

## EDUC 50003: DIVERSITY IN AMERICAN EDUCATION

Monday – Friday 9:00-12:00 in Palko 225  
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Office hours by appointment

The TCU College of Education prepares exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative, and committed to all learners. We are committed to preparing individuals who will contribute to the creation of a humane and just society. To accomplish this, the TCU College of Education

- Engages students in ethical, responsible, and meaningful scholarship and practice;
- Fosters community collaboration locally and globally; and
- Expects excellence in all college endeavors.

Diversity in American Education equips educators with the necessary skills for multicultural school environments. The course focuses on developing an awareness of the connections between education and wider structures of social, cultural, and economic life; and encouraging not only critical examination but also alternatives to the present reality. (Prerequisite: Admission to Teacher Education Program or written permission of the Dean, School of Education.)

We live in a world that has always been diverse. In the last couple of centuries, however, our multicultural world has simultaneously become much smaller and more global. Unfortunately, discrepancies in the realities of individuals and groups exist. Thus, the question for educators in the 21st century is not whether, but how we will respond to our diverse world in our classrooms, schools, neighborhoods, districts, and communities. The assumption in this course is that as educators we work toward educational equity and equality. Students will:

- Develop a better understanding of issues of diversity and equity in education, and demonstrate ability to work respectfully with students with diverse experiences and heritages.
- Examine multicultural education theory and practice in order to understand factors that contribute to bias (e.g., stereotyping, prejudice, ethnocentrism).
- Understand factors that affect student learning and implement strategies for creating learning environments that are responsive to the diverse experiences of students.
- Develop creative educational interventions that empower students to develop the ability, confidence, and motivation to succeed academically.
- Apply strategies for creating an awareness of and respect for diversity among students.
- Experience a class community based on respect for diverse experiences, learning styles, and perspectives.

**Diversity in American Education** is a designated core (HMOV) course for **Cultural Awareness** and a **Women's Studies** (<http://www.womenstudies.tcu.edu/>) course for an undergraduate minor or graduate certificate.

## Course Requirements & Assignments

The assignments and activities in this course fit together like a puzzle. Each reading, class session, and assignment is a piece. I hope the combination of pieces assist you in more effectively and justly responding to diversity in learning environments and our society.

**Readings:** I hope you find the readings for this class intriguing and enjoyable. I have selected books, chapters, and articles that are diverse. Because they explore human diversity from multiple perspectives, you will most likely experience resonance with some and dissonance with others. As you are reading, make notes about your questions, concerns, reactions, and ideas. For some classes we will discuss the readings in detail. In other classes we will build upon the readings with learning activities (some of which will be graded). Graduate students have additional readings as noted in the course schedule.

### The required texts for the class are:

- Adams, M., Blumenfeld, W.J., Castaneda, C., Hackman, H.W., Peters, M.I., & Zuniga, X. (Eds.). (2010). *Readings for diversity and social justice* (2<sup>nd</sup> ed.). New York: Routledge
- Spring, J. (2010). *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States*. (6<sup>th</sup> ed). Boston: McGraw Hill.
- Reading selections posted on schoology.

### Highly recommended journals for the class are:

- [Teaching Tolerance](#)
- [Rethinking Schools](#)

### Additional reading recommendations for the class are:

- Bigelow, B. (1997, 2001). *Rethinking Our Classrooms: Teaching for Equity and Justice*, Volume 1 and/or 2. Milwaukee, WI: Rethinking Schools.
- Spring, Joel. (2001). *Globalization and Educational Rights: An Intercivilization Analysis*. Mahway, NJ: Lawrence Erlbaum.

**Schoology:** You will be able to use schoology to access the course materials (readings, handouts, et cetera) and upload assignments in electronic form. ***Please note that I do not accept e-mailed assignments, and prefer assignments submitted on schoology instead of in paper form.*** Campus computer labs are available for your use in completing and posting assignments. You will receive an access code and link for schoology via email. **Schoology access code: 9GTD8-Q46ZC**

**Class Preparation and Participation:** We will be learning from our texts, lectures, assignments, and each other. Each of us has important ideas to contribute, and we will develop a learning community in which we can pose, discuss, and question ideas. You will be expected to read assignments by their due date, dialogue, ask questions, and sincerely listen throughout the semester. I will be expecting you to have prepared for class each week, and to attend class regularly. Class preparation and participation will be assessed by observation of your engagement in class, graded in class activities, and quizzes.

