EDUC 311: Diversity, Culture and Education in a Pluralistic Society

Southern Illinois University Carbondale
College of Education and Human Services
Department of Educational Administration and Higher Education

Naomi Itokazu, Doctoral Student & EDUC 311 Instructor
nitokazu@siu.edu / Pulliam 129A/ Mailbox in Pulliam 131/ 618.453.6067 office
Office Hours: M 12-2pm/W 8-10am/ F 9-10am

Terri S. Wilson, Assistant Professor & EDUC 311 Course Coordinator
wilson@siu.edu / Pulliam Hall 127C / 618.453.7309 office
On leave Spring 2014.

COURSE DESCRIPTION

This course explores the intersections between education, democracy and diversity in American schooling. It introduces students to key philosophical, sociological and political questions in education and asks students to critically examine the role of education in a diverse and pluralistic democracy. Students will examine the relationship between democracy and education, including how educational institutions and practices might be structured democratically. Students will develop an awareness of race, ethnicity, class, gender and other lines of difference, and explore how schooling might be structured in ways that build equity and justice. Throughout the course of the semester, we examine some of the following questions:

- What are the purposes of schooling in a diverse and democratic nation?
- How are these purposes reflected in different pedagogical strategies and choices?
- How do issues of gender, race, ethnicity, and class impact educational practices?
- How might schools and curriculum address issues of diversity?
- What is the relationship between diversity, democracy and education?
- What role should schools—and teachers—play in fostering justice and equity?

We will explore these questions and issues through three central lenses: interpretive, critical, and normative. We will begin interpreting educational issues, asking how we might understand the nature of an issue or problem. We will then view these issues critically, looking at how problems are shaped by political and social forces. Finally, we will examine the normative dimension of issues, asking what we—as democratic citizens and prospective educators—ought to do about such issues and how education should be structured and to what ends.

COURSE OBJECTIVES

Upon successful completion of the course, students will understand:

1. key social and political issues in American education, including diversity and inequality;
2. the implications of a culturally diverse population for American education;
3. the role of schooling in a democratic society;
4. how to think critically and reflectively about education and schooling.

ILLINOIS PROFESSIONAL TEACHING STANDARDS

EDUC 311 is designed to address some of the Illinois Professional Teaching Standards. EDUC 311 focuses on Standard 1, sections a, c, d, e, f and introduces teacher candidates to Standard 1 (sections g, h, i, j, k, l), Standard 2 (sections e, h, k, q) and Standard 3 (k). The following standards are met, in part, through the learning outcomes of the course:
1. **Standard 1 - Teaching Diverse Students** – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

   - **1A)** understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;
   
   - **1C)** understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
   
   - **1D)** understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA”) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);
   
   - **1E)** understands the impact of linguistic and cultural diversity on learning and communication;
   
   - **1F)** understands his or her personal perspectives and biases and their effects on one’s teaching;
   
   - **1G)** understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.
   
   - **1H)** analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;
   
   - **1I)** stimulates prior knowledge and links new ideas to already familiar ideas and experiences
   
   - **1J)** differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;
   
   - **1K)** facilitates a learning community in which individual differences are respected; and
   
   - **1L)** uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students

2. **Standard 2 - Content Area and Pedagogical Knowledge** The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

   - **2E)** understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;
   
   - **2H)** understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.
   
   - **2K)** engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines;
• 2Q) applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student.

3.  **Standard 3 - Planning for Differentiated Instruction** – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

• 3K) incorporates experiences into instructional practices that relate to a student’s current life experiences and to future life experiences;

**REQUIRED TEXTS & READINGS**


3) Course Pack, EDUC 311 Course Readings, Spring 2014

The course texts and course pack are available in the university book store in the Student Center. You may also purchase the books online, but make sure to get the editions noted here. In addition to the required course texts, we will also be reading a variety of essays, articles and other sources. We will also be making use of D2L for online links and to share information with each other. You will need a valid siu.edu email account, and an updated DAWG ID number. D2L can be accessed at: [http://online.siu.edu](http://online.siu.edu).

**Important Note:** You must bring a “hard” copy the day’s reading assignments to class. Good class discussions also depend on us having access to the readings that we will be talking about. While reading, please make note of particular passages to share in class and also be prepared to provide evidence for your own claims by drawing on the texts. **To receive full credit for participating in that day’s class, you must have the readings with you.**

**EVALUATION**

Our goal is to have you thoughtfully engage the different essays we will read, to ask critical questions about the purposes of education, and to apply what we’ve learned in the course to examine educational issues important to you. You will not be expected to memorize facts, nor will you be tested on the material. Your final grade will be based upon class participation, in-class writing assignments, three short papers and a final project. Each of the assignments is described below, with its weight in parentheses.

