COURSE SYLLABUS
Southeast Missouri State University

THE TEACHER AS COMPETENT PROFESSIONAL EDUCATOR

Department of Middle and Secondary Education

Course Title: Diversity in America’s Schools

Course No. SE275

Revised: Spring 2012

I. Catalog Description and Credit Hour of Course: Exploration of race, ethnicity, and gender issues in schooling today. (3)

II. Prerequisite(s): none

III. Purposes or Objectives of the Course:

The teacher candidate will demonstrate a knowledge base and skills necessary to:

<p>| Understand the histories and importance of major U.S. ethnic groups, i.e., African American, Asian American, Hispanic-Latino(a) American, Native American, and European American, in the formation of the cultural composition of the United States. |
| Explore and understand the uniqueness of their self-cultures, i.e., their ethnic roots and formation of own cultural values, and how these impact their attitudes and beliefs, and display appropriate dispositions toward diverse student populations. |
| Understand the cultural, ethnic, and racial differences within their communities and schools, as it relates to contextual factors. |
| Investigate current equity issues and the impact that racism and other forms of discrimination have on the expectations and achievements of students. |
| Investigate conceptual frameworks for racial, ethnic, and gender identity development. |
| Understand post-modernist critiques of education, and their application to a pluralistic society. |
| Analyze and critique scholarly research. |
| Design social action agendas for the purposes of improving the schooling climate for all students. |</p>
<table>
<thead>
<tr>
<th>Objective</th>
<th>College of Education Standard</th>
<th>University Studies Objectives</th>
<th>INTASC Standard</th>
<th>DESE (MOSTEP) Standard</th>
<th>Assessment</th>
<th>Hours</th>
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<tbody>
<tr>
<td>1  Understanding of the histories and importance of major U.S. ethnic</td>
<td>1.5, 3.2, 1.1, 2.4, 4.3</td>
<td>1.4, 5, 7</td>
<td>1.1</td>
<td>1.2.1.1</td>
<td>Short analysis papers (8).</td>
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<td>groups, i.e., African American, Asian American, Hispanic-Latino(a)</td>
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<td>2  Competency in exploring and understanding the uniqueness of their</td>
<td>2.4, 3.2, 1.1, 2.4, 4.3</td>
<td>2.4, 5, 7</td>
<td>1.3</td>
<td>1.2.3.4</td>
<td>Reflection paper - “Autobiography of Self”</td>
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<td>self-cultures, i.e., their ethnic roots and formation of own cultural</td>
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<td>values, and how these impact their attitudes and beliefs, and display</td>
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<td>appropriate dispositions toward diverse student populations.</td>
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<td>3  Understanding of the cultural, ethnic, and racial differences within</td>
<td>1.5, 2.4, 1.1, 2.3, 4.1, 4.3</td>
<td>2.4, 5, 7</td>
<td>1.3, 1.6</td>
<td>1.2.3.4</td>
<td>Diversity Journals (3) Group discussion and</td>
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<td>their communities and schools, as it relates to contextual factors.</td>
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<td>individual responses to written prompts.</td>
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<td>4  Competency in investigating current equity issues and the impact that</td>
<td>1.5, 3.2, 1.1, 2.4, 4.3</td>
<td>2.4, 5, 7</td>
<td>1.1</td>
<td>1.2.1.1</td>
<td>Individual written responses to 3 videos.</td>
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<td>that racism and other forms of discrimination have on the expectations</td>
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<td>and achievements of students.</td>
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<td>5  Competency in Investigating conceptual frameworks for racial, ethnic,</td>
<td>1.5, 3.2, 1.1, 2.4, 4.3</td>
<td>1.4, 5, 7</td>
<td>1.1</td>
<td>1.2.1.1</td>
<td>Group work and individual responses to</td>
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<td>and gender identity development.</td>
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<td>written prompts.</td>
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<td>6  Understanding of post-modernist critiques of education, and their</td>
<td>1.5, 6.2</td>
<td>1.5, 7</td>
<td>1.1</td>
<td>1.2.1.1</td>
<td>Short analysis papers on the concepts of</td>
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<td>application to a pluralistic society.</td>
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<td>7  Competency in analyzing and critiquing scholarly research.</td>
<td>1.5, 6.2</td>
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<td>1.1</td>
<td>1.2.1.1</td>
<td>Short analysis papers on the concepts of</td>
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<td>Competency in designing social action agendas for the purposes of improving the schooling climate for all students.</td>
<td>6.2</td>
<td>1-7, 9</td>
<td>1.3, 1.6</td>
<td>1.2.3.4, 1.2.9.1</td>
<td>Individual field assignments (social action agenda). – Outcomes of Diversity Journals</td>
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**Relationship of the Conceptual Framework to Standards**