**Reading Our World Portfolio:** You will be developing an electronic *Reading Our World Portfolio* as an opportunity to engage and broaden *your world*. Paulo Freire encourages us to become literate in reading both the word and the world. Both literacies are essential in understanding the ways circumstances form limitations and possibilities, and the ways each of us contribute to the making of history. In terms of *reading the word*, our class readings specifically deal with diversity (culture, race, class, ability, gender, sexual orientation,

language, religion), education, and equality. In order to learn to *read the world*, you will participate in Autobiographical Reflections, Micro Studies, Border Crossings, Dialects, and Pop Studies in areas of diversity where you feel less comfortable or less informed. Your portfolio is a way of chronicling your experiences and inquiry with words, drawings, poetry, graphs, and other forms you deem necessary, while reflecting on what you learn. Your portfolio will consist of entries that document your journey, experiences, and reflections in this course. I am most concerned with the quality of thought, inquiry, and expression, and not concerned with cute or expensive presentations.

**Autobiographical Reflections** entail explorations into your experiences, history, and present. They provide opportunities for you to consider your social location and how it has facilitated and impeded your learning about others' experiences, social privileges, and social penalties.

**Micro Studies** are opportunities to "read" additional texts (word and world), and conduct small-scale studies that allow you to understand the ways people are portrayed and treated in our society. In schoology and books made available to you in our classroom, you will find a collection of ideas to inspire your micro-studies. You should approach this assignment with a *critical, analytical perspective* by studying something you have previously overlooked or do not understand with extra attentive senses and analyses.

**Border Crossings** are experiential learning opportunities you create for yourself to literally place yourself in circumstances, places, and social locations you have not previously experienced. They will help you understand in tactile, embodied ways the limit-situations people face. In schoology and in books available in our classroom, you will find ideas to inspire your border crossings.

**Dialectics** are opportunities for you to engage in conversations with people across differences with a sincere attempt to better understand. You should engage in these conversations in such a way that you hold, honor, and respect the different perspective and experiences. I encourage you to create the conditions for such dialogues about diversity inside and outside our class.

**Pop Studies** explore popular culture in any of its multimedia and representational forms. You should approach popular culture studies through the lenses of diversity we explore in this class by paying close attention to the media and representations we take for granted in our society(ies). In schoology and in books made available to you in our classroom, you will find a collection of ideas to inspire your pop studies.

A **Reflection** will be included as part of your final exam, and should thoughtfully reflect upon the intersection of your experiences, portfolio entries, course readings, and class activities up to the submission date.

As you develop your *Reading Our World Portfolio*, you should not engage the world in a typical manner. Instead, you are to participate in our world with the intent *to understand more deeply*, to move beyond stereotypes, and to reflect upon your experiences through the lenses offered in readings and class experiences. Questions to consider for your portfolio experiences should include:

- What is our world? What aspects of our world do I know well? What aspects do I barely know?
- How are people from diverse groups represented and treated? How are they included and/or excluded? (Consider policies, physical environment, formal and informal social interactions, media, etcetera.)
- What are the life outcomes (academic, social, economic, et cetera) for different groups in our world?

- What are the underlying expectations in our world? What happens when people don't meet these expectations? What gets in the way of meeting these expectations? In what ways might these expectations be reasonable? In what ways are they unreasonable?
- What have I known or thought about people, and how are my perspectives and understandings changing?

Your portfolio should consist of at least 7 entries. Your portfolio should include at least one of each different type of entry and a variety across the types. Your grade will be based on (1) the completion of portfolio experiences and entries; (2) evidence that you have challenged yourself to understand more deeply and your reflection on those experiences; (3) quality of the thought and expression in your reflections; (4) demonstration of your experiencing, testing, and/or enacting theory from class readings, lectures, and other experiences; and (5) the quality of your reflection. Each submission of your portfolio should begin with a title page (name, degree program, date), a table of contents listing each portfolio entry and its designation (autobiographical reflection, micro study, border crossing, pop study or dialectic). Each portfolio should be submitted electronically on Schoology and should retain any comments I marked on earlier submissions.

**Graduate student readings:** Each graduate student will read an additional book-length text related to course and present book to the class. Prior approval of the book by the instructor is required.

**Final Exam:** Your final exam will consist of individual and group oral reflections across all of your experiences in the course and course assignments. For the individual component of the final exam you will explore what the other course experiences have collectively taught you, and how they may inform your future. You may submit this written part after the final exam class session. The group component of the exam will be a guided oral exam and will be held during the scheduled final exam for the course. We will discuss this assignment in detail during the last weeks of the semester.

### Grading Criteria & Considerations

I hold high expectations for you and hope that you do as well. Grades will be assigned in compliance with TCU grading policies found in the TCU undergraduate and graduate catalogs. As I grade your work, I focus primarily on the **quality** of thought, expression, and extension of course readings and experiences. I do not consider the amount of energy, time, or money spent on an assignment in grading. If you are having difficulties in the course, please see me early in the semester.

