

COURSE SYLLABUS

Course: EDUC 602
Course Title: Pluralism in Education
Term: Spring – Start date 9/15/2015
Days/Times: Tuesdays, 5:30 – 8:30 PM
Room: Hall of Letters 105

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Catalog Course Description

Examination of the relationship of ethnicity, gender, class, and culture on student success in classrooms, schools, and educational systems. Cultural proficiency provides a model for study and practice.

Course Objectives

1. To understand that values, attitudes, prejudices, beliefs, values and disvalues develop through socialization and identify any institutional, systemic, interpersonal and/or intrapersonal barriers to learning. (CTEL 9.1, 9.2, 9.3, 9.4) **CPSEL 5A 1,4,5**
2. To recognize how the Declaration of Independence means attainment of a socially just society necessitating cultural proficiency of leaders who can help others understand the value of societal pluralism and the need for the inclusion of multiculturalism throughout curricula (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2)
3. To demonstrate cultural proficiency in relationship to groups marginalized by the dominant society that include but are not limited to diversity of ethnicity, race, gender, age, sexual orientation, preferred language, body type, and capability within the school setting, community, and the workplace. (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4) **CPSEL 1A 1-4**
4. To demonstrate cultural proficiency leadership as a moral imperative within public education institutions and evidence the ability to communicate effectively and create cultural proficient schools and classrooms respecting the wide range of identities, interests, attitudes, beliefs, and experiences present. (CTEL 9.1, 9.2, 9.3, 9.4) **CPSEL 5B 1-4**
5. To demonstrate cultural proficiency in working with marginalized students who have experienced or are vulnerable to hate crimes because of racism, heterosexism, sexism, classism, and ableism. (CTEL 10.1, 10.2, 10.3, 10.4) **CPSEL 1A 1-4**
6. To demonstrate cultural proficiency as a professional agent of change within educational institutions where racism, heterosexism, sexism, classism, and ableism have continued being perpetuated within these institutions. (CTEL 9.1, 9.2, 9.3, 9.4, 10.1) **CPSEL 5C 1-4**
7. To demonstrate knowledge of how cultural proficiency is essential in effective learning for all students as well as contributing to their social, emotional, ethical, and intellectual growth. (CTEL 10.1, 10.2, 10.3, 10.4) **CPSEL 1B-1**

Required Readings

Sadovnik, Alan R. (2010). Sociology of education: A critical reader (2nd edition). Routledge, Taylor and Francis Group. ISBN: 978-0415803700

Suggested Readings

Oakes, Jeannie. (2005). Keeping track: How schools structure inequality. New Haven: Yale University Press. • ISBN-10: 0300108303 • ISBN-13: 978-0300108309

See Professional Engagement on p. 5. Please place cellular telephones on silent or vibrate.

Late work will be accepted up to 1 week after the assignment is due. Work that is turned in late will lose 1 letter grade. Rewrites will not be granted unless it is an extreme circumstance. Note: you cannot rewrite assignments for full credit.

Attendance Policy

Attending each class is a critical component and requirement in all courses. It is understood that emergencies may arise and students need to make important and difficult choices. Students are always responsible for making up class. All in class assignments, plus evidence of chapter readings must be completed for class make-up in a 3-4 page paper addressing the above material. (Maximum of 2 absences before re-taking class). You are expected to be on time for class and stay for the entire class.

Course Norms

- 1. Speak your own truth**
- 2. Suspend judgment**
- 3. No repercussions**
- 4. Unconditional consideration**
- 5. Demonstrate respect**

