

EASTERN ARIZONA COLLEGE

Cultural Diversity in Education

Course Design
2017-2018

Course Information

Division Social Sciences
Course Number EDU 230
Title Cultural Diversity in Education
Credits 3
Developed by Celinda Palmer
Lecture/Lab Ratio 3 Lecture/0 Lab

Transfer Status

ASU	NAU	UA
MCE 230, TEL 212, Cultural Diversity (C)	BME 210; Cultural Understanding & Ethnic [CUE]	Elective Credit

Activity Course No
CIP Code 13.1001
Assessment Mode Pre/Post Test (50 Questions/50 Points)
Semester Taught Fall
GE Category None
Separate Lab No
Awareness Course No
Intensive Writing Course No

Prerequisites

None

Educational Value

Prepares students to teach or work in a multicultural environment.

Description

Examination of the relationship of cultural values to the formation of the child's self-concept and learning styles. Examination of the role of prejudice, stereotyping and cultural incompatibilities in education. Emphasis on preparing future teachers to offer an equal educational opportunity to children of all cultural groups.

Supplies

None

Competencies and Performance Standards

1. Characterize the theoretical and sociological foundations of multicultural education programs.

Learning objectives

What you will learn as you master the competency:

- a. Describe the difference between the terms “race” and “ethnicity” and what is meant by “cultural diversity.”
- b. Discuss demographic changes in the United States.
- c. Identify the roots and misconceptions of multicultural education.
- d. Define and analyze the goals and concepts of multicultural education.
- e. Discuss and evaluate the goals, major concepts, and models of multicultural education.

Performance Standards

Competence will be demonstrated:

- o in objective exams
- o in written reports
- o in class presentations

Criteria - Performance will be satisfactory when:

- o learner can describe the difference between the terms “race” and “ethnicity” and what is meant by “cultural diversity”
- o learner can discuss demographic changes in the United States
- o learner can identify the roots and misconceptions of multicultural education
- o learner can define and analyze the goals and concepts of multicultural education
- o discuss and evaluate the goals, major concepts, and models of multicultural education

2. Examine the Power of Culture

Learning objectives

What you will learn as you master the competency:

- a. Describe the various elements of culture and explain why culture is a powerful aspect of life.
- b. Define and explain a model of culture.
- c. Discuss mainstream culture and subcultures in the U.S.
- d. Describe how culture is transmitted and cultural identity is developed.
- e. Investigate culturally relevant education and evaluate examples of several programs.

Performance Standards

Competence will be demonstrated:

- o in objective exams
- o in written reports
- o in classroom presentations

Criteria - Performance will be satisfactory when:

- o learner can describe the various elements of culture and explain why culture is a powerful aspect of life
- o learner can define and explain a model of culture
- o learner can discuss mainstream culture and subcultures in the U.S

- o learner can describe how culture is transmitted and cultural identity is developed
- o learner can investigate culturally relevant education and evaluate examples of several programs

3. Characterize Culturally Relevant Teaching

Learning objectives

What you will learn as you master the competency:

- a. Analyze culturally relevant teaching and theoretical frameworks.
- b. Describe how culture influences the way people learn.
- c. Assess culturally relevant programs, such as Funds of Knowledge and the Algebra Project, and their elements.
- d. Investigate and plan how culturally relevant teaching can be integrated throughout the curriculum and instruction.

Performance Standards

Competence will be demonstrated:

- o in objective exams
- o in written reports
- o in classroom presentations

Criteria - Performance will be satisfactory when:

- o learner can analyze culturally relevant teaching and theoretical frameworks
- o learner can describe how culture influences the way people learn
- o learner can assess culturally relevant programs, such as Funds of Knowledge and the Algebra Project, and their elements
- o learner can investigate and plan how culturally relevant teaching can be integrated throughout the curriculum and instruction

4. Examine racial oppression in the U.S.

Learning objectives

What you will learn as you master the competency:

- a. Describe how racial oppression continues to be a powerful force in the United States.
- b. Examine how immigrants influenced the lives of Native Americans.
- c. Examine how Latinos/Hispanics were caught in the United States policy of Manifest Destiny.
- d. Investigate the slavery of African Americans as a legal and accepted practice in the United States.
- e. Assess the exclusion and internment of Asian Americans and Pacific Islanders in the United States.
- f. Explain the segregation of Jewish Americans and summarize their fight for economic and political equality.