Southeast Missouri State University’s Conceptual Framework is predicated on the belief that all students can learn and every child deserves dedicated teachers who have a firm grasp of content, are effectively trained, and know how to teach to high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of Education’s vision of a *competent, reflective, and caring* professional as the grounding tenent of our conceptual framework as well as a commitment to proficiency in *literacy, diversity and technology*. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a *competent* professional who actively *reflects* on his/her teaching, while maintaining a *caring* attitude, is and/or will be capable of meeting the intent of those standards.

**IV. Student Learning Outcomes**

The students will:

A. Describe and analyze the diversity characteristics of their students.

B. Write a critical analysis that examines connections between the student’s environment (culture, family, community) and their academic performance.

C. Write a critical analysis using concepts of justice, representation, and self-determination to examine how expectations and achievements of students are impacted.

**V. Expectations of the Students:**

- Attend class regularly
- Read assignments
- Prepare assignments for classroom discussion, critiques, role plays, group work
- Write a series of analysis, reflection, reaction papers
- Perform satisfactorily on quizzes and examinations

**VI. Course Outline or Content:**

A. The Formation of the cultural composition of the United States (Objectives 1, 4, 5, 7)

1. Migration and immigration
   a. Migration patterns and influence of technology
   b. Pastoral nomadism
   c. Induced migration
   d. Forced migration
2. The Native American experience
3. The Hispanic-Latino(a) experience
4. The European American experience
5. The African American experience
The Asian American experience
20th century migration and immigration

B. Identification of self-cultural values (Gollnick and Chinn, Hoopes) (Objectives 2, 4, 5, 7)

C. Conceptual frameworks of racial, ethnic, and gender identity development (Objectives 1, 2, 4, 5, 7)
1. Social identity theory (Tajfel, Banks, Cross)
2. Acculturation and cultural conflict
   a. Bi-polar model (Andujo, Makabe, Ullah)
   b. Two-dimensional model (Clark, et. al., Hutnik, Ting-Toomey, Zak)
3. Identity formation (Marcia, Phinney)
   a. Black (Cross)
   b. Asian American (Kim)
   c. Chicanos (Arce, Atkinson, et. al.)
   d. Native American
   e. Women (Belenky, et. al.)
   f. White (Helms, Perry)

D. Equity issues (Objectives 2, 4, 5, 7)
1. Equality of educational opportunity
   a. Civil Rights Movement
   b. Desegregation of schools
   c. Responses to desegregation (Sager and Schofield)
      1. Business-as-usual
      2. Assimilationist
      3. Pluralistic co-existence
      4. Integrated pluralism
      5. Competing voices in the community
2. Conditions necessary for integrated pluralism (Allport)
   a. Equal status contact
   b. Sanctioned institutional support
   c. Intergroup cooperation leading to common goals

E. Post-modern critiques and schooling (Objectives 2, 4, 5, 7)
1. Preservation of the emancipatory impulse of the enlightenment and the justification of practices grounded upon universal principles (Habermas)
2. A pluralization of diverging universes of discourses (Lyotard, Rorty)
3. Application of post-modernism to issues of equity and schooling