Professional Ethical Standards for Remaining in the Course

This course is based on research indicating that adult learning occurs through perceptual changes in understandings. The assumption is that each participant possesses character traits known as Ethical Standards. Violations of these traits are indicators that remaining in the course is inappropriate and anyone violating any of the standards will be asked to leave. Read

http://www.redlands.edu/docs/URSB/CodeofStudentConduct_Revised5222014.pdf

Professional Ethical Standards	
Ethical Standards	Examples of Violations
<ul style="list-style-type: none">• Critical listening is an intentional monitoring of listening to maximize attainment of accurate understanding of the message. It is entering sympathetically and analytically into the perspective other others. It is treating them as intellectual equals deserving of the listeners full attention to their views. It includes suspension of judgment that occurs typically while listening uncritically [Elder & Paul, 2001].	<ul style="list-style-type: none">• <u>Dismissing the “speaker’s voice”</u> by engage in ands activity subtly trying to hide it from the professor<ul style="list-style-type: none">▪ Engaging in any side-bar conversations,▪ Text messaging, surfing Internet, handling emails, leaving class to answer cell phones.▪ Whispering under one’s breath,▪ Writing comments/drawing cartoons conveyed to a colleague when one doesn’t think the professor is looking.• Leaving class except in the event of an emergency.
<ul style="list-style-type: none">• Intellectual perseverance in a conscious willingness to pursue intellectual insights by	<ul style="list-style-type: none">• Demonstrating egocentrism where one’s desires, values, and beliefs are held as self-evidently correct

challenging unexamined assumptions. Faces difficulties, obstacles, and frustrations while struggling with confusion and unsettling questions over an extended time to construct transformed knowledge [Elder & Paul, 2001].	or superior and uncritically used as the norm of all judgment and experience. Creating “boredom” rather than pursuing and demonstrating accurate understandings of the content [Elder & Paul, 2001].
<ul style="list-style-type: none"> • Coming to class with a positive attitude of moving the work forward productively; Being prepared for each class session by contributing to class discussions, having written notes from assigned readings, submitting work on time. 	<ul style="list-style-type: none"> • Demonstrating one is not prepared to discuss the readings or participate knowledgeably in class. • Failing to submit working on time that is typed and in appropriate format. • Being absent.
<ul style="list-style-type: none"> • Intellectual honesty is striving to understand the discourse of the discipline; <u>meeting with the professor if there is anything she/he can do to help or improve the course</u> 	<ul style="list-style-type: none"> • Failing to meet with the professor if there is a problem, need, suggestion of a more effective way to get your needs met to master the discourse of cultural proficiency.
Paul, R. & Elder, L. (2001). Critical thinking: Tools for taking charge of your learning and your life. Upper Saddle River, New Jersey: Prentice Hall.	

Candidate Assessment

1. **Cultural Autobiography:** Each student will write their own Cultural Autobiography. There are two examples found in the text, Culturally Proficient Leadership: The Personal Journey Begins Within. The authors of the book wrote their real cultural autobiographies revealing their own journey toward cultural proficiency (located in the back of the book). The text provides a guide that can be followed to create your cultural autobiography. In addressing your autobiography, include 5 of the 8 “isms” discussed in the course that are described on the handout entitled, “Social Justice Isms.” At the end of each ism you are to describe where you place on the continuum, comparing or contrasting any differences since the start of the class. (At least 8 pages typed doubled-spaced, using 12-point font and one-inch margins following the 6th edition of the APA manual.). (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4) **CPSEL 1A 1, 5A 1-2**
2. **Reflections:** The second assignment for the course is writing four 3-4 page reflective papers entitled “Me, The Only One.” Reflect on your experience related to the “isms” listed below. Each paper is a two-part assignment in which you 1) present your experience with the ism (e.g. perpetrator, witness, or victim of) and how it has affected you; and 2) you reflect on how you think this ism affects others (e.g. toxicity, others experiences) through a clear demonstration of empathy. Each paper should strongly reflect intellectual empathy whereby you put yourself in the position of someone victimized, harassed, or marginalized by the “ism.” (Note: If you were a witness, include any actions that you took to prevent the “isms” from continuing. If you did nothing, discuss your feelings about that.) The two “isms” required are: “racism” and “classism.” The other two papers can be on any other isms you choose. In writing your papers, please use the definitions presented in the handout entitled, “Social Justice Isms” from the Social Justice Center at Washington University handed out but **do not copy them into your papers**. (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4) **CPSEL 5A 4-5, 5B 3, 5C 2**
3. **Group Reading Reflections/ Presentation:** The third assignment consists of 3-4 person group projects. Each group will be assigned chapters from “Diversity Matters”. You will have 40 minutes to present on the key concepts found within the chapters and produce a 1-2 page summary of its main ideas, with suggestions for application, interpretation, analysis, or experience *that may assist peers in navigating issues specific to the topic in their work environments and personal lives*. Make enough copies for each class member, make sure that there is an activity related to your topic that engages the audience and requires audience participation (interactive quiz, jeopardy, sentencing framing concepts, discussion, etc.). As often as