- All assignments are due on the assigned due date by midnight on Schoology or by the end of class in physical form. Please note that ***I do not accept assignments via e-mail***. Late work will be accepted, and will be reduced by 5% for each weekday after the assigned due date.
- I seriously encourage you to not miss any class periods. I will extend to you one unquestioned absence. Additional absences will each result in a loss of 2 percentage points from your final grade.
- Occasionally, unfortunate and unplanned events happen. Serious and unavoidable events such as deaths, serious injuries, or illnesses will be addressed on a case-by-case basis. It is the responsibility of the student (or in extreme circumstances a representative of the student) to bring any such circumstances to my attention. I also recommend contacting Campus Life <http://www.campuslife.tcu.edu/index.asp> for events that interfere with your academic work.

Course Assignments	Under	Grad
Class Preparation and Participation	20	10
Portfolio-1	20	20
Portfolio-2	35	35
Graduate Student Readings	0	10
Final Exam	25	25
<b>Total</b>	<b>100</b>	<b>100</b>

Undergraduate Grading	Graduate Grading	Quality of Work	Expression
<b>Excellent</b> A = 94-100 A- = 91-93	<b>Excellent</b> A = 120-125 <b>Good</b> A- = 116-119	The assignment demonstrates a command of the material with an ability to engage the material critically beyond statements drawn from lectures and readings.	Shows clarity of thought and expression without errors in expression (e.g. spelling, grammar, mathematical) and no passive voice or vague language.
<b>Good</b> B+ = 88 - 90 B = 84- 87 B- = 81-83	<b>Good</b> B+ = 112-115 B = 107-111 <b>Marginal</b> B- = 103-106	The assignment demonstrates a command of the material with thorough knowledge of ideas and critiques presented in lectures and readings.	Well-presented assignments with few errors in expression (e.g. spelling, grammar, mathematical) and no passive voice or vague language.
<b>Satisfactory</b> C+ = 78 - 80 C = 74-77 C- = 71-73	<b>Unsatisfactory</b> C+ = 100-102 C = 95-99 C- = 90-94	The assignment shows unfamiliarity with the material.	Decently presented assignments with some errors in expression (e.g. spelling, grammar, mathematical).
<b>Poor</b> D+ = 68-70 D = 64-67 D- = 61-63	<b>Graduate Students cannot earn these grades.</b>	The assignment shows Little engagement with the course material.	Makes many errors in expression (e.g. spelling, grammar, mathematical).
<b>Failing</b> F = 0-60	<b>Failing</b> F = 0-90	The assignment shows little engagement with the material.	Makes many errors in expression (e.g. spelling, grammar, mathematical).

### Statement on Disability

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Services for Students with Disabilities in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at <http://www.acs.tcu.edu/DISABILITY.HTM>. Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

## Course Policies

**Email Notification:** Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

**Attendance Policy:** The university attendance policy states that regular and punctual class attendance is essential and that no assigned work is excused because of absence, no matter what the cause. Attendance and participation is essential for success in this course. If for some reason you are unable to attend a class, you will be missed. You are responsible for all classes and assignments even if you are absent. You can talk with classmates about what we discussed and what was presented during class. If unforeseen circumstances arise, please e-mail, call, or come talk to us.

**Communication Courtesy Code:** All members of the class are expected to follow rules of common courtesy in all online communications, email messages, threaded discussions and chats. I trust and expect that this will not be a problem. However, if I deem any communications to be inappropriate or offensive, I will take appropriate action, which will include removing the message, meeting with you, and possibly forwarding the message to the Chair of the department and the online administrators. Appropriate action may also include a reduction in your grade or expulsion from the course.

## Course Schedule

Complete assignments and readings by date specified in the course schedule below.

**RD**= Readings for Diversity and Social Justice

**DS**= Deculturalization and the Struggle for Equality

**EL**= Electronic file available on Schoology.

Day	Focus	Date	Readings & Assignments
1	Opening	5-12	EL Curriculum as Window and Mirror EL Critical and Generous Thinking
2	Identity & Social Locations	5-13	RD Section 1 EL Vulnerability, Ignorance, and Oppressions
3	Ability	5-14	EL When Worlds Collide RD Section 8
4	Culture & Language	5-15	EL Linguicism Reading
5		5-16	<b>Portfolio-1 Due May 17</b>
6	Race & Ethnicity	5-19	RD Section 2
7		5-20	DS Chapters 1-5 as selected; (6-7 graduate)
8	Gender, Identity & Sexuality	5-21	RD Section 6 RD Section 7
9		5-22	RD Section 5
		5-23	EL What do you believe? <b>Portfolio-2 Due May 25</b>
	Memorial Day	5-26	<b>No class</b>
11	Socio-Economic class	5-27	RD Section 3
13	Religion	5-28	RD Section 4
14	The work ahead of us...	5-29	RD Section 10
15	<b>FINAL EXAM</b>	5-30	

This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance learning opportunities.