1. **Class Participation (15%)**: Thoughtful and informed participation in the course will be a significant part of your final grade. Thoughtful and informed participation means three things: (a) **attendance** in class, (b) **preparation** for class and (c) **participation** in class. We expect that you will attend every class on time: missing class or arriving to class late will negatively affect your participation grade. Participation is more than attendance. You are expected to complete readings before each class so that you can participate in both small and large group discussions and activities. In addition, participation involves being an ‘active’ speaker and listener. Be prepared to share your thoughts, offer evidence for your claims, and bring an open mind to what others are sharing.

2. **In-class “Reading Checks” (10%)** Over the course of the semester, we will be completing five in-class writing assignments. You will be asked to respond to a key question(s) or issue(s) about the readings. You will have approximately 30 minutes to write your response(s). The dates of these checks will not be announced - if you do the reading, you should not have a problem formulating thoughtful responses. You will be allowed to refer to the readings or any notes you have taken on them while writing your response. (So, make sure to engage with the texts before class and bring the readings with you to class!).
3. **Reflection Papers (10%)**: We will be completing 2-3 smaller “reflection papers” (2-3 pages in length) that ask you to respond to particular readings, apply a concept to your specialization, or connect your experience with the reading.

4. **Essays**: We will be writing three papers over the course of the semester:

   - **Essay #1 ‘My Pedagogic Creed, Applied to Dewey (15%)** After reading and discussing Dewey’s “My Pedagogic Creed,” write a coherent, brief essay (4-5 pages) that develops your own “pedagogic creed.” Devote the first page to your beliefs about education. What do you believe about what education is, and is for? What are the core values that will guide your work as an educator? Make sure to address not only what education is, but what education is for. In the second part of the essay, choose one value or belief that is particularly central to you. Describe how you will translate this belief into your classroom practice. How would you enact this belief or value in your work with children? What does the belief demand that you do? Be specific! Offer examples (i.e., arranging the classroom chairs a certain way, activities you would implement, particular curricular units, kinds of pedagogy, etc.). Above all, try to show us how that value looks in practice. See attached assignment guidelines and grading rubric.

   - **Essay #2 Democracy and Education (15%)** Write a paper (5-6 pages) that describes the relationship between education and democracy. You should begin by describing your definition and understanding of democracy. What is the relationship between your understanding of democracy and public education? What should be the primary purposes of education in a democratic society? How specifically can/should we cultivate democracy in schools (think, for example, in terms of structures, processes, curricula, habits, etc.)? You must directly cite at least four of the readings in your paper. See attached assignment guidelines and grading rubric.

   - **Essay #3: Education and Diversity (15%)** Write a paper (5-6 pages) where you discuss your vision for critical multicultural education. How should educators address issues of diversity, privilege and power? Describe three issues or lessons that you think are important to your vision of critical multicultural education. What changes should we make in schools to ensure that all children can be successful? Be specific and develop examples that describe the kinds of changes you are advocating for. You must directly cite at least four readings in your paper. See attached assignment guidelines and grading rubric.

5. **Final Project (20%)** For this final project, you must find a way to creatively bring together the material we have discussed in this class to reflect on the connections between education, diversity and democracy. It will be due the Monday of finals week. You will need to turn in a brief proposal for your final project no later than the beginning of Week 13 of the course (for feedback and instructor approval). This proposal should be typed, and does not need to be more than one page in length. You should briefly sketch out your idea for the final project, as well as the readings that you plan on using in your final writing assignment. The final week of class is scheduled for individual project presentations. Final projects will be due (Monday, December 9th of Finals Week by Noon in my office Pulliam 129A). Some options for final projects include:
   
   a. **Your Philosophy of Education**: Write a coherent, well constructed essay (6-8 pages citing at least 6 class readings) that develops your own philosophy of education. The goal of this assignment is to bring together themes and ideas we have been discussing throughout the semester to construct your own philosophy of education. You should critically reflect on not only what education is, but what education is for, and how you will integrate these values into your own work in education. You should draw on at least 6 sources that we read in class.