possible, attempt to make real-life connections from the readings to your own current or intended work environment. The project should a typed, doubled-spaced summary of key concepts, using 12-point font and one-inch margins following the 6th edition of the APA manual. In addition to handouts visuals, and interactive activities that will stimulate the audience and build learning (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4) **CPSEL 1B 1**

4. **Leadership Project:** For the fourth assignment students will develop a leadership project at a site of your choosing during the trimester to address a diversity issue(s) in public schools. This project can be in the form of an in-service workshop, diversity handbook, or some other equivalent task such as parent, student, or faculty activities on tolerance and cultural understanding. Students must also include the diversity profile of the school site using population data found on www.cde.ca.gov that includes statistics for ELL students, ethnicity of students & teachers, students on free & reduced lunch, credentialing of teachers, student achievement. For example, create a diversity handbook for your school site that discusses the concepts behind diversity and may include ways of interacting with students, faculty, parents, etc. through culturally proficient lenses. The project should be submitted in a presentation folder that reflects professionalism detailing your project. (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4) **CPSEL 5C 1-4**

Leadership Project Proposal: The professor must approve all leadership projects with proposals turned in by the 7th week. Your proposal should be submitted in paper format of no more than 1 page detailing your planned project and site. Also included in your proposal should be your rationale for the project.

Leadership Project Presentation: Students will share their projects briefly with the class along with a list of community resources to be handed out in class. Project presentations can be in the form of PowerPoint, Prezi, Concept Map, or some other presentation format. The presentation should **not** be more than 5-10 min. in length.

Note: Your project cannot be something that you have created and used before. This project should be something new for your toolbox.

5. **Webliography/Bibliography:** The fifth assignment is to create an annotated webliography/bibliography of culturally relevant resources. (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4) **CPSEL 5A 3-4**
6. **Discussion Facilitation/ I AM Poem:** The class will require engagement in various controversial conversations. You will be called on to defend your positions on topics and to clearly articulate progression towards developing as a culturally proficient leader. You will respond to at least four in-class quick writes based on discussions and activities. You will write your own “I AM” poem from Faciane’s book. There will be discussions and quick writes on various topics from this book. (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4)
7. **Professional Engagement & Quickwrites:** In this assignment you will spend 1 hour in silence in the seventh week of class and in the 9th week of class. This assignment is based on a poem, “Silence is the loudest Kind of Noise”. More explanation will be given in class. (CTEL 9.1, 9.2, 9.3, 9.4)

Some of the relevant topics to consider include the following:

1. An understanding of the reciprocal process by which people act and react toward one another in cultural intersections on campuses through the use of culturally proficient discourse;
2. Cultural awareness and advocacy for equity as educational justice (e.g. each of the “isms”) through the use of cultural proficiency discourse;
3. Self-awareness - how inaction is complicity in inequity dynamics through the use of cultural proficiency discourse;
4. Creating a climate of learning across cultures through cultural proficiency discourse; **CPSEL 1A 2-4, 5 1-5**

5. Understanding the needs of diverse students, faculty, parents, and other stakeholders through the use of cultural proficiency discourse.

