

NEW COURSE PROPOSAL

PROGRAM: EDUCATION

- 1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of ___ units); time distribution (Lecture ___ hours, laboratory ___ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

EDUC 512: EQUITY, DIVERSITY AND FOUNDATIONS OF SCHOOLING (3)
 Three hours of lecture/discussion per week

Principles of effectively teaching students from diverse language, historical, and cultural backgrounds. Includes skills and abilities and community values. Focus on the major cultural and ethnic groups. Attention to ways of recognizing and minimizing bias in the classroom and ways to create equitable classroom community that emphasize the physical, social, emotional and intellectual safety of all students. Includes study of gender bias, diverse students, families, schools and communities and the student’s self-examination of his/her stated and implied beliefs, attitudes and expectations related to these areas of diversity and implications for daily classroom practice.

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment
Lecture	3	1	25
Seminar			
Laboratory			
Activity			

- 3. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*
Required prerequisite for all students wishing to enter either the Multiple Subject or Single Subject Credential programs.

Students who successfully complete this course will be able to:

- Consider the notions of culture, its use in curricula, and its relevance to multicultural curricula and instruction;
- Discuss state and federal laws pertaining to the education of English Learners, and the impact in educational contexts;
- Demonstrate an understand of the historical context and cultural background of the major cultural and Ethnic groups in California;
- Detail the relationships between bilingual schooling and multicultural instruction.
- Identify various instructional theories around differing ways to establish a multicultural classroom.
- Describe the connection between culture and communication and implications for schooling.
- Respond to the broader communities from which K-8 students live and where K-8 teachers teach;
- Apply (at an introductory level) the necessary pedagogical tools to increase access to the core curriculum for EL’s;
- Recognize and minimize bias in the classroom, and create a democratic and equitable classroom

environment and experience;

- Identify via introspection and ongoing reflection, stated and implied beliefs, attitudes and expectations related to gender and to create gender-fair learning environments;
- Discuss and identify via reflection, stated and implied beliefs with respect to expectations about students and families from diverse backgrounds in the context of schooling and to recognize students specific learning needs in a given context;
- Utilize technology via the use of electronic research tools and presentation;
- Discuss major concepts and principles regarding schooling in American society in a social, historical and contemporary contexts.

4. Is this a General Education Course YES NO
If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Mathematics & Sciences)	
C (Fine Arts, Literature, Languages & Cultures)	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

- A. Introductions
 Course overview
 Demographics – Social, Cultural, Linguistic, Other

- B. Definitions of culture
 Manifestations of culture
 Deculturalization
 The Conservative Perspective

- C. Cultural contact
 BaFa-BaFa
 Culture Specific Groups
 The Progressive Perspective

- D. Racism, Discrimination, and Expectations of Students’ Achievement & The Structure and Organization of Schooling in the U.S.
 Post Proposition 227 California

- E. Culture, Identity and Learning
 Language Policy & Politics (Proposition 227; 187; and others)
 The Liberal Perspective
 Sociocultural Contexts of Language Development

- F. The Politics of Identity in Schooling
 Seeing Color, Seeing Culture
 Gay, straight, lesbian and transgender youth

- G. Bilingual/multicultural education in the U.S.
 Linguistic Diversity in Multicultural Classrooms

Schooling and Language Minority Children

- H. The Politics of Schooling
 - Fear and Learning at Hoover Street Elementary School
 - Critical Pedagogy for Teachers
 - Identity Development in Adolescence: Why are all the Black kids sitting together in the cafeteria?"
 - The Critical Perspective
- I. Deculturalization
 - Racism, prejudice, discrimination
 - Struggle for Equality
 - Shadow of Hate in America
- J. Approaches to Multicultural Education
 - Teaching the Exceptional and Culturally Different
 - Human Relations
 - Single Group Studies
- K. Multicultural education and social justice
 - Education that is Multicultural and Social Reconstructionist
 - Culturally responsive teaching
- L. Theories of minority student school failure
 - Toward an Understanding of School Achievement
 - Equity and empowerment
- M. Learning from Students
 - Multicultural Education and School Reform
 - Implications for Teachers, Schools and Families
- N. Student Outcome Assessment

6. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

- a. Leyba, C.F. (1994). *Schooling and Language Minority Students: A Theoretical Framework*. Los Angeles, California: Evaluation, Dissemination and Assessment Center, California State University.
- b. Sleeter, C. & Grant, C. (latest edition). *Making Choices for Multicultural Education*. New York, NY: Macmillan Publishing Company.
- c. Nieto, Sonia. (third edition or latest). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. Addison Wesley, Longman.
- d. Spring, Joel. (1994 or latest edition). *Deculturalization and the struggle for equality*. New York, NY: McGraw Publishing Company.
- e. Foster, Michelle. (1997). *Black Teachers on Teaching*. New York: New Press.

7. List Faculty Qualified to Teach This Course.

Lillian Vega Castaneda, Professor

8. Frequency.

NEWCRSFR 9/30/02

a. Projected semesters to be offered: Fall X Spring X SummerX

9. New Resources Required.

None

10. Consultation.

Attach consultation sheet from all program areas, Library, and others (if necessary)

11. If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Lillian Vega Castaneda, Professor
Proposer of Course

January 28, 2003
Date

Approvals