VII. Textbook(s) and/or Other required Materials or Equipment:

VIII. Basis for Student Evaluation:
Students will be evaluated on the basis of performance in the following areas:
<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date(s)</th>
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</thead>
<tbody>
<tr>
<td>Short analysis, reflection papers (8)</td>
<td>30%</td>
<td>Throughout semester</td>
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<tr>
<td>Diversity Journals (3)</td>
<td>25%</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Designing a social action agendas</td>
<td>20%</td>
<td>Throughout semester</td>
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<tr>
<td>Class participation (active involvement in discussions, group work, activities, written responses to prompts)</td>
<td>25%</td>
<td>Throughout semester</td>
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**N.B.** The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

**Grading Scale:** A=90-100, B=80-89, C=70-79, D=69 and below.

**IX. Justification for Inclusion in University Studies Program:**

1. **Demonstrate the ability to locate and gather information.**

   **Emphasis:** Significant

   **Content:** The knowledge base for this course crosses several disciplines, drawing from the literatures of schooling, ethnic history and identity development, and post-modernist studies; and reflects diverse conceptual systems, methodologies, and theoretical positions.

   **Teaching Strategies:** Lectures and demonstrations by instructor and library staff will show students how to access the various literatures from data bases and CD Roms, and how to utilize sources from their communities.

   **Student Assignments:** Students will locate, gather, and integrate the following types of resource materials: (1) primary source information from their families, communities, and region that will help them construct their ethnic histories, their self cultures, and an understanding of the issues of equity and schooling, (2) directed reading of reserve materials and text that will build a knowledge base about cultural pluralism, post-modern critique, and ethnic, racial, and gender identity development, and (3) individual directed research that will assist them in constructing a social action agenda for equity in education.

   **Evaluation of Student Performance:** Students will be evaluated on the degree to which they (1) incorporate and reflect interdisciplinarity in their work, (2) comprehend and explain the required readings, and (3) utilize course materials in their term projects.

2. **Demonstrate capabilities for critical thinking, reasoning, and analyzing.**

   **Emphasis:** Significant.

   **Content:** The integration and synthesis of knowledge from several disciplines requires ability to identify assumptions, implications, and arguments upon which various theories and conceptual frameworks are constructed, and further to evaluate the worth of utilizing these in the resolution of equity issues in schooling.

   **Teaching Strategies:** Lecture will be used to introduce concepts; individual writing for reflective analysis; and small and whole group discussions to integrate ideas, evaluations, and arguments.

   **Student Assignments:** Students will write short analysis-reflection papers where they will criticize and interpret concepts in the light of their own experiences and others. They will participate in a
debate which will require them to take positions on various issues, prepare examples, arguments, and counterarguments. Their term project will require the synthesis and inclusion of critically interpreted concepts, as will their exams.

**Evaluation of Student Performance:** Students will be evaluated on the degree to which they are able to articulate and support their analyses and interpretations of the course content. This involves coherence of argument, use of supportive documentation, and ability to deconstruct theoretical positions.

3. **Demonstrate effective communication skills.**

   **Emphasis:** Significant.

   **Content:** The ever-present critiques on schooling and related concerns means that the individual must be articulate as well as informed about these issues. Clear and effective expression of thoughts, positions, arguments, and critical analyses in informal and formal, oral and written forms are necessary.

   **Teaching Strategies:** Lecture, modeling, and fish-bowl-style dialogues will be the primary methods of teaching oral communication. Instructor analysis and feedback to students about written assignments and their subsequent revisions will be the primary method of instructing students in articulating their thoughts on paper.

   **Student Assignments:** Students will write several analytical-reflective papers, a midterm and a final in essay form, and a final project. Students will debate, participate in informal small and whole group discussions, and, if role playing, prepare both written and spontaneous statements for presentation in class.

   **Evaluation of Student Performance:** Students will be evaluated on the degree to which they (1) meet the guidelines set forth in the document entitled "What You Should Know About Writing in Interdisciplinary Courses", and (2) show clarity, coherence, relevance and meaningful organization of their thoughts in both oral and written work.