8. **Final Examination:** The final examination for the course will engage students in authentic critical reflection in which students will use course materials to address the final question. The final will be an in-class write held on the last night of class. (CTEL 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4)

Grade	Rubric for Grading
4.0 A	<p>All professional standards are evident each class meeting with out a single exception. Work addresses the following criteria in comprehensive detail and elaborates the following elements in fully developed manner that addresses all the “isms” and the prejudices they represent:</p> <ul style="list-style-type: none"> • <i>Intellectual Empathy: Understanding the need to put oneself imaginatively in the place of others to genuinely understand them.... Intellectual empathy correlates with the ability to construct accurately the viewpoints and reasoning of others and to reason from premises assumptions, and ideas other than our own....</i> • <i>Intellectual Humility: Awareness of the limits to one’s knowledge, including sensitivity to circumstances in which one’s native egocentrism is likely to function self-deceptively; sensitivity to bias and prejudice in, and limitations of, one’s viewpoint...</i> • <i>Intellectual Perseverance: ...A sense of the need to struggle with confusion and unsettled questions over an extended time to achieve deeper understanding or insight...</i> • <i>Intellectual Integrity: ...To practice what one advocates for others, and to honestly admit discrepancies and inconsistencies in one’s own thought and action...It requires honest acknowledgement of the difficulties in achieving greater consistency...</i> • <i>Intellectual Sense of Justice: Willingness and consciousness of the need to entertain all viewpoints sympathetically and to assess them with the same intellectual standards, without reference to one’s own feelings or vested interests, or the feelings or vested interests of one’s friends, community, or nation; implies adherence to intellectual standards without reference to one’s own advantage or the advantage to one’s group...</i> [Paul. R. & Elder, L. (2001). Upper Saddle River, NJ: Prentice Hall, pp. 404-405]. • <i>Cultural Proficiency: Leading as an advocate for creating a socially just democracy through your personal values and behaviors [where the rights of all marginalized people are upheld as being inclusive within a democracy: ethnicity, race, gender, age, sexual orientation, body type, age, and capability].</i> [Terrell, R. and Lindsey, R. (2009). Culturally proficient leadership: The personal journey begins within. Thousand Oaks, CA: Corwin Press, p. 25]. • The work progresses with a logical flow and consistency being maintained throughout. There is a command of language, organization, style, and mechanics in writing. The paper is free of spelling or typographical errors. Writing is consistent with APA style, 5th edition. • The writer addresses any egocentric issues and details ways to resolve them.
3.7 A-	<p>All professional standards are evident each class meeting with a single exception. Work addresses the following criteria in comprehensive detail and elaborates the following elements in a fully developed manner that addresses all the “isms” and the prejudices they represent. There is a command of language, organization, styles, and mechanics in writing. Writing is free of spelling or typographical errors. The work however clearly demonstrates the writer’s understanding of the democratic ideal of marginalized groups having rights to life, liberty, and the pursuit of happiness. The writer addresses an egocentric issues and details ways to resolve them. Writing is consistent with APA style, 5th edition.</p> <ul style="list-style-type: none"> • <i>Cultural Competence: Leading with your personal values and behaviors ... that is inclusive</i>

	<p><i>of...ethnicity, race, gender, age, sexual orientation, body type, age, and capability...that are new or different from you and the school [Terrell, R. and Lindsey, R. (2009). Culturally proficient leadership: The personal journey begins within. Thousand Oaks, CA: Corwin Press, p. 25].</i></p>
3.5 B+	<p>All professional standards are evident each class meeting with two exceptions. Work addresses the following criteria in a comprehensive detail and elaborates the following elements in fully developed manner that addresses all but one of the “isms” and the prejudices they represent.</p> <ul style="list-style-type: none"> • <i>Cultural Competence: Leading with your personal values and behaviors ... that is inclusive of...ethnicity, race, gender, age, sexual orientation, body type, age, and capability...that are new or different from you and the school [Terrell, R. and Lindsey, R. (2009). Culturally proficient leadership: The personal journey begins within. Thousand Oaks, CA: Corwin Press, p. 25].</i> • Writing reflects using at least five of the six intellectual standards. • The writer addresses any egocentric issues and details ways to resolve them. • The writer specifies how she/he plans to develop Cultural Competency. • There may be a couple of spelling or typographical errors. Writing is consistent with APA style, 5th edition. Writing is organized with major command of organization and styles. • The writer addresses an egocentric issues and details ways to resolve them.
3.0 B	<p>All professional standards are evident each class meeting with three exceptions.</p> <ul style="list-style-type: none"> • There is evidence that the writer possesses a positive awareness (Cultural Pre-competence) of not knowing how to work in diverse settings that include ethnicity, race, gender, age, sexual orientation, body type, age, and capability. • There is evidence that efforts were made to write using at least four of the six intellectual standards. • Work addresses the following criteria in relative detail and there is evidence of relative development of most of the intellectual standards. There is some command of language, organization, styles, and mechanics in writing. There may be spelling or typographical errors.
2.7 B-	<p>All professional standards are evident each class meeting with four exceptions.</p> <ul style="list-style-type: none"> • There is evidence that the writer possesses an awareness of not knowing how to work in diverse settings that include ethnicity, race, gender, age, sexual orientation, body type, age, and capability. • There is evidence that efforts were made to write using at least three of the six intellectual standards. • Work addresses the following criteria in relative detail and there is evidence of relative development of most of the intellectual standards. There is some command of language, organization, styles, and mechanics in writing. There may be spelling or typographical errors.