Performance Standards

Competence will be demonstrated:

- o in objective exams
- o in written reports
- o in classroom presentations

Criteria - Performance will be satisfactory when:

- learner can describe how racial oppression continues to be a powerful force in the United States
- learner can examine how immigrants influenced the lives of Native Americans
- learner can examine how Latinos/Hispanics were caught in the United States policy of Manifest Destiny
- learner can investigate the slavery of African Americans as a legal and accepted practice in the United States
- learner can assess the exclusion and internment of Asian Americans and Pacific Islanders in the United States
- learner can explain the segregation of Jewish Americans and summarize their fight for economic and political equality

5. Explore Race and the Struggle for Civil Rights

Learning objectives

What you will learn as you master the competency:

- a. Explain how race and racism are issues that have many intersectional connections in various disciplines such as psychology, sociology, anthropology, history, and political science.
- b. Explain how Native Americans pushed forward using the value of self-determination and created schools that reflected native values and taught native languages and native worldviews.
- c. Examine how Latinos/Hispanics were leaders in the struggle for labor rights.
- d. Assess how African Americans such as Frederick Douglass were leaders in the fight for civil rights.
- e. Evaluate the fight for the constitutional rights of Asian Americans and Pacific Islanders with particular focus on Japanese Americans.
- f. Assess the ability of Jewish Americans to fight social oppression by establishing organizations that fight hate crimes.

Performance Standards

Competence will be demonstrated:

- in objective exams
- in written reports
- in classroom presentations

Criteria - Performance will be satisfactory when:

- learner can explain how race and racism are issues that have many intersectional connections in various disciplines such as psychology, sociology, anthropology, history, and political science
- learner can explain how Native Americans pushed forward using the value of self-determination and created schools that reflected native values and taught native languages and native worldviews
- learner can examine how Latinos/Hispanics were leaders in the struggle for labor rights
- learner can assess how African Americans such as Frederick Douglass were leaders in the fight for civil rights
- learner can evaluate the fight for the constitutional rights of Asian Americans and Pacific Islanders with particular focus on Japanese Americans

- o learner can assess the ability of Jewish Americans to fight social oppression by establishing organizations that fight hate crimes

6. Investigate classism, income, wealth, and sexism.

Learning objectives

What you will learn as you master the competency:

- a. Define classism, income, wealth, and sexism.
- b. Describe classism and poverty rates and their impact on children and low-income individuals.
- c. Evaluate how school stratification acts as an obstacle to equal educational opportunities.
- d. Explain how poverty is a global issue.
- e. Describe how traditional gender roles can conflict with values of equality.
- f. Summarize how Title IX has assisted women in gaining equity in schools and society.
- g. Examine how stereotype threat can undermine the self-confidence and performance of women.
- h. Analyze the way women have been presented in the school curriculum.

Performance Standards

Competence will be demonstrated:

- o in objective exams
- o in written reports
- o in classroom presentations

Criteria - Performance will be satisfactory when:

- o learner can define classism, income, wealth, and sexism
- o learner can describe classism and poverty rates and their impact on children and low-income individuals
- o learner can evaluate how school stratification acts as an obstacle to equal educational opportunities
- o learner can explain how poverty is a global issue
- o learner can describe how traditional gender roles can conflict with values of equality
- o learner can summarize how Title IX has assisted women in gaining equity in schools and society
- o learner can examine how stereotype threat can undermine the self-confidence and performance of women
- o learner can analyze the way women have been presented in the school curriculum

7. Examine Human Diversity

Learning objectives

What you will learn as you master the competency:

- a. Describe how elements of human diversity have changed.
- b. Define and discuss concepts of gay culture, sexual orientation, and gender identity.
- c. Identify bullying and homophobia issues and discuss strategies to eliminate discrimination in schools.
- d. Interpret and justify the importance of presenting role models from the LGBTQ community.

Performance Standards

Competence will be demonstrated:

- o in objective exams
- o in written reports
- o in classroom presentations

Criteria - Performance will be satisfactory when:

- o learner can describe how elements of human diversity have changed
- o learner can define and discuss concepts of gay culture, sexual orientation, and gender identity
- o learner can identify bullying and homophobia issues and discuss strategies to eliminate discrimination in schools
- o learner can interpret and justify the importance of presenting role models from the LGBTQ community

8. Analyze social biases.

Learning objectives

What you will learn as you master the competency:

- a. Analyze how religious freedom was one of the first core freedoms in the United States and describe the diversity of religious groups.
- b. Describe how to teach religion in public schools and identify stereotypes about Muslims.
- c. Challenge bias and prejudices about Muslim-American students.
- d. Differentiate among indigenous persons, immigrants, migrants, and refugees and describe how Nativism, global migration, and immigrant students impact the United States.
- e. Evaluate the challenges that immigrant students face in achieving in schools.
- f. Compare disability studies with special education within the context of ableism.
- g. Explain how traditional and special education groups students into various categories based on their exceptionalities.
- h. Describe how labeling of students can be destructive and lead to increased oppression of learners with disabilities in schools.