4. **Demonstrate an understanding of human experiences and the ability to relate them to the present.**

   **Emphasis:** Significant.

   **Content:** Important to the understanding of current schooling issues is a recognition of the significance that major U.S. ethnic groups have had in the formation of the cultural composition of the country as it is today, and how policies of assimilation, suppression, and segregation have impacted the schooling experiences of all students.

   **Teaching Strategies:** Lecture will provide students with a knowledge base about the introduction of major ethnic groups onto the North American continent. Small and whole group discussions will give students opportunities to reflect their own ethnic histories and inter-ethnic and racial experiences.

   **Student Assignments:** Assignments will include: (1) researching and writing their own ethnic histories, (2) analyzing their own ethnic identity development, and (3) reading and analyzing the autobiographies of people of color in order to understand their acculturation and ethnic identity experiences.
**Evaluation of Student Performance:** Students will be evaluated on the degree to which they clearly articulate and reflect the significance of historical perspectives and the impact of history on current schooling issues in their papers and assignments.

5. **Demonstrate an understanding of various cultures and their interrelationships.**

   **Emphasis:** Significant.

   **Content:** Central to this course is an in-depth understanding of one's own self-culture as well as that of one's classmates, urban-rural and regional similarities and differences, gender and age discourse, religious and ethnic positioning, and socio-economic factors. By knowing and understanding the self first, one can more easily begin to understand and appreciate ethnic, cultural, and gender differences, be less xenophobic, and more willing to act on behalf of the nation to correct inequalities in society, and specifically, educational institutions.

   **Teaching Strategies:** Dialogues and monologues by people of color, self-discovery exercises, and reflective analyses of case studies are utilized in order to reach into affective domains of inquiry. Contact with those of other ethnicities and confrontation of one's own attitudes and beliefs are managed through small group activities and case study analyses.

   **Student Assignments:** Assignments range from (1) building the student's knowledge base about ethnicity, race, and gender to (2) requiring reflective analysis of attitudes and belief systems, and (3) integrating knowledge of others with knowledge of self to create solutions to schooling issues.

   **Evaluation of Student Performance:** Students will be evaluated on the degree to which they are able to (1) reflect knowledge of one's ethnic self in solutions they offer, (2) reflect knowledge of other U. S. cultures, and (3) identify instances of stereotyping, prejudice, scapegoating, discrimination and intolerance in their oral and written work.

6. **Demonstrate the ability to integrate the breadth and diversity of knowledge and experience.**

   **Emphasis:** Considerable.

   **Content:** The problems and issues of diversity in American schools are best approached interdisciplinary. The histories of ethnic groups, the sociological, anthropological, and psychological theories of ethnic identity development, and the post-modernist critiques all play a role in advancing our knowledge of one another's cultures, developing sophisticated and comprehensive understandings of the issues, and opening the doors of possibility. An interdisciplinary approach allows for divergent thinking and new interpretations to these issues.

   **Teaching Strategies:** Case studies, situational exercises, and problem-solving activities will provide the holistic approaches needed to create analytical frameworks for understanding, critiquing, and constructing resolutions to equity issues in the schools.

   **Student Assignments:** Students will have various assignments requiring the integration and synthesis of knowledge from various disciplines. The short papers will require integration of ethnic histories and identity development to analyze autobiographies of persons of color. The midterm and final exams will require synthesis of ethnic knowledge in solving diversity issues. The debate will require knowledge of the influence of disciplines on the manifestation of issues and their resolution. The term project will encompass all aspects of the course and generate action agendas.

   **Evaluation of Student Performance:** Students will be evaluated on the degree to which they are able to (1) integrate knowledge of the course material, and (2) apply this knowledge to solutions.
7. **Demonstrate the ability to make informed, intelligent value decisions.**

   **Emphasis:** Significant.

   **Content:** Issues of cultural pluralism, ethnicity and racial diversity, and gender are mainly about enculturation, the process whereby an individual learns her/his culture and the value and belief systems attached to this culture. Values, therefore, are inculcated when children are small, and become the basis for a person's behavior, decision-making, judgments, and evaluation of situations. It is imperative, in a culturally plural society, that individuals thoroughly understand their own value systems, as well as those of others as well, whether they be their neighbors or the larger society. It is also imperative that each individual understands his value system well enough to know why he believes as he does, why others may believe differently, and why both may be logical beliefs based on their own value systems. It is this knowledge of self and others that can help bridge the gaps that now exist in our society, and which can lead to cooperative and creative problem-solving where issues of diversity and schooling are concerned.