   b. **Emancipatory Education Project**: Using ideas from critical pedagogy, Freire and Horton, design a emancipatory educational experience (6-8 pages citing at least 6 class readings). This can be a vision for a school, a curriculum, a classroom, an educational workshop, or other educational experience. You may also choose to design or redesign a particular class or curriculum unit. Your paper should explicitly address how you account for issues of power and privilege.
c. **Art or Media Project:** For the artist! You may also develop a performance, a multimedia film or a work of art that explores themes from the class. You must show evidence in this project that you have drawn significantly upon the course readings and discussions. In addition to creating the work of art or media, you will also need to write a 3-4 page analysis paper that describes your rationale and thinking for the project. As in the other papers, you should specifically reference course readings (at least 3) in developing your paper.

d. **Reflective Journal:** keep a journal throughout the semester where you critically reflect on course readings and class discussions. If you choose this option, you will need to make 7 entries (at least 1 page in length) every other week, and write a 3-4 page concluding entry that pulls together some themes across the journal. You must draw on course readings in each of your journal entries and in the final concluding entry.

e. **Other Options:** You are also welcome to propose another option for a final project. There are many possibilities, but any project must explore the themes and readings from the course. In this case, you should also submit a proposal for your final project (for feedback and instructor approval) by week 12. You may also want to run your idea by your course instructor earlier.

**EXTRA CREDIT**

We are offering multiple options to earn extra credit points. You can complete up to 5% of your course grade by completing any two of these projects worth up to 2.5% each:

1. **Critical Analysis of an Educational Setting.** Read “138 Questions,” an essay by Neil Postman and Charles Weingartner [available on D2L under “Extra Credit”]. Armed with the questions raised in this essay, take up the authors’ challenge to provide an anthropological description of an educational setting (this could be a classroom, museum, school, library, etc.). You do not (and should not) answer all of the questions in the essay, but use the questions to shape your description of how education happens in this setting and space. Your analysis should be 3-4 pages, double-spaced.

2. **Educational Autobiography.** Write your educational autobiography in ways that connect your own life experience to some of the themes and ideas of this course. Don’t try to recount all of your educational background. Instead, describe a few key experiences in your own education helped to shape and influence the person you are (and hope to become). For instance, you might ask yourself questions such as: when did you first become aware of diversity, of difference, of inequality? In what ways? How have your experiences in education shaped your desire to become a teacher? Your conceptions of democracy, education, equality or justice? (Length: 3-4 pages, double-spaced).

3. **Guest Speakers write-up.** This semester, Cornel West and Angela Davis will be giving lectures. For extra credit, attend the lectures and write about who they are and the focus of their lectures. Include how their lectures speak to the themes of our class. (Length: 3-4 pages, double-spaced for each lecture)

**EXPECTATIONS FOR WRITTEN ASSIGNMENTS**

All written assignments for this class must be typed, double-spaced, and use 1 inch margins all around and 10-12 point font. In general, the following criteria apply for each assignment. More specific detail will be given in class. **Essays, and all course work, will not be accepted if you have an unexcused absence as per SIUC policy on due dates.**

A level work is clearly outstanding and reflects substantial effort. All aspects of the assignment are responded to in a cogent, organized and cohesive manner. Well-chosen, supportive examples and persuasive reasoning are utilized. There is an introduction, conclusion, and transition between sections. The mechanics of the paper are excellent – there are very few grammatical or spelling errors. The paper is handed in on time.
**B level work** is of high quality. Most of the aspects of the assignment are covered in an adequate and organized manner. Supportive examples are given and arguments are organized and sensible. There is a clear structure to the paper. The mechanics of the paper are good – there are some minor grammatical and/or spelling errors, but these do not detract substantially from the content of the paper. The paper is handed in on time, unless an extension is granted.

**C level work** is adequate. The author does address the main aspects of the assignment, although some are not covered thoroughly. Examples are given, but not developed fully. The paper lacks a clear organizational structure. The mechanics of the paper are poor. There are a number of grammatical and/or spelling errors. The paper may be late.

**D level work and below** is unsatisfactory. The paper shows serious weaknesses. The assignment is not addressed and/or the response is incoherent. There is little obvious structure to the paper. The mechanics of the paper are abysmal. There are frequent grammatical and/or spelling errors. The paper may be late.

**Suggestions for written work:**

- Carefully read the assignment guidelines and rubrics before you start writing. And make sure to re-read your paper before you hand it in. How would you score it on the rubric?

- Outline your assignments before writing them. This will help to ensure all aspects of the assignment are responded to.

- Proofread all work before it is handed in. Use spell and grammar check if these are available. If you are not a good proofreader, have a friend proofread your papers as well. Make sure your argument is clear and examples are provided. Watch out for abrupt transitions, run-on sentences, and sentence fragments. Make sure that quotes are well-integrated in the paper (not simply dropped in with no explanation). While you are proofreading, note the places in your paper where you respond to each aspect of the assignment.