Weighting of Grades

• Cultural Autobiography	=	20%
• The Only One/Isms Reflections	=	10%
• Reading Reflections	=	10%
• Webliography/ Bibliography	=	10%
• Leadership Experience	=	20%
• Discussion Facilitation	=	10%
• Exam	=	<u>20%</u>

Topic Outline, Readings and Activities

<u>Class Sessions</u>	<u>Activities</u>	<u>California Standards</u>	<u>Work Due</u>
Class 1	<p>Introduction to class and participants. Cultural sharing. Introduction to culture and “cultural proficiency” Facilitation sign-ups for: <u>Diversity Matters</u></p> <ul style="list-style-type: none"> • Chapters 1, 2, 11 • Chapters 3,4, 12 • Chapters 5,6, 13 • Chapters 7,8, 14 • Chapters 9,10, 15 <p>Homework: Read <u>Culturally Proficient Leadership</u> - pp. xi-62 and write first “ism” Paper – Me The Only One:</p>	<p>CTC Admin Stand. 2, 6 CTC Counseling Stand. 3 CTEL 9.1, 9.2, 9.3, 9.4</p>	09/10/13
Class 2	<p>Discuss Culturally Proficient Leadership pp. xi-62 and discuss first paper written – Me the Only One. Submit paper to professor.</p> <p>Video: <u>The Shadow of Hate/ Road to Brown</u> Homework:</p> <ul style="list-style-type: none"> • Read <u>Culturally Proficient Leadership</u> - pp. 63-80 and write second “ism” Paper – Me the Only One: Classism 	<p>CTC Admin Stand. 18 CTC Counseling Stand. 14 CTEL 9.1, 9.2, 9.3, 9.4</p>	First <i>Me the Only One</i> paper addressing racism due 09/17/13
Class 3	<p>Discuss Culturally Proficient Leadership pp. 63-80 and discuss second paper written – Me the Only One. Submit paper to professor. Meet in Facilitation Groups to plan presentations of chapters Video: <u>Social Class in America</u> Homework:</p> <ul style="list-style-type: none"> • Read <u>Culturally Proficient Leadership</u> - pp. 81-188 and write third “ism” Paper – Me the Only One: Heterosexism • Read <u>Diversity Matters</u> – Chapter 5 -6 and write first chapter Reflection Paper 	<p>CTC Admin Stand. 5, 6 CTC Counseling Stand. 3,14, 23 CTEL 9.1, 9.2, 9.3, 9.4</p>	Second <i>Me the Only One</i> paper addressing classism due 09/24/13
Class 4	<p>Discuss Culturally Proficient Leadership pp. 81-188 and discuss third paper written – Me the Only One. Submit paper to professor.</p>	<p>CTC Admin Stand. 5, 6 CTC Counseling</p>	Third <i>Me the Only One</i> paper due