   **Teaching Strategies:** Where the affective domain is concerned, methodologies must include exercises that allow students to confront their attitudes, beliefs, and values. For the purposes of this objective, case studies, situational and self-discovery exercises are used.

   **Student Assignments:** Oral and written assignments will require students to investigate issues of ethnic identity development by reflecting on cultural knowledge of self and the larger society. Other assignments will expect the integration of knowledge to confront valuing dilemmas involving schooling and equity issues.

   **Evaluation of Student Performance:** Students will be evaluated on their ability to identify, articulate, and critically analyze the ethnic, racial, and gender components at work in case studies and exercises, yet maintain the ability to present a rational and objective analysis.

8. **Demonstrate the ability to make informed, sensitive aesthetic responses.**

   **Emphasis:** None.

   The only area that would enter into classroom discourse for this objective might involve discussion of why one culture as opposed to another might regard certain decorative elements as aesthetically pleasing. This could arise in discussions about understanding, valuing, and appreciating differences in other cultures, but is not the focus of this course.

9. **Demonstrate the ability to function responsibly in one's natural, social and political environment.**

   **Emphasis:** Some.

   **Content:** As the "browning of America" changes ethnic and racial minorities to majorities, this cultural shift must also be reflected in the equity issues of schooling opportunities for all students. Responsible functioning will necessitate intercultural cooperation to provide equality in the classroom.

   **Teaching Strategies:** Lectures to disseminate content on post-modern critiques and current practices in education will lead students toward formulating their term projects: social action agendas to provide equity through schooling. Small and whole group discussions will further assist in integrating this knowledge.
Student Assignments: Through integration and synthesis of course material, students will construct their term projects (social action agendas) which will focus on creating solutions for issues of equity in education.

Evaluation of Student Performance: Students will be evaluated on their ability to construct agendas that are comprehensive, realistic, integrative and interdisciplinary. Generally, it will be difficult to ascertain whether or not these plans work, since there will not be time to put them in place before the semester ends. Therefore, the projects will only be evaluated on the feasibility of these plans, not the actual working of the plans.

X. Knowledge Base

1. THE FORMATION OF THE CULTURAL COMPOSITION OF THE UNITED STATES:


2. IDENTIFICATION OF SELF-CULTURAL VALUES:


3. CONCEPTUAL FRAMEWORKS OF RACIAL, ETHNIC, AND GENDER IDENTITY DEVELOPMENT:


4. EQUITY ISSUES:


5. **POST-MODERN CRITIQUES AND SCHOOLING:**


6. **AUTOBIOGRAPHIES OF PEOPLE OF COLOR:**


XI. **Academic Policy Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to
faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

XII. Student with Disabilities:
Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: http://www6.semo.edu/lapdss/index.htm

XIII. Civility and Harassment
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XIV. Professional Dispositions for Teacher Education
The Dispositions, as assessed within Teacher Education are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the 11 current dispositions assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement Disposition Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed dispositions are listed under the applicable Conceptual Framework Term.

**Competent:**
- Self-initiative/Independence
- Reliability/Dependability
- Attendance/Punctuality

**Reflective:**
- Response to feedback

**Caring:**
- Tact judgment (with peers and/or instructors)
- Interaction with students, peers, teachers and others
- Collegiality
- Attitudes towards learners/Fairness
- Attitudes towards cultural, ethnic and socioeconomic diversity
- Commitment to the profession

DEPARTMENTAL APPROVAL DATE: 4-7-10
COLLEGE COUNCIL APPROVAL DATE: 05-13-10