Performance Standards

Competence will be demonstrated:

- o in objective exams
- o in written reports
- o in classroom presentations/demonstrations

Criteria - Performance will be satisfactory when:

- o learner can analyze how religious freedom was one of the first core freedoms in the United States and describe the diversity of religious groups
- o learner can describe how to teach religion in public schools and identify stereotypes about Muslims
- o learner can challenge bias and prejudices about Muslim-American students
- o learner can differentiate among indigenous persons, immigrants, migrants, and refugees and describe how Nativism, global migration, and immigrant students impact the United States

- learner can evaluate the challenges that immigrant students face in achieving in schools
- learner can compare disability studies with special education within the context of ableism
- learner can explain how traditional and special education groups students into various categories based on their exceptionalities
- learner can describe how labeling of students can be destructive and lead to increased oppression of learners with disabilities in schools

9. Investigate Prejudice and Bullying.

Learning objectives

What you will learn as you master the competency:

- a. Explain how most people have prejudices against others based on social categories such as race, ethnicity, gender, age, class, religion, sexual orientation, exceptionalities, language spoken, and/or appearance.
- b. Define the stages of prejudice development and levels of prejudice that can be found in society, schools, and individuals.
- c. Assess how White privilege has been used to keep the dominant group in power.
- d. Evaluate what bullying is and why it occurs.
- e. Suggest ways that teachers can move students from ethnocentrism to working together to eliminate prejudice and bullying.

Performance Standards

Competence will be demonstrated:

- in objective exams
- in written reports
- in classroom presentations

Criteria - Performance will be satisfactory when:

- learner can explain how most people have prejudices against others based on social categories such as race, ethnicity, gender, age, class, religion, sexual orientation, exceptionalities, language spoken, and/or appearance
- learner can define the stages of prejudice development and levels of prejudice that can be found in society, schools, and individuals
- learner can assess how White privilege has been used to keep the dominant group in power
- learner can evaluate what bullying is and why it occurs
- learner can suggest ways that teachers can move students from ethnocentrism to working together to eliminate prejudice and bullying

10. Examine Language Development and Acquisition.

Learning objectives

What you will learn as you master the competency:

- a. Describe the demographics of English learners in U.S. schools.
- b. Explain first language skills that babies develop, such as syntax, phonology, metalinguistic awareness, and morphology.
- c. Analyze second-language acquisition models and theories.
- d. Analyze how language levels such as BICS and CALP are linked to cognition and other

literacy skills.

- e. Assess differences among bilingual education programs.

Performance Standards

Competence will be demonstrated:

- o in objective exams
- o in written reports
- o in classroom presentations

Criteria - Performance will be satisfactory when:

- o learner can describe the demographics of English learners in U.S. schools
- o learner can explain first language skills that babies develop, such as syntax, phonology, metalinguistic awareness, and morphology
- o learner can analyze second-language acquisition models and theories
- o learner can analyze how language levels such as BICS and CALP are linked to cognition and other literacy skills
- o learner can assess differences among bilingual education programs

11. Investigate Diversity and the Achievement Gap

Learning objectives

What you will learn as you master the competency:

- a. Discuss why diversity is a fundamental principle in life.
- b. Analyze and address the achievement gap between students of color and their White peers.
- c. Demonstrate how to integrate technology to address the achievement gap found in schools.
- d. Reflect upon and discuss moving from teacher-centered to student-centered education applying a framework that integrates the ethic of care (relationships), sociocultural theory of learning (culture and cognition), and education for democracy (community).

Performance Standards

Competence will be demonstrated:

- o in objective exams
- o in written reports
- o in classroom presentations

Criteria - Performance will be satisfactory when:

- o learner can discuss why diversity is a fundamental principle in life
- o learner can analyze and address the achievement gap between students of color and their White peers
- o learner can demonstrate how to integrate technology to address the achievement gap found in schools
- o learner can reflect upon and discuss moving from teacher-centered to student-centered education applying a framework that integrates the ethic of care (relationships), sociocultural theory of learning (culture and cognition), and education for democracy (community)

Types of Instruction

Lecture

Discussion

Classroom presentations

Grading Information

Grading Rationale

Class Assignments 45%

Quizzes/Tests 35%

Final/Posttest 15%

Class Participation 5%

Grading Scale

A 90% - 100%

B 80% - 89%

C 70% - 79%

D 60% - 69%

F Below 60%