="list-style-type: none"> • Select and develop instructional content and strategies responsive to cultural, linguistic, gender, religious, ethnic, regional, class, and ability differences in students. • Be reflective about your own pedagogy and philosophy regarding diverse learners. 	<ul style="list-style-type: none"> • In your journal, write what your initial thoughts are on the challenges of providing an education that is equitable and culturally responsive. • Read Chapter 10 in <i>Multicultural Ed.</i> • Read Chapter 4 in <i>Exploring Diversity.</i> • View video clips and discuss. • View case study and discuss. • Complete your curriculum

Culminating Wrap-up
Activities

- Wrap up and say good-bye.

- Complete all assignments.

COURSE REQUIREMENTS/ACTIVITIES

Course Challenge: Curriculum Blueprint

The course challenge is to develop a curriculum blueprint for a unit of instruction that is culturally responsive. This will be a product that you can use in your in your own teaching and/or administrative work. You will work in groups to complete this project.

The blueprint will consist of the following sections:

Student Population: Description should include the following information about the school and its students:

- geographic region
- socioeconomic class of population
- race, ethnicity of students
- major religions of geographic area
- gender of students
- age and/or grade level of students
- diverse abilities (for example, students with learning disabilities, Attention Deficit Hyperactivity Disorder, or other disabilities and gifted students) and limited English proficiency students.

Unit Overview. The unit overview offers a summary of how the unit fits together.

Lesson Plans. Design culturally responsive lesson plans (one from each member of your group). You will complete this section in Module 9.

Summative Evaluation. Describe procedures and give samples of summative (end of unit) evaluation (for example, rubrics for projects). Summative assessment should be differentiated to encourage students to achieve in many different ways.

Reflection of your Cultural Identity and your Personal Teaching/Learning Philosophy and Their Relationship.

Who we are as persons strongly determines who we are as teachers. Sonia Nieto argued that "becoming a multicultural teacher...means first becoming a multicultural person. Without this transformation of ourselves, any attempts at developing a multicultural perspective [for teaching and learning] will be shallow and superficial (2000, p. 253)." Teachers need to be well into their own multicultural journey before they can guide their students. It's a journey that requires more than knowledge about cultural diversity. It means confronting our own racism and biases, learning to see reality from various cultural perspectives, and challenging inequities in our classrooms and in society. Personal reflections help us look inward and outward in becoming multicultural educators.

You will write your personal reflection or autobiography describing your cultural identities and the impact they have had in shaping who you are as a person and how they relate to your teaching and learning philosophy.

Cultural Minority Activity

You are to participate in an activity where you are a minority member in some major way. The intent of the assignment is that you are significantly different than the majority such as a different race than the majority or a different gender or a different religion at a worship service. The activity should be active rather than passive.

Some examples of activities include volunteering at a homeless shelter or shelter for abused women, volunteering to work with children with exceptionalities or older people in a nursing home, attending a different religious or spiritual celebration (another Christian service does not count if you are a Christian yourself), attending an event where another language is spoken, or attending an event focusing on gay/lesbian/transgender issues. If you are not sure about an activity, please discuss it with the instructor.

The activity or event should be interactive and should last between 1-3 hours. It should occur during sometime between January and March. After attending the event, write a 2-3 page reflection and include the following:

- Short description of the activity (name of the event, where and when it occurred, activities that occurred, length of time spent at the event) and your interaction with the other participants.
- Your emotional reaction to the event. For example, did you feel uncomfortable? Were you included or excluded? If you felt included, what made you feel comfortable and included? If you felt excluded, what could have been done to make you feel included?
- How did participation in this event raise your awareness about the need to include all learners? What did you learn from your participation in the event that you can use in your teaching? Describe the lessons you learned that may affect how you include diverse learners in your classroom.

Gender Activity

Pay a visit to a store of your choice that sells toys. Browse the aisles and make a note of different forms of gender bias. If you have young children, this would be a fun and informational activity to do with them. The following items are some of the things that you should observe (Hoffman, 2005):

- How are the aisles labeled? How do you know where the boys' and girls' sections are?
- Which sections are larger?
- What types of toys are in each section? List exact names of toys.
- What colors are used?
- What type of lettering is used? Jagged edges or smooth edges? What would this suggest?
- What type of language do you observe on the packaging? Indicate what types of verbs (i.e. "destroy" and "create") are used for boys and for girls?
- Cost?

- How many males and females appear on the box covers? Pick one aisle and count
- How are women portrayed? How are men portrayed
- What do the toys promote? Violence, communication, friendship, competition, learning, global knowledge, parenting skills?
- What careers are associated with the toys?

Be creative with this assignment! It does not have to be a written report. Think about a product that would appeal to different learning styles. You will be presenting your product in class.

Attendance

You are expected to exhibit professional behavior by attending every class and being on time for class. Points will be taken off the participation grade for absences and tardiness, the rationale being that if you are not in class you are not participating.

Evaluation and Grading

Participation: Participation includes reading the documents and class discussion. Any assignment not included below is included in the participation grade.	150 points
Journal Entries: 10 entries-10 points each (Module 1-10)	100 points
Gender Activity: Due in Module 6	50 points
Cultural Minority Activity/Event: Due in Module 7	50 points
Curriculum Blueprint: Course challenge	150 points
TOTAL	500 points

A = 450 points or greater (90% or greater)

B = 400-449 points (80-89%)

C = 350-399 points (70-79%)

F = less than 343 (less than 70%)

Tentative Class Schedule

Date

Reading Assignments

12/29/08

9:00-1:00

Introductions and course overview

Bring “Me Bag” to the first class meeting. It is a bag filled with articles that represent who you are as a person (family, career, interests, etc.) and your cultural background. This will help you think about and prepare for the personal essay assignment. Be creative!
Be prepared to discuss Chapter 1 from the *Multicultural Ed.* Textbook (see Module 1).

- 12/30/08
9:00-1:00 Be prepared to discuss Chapter 8 in *Multicultural Ed.* and Chapter 1 in *Exploring Diversity* (see Module 2)
- 12/31/08
9:00-1:00 Be prepared to discuss Chapter 3 in *Multicultural Ed.* (see Module 3).
- 2/27/09 Be prepared to discuss Chapter 2 in *Multicultural Ed.* (see Module 4).
- 3/2/09 Be prepared to discuss Chapter 6 in *Multicultural Ed.* (see Module 5).
Personal essay due.
- 3/3/09 Be prepared to discuss Chapter 4 in *Multicultural Ed.* (see Module 6).
Gender activity due.
- 3/4/09 Be prepared to discuss Chapter 5 in *Multicultural Ed.* and Chapter 3 in *Exploring Diversity* (see Module 7).
Cultural Minority activity reaction paper due.
- 3/5/09 Continue Module 7 activities.
- 3/6/09 Be prepared to discuss Chapter 7 in *Multicultural Ed.* (see Module 8).
- 3/9/09 Continue Module 8 activities.
- 3/10/09 Be prepared to discuss Chapter 9 in *Multicultural Ed.* (see Module 9).
- 3/11/09 Be prepared to discuss Chapter 10 in *Multicultural Ed.* (see Module 10).
Curriculum blueprints due.
- 3/12/09 Share curriculum blueprints and celebrate cultural diversity!