- If you receive grades on your written work that you are not happy with, please talk with your instructor. You may also consider utilizing one the writing centers on campus, located at 2281 Faner Hall (453-6863), the Computer Room in the lower level of Trueblood Hall (453-2927), and in the Computer room at 13 Lentz Hall (453-2573).

**ACADEMIC DISHONESTY & PLAGIARISM**

You are expected to take responsibility for the integrity and honesty of your academic work. Academic dishonesty is unacceptable. Academic dishonesty is defined as “any act that violates the rights of another student with respect to academic work or that involves misrepresentation of a student’s own work. It includes (but is not limited to) cheating on assignments or examinations, plagiarizing (misrepresenting as one’s own work anything done by another), submitting the same or substantially similar papers (or creative work) for more than one course without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another’s work.” Individuals suspected of academic misconduct will be handled according to established Southern Illinois University policies.

Over the last several years, we have had a growing problem with students plagiarizing papers for this class. The most common forms of plagiarism have been taking material from the Internet and handing it in as your own, or handing in papers that were written for this class by someone else. In this course, if you plagiarize any aspect of any of the written assignments, you will receive a grade of F for the assignment and, as appropriate, for the class. We reserve the right to ask you for an electronic copy of your work for any assignment. You are plagiarizing if:

- Most basically, you hand in work that someone else wrote.
• You use another person’s words, expressions or ideas in your writing without directly citing them by using quotation marks and an appropriate reference. A quotation is a word-for-word repetition of written or spoken language. Quotation marks directly before and after the material tell the reader these are the exact words of the source. Direct quotations must always include a reference with (in APA) the author’s last name, year of publication and page number. The page number can be given in parentheses at the end of the exact quotation or incorporated into the in-text citation.

• You paraphrase an author’s argument without providing an appropriate reference. Paraphrases and summaries are restatements of written or spoken language in your own words. In all cases, if you draw on someone else’s ideas in your paper, you must cite that source. It is important to clearly differentiate the parts of your paper that are not your own.

None of the papers for this class require you to do outside research. If you only cite material that we have read in class, you do not need footnotes. You do, however, need a reference page. For in-text citation, you simply must put the last name of the author and the page number in parentheses at the end of a quote, or a paraphrased passage (include a date if there are multiple readings by that author). If you use additional material beyond the course readings or required books, you must include a works cited page, and a full bibliographic reference for each of the additional sources (use citation style 6th edition APA).

STUDENTS WITH DISABILITIES

We want to make this course as accessible as possible to students with disabilities, temporary medical conditions, or mental or emotional health issues that may affect any aspect of course assignments or participation. I invite you to communicate with me at the beginning of the semester or at your discretion about any accommodations that will improve your experience of or access to the course. We can create an agreement to document accommodations. The Disability Student Services (DSS) office provides support and various services for students with disabilities. DSS is located in Woody Hall room B-150 and can be reached DSSsiu@siu.edu, 453-5738 (ph), 453-5700 (FAX), or 453-2293 (TTY). To best serve the student population, DSS requests that students contact the office at the beginning of the semester or at their earliest convenience. The Achieve Program also offers support (for a fee) to students with learning disabilities and can be reached at (618) 453-2369 or achieve@siu.edu.

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available at: http://www.bert.siu.edu/. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location.

SYLLABUS ATTACHMENT

Please also see important guidelines, deadlines and resources in the University-wide syllabus attachment.

WITHDRAWAL POLICY ~ Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when dropping from the University, please visit http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY~ Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For More information please visit http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the disability office to open cases. The process involves interviews, reviews of student-supplied documentation, and completing Disability Accommodation Agreements. http://www.siu.edu/dss

STUDENT CONDUCT CODE
http://policies.siu.edu/other_policies/chapter3/conduct.html

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) program.

Additional Readings


8. George Wood, “Lessons of a Rural Principal” Teaching Tolerance, Fall 2010


19. Pransky, K., & Bailey, F. (2003). To meet your students where they are, first you have to find them: Working with culturally and linguistically diverse at-risk students. The Reading Teacher, 56(4), 370-383.


24. Purcell-Gates, V. (2002). “…As soon as she opened her mouth!” In L. Delpit & J.K. Dowdy (Eds.), The skin that we speak: An anthology of essays on language, culture and power.


28. Wanda J. Blanchett, Disproportionate Representation of African American Students in Special Education: Acknowledging the Role of White Privilege and Racism. EDUCATIONAL RESEARCHER 2006 35: 24