## Standards Covered

Educator Standards for TExES: Pedagogy and Professional Responsibilities EC-12

**Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.**

The beginning teacher knows and understands: 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning

The beginning teacher is able to: 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction

**Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.**

**The beginning teacher knows and understands:**

2.1k the importance of creating a learning environment in which diversity and individual differences are respected.

2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.

The beginning teacher is able to:

2.1s interact with students in ways that reflect support and show respect for all students

2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

**Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.**

The beginning teacher knows and understands:

4.1k the importance of families' involvement in their children's education; and

4.2k appropriate ways for working and communicating effectively with families in varied contexts.

The beginning teacher is able to: 4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs.

English as a Second Language

**ESL Competency 009: The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.**

9.1 Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students' learning of academic content, language, and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).

9.2 Knows how to create an effective multicultural and multilingual learning environment that address the affective, linguistic, and cognitive needs of ESL students and facilitates students' learning and language acquisition.

9.3 Knows factors that contribute to cultural bias (e.g., stereotyping, prejudice, ethnocentrism) and knows how to create a culturally responsive learning environment.

9.4 Demonstrates sensitivity to students' diverse cultural and socioeconomic backgrounds and shows respect for language differences.

9.5 Applies strategies for creating among students an awareness of and respect for linguistic and cultural diversity.

**ESL Competency 10:** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education. Knows how community members and resources can positively affect student learning in the ESL program and is able to access community resources to enhance the education of ESL students.



## Academic Misconduct: Sec. 3.4 and 5.2 from the Student Handbook

**3.4 Academic misconduct:** Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life. Specific examples include, but are not limited to:

### **3.4.1 Cheating**

- a. Copying from another student's test paper, lab report, other report, or computer files and listings;
- b. using, during any academic exercise, material and/or devices not authorized by the person in charge of the test;
- c. collaborating with or seeking aid from another student during a test or lab without permission;
- d. knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release;
- e. substituting for another student or permitting another student to substitute for oneself, to take a test or other assignment or to make a presentation.

**3.4.2 Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own submitted for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.

**3.4.3 Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

**3.4.4 Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.

**3.4.5 Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

### **3.4.6. Fabrication and falsification:**

Unauthorized alteration or invention of any information or citation in an academic exercise.

- a. Falsification involves altering information for use in any academic exercise.
- b. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

## **5.2. Sanctions**

**5.2.3 Warning** is written notice that the student was found to be in violation of Code and that further violation of the Code may result in more severe disciplinary sanctions. The existence of a prior Warning may be used to influence future sanction decisions for only one calendar year from the date of the issuance of the Warning.

**5.2.4 Disciplinary Probation** is a sanction given for a specified period of time and serves as the most severe written sanction. During the period of Disciplinary Probation, the student is no longer considered in good standing with the University and may have some student privileges revoked. Should a student be found in violation of the Code during the probation period, a more severe disciplinary sanction is likely. This includes, but is not limited to, residence hall eviction, suspension, or expulsion.

**5.2.5 Suspension:** Suspension is a sanction by which a student is involuntarily separated from the University for a period of one semester to four academic years. At the end of the sanction term, the student is eligible for re-enrollment pending the submission of appropriate paperwork and completion of any other sanction terms.

**5.2.6 Suspension in abeyance** is a sanction by which a student is involuntarily separated from the University for a period of one semester to four academic years. However, the student is permitted to remain in classes during the period of the suspension unless he or she is found in violation of another Code section during the period of the suspension. Should this happen, the suspension shall be activated immediately and remain in place for whatever amount of time remains on the original sanction. The student will additionally face new sanctions associated with the immediate university violation.

**5.2.7 Expulsion** is a sanction by which a student is involuntarily separated from the University permanently.

**5.2.8 Restitution** is a sanction that requires the student to make monetary reimbursement for damages to, destruction of, or misappropriation of University property or services, or the property of any person.

**3.4.7 Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

**3.4.8 Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.

**3.4.9 Bearing False Witness:** Knowingly and falsely accusing another student of academic misconduct.

**5.2.10 Other Sanctions:** Hearing officers and discipline panels may also issue sanctions designed to enhance the educational impact of the process on the accused student. Sanctions such as community service, letters of apology, assessment by mental health professionals, restriction or revocation of privileges, and educational assignments, like writing a paper are appropriate.

**5.2.11** More than one sanction may be imposed for any single violation.