	<p>Meet in Facilitation Groups to plan presentations of chapters</p> <p>Video: <u>Social Class in America/ Viva La Causa</u></p> <p>Discussion first Chapter Reflection Paper:</p> <p>Homework:</p> <ul style="list-style-type: none"> • Write fourth “ism” paper of your choice – Me the Only One • Read <u>Diversity Matters</u> – Chapters 7-9 • Begin writing Cultural Autobiography 	Stand. 3, 23 CTEL 9.1, 9.2, 9.3, 9.4	First Chapter Reflection due 10/01/13
Class 5	<p>Presentation and Discussion: <u>Diversity Matters</u>– Chapters 10-12</p> <p>Discussion of fourth “ism” paper and submit to professor</p> <p>Homework:</p> <ul style="list-style-type: none"> • Write second Reflection Paper choosing one of the chapters • Continue Writing Cultural Autobiography 	CTC Admin Stand. 5, 6, 12 CTC Counseling Stand. 3,14, 23 CTEL 9.1, 9.2, 9.3, 9.4	Second Chapter Reflection due Facilitation of Class Activity 10/08/13
Class 6	<p>Presentation and Discussion: <u>Diversity Matters</u></p> <p>Discussion of second Reflection Paper and submit to professor</p> <p>Homework:</p> <ul style="list-style-type: none"> • Read <u>Diversity Matters</u>– Chapters 1 and 2 • Write third Reflection Paper choosing one of the chapters • Continue Writing Cultural Autobiography • Leadership Project 	CTC Admin Stand. 5, 6 CTC Counseling Stand. 3,14, 23 CTEL 9.1, 9.2, 9.3, 9.4	Third Chapter Reflection due Facilitation of Class Activity 10/15/13
Class 7	<p>Presentation and Discussion: <u>Diversity Matters</u> Ch. 5 and 7</p> <p>Discussion of third Reflection Paper</p> <p>Homework:</p> <ul style="list-style-type: none"> • Read <u>Diversity Matters</u> – Chapters 3 and 4 • Finish Writing Cultural Autobiography • Leadership Project 	CTC Admin Stand. 5, 6 CTC Counseling Stand. 3, 14 CTEL 9.1, 9.2, 9.3, 9.4	Fourth Chapter Reflection due Facilitation of Class Activity 10/24/13
Class 8	<p>Presentation and Discussion: Submit Cultural Autobiography to professor</p> <p>Homework:</p> <ul style="list-style-type: none"> • Read <u>Diversity Matters</u> – Chapters 10 and 12 • Write fourth Reflection Paper choosing one of the chapters: 9 or 10 • Leadership Project 	CTC Admin Stand. 6, 11, 18 CTC Counseling Stand.14,23 CTEL 10.1, 10.2, 10.3, 10.4	Cultural Auto-biography Due Facilitation of Class Activity 10/29/13

Class 9	Presentation and Discussion: Homework: <ul style="list-style-type: none"> • Write fifth Reflection Paper choosing one of the chapters: • Leadership Project 	CTC Admin Stand. 11, 12 CTC Counseling Stand. 3, 23 CTEL 6.1, 6.2, 6.3, 6.4, 9.1, 9.2, 9.3, 9.4	Fourth Chapter Reflection due Facilitation of Class Activity 11/05/13
Class 10	Leadership Project Presentations and submit to professor Deficit thinking and how to move along the continuum.	CTC Admin Stand. 6, 11, 12 CTC Counseling Stand. 3, 14, 23 CTEL 10.1, 10.2, 10.3, 10.4	Fifth Chapter Reflection due Leadership Project Presentations 11/12/13
Class 11	Leadership Project Presentations and submit to professor Silence is the loudest kind of noise.	CTC Admin Stand. varies depending on topic CTC Counseling Stand. 3, 14, 23 CTEL 10.1, 10.3, 10.4	Leadership Project Presentations 11/19/13
Class 12	In Class Final Exam	CTEL 10.1, 10.2, 10.3, 10.4	12/3/13

The instructor reserves the right to adjust the calendar as needed to accomplish all of the course